

大学英语六级考试 历年真题

(2002 年 12 月)

7

测试时间： 月 日 时至 时

做题提示

1. 本套试卷共收集了自 2000 年 1 月以来历年的六级考试真题,目的在于通过使考生接触真题,能够更加准确地把握考试动向,命题规律以及试题的难易程度,使考生取得事半功倍的效果,从而轻松突破六级难关。
2. 本套试卷共有 10 套真题,建议考生每间隔半月自我练习一次,临考前重新温习所有试题。
3. 练习时间最好安排在上午,不间断地进行 120 分钟,自主做题,不要参考答案。练习时要把心态调整到临战状态,即与考试时的心态一样。
4. 练习结束后,请认真对照标准答案,并找出自己的薄弱环节,有重点、有主次地进行复习,争取考前消灭所有问题。实战出真知,相信经过一番实战演练之后,考生一定会受益匪浅。

	总得分	听力理解	语法结构与词汇	完形填空	简短回答	改 错	阅读理解	短文写作
卷面分值	100	20	15	10			40	15
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失 分								

大学英语六级考试(CET-6)答题纸

学校:		试 卷 代 号	学 校 代 号		准 考 证 号	
姓名:			[0] [0] [0] [0]		[0] [0] [0] [0]	
划 线 要 求 :	用 HB-2B 铅笔这样写 [A], 不允许这样填写 [X], 要有一定粗度、浓 度盖过字母底色, 不能用 钢笔或圆珠笔, 否则试卷 作废, 注意不要划错行 (可用直尺对齐)		[A]	[1] [1] [1] [1]	[1] [1] [1] [1]	
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2. [A][B][C][D]	22. [A][B][C][D]	42. [A][B][C][D]	62. [A][B][C][D]	77. [A][B][C][D]			
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4. [A][B][C][D]	24. [A][B][C][D]	44. [A][B][C][D]	64. [A][B][C][D]	79. [A][B][C][D]			
5. [A][B][C][D]	25. [A][B][C][D]	45. [A][B][C][D]	65. [A][B][C][D]	80. [A][B][C][D]			
6. [A][B][C][D]	26. [A][B][C][D]	46. [A][B][C][D]	66. [A][B][C][D]	81. [A][B][C][D]			
7. [A][B][C][D]	27. [A][B][C][D]	47. [A][B][C][D]	67. [A][B][C][D]	82. [A][B][C][D]			
8. [A][B][C][D]	28. [A][B][C][D]	48. [A][B][C][D]	68. [A][B][C][D]	83. [A][B][C][D]			
9. [A][B][C][D]	29. [A][B][C][D]	49. [A][B][C][D]	69. [A][B][C][D]	84. [A][B][C][D]			
10. [A][B][C][D]	30. [A][B][C][D]	50. [A][B][C][D]	70. [A][B][C][D]	85. [A][B][C][D]			
11. [A][B][C][D]	31. [A][B][C][D]	51. [A][B][C][D]	71. [A][B][C][D]	86. [A][B][C][D]			
12. [A][B][C][D]	32. [A][B][C][D]	52. [A][B][C][D]	72. [A][B][C][D]	87. [A][B][C][D]			
13. [A][B][C][D]	33. [A][B][C][D]	53. [A][B][C][D]	73. [A][B][C][D]	88. [A][B][C][D]			
14. [A][B][C][D]	34. [A][B][C][D]	54. [A][B][C][D]	74. [A][B][C][D]	89. [A][B][C][D]			
15. [A][B][C][D]	35. [A][B][C][D]	55. [A][B][C][D]	75. [A][B][C][D]	90. [A][B][C][D]			
16. [A][B][C][D]	36. [A][B][C][D]	56. [A][B][C][D]	注 意: 考 生 不 能 在 此 填 写, 否 则 试 卷 作 废	评 卷 员 代 号		[0][0][0]	[5][5][5]
17. [A][B][C][D]	37. [A][B][C][D]	57. [A][B][C][D]				[1][1][1]	[6][6][6]
18. [A][B][C][D]	38. [A][B][C][D]	58. [A][B][C][D]				[2][2][2]	[7][7][7]
19. [A][B][C][D]	39. [A][B][C][D]	59. [A][B][C][D]				[3][3][3]	[8][8][8]
20. [A][B][C][D]	40. [A][B][C][D]	60. [A][B][C][D]				[4][4][4]	[9][9][9]

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Part I

Listening Comprehension

(20 minutes)

Section A

Directions: In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked [A], [B], [C] and [D], and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Example: You will hear:

You will read: [A] 2 hours.

[B] 3 hours.

[C] 4 hours.

[D] 5 hours.

From the conversation we know that the two are talking about some work they will start at 9 o'clock in the morning and have to finish at 2 in the afternoon. Therefore, [D] "5 hours" is the correct answer. You should choose [D] on the Answer Sheet and mark it with a single line through the centre.

Sample Answer [A][B][C]~~[D]~~

1. [A] It has nothing to do with the Internet. [B] She needs another week to get it ready.
[C] It contains some valuable ideas. [D] It's far from being ready yet.
2. [A] The woman is strict with her employees.
[B] The man always has excuses for being late.
[C] The woman is a kind-hearted boss.
[D] The man's alarm clock didn't work that morning.
3. [A] The woman should try her luck in the bank nearby.
[B] The bank around the corner is not open today.
[C] The woman should use dollars instead of pounds.
[D] The bank near the railway station closes late.
4. [A] Make an appointment with Dr. Chen. [B] Wait for about three minutes.
[C] Call again some time later. [D] Try dialing the number again.
5. [A] He is sure they will succeed in the next test.
[B] He did no better than the woman in the test.
[C] He believes she will pass the test this time.
[D] He felt upset because of her failure.
6. [A] The woman has to attend a summer course to graduate.
[B] The man thinks the woman can earn the credits.
[C] The woman is begging the man to let her pass the exam.
[D] The woman is going to graduate from summer school.
7. [A] Fred is planning a trip to Canada. [B] Fred usually flies to Canada with Jane.
[C] Fred persuaded Jane to change her mind.

- [D] Fred likes the beautiful scenery along the way to Canada.
8. [A] Hang some pictures for decoration. [B] Find room for the paintings.
[C] Put more coats of paint on the wall. [D] Paint the walls to match the furniture.
9. [A] He'll give a lecture on drawing.
[B] He doesn't mind if the woman goes to the lecture.
[C] He'd rather not go to the lecture. [D] He's going to attend the lecture.
10. [A] Selecting the best candidate. [B] Choosing a campaign manager.
[C] Trying to persuade the woman to vote for him.
[D] Running for chairman of the student union.

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked [A], [B], [C] and [D]. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage One

Questions 11 to 14 are based on the passage you have just heard.

11. [A] To study the problems of local industries.
[B] To find ways to treat human wastes.
[C] To investigate the annual catch of fish in the Biramichi River.
[D] To conduct a study on fishing in the Biramichi River.
12. [A] Lack of oxygen. [B] Overgrowth of water plants.
[C] Low water level. [D] Serious pollution upstream.
13. [A] They'll be closed down.
[B] They're going to dismiss some of their employees.
[C] They'll be moved to other places.
[D] They have no money to build chemical treatment plants.
14. [A] There were fewer fish in the river.
[B] Over-fishing was prohibited.
[C] The local Chamber of Commerce tried to preserve fishes.
[D] The local fishing cooperative decided to reduce its catch.

Passage Two

Questions 15 to 17 are based on the passage you have just heard.

15. [A] Oral instructions recorded on a tape. [B] A brief letter sealed in an envelope.
[C] A written document of several pages. [D] A short note to their lawyer.
16. [A] Refrain from going out with men for five years.
[B] Stop wearing any kind of fashionable clothes.
[C] Bury the dentist with his favorite car.
[D] Visit his grave regularly for five years.
17. [A] He was angry with his selfish relatives. [B] He was just being humorous.
[C] He was not a wealthy man.
[D] He wanted to leave his body for medical purposes.

Passage Three

Questions 18 to 20 are based on the passage you have just heard.

18. [A] They thought it quite acceptable. [B] They believed it to be a luxury.
[C] They took it to be a trend. [D] They considered it avoidable.
19. [A] Critical. [B] Serious. [C] Sceptical. [D] Casual.
20. [A] When people consider marriage an important part of their lives.
[B] When the costs of getting a divorce become unaffordable.
[C] When the current marriage law is modified.
[D] When husband and wife understand each other better.

Part II

Reading Comprehension

(35 minutes)

Directions: There are 4 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked [A], [B], [C] and [D]. You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the centre.

Questions 21 to 25 are based on the following passage.

Bill Gates, the billionaire Microsoft chairman without a single earned university degree, is by his success raising new doubts about the worth of the business world's favorite academic title: the MBA (Master of Business Administration).

The MBA, a 20th-century product, always has borne the mark of lowly commerce and *greed* (贪婪) on the tree-lined campuses ruled by purer disciplines such as philosophy and literature.

But even with the recession apparently cutting into the hiring of business school graduates, about 79,000 people are expected to receive MBAs in 1993. This is nearly 16 times the number of business graduates in 1960, a testimony to the widespread assumption that the MBA is vital for young men and women who want to run companies some day.

"If you are going into the corporate world it is still a disadvantage not to have one," said Donald Morrison, professor of marketing and management science. "But in the last five years or so, when someone says, 'Should I attempt to get an MBA,' the answer a lot more is: It depends."

The success of Bill Gates and other non-MBAs, such as the late Sam Walton of Wal-Mart Stores Inc., has helped inspire self-conscious debates on business school campuses over the worth of a business degree and whether management skills can be taught.

The Harvard Business Review printed a lively, fictional exchange of letters to dramatize complaints about business degree holders.

The article called MBA hires "extremely disappointing" and said "MBAs want to move up too fast, they don't understand politics and people, and they aren't able to function as part of a team until their third year. But by then, they're out looking for other jobs."

The problem, most participants in the debate acknowledge, is that the MBA has acquired an *aura* (光环) of future riches and power far beyond its actual importance and usefulness.

Enrollment in business schools exploded in the 1970s and 1980s and created the assumption that no one who pursued a business career could do without one. The growth was fueled by a *backlash* (反冲) against the anti-business values of the 1960s and by the women's movement.

Business people who have hired or worked with MBAs say those with the degrees often know how to analyze systems but are not so skillful at motivating people. "They don't get a lot of grounding in the people side of the business," said James Shaffer, vice-president and principal of the Towers Perrin

management consulting firm.

21. According to Paragraph 2, what is the general attitude towards business on campuses dominated by purer disciplines?
[A] Scornful. [B] Appreciative. [C] Envious. [D] Realistic.
22. It seems that the controversy over the value of MBA degrees has been fueled mainly by _____.
[A] the complaints from various employers
[B] the success of many non-MBAs
[C] the criticism from the scientists of purer disciplines
[D] the poor performance of MBAs at work
23. What is the major weakness of MBA holders according to The Harvard Business Review?
[A] They are usually self-centered.
[B] They are aggressive and greedy.
[C] They keep complaining about their jobs.
[D] They are not good at dealing with people.
24. From the passage we know that most MBAs _____.
[A] can climb the corporate ladder fairly quickly
[B] quit their jobs once they are familiar with their workmates
[C] receive salaries that do not match their professional training
[D] cherish unrealistic expectations about their future
25. What is the passage mainly about?
[A] Why there is an increased enrollment in MBA programs.
[B] The necessity of reforming MBA programs in business schools.
[C] Doubts about the worth of holding an MBA degree.
[D] A debate held recently on university campuses.

Questions 26 to 30 are based on the following passage.

When school officials in Kalkaska, Michigan, closed classes last week, the media flocked to the story, portraying the town's 2,305 students as victims of *stingy* (吝啬的) taxpayers. There is some truth to that; the property-tax rate here is one-third lower than the state average. But shutting their schools also allowed Kalkaska's educators and the state's largest teachers' union, the Michigan Education Association, to make a political point. Their aim was to spur passage of legislation Michigan lawmakers are debating to increase the state's share of school funding.

It was no coincidence that Kalkaska shut its schools two weeks after residents rejected a 28 percent property-tax increase. The school board argued that without the increase it lacked the \$1.5 million needed to keep schools open.

But the school system had not done all it could to keep the schools open. Officials declined to borrow against next year's state aid, they refused to trim extracurricular activities and they did not consider seeking a smaller—perhaps more acceptable—tax increase. In fact, closing early is costing Kalkaska a significant amount, including \$600,000 in unemployment payments to teachers and staff and \$250,000 in lost state aid. In February, the school system promised teachers and staff two months of retirement payments in case schools closed early, a deal that will cost the district \$275,000 more.

Other signs suggest school authorities were at least as eager to make a political statement as to keep schools open. The Michigan Education Association hired a public relations firm to stage a rally marking the school closings, which attracted 14 local and national television stations and networks. The president of the National Education Association, the MEA's parent organization, flew from

Washington, D.C., for the event. And the union tutored school officials in the art of television interviews. School supervisor Doyle Disbrow acknowledges the district could have kept schools open by cutting programs but denies the moves were politically motivated.

Michigan lawmakers have reacted angrily to the closings. The state Senate has already voted to put the system into *receivership* (破产管理) and reopen schools immediately; the Michigan House plans to consider the bill this week.

26. We learn from the passage that schools in Kalkaska, Michigan, are funded _____.
[A] by both the local and state governments
[B] exclusively by the local government
[C] mainly by the state government
[D] by the National Education Association
27. One of the purposes for which school officials closed classes was _____.
[A] to avoid paying retirement benefits to teachers and staff
[B] to draw the attention of local taxpayers to political issues
[C] to make the financial difficulties of their teachers and staff known to the public
[D] to pressure Michigan lawmakers into increasing state funds for local schools
28. The author seems to disapprove of _____.
[A] the Michigan lawmakers' endless debating
[B] the shutting of schools in Kalkaska
[C] the involvement of the mass media
[D] delaying the passage of the school funding legislation
29. We learn from the passage that school authorities in Kalkaska are more concerned about _____.
[A] a raise in the property-tax rate in Michigan
[B] reopening the schools there immediately
[C] the attitude of the MEA's parent organization
[D] making a political issue of the closing of the schools
30. According to the passage, the closing of the schools developed into a crisis because of _____.
[A] the complexity of the problem
[B] the political motives on the part of the educators
[C] the weak response of the state officials
[D] the strong protest on the part of the students' parents

Questions 31 to 35 are based on the following passage.

German *Chancellor* (首相) Otto Von Bismarck may be most famous for his military and diplomatic talent, but his *legacy* (遗产) includes many of today's social insurance programs. During the middle of the 19th century, Germany, along with other European nations, experienced an unprecedented rash of workplace deaths and accidents as a result of growing industrialization. Motivated in part by Christian *compassion* (怜悯) for the helpless as well as a practical political impulse to undercut the support of the socialist labor movement, Chancellor Bismarck created the world's first workers' compensation law in 1884.

By 1908, the United States was the only industrial nation in the world that lacked workers' compensation insurance. America's injured workers could sue for damages in a court of law, but they still faced a number of tough legal barriers. For example, employees had to prove that their injuries directly resulted from employer negligence and that they themselves were ignorant about potential hazards in

the workplace. The first state workers' compensation law in this country passed in 1911, and the program soon spread throughout the nation.

After World War II, benefit payments to American workers did not keep up with the cost of living. In fact, real benefit levels were lower in the 1970s than they were in the 1940s, and in most states the maximum benefit was below the poverty level for a family of four. In 1970, President Richard Nixon set up a national commission to study the problems of workers' compensation. Two years later, the commission issued 19 key recommendations, including one that called for increasing compensation benefit levels to 100 percent of the states' average weekly wages.

In fact, the average compensation benefit in America has climbed from 55 percent of the states' average weekly wages in 1972 to 97 percent today. But, as most studies show, every 10 percent increase in compensation benefits results in a 5 percent increase in the numbers of workers who file for claims. And with so much more money floating in the workers' compensation system, it's not surprising that doctors and lawyers have helped themselves to a large slice of the growing pie.

31. The world's first workers' compensation law was introduced by Bismarck _____.
[A] to make industrial production safer
[B] to speed up the pace of industrialization
[C] out of religious and political considerations
[D] for fear of losing the support of the socialist labor movement
32. We learn from the passage that the process of industrialization in Europe _____.
[A] was accompanied by an increased number of workshop accidents
[B] resulted in the development of popular social insurance programs
[C] required workers to be aware of the potential dangers at the workplace
[D] met growing resistance from laborers working at machines
33. One of the problems the American injured workers faced in getting compensation in the early 19th century was that _____.
[A] they had to have the courage to sue for damages in a court of law
[B] different states in the U. S. had totally different compensation programs
[C] America's average compensation benefit was much lower than the cost of living
[D] they had to produce evidence that their employers were responsible for the accident
34. After 1972 workers' compensation insurance in the U. S. became more favorable to workers so that _____.
[A] the poverty level for a family of four went up drastically
[B] there were fewer legal barriers when they filed for claims
[C] the number of workers suing for damages increased
[D] more money was allocated to their compensation system
35. The author ends the passage with the implication that _____.
[A] compensation benefits in America are soaring to new heights
[B] the workers are not the only ones to benefit from the compensation system
[C] people from all walks of life can benefit from the compensation system
[D] money floating in the compensation system is a huge drain on the U.S. economy

Questions 36 to 40 are based on the following passage.

Early in the age of *affluence* (富裕) that followed World War II, an American retailing analyst named Victor Lebow proclaimed, "Our enormously productive economy... demands that we make consumption our way of life, that we convert the buying and use of goods into rituals, that we seek our

spiritual satisfaction, our ego satisfaction, in consumption. . . . We need things consumed, burned up, worn out, replaced and discarded at an ever increasing rate.”

Americans have responded to Lebow’s call, and much of the world has followed.

Consumption has become a central pillar of life in industrial lands and is even embedded in social values. Opinion surveys in the world’s two largest economies—Japan and the United States—show consumerist definitions of success becoming ever more prevalent.

Overconsumption by the world’s fortunate is an environmental problem unmatched in severity by anything but perhaps population growth. Their surging exploitation of resources threatens to exhaust or unalterably spoil forests, soils, water, air and climate.

Ironically, high consumption may be a mixed blessing in human terms, too. The time-honored values of integrity of character, good work, friendship, family and community have often been sacrificed in the rush to riches.

Thus many in the industrial lands have a sense that their world of plenty is somehow hollow—that, misled by a consumerist culture, they have been fruitlessly attempting to satisfy what are essentially social, psychological and spiritual needs with material things.

Of course, the opposite of overconsumption—poverty—is no solution to either environmental or human problems. It is infinitely worse for people and bad for the natural world too. *Dispossessed* (被剥夺得一无所有的) peasants slash-and-burn their way into the rain forests of Latin America, and hungry *nomads* (游牧民族) turn their herds out onto fragile African grassland, reducing it to desert.

If environmental destruction results when people have either too little or too much, we are left to wonder how much is enough. What level of consumption can the earth support? When does having more cease to add noticeably to human satisfaction?

36. The emergence of the affluent society after World War II _____.

- [A] gave birth to a new generation of upper class consumers
- [B] gave rise to the dominance of the new egoism
- [C] led to the reform of the retailing system
- [D] resulted in the worship of consumerism

37. Apart from enormous productivity, another important impetus to high consumption is _____.

- [A] the conversion of the sale of goods into rituals
- [B] the people’s desire for a rise in their living standards
- [C] the imbalance that has existed between production and consumption
- [D] the concept that one’s success is measured by how much they consume

38. Why does the author say high consumption is a mixed blessing?

- [A] Because poverty still exists in an affluent society.
- [B] Because moral values are sacrificed in pursuit of material satisfaction.
- [C] Because overconsumption won’t last long due to unrestricted population growth.
- [D] Because traditional rituals are often neglected in the process of modernization.

39. According to the passage, consumerist culture _____.

- [A] cannot thrive on a fragile economy
- [B] will not aggravate environmental problems
- [C] cannot satisfy human spiritual needs
- [D] will not alleviate poverty in wealthy countries

40. It can be inferred from the passage that _____.

- [A] human spiritual needs should match material affluence

- [B] there is never an end to satisfying people's material needs
- [C] whether high consumption should be encouraged is still an issue
- [D] how to keep consumption at a reasonable level remains a problem

Part III

Vocabulary

(20 minutes)

Directions: There are 30 incomplete sentences in this part. For each sentence there are four choices marked [A], [B], [C] and [D]. Choose the ONE answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

41. I have had my eyes tested and the report says that my _____ is perfect.
[A] outlook [B] vision [C] horizon [D] perspective
42. He was looking admiringly at the photograph published by Collins in _____ with the Imperial Museum.
[A] collection [B] connection [C] collaboration [D] combination
43. In those days, executives expected to spend most of their lives in the same firm and, unless they were dismissed for _____, to retire at the age of 65.
[A] integrity [B] denial [C] incompetence [D] deduction
44. Others viewed the findings with _____, noting that a cause-and-effect relationship between passive smoking and cancer remains to be shown.
[A] optimism [B] passion [C] caution [D] deliberation
45. The 1986 Challenger space-shuttle _____ was caused by unusually low temperatures immediately before the launch.
[A] expedition [B] controversy [C] dismay [D] disaster
46. When supply exceeds demand for any product, prices are _____ to fall.
[A] timely [B] simultaneous [C] subject [D] liable
47. The music aroused an _____ feeling of homesickness in him.
[A] intentional [B] intermittent [C] intense [D] intrinsic
48. I bought an alarm clock with a(n) _____ dial, which can be seen clearly in the dark.
[A] supersonic [B] luminous [C] audible [D] amplified
49. The results are hardly _____; he cannot believe they are accurate.
[A] credible [B] contrary [C] critical [D] crucial
50. This new laser printer is _____ with all leading software.
[A] comparable [B] competitive [C] compatible [D] cooperative
51. The ball _____ two or three times before rolling down the slope.
[A] swayed [B] bounced [C] hopped [D] darted
52. He raised his eyebrows and stuck his head forward and _____ it in a single nod, a gesture boys used then for O.K. when they were pleased.
[A] shrugged [B] tugged [C] jerked [D] twisted
53. Many types of rock are _____ from volcanoes as solid, fragmentary material.
[A] flung [B] propelled [C] ejected [D] injected
54. With prices _____ so much, it is difficult for the school to plan a budget.
[A] vibrating [B] fluctuating [C] fluttering [D] swinging
55. The person who _____ this type of approach for doing research deserves our praise.
[A] originated [B] speculated [C] generated [D] manufactured

56. _____ that the demand for power continues to rise at the current rate, it will not be long before traditional sources become inadequate.
 [A] Concerning [B] Ascertaining [C] Assuming [D] Regarding
57. Her jewelry _____ under the spotlights and she became the dominant figure at the ball.
 [A] glared [B] glittered [C] blazed [D] dazzled
58. Connie was told that if she worked too hard, her health would _____.
 [A] deteriorate [B] degrade [C] descend [D] decay
59. We find that some birds _____ twice a year between hot and cold countries.
 [A] transfer [B] commute [C] migrate [D] emigrate
60. As visiting scholars, they willingly _____ to the customs of the country they live in.
 [A] submit [B] conform [C] subject [D] commit
61. More than 85 percent of French Canada's population speaks French as a mother tongue and _____ to the Roman Catholic faith.
 [A] caters [B] adheres [C] ascribes [D] subscribes
62. The professor found himself constantly _____ the question: "How could anyone do these things?"
 [A] presiding [B] poring [C] pondering [D] presuming
63. Weeks _____ before anyone was arrested in connection with the bank robbery.
 [A] terminated [B] elapsed [C] overlapped [D] expired
64. In order to prevent stress from being set up in the metal, expansion joints are fitted which _____ the stress by allowing the pipe to expand or contract freely.
 [A] relieve [B] reconcile [C] reclaim [D] rectify
65. How much of your country's electrical supply is _____ from water power?
 [A] deduced [B] detached [C] derived [D] declined
66. She had recently left a job and had helped herself to copies of the company's client data, which she intended to _____ in starting her own business.
 [A] dwell on [B] come upon [C] base on [D] draw upon
67. The glass vessels should be handled most carefully since they are _____.
 [A] intricate [B] fragile [C] subtle [D] crisp
68. Hill slopes are cleared of forests to make way for crops, but this only _____ the crisis.
 [A] accelerates [B] prevails [C] ascends [D] precedes
69. He blew out the candle and _____ his way to the door.
 [A] converged [B] groped [C] strove [D] wrenched
70. Often such arguments have the effect of _____ rather than clarifying the issues involved.
 [A] obscuring [B] prejudicing [C] tackling [D] blocking

Part IV

Cloze

(15 minutes)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked [A], [B], [C] and [D] below the paper. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

When women do become managers, do they bring a different style and different skills to the job? Are they better, or worse, managers than men? Are women more highly motivated and 71 than

male managers?

Some research 72 the idea that women bring different attitudes and skills to management jobs, such as greater 73, an emphasis on affiliation and attachment, and a 74 to bring emotional factors to bear 75 making workplace decisions. These differences are 76 to carry advantages for companies, 77 they expand the range of techniques that can be used to 78 the company manage its workforce 79.

A study commissioned by the International Women's Forum 80 a management style used by some women managers (and also by some men) that 81 from the command-and-control style 82 used by male managers. Using this "interactive leadership" approach, "women 83 participation, share power and information, 84 other people's self-worth, and get others excited about their work. All these 85 reflect their belief that allowing 86 to contribute and to feel 87 and important is a win-win 88—good for the employees and the organization." The study's director 89 that "interactive leadership may emerge 90 the management style of choice for many organizations."

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|---------------------|---------------------|-------------------|------------------|
| 71. [A] confronted | [B] commanded | [C] confined | [D] committed |
| 72. [A] supports | [B] argues | [C] opposes | [D] despises |
| 73. [A] combination | [B] cooperativeness | [C] coherence | [D] correlation |
| 74. [A] willingness | [B] loyalty | [C] sensitivity | [D] virtue |
| 75. [A] by | [B] in | [C] at | [D] with |
| 76. [A] disclosed | [B] watched | [C] revised | [D] seen |
| 77. [A] therefore | [B] whereas | [C] because | [D] nonetheless |
| 78. [A] help | [B] enable | [C] support | [D] direct |
| 79. [A] evidently | [B] precisely | [C] aggressively | [D] effectively |
| 80. [A] developed | [B] invented | [C] discovered | [D] located |
| 81. [A] derives | [B] differs | [C] descends | [D] detaches |
| 82. [A] inherently | [B] traditionally | [C] conditionally | [D] occasionally |
| 83. [A] encourage | [B] dismiss | [C] disapprove | [D] engage |
| 84. [A] enhance | [B] enlarge | [C] ignore | [D] degrade |
| 85. [A] themes | [B] subjects | [C] researches | [D] things |
| 86. [A] managers | [B] women | [C] employees | [D] males |
| 87. [A] faithful | [B] powerful | [C] skillful | [D] thoughtful |
| 88. [A] situation | [B] status | [C] circumstance | [D] position |
| 89. [A] predicted | [B] proclaimed | [C] defied | [D] diagnosed |
| 90. [A] into | [B] from | [C] as | [D] for |

Part V

Writing

(30 minutes)

Directions: For this part, you are allowed thirty minutes to write a composition on the topic **It Pays to Be Honest**. You should write at least 150 words according to the outline given below in Chinese:

1. 当前社会上存在许多不诚实的现象
2. 诚实利人利己,做人应该诚实

It Pays to Be Honest