

大学英语六级考试 历年真题

(2002 年 6 月)

6

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。练习时要将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 [A], 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]				
3. [A][B][C][D]	23. [A][B][C][D]	43. [A][B][C][D]	63. [A][B][C][D]	78. [A][B][C][D]				
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					
17. [A][B][C][D]	37. [A][B][C][D]	57. [A][B][C][D]				评 卷 员 代 号	[0][0][0]	[5][5][5]
18. [A][B][C][D]	38. [A][B][C][D]	58. [A][B][C][D]				[1][1][1]	[6][6][6]	
19. [A][B][C][D]	39. [A][B][C][D]	59. [A][B][C][D]				[2][2][2]	[7][7][7]	
20. [A][B][C][D]	40. [A][B][C][D]	60. [A][B][C][D]				[3][3][3]	[8][8][8]	
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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] Registering for courses. [B] Getting directions.
[C] Buying a new computer. [D] Studying sociology.
2. [A] The man will probably have to find a roommate.
[B] The man is unlikely to live in the suburbs.
[C] The man will probably have to buy a car.
[D] The man is unlikely to find exactly what he desires.
3. [A] Painting a picture. [B] Hosting a program.
[C] Designing a studio. [D] Taking a photograph.
4. [A] The woman doesn't think it a problem to get her passport renewed.
[B] The woman has difficulty renewing her passport.
[C] The woman hasn't renewed her passport yet.
[D] The woman's passport is still valid.
5. [A] A prediction of the future of mankind. [B] A new drug that may benefit mankind.
[C] An opportunity for a good job. [D] An unsuccessful experiment.
6. [A] A lesson requires students' active involvement.
[B] Students usually take an active part in a lecture.
[C] More knowledge is covered in a lecture.
[D] There is a larger group of people interested in lessons.
7. [A] Neither of their watches keeps good time. [B] The woman's watch stopped 3 hours ago.
[C] The man's watch goes too fast. [D] It's too dark for the woman to read her watch.
8. [A] She's proud of being able to do many things at the same time.

- [B] She is sure to finish all the things in a few hours.
 - [C] She dreams of becoming a millionaire someday.
 - [D] She's been kept extremely busy.
9. [A] He wants his students to be on time for class.
- [B] He doesn't allow his students to tell jokes in class.
 - [C] He is always punctual for his class.
 - [D] He rarely notices which students are late.
10. [A] He is nervous about the exam. [B] He is looking for a job.
- [C] He doesn't dare to tell lies. [D] He doesn't know how to answer the questions.

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] She was bored with her idle life at home.
- [B] She was offered a good job by her neighbour.
 - [C] she wanted to help with the family's finances.
 - [D] Her family would like to see her more involved in social life.
12. [A] Doing housework. [B] Looking after her neighbour's children.
- [C] Reading papers and watching TV. [D] Taking good care of her husband.
13. [A] Jane got angry at Bill's idle life.
- [B] Bill failed to adapt to the new situation.
 - [C] Bill blamed Jane for neglecting the family.
 - [D] The children were not taken good care of.
14. [A] Neighbours should help each other.
- [B] Women should have their own careers.
 - [C] Man and wife should share household duties.
 - [D] Parents should take good care of their children.

Passage Two

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

15. [A] To predict natural disasters that can cause vast destruction.
- [B] To limit the destruction that natural disasters may cause.
 - [C] To gain financial support from the United Nations.
 - [D] To propose measures to hold back natural disasters.
16. [A] There is still a long way to go before man can control natural disasters.
- [B] International cooperation can minimize the destructive force of natural disasters.
 - [C] Technology can help reduce the damage natural disasters may cause.
 - [D] Scientists can successfully predict earthquakes.
17. [A] There were fatal mistakes in its design.
- [B] The builder didn't observe the building codes of the time.

[C] The traffic load went beyond its capacity.

[D] It was built according to less strict earthquake-resistance standards.

Passage Three

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

18. [A] By judging to what extent they can eliminate the risks.

[B] By estimating the possible loss of lives and property.

[C] By estimating the frequency of volcanic eruptions.

[D] By judging the possible risks against the likely benefits.

19. [A] One of Etna's recent eruptions made many people move away.

[B] Etna's frequent eruptions have ruined most of the local farmland.

[C] Etna's eruptions are frequent but usually mild.

[D] There are signs that Etna will erupt again in the near future.

20. [A] They will remain where they are.

[B] They will leave this area for ever.

[C] They will turn to experts for advice.

[D] They will seek shelter in nearby regions.

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.

When global warming finally came, it stuck with a *vengeance* (异乎寻常地). In some regions, temperatures rose several degrees in less than a century. Sea levels shot up nearly 400 feet, flooding coastal settlements and forcing people to migrate inland. Deserts spread throughout the world as vegetation shifted drastically in North America, Europe and Asia. After driving many of the animals around them to near extinction, people were forced to abandon their old way of life for a radically new survival strategy that resulted in widespread starvation and disease. The adaptation was farming: the global-warming crisis that gave rise to it happened more than 10,000 years ago.

As environmentalists convene in Rio de Janeiro this week to ponder the global climate of the future, earth scientists are in the midst of a revolution in understanding how climate has changed in the past—and how those changes have transformed human existence. Researchers have begun to piece together an illuminating picture of the powerful geological and astronomical forces that have combined to change the planet's environment from hot to cold, wet to dry and back again over a time period stretching back hundreds of millions of years.

Most important, scientists are beginning to realize that the climatic changes have had a major impact on the evolution of the human species. New research now suggests that climate shifts have played a key role in nearly every significant turning point in human evolution: from the dawn of *primates* (灵长类动物) some 65 million years ago to human ancestors rising up to walk on two legs, from the huge expansion of the human brain to the rise of agriculture. Indeed, the human history has not been merely touched by global climate change, some scientists argue, it has in some instances been driven by it.

The new research has profound implications for the environmental summit in Rio. Among other

things, the findings demonstrate that dramatic climate change is nothing new for planet Earth. The *benign* (宜人的) *global environment that has existed over the past 10,000 years—during which agriculture, writing, cities and most other features of civilization appeared—is a mere bright spot in a much larger pattern of widely varying climate over the ages. In fact the pattern of climate change in the past reveals that Earth's climate will almost certainly go through dramatic changes in the future—even without the influence of human activity.*

21. Farming emerged as a survival strategy because man had been obliged _____.
[A] to give up his former way of life [B] to leave the coastal areas
[C] to follow the ever-shifting vegetation [D] to abandon his original settlement
22. Earth scientists have come to understand that climate _____.
[A] is going through a fundamental change [B] has been getting warmer for 10,000 years
[C] will eventually change from hot to cold [D] has gone through periodical changes
23. Scientists believe that human evolution _____.
[A] has seldom been accompanied by climatic changes
[B] has exerted little influence on climatic changes
[C] has largely been effected by climatic changes
[D] has had a major impact on climatic changes
24. Evidence of past climatic changes indicates that _____.
[A] human activities have accelerated changes of Earth's environment
[B] Earth's environment will remain mild despite human interference
[C] Earth's climate is bound to change significantly in the future
[D] Earth's climate is unlikely to undergo substantial changes in the future
25. The message the author wishes to convey in the passage is that _____.
[A] human civilization remains glorious though it is affected by climatic changes
[B] mankind is virtually helpless in the face of the dramatic changes of climate
[C] man has to limit his activities to slow down the global warming process
[D] human civilization will continue to develop in spite of the changes of nature

Questions 26 to 30 are based on the following passage.

No woman can be too rich or too thin. This saying often attributed to the late *Duchess* (公爵夫人) of Windsor embodies much of the odd spirit of our times. Being thin is deemed as such a virtue.

The problem with such a view is that some people actually attempt to live by it. I myself have fantasies of slipping into narrow designer clothes. Consequently, I have been on a diet for the better—or worse—part of my life. Being rich wouldn't be bad either, but that won't happen unless an unknown relative dies suddenly in some distant land, leaving me millions of dollars.

Where did we go off the track? When did eating butter become a sin, and a little bit of extra flesh unappealing, if not repellent? All religions have certain days when people refrain from eating, and excessive eating is one of Christianity's seven deadly sins. However until quite recently, most people had a problem getting enough to eat. In some religious groups, wealth was a symbol of probable salvation and high morals, and fatness a sign of wealth and well-being.

Today the opposite is true. We have shifted to thinness as our new mark of virtue. The result is that being fat—or even only somewhat overweight—is bad because it implies a lack of moral strength.

Our *obsession* (迷恋) with thinness is also fueled by health concerns. It is true that in this coun-

try we have more overweight people than ever before, and that, in many cases, being over weight correlates with an increased risk of heart and blood vessel disease. These diseases, however, may have as much to do with our way of life and our high-fat diets as with excess weight. And the associated risk of cancer in the digestive system may be more of a dietary problem—too much fat and a lack of fiber—than a weight problem.

The real concern, then, is not that we weigh too much, but that we neither exercise enough nor eat well. Exercise is necessary for strong bones and both heart and lung health. A balanced diet without a lot of fat can also help the body avoid many diseases. We should surely stop paying so much attention to weight. Simply being thin is not enough. It is actually hazardous if those who get (or already are) thin think they are automatically healthy and thus free from paying attention to their overall life-style. Thinness can be pure *vainglory* (虚荣).

26. In the eyes of the author an odd phenomenon nowadays is that _____.

- [A] the Duchess of Windsor is regarded as a woman of virtue
- [B] looking slim is a symbol of having a large fortune
- [C] being thin is viewed as a much desired quality
- [D] religious people are not necessarily virtuous

27. Swept by the prevailing trend, the author _____.

- [A] had to go on a diet for the greater part of her life
- [B] could still prevent herself from going off the track
- [C] had to seek help from rich distant relatives
- [D] had to wear highly fashionable clothes

28. In human history people's views on body weight _____.

- [A] were closely related to their religious beliefs
- [B] changed from time to time
- [C] varied between the poor and the rich
- [D] led to different moral standards

29. The author criticizes women's obsession with thinness _____.

- [A] from an economic and educational perspective
- [B] from sociological and medical points of view
- [C] from a historical and religious standpoint
- [D] in the light of moral principles

30. What's the author's advice to women who are absorbed in the idea of thinness?

- [A] They should be more concerned with their overall lifestyle.
- [B] They should be more watchful for fatal diseases.
- [C] They should gain weight to look healthy.
- [D] They should rid themselves of fantasies about designer clothes.

Questions 31 to 35 are based on the following passage.

War may be a natural expression of biological instinct and drives toward aggression in the human species. Natural impulses of anger, hostility, and *territoriality* (守卫地盘的天性) are expressed through acts of violence. These are all qualities that humans share with animals. Aggression is a kind of *innate* (天生的) survival mechanism, an instinct for self-preservation, that allows animals to defend themselves from threats to their existence. But, on the other hand, human violence shows evi-

dence of being a learned behavior. In the case of human aggression, violence can not be simply reduced to an instinct. The many expressions of human violence are always conditioned by social conventions that give shape to aggressive behavior. In human societies violence has a social function: It is a strategy for creating or destroying forms of social order. Religious traditions have taken a leading role in directing the powers of violence. We will look at the ritual and *ethical* (道德上的) patterns within which human violence has been directed.

The violence within a society is controlled through institutions of law. The more developed a legal system becomes, the more society takes responsibility for the discovery, control, and punishment of violent acts. In most tribal societies the only means to deal with an act of violence is revenge. Each family group may have the responsibility for personally carrying out judgment and punishment upon the person who committed the offense. But in legal systems, the responsibility for revenge becomes depersonalized and diffused. The society assumes the responsibility for protecting individuals from violence. In cases where they cannot be protected, the society is responsible for imposing punishment. In a state controlled legal system, individuals are removed from the cycle of revenge motivated by acts of violence, and the state assumes responsibility for their protection.

The other side of a state legal apparatus is a state military apparatus. While the one protects the individual from violence, the other sacrifices the individual to violence in the interests of the state. In war the state affirms supreme power over the individuals within its own borders. War is not simply a trial by combat to settle disputes between states; it is the moment when the state makes its most powerful demands upon its people for their commitment, allegiance, and supreme sacrifice. Times of war test a community's deepest religious and ethical commitments.

31. Human violence shows evidence of being a learned behavior in that _____.
[A] it threatens the existing social systems [B] it is influenced by society
[C] it has roots in religious conflicts [D] it is directed against institutions of law
32. The function of legal systems, according to the passage, is _____.
[A] to control violence within a society [B] to protect the world from chaos
[C] to free society from the idea of revenge [D] to give the government absolute power
33. What does the author mean by saying "... in legal systems, the responsibility for revenge becomes depersonalized and diffused" (Lines 5-6, Para. 2)?
[A] Legal systems greatly reduce the possibilities of physical violence.
[B] Offenses against individuals are no longer judged on a personal basis.
[C] Victims of violence find it more difficult to take revenge.
[D] Punishment is not carried out directly by the individuals involved.
34. The word "allegiance" (Line 5-6, Para. 3) is closest in meaning to _____.
[A] loyalty [B] objective [C] survival [D] motive
35. What can we learn from the last paragraph?
[A] Governments tend to abuse their supreme power in times of war.
[B] In times of war governments may extend their power across national borders.
[C] In times of war governments impose high religious and ethical standards on their people.
[D] Governments may sacrifice individuals in the interests of the state in times of war.

Questions 36 to 40 are based on the following passage.

Researchers who are unfamiliar with the cultural and ethnic groups they are studying must take

extra precautions to shed any biases they bring with them from their own culture. For example, they must make sure they construct measures that are meaningful for each of the cultural or ethnic minority groups being studied.

In conducting research on culture and ethnic minority issues, investigators distinguish between the emic approach and the etic approach. In the emic approach, the goal is to describe behavior in one culture or ethnic group in terms that are meaningful and important to the people in that culture or ethnic group, without regard to other cultures or ethnic groups. In the etic approach, the goal is to describe behavior so that generalizations can be made across cultures. If researchers construct a questionnaire in an emic fashion, their concern is only that the questions are meaningful to the particular culture or ethnic group being studied. If, however, the researchers construct a questionnaire in an etic fashion, they want to include questions that reflect concepts familiar to all cultures involved.

How might the emic and etic approaches be reflected in the study of family processes? In the emic approach, the researchers might choose to focus only on middle-class White families, without regard for whether the information obtained in the study can be generalized or is appropriate for ethnic minority groups. In a subsequent study the researchers may decide to adopt an etic approach by studying not only middle-class, White families, but also lower-income White families, Black American families, Spanish American families, and Asian American families. In studying in ethnic minority families, the researchers would likely discover that the extended family is more frequently a support system in ethnic minority families than in White American families. If so, the emic approach would reveal a different pattern of family interaction than would the etic approach, documenting that research with middle-class White families cannot always be generalized to all ethnic groups.

36. According to the first paragraph, researchers unfamiliar with the target cultures are inclined to _____.

- [A] be overcautious in constructing meaningful measures
- [B] view them from their own cultural perspective
- [C] guard against interference from their own culture
- [D] accept readily what is alien to their own culture

37. What does the author say about the emic approach and the etic approach?

- [A] They have different research focuses in the study of ethnic issues.
- [B] The former is biased while the latter is objective.
- [C] The former concentrates on the study of culture while the latter on family issues.
- [D] They are both heavily dependent on questionnaires in conducting surveys.

38. Compared with the etic approach, the emic approach is apparently more _____.

- [A] culturally interactive [B] culture-oriented [C] culturally biased [D] culture-specific

39. The etic approach is concerned with _____.

- [A] the general characteristics of minority families
- [B] culture-related concepts of individual ethnic groups
- [C] features shared by various cultures or ethnic groups
- [D] the economic conditions of different types of families

40. Which of the following is true of the ethnic minority families in the U. S. according to the passage?

- [A] Their cultural patterns are usually more adaptable.

- [B] Their cultural concepts are difficult to comprehend.
 [C] They don't interact with each other so much as White families.
 [D] They have closer family ties than White families.

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. It was _____ that the restaurant discriminated against black customers.
 [A] addicted [B] alleged [C] assaulted [D] ascribed
42. The medicine _____ his pain but did not cure his illness.
 [A] activated [B] alleviated [C] mediated [D] deteriorated
43. He is the only person who can _____ in this case, because the other witnesses were killed mysteriously.
 [A] testify [B] charge [C] accuse [D] rectify
44. Professor Hawking is _____ as one of the world's greatest living physicists.
 [A] dignified [B] clarified [C] acknowledged [D] illustrated
45. The financial problem of this company is further _____ by the rise in interest rates.
 [A] increased [B] strengthened [C] reinforced [D] aggravated
46. We shall probably never be able to _____ the exact nature of these sub-atomic particles.
 [A] assert [B] impart [C] ascertain [D] notify
47. All the people in the stadium cheered up when they saw hundreds of colourful balloons _____ slowly into the sky.
 [A] ascending [B] elevating [C] escalating [D] lingering
48. Many years had _____ before they returned to their original urban areas.
 [A] floated [B] elapsed [C] skipped [D] proceeded
49. What you say now is not _____ with what you said last week.
 [A] consistent [B] persistent [C] permanent [D] insistent
50. Military orders are _____ and cannot be disobeyed.
 [A] defective [B] conservative [C] alternative [D] imperative
51. Some educators try to put students of similar abilities into the same class because they believe this kind of _____ grouping is advisable.
 [A] homogeneous [B] instantaneous [C] spontaneous [D] anonymous
52. Even sensible men do _____ things sometimes.
 [A] abrupt [B] absurd [C] acute [D] apt
53. The commission would find itself _____ at every turn if its members couldn't reach an agreement.
 [A] collided [B] savaged [C] crumbled [D] hampered
54. Grain production in the world is _____ but, still millions go hungry.
 [A] staggering [B] shrinking [C] soaring [D] suspending
55. He developed a _____ attitude after years of frustration in his career.

- [A] sneaking [B] disgusted [C] drastic [D] cynical
56. They believed that this was not the _____ of their campaign for equality but merely the beginning.
- [A] climax [B] summit [C] pitch [D] maximum
57. Several guests were waiting in the _____ for the front door to open.
- [A] porch [B] vent [C] inlet [D] entry
58. As the mountains were covered with a _____ of cloud, we couldn't see their tops.
- [A] coating [B] film [C] veil [D] shade
59. We couldn't really afford to buy a house so we got it on hire purchase and paid monthly _____.
- [A] investments [B] requirements [C] arrangements [D] installment
60. The magician made us think he cut the girl into pieces but it was merely an _____.
- [A] illusion [B] impression [C] image [D] illumination
61. A good education is an _____ you can fall back on for the rest of your life.
- [A] asset [B] ethic [C] inventory [D] obligation
62. Giving a gift can convey a wealth of meaning about your appreciation of their _____ and the importance you place upon the relationship.
- [A] solidarity [B] priority [C] superiority [D] hospitality
63. The designer has applied for a _____ for his new invention.
- [A] tariff [B] discount [C] version [D] patent
64. The toy maker produces a _____ copy of the space station, exact in every detail.
- [A] minimal [B] minimum [C] miniature [D] minor
65. An energy tax would curb ordinary air pollution, limit oil imports and cut the budget _____.
- [A] disposition [B] discrepancy [C] defect [D] deficit
66. They have decided to _____ physical punishment in all local schools.
- [A] put away [B] break away from [C] do away with [D] pass away
67. Astronauts are _____ all kinds of tests before they are actually sent up in a spacecraft.
- [A] inclined to [B] subjected to [C] prone to [D] bound to
68. Individual sports are run by over 370 independent governing bodies whose functions usually include _____ rules, holding events, selecting national teams and promoting international links.
- [A] drawing on [B] drawing in [C] drawing up [D] drawing down
69. Up until that time, his interest had focused almost——on fully mastering the skills and techniques of his craft.
- [A] restrictively [B] radically [C] inclusively [D] exclusively
70. All the ceremonies at the 2000 Olympic Games had a unique Australian flavor, _____ of their multicultural communities.
- [A] noticeable [B] indicative [C] conspicuous [D] implicit

Part IV

Error Correction

(15 minutes)

Directions: This part consists of a short passage. In this passage, there are altogether 10 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. Mark

out the mistakes and put the corrections in the blank provided. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

A great many cities are experiencing difficulties which are nothing new in the history of cities, except in their scale. Some cities have lost their original purpose and have not found new one. And any large or rich city is going to attract poor immigrants, who flood in, filling with hopes of prosperity which are then often disappointing. There are backward towns on the edge of Bombay or Brasilia, just as though there were on the edge of seventeenth-century London or early nineteenth-century Paris. This is new is the scale. Descriptions written by eighteenth-century travelers of the poor of Mexico City, and the enormous contrasts that was to be found there, are very dissimilar to descriptions of Mexico City today—the poor can still be numbered in millions.

The whole monstrous growth rests on economic prosperity, but behind it lies two myths: the myth of the city as a promised land, that attracts immigrants from rural poverty and brings it flooding into city centers, and the myth of the country as a Garden of Eden, which, a few generations late, sends them flooding out again to the suburbs.

S1. _____

S2. _____

S3. _____

S4. _____

S5. _____

S6. _____

S7. _____

S8. _____

S9. _____

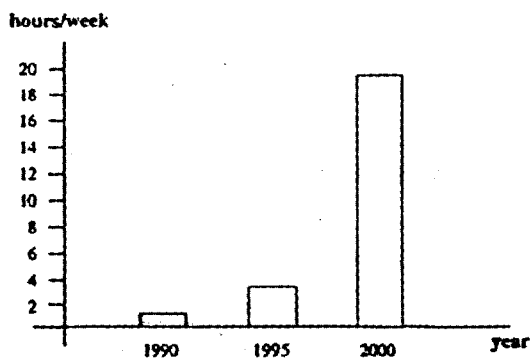
S10. _____

Part V

Writing

(30 minutes)

Directions: For this part, you are allowed thirty minutes to write a composition on the topic **Student Use of Computers**. You should write at least 150 words, and base your composition on the chart and the outline given below:



Average number of hours a student spends on the computer per week

1. 上图所示为 1990 年、1995 年、2000 年某校大学生使用计算机的情况, 请描述其变化;
2. 请说明发生这些变化的原因(可从计算机的用途、价格或社会发展等方面加以说明);
3. 你认为目前大学生在计算机使用中有什么困难或问题。