

710

大学英语考试冲刺系列

大学英语六级

常春藤英语教学研究中心 编

实战模拟试卷

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· 大学英语考试冲刺系列 ·

710 大学英语六级 实战模拟试卷

常春藤英语教学研究中心 编

格致出版社  上海人民出版社

图书在版编目(CIP)数据

710 大学英语六级实战模拟试卷/常春藤英语教学研究
中心编. —上海:格致出版社:上海人民出版社, 2009
(大学英语考试冲刺系列)
ISBN 978-7-5432-1508-5

I. 7… II. 常… III. 英语-高等学校-水平考试-习
题 IV. H319.6

中国版本图书馆 CIP 数据核字(2009) 第 061788 号

责任编辑 玉 衡
装帧设计 星 岛

大学英语考试冲刺系列
710 大学英语六级实战模拟试卷
常春藤英语教学研究 中心 编

出版 世纪出版集团 www.ewen.cc 格致出版社 www.hibooks.cn
上海人民出版社
(200001 上海福建中路 193 号 24 层)



编辑部热线 021-63914988
市场部热线 021-63914081

发 行 世纪出版集团发行中心
印 刷 上海新岛印刷有限公司
开 本 787×1092 毫米 1/16
印 张 7.5
字 数 182,400
版 次 2009 年 5 月第 1 版
印 次 2009 年 5 月第 1 次印刷
ISBN 978-7-5432-1508-5/G·644
定 价 19.30 元(含光盘)

前 言

由上海、厦门、深圳、香港、台北、吉隆坡、华盛顿、迈阿密等地英语教学专业人士,联合组成的常春藤英语教学研究中心,近二十年来,在中国外语图书市场中力推英语、日语工具类的应考辅读图书,目前已逾百种,常销不衰,其中一些附书红蓝色彩双向助记卡,还获得了中华人民共和国的专利。

常春藤英语教学研究中心的英语教育专业人士,充分发挥与海外英语时文零距离接触的强势,密切追踪各种英语考试的最新动态,潜心研究了中考、高考、大学四级、六级、考研、托福、雅思、GRE、职称考试、自学考试、等级英语等各个层面、几十个领域的英语考试大纲要求,并盛邀国内教学领域中的资深专家和专业高手加盟。

由该中心精心打造的常春藤红蓝英语的各类词汇、手册、试卷,目前在外语图书市场中声势日显,正在崛起为一个知名品牌。

现在奉献给读者的《710 大学英语六级实战模拟试卷》,是常春藤“大学英语考试冲刺系列”的其中一本。

大学英语四、六级考试目前已成为中国规模最大的单科考试,2007 年全面实施改革后的四、六级考试,因满分试卷为 710 分,“710 四、六级考试”,已成为区别以往四、六级考试的最简洁、最明确的说法。

常春藤英语教学研究中心,在推出了八本“710 大学英语完全解读手册”后,现推出《710 大学英语四级实战模拟试卷》和《710 大学英语六级实战模拟试卷》,这是常春藤“大学英语最后冲刺”系列中的两本书。

英语考试各大板块的专项解读,是必要的。特别对于学生的考前准备,更具有某种不可替代性。优秀的、精彩的、画龙点睛的解读能使你恍然大悟、眼前一亮,不仅能加深理解作为唯一答案的正确性,而且能体会英语的精妙,并给你举一反三、豁然开朗的启迪。

使用“解读手册”的作用,归结为实在的一句话,那就是:是大一、大二学生的

工具书,是指导大学生考高分的“罗盘”和指南针,是优秀学生本科毕业后获取顶级工作岗位的基石。

而现在的“实战模拟试卷”是为临近大学毕业,但尚未通过大学英语四、六级考试的应届毕业生设计的,是“临时抱佛脚”用的。适合的对象是,平时英语成绩一般,外语基础不太扎实,眼前又急于“过关”的本科大学生。

《710 大学英语六级实战模拟试卷》包括试题、答案及听力原文三部分内容,共七套试题。这七套试题严格按照 710 考分的考试真题来设计的,并研究了历次新题型出题的变化、押题的命中,而不断修订提高的,其中的听力光盘是随书赠送的。

由于时间仓促,难免有疏漏和不当之处,感谢读者指正,待修订再版时进一步完善。

常春藤英语教育教学研究中心

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Model Test One

Part I Writing (30 minutes)

Directions: *For this part, you are allowed 30 minutes to write a short essay entitled **Should People Own Cars or Not?** You should write at least 150 words following the outline given below:*

1. 有人赞成买车;
2. 有人反对;
3. 你的看法。

Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: *In this part, you will have 15 minutes to go over the passage quickly and answer the questions.*

For questions 1 - 4, mark

Y (for YES)

if the statement agrees with the information given in the passage;

N (for NO)

if the statement contradicts the information given in the passage;

NG (for NOT GIVEN)

if the information is not given in the passage.

For questions 5 - 10, complete the sentences with the information given in the passage.

Cloning

The world was stunned by the news in the summer of 1995, when a British embryologist named Ian Wilmut, and his research team, successfully cloned Dolly the sheep using the technique of nuclear transfer. Replacing the DNA of one sheep's egg with the DNA of another sheep's the team created Dolly. Plants and lower forms of animal life have been successfully cloned for many years, but before Wilmut's announcement, it had been thought by many to be unlikely that such a procedure could be performed on larger mammals and life forms. The world media was immediately filled with heated discussions about the ethical implications of cloning.

Some of the most powerful people in the world have felt compelled to act against this threat. President Clinton swiftly imposed a ban on federal funding for human-cloning research. Bills were put in the works in both houses of Congress to outlaw human cloning because it was deemed as a fundamentally evil thing that must be stopped. But what, exactly, is bad about it? From an ethical point of view, it is difficult to see exactly what is wrong with cloning human beings. The people who are afraid of cloning tend to assume that someone would, for example, break into Napoleon's Tomb, steal some DNA and make a bunch of emperors. In reality, infertile people who use donated sperm, eggs, or embryos would probably use cloning. Do the potential harms outweigh the benefits of cloning? From what we know now, they don't. Therefore, we should not rush placing a ban on a potentially useful method of helping infertile, genetically at-risk, homosexual, or single people to become parents.

Do human beings have a right to reproduce? No one has the moral right to tell another person

that they should not be able to have children, and I don't see why Bill Clinton has that right either. If humans have a right to reproduce, what right does society have to limit the means? Essentially all reproduction done these days is with medical help at delivery, and even before. Truly natural human reproduction would make pregnancy-related death the number one killer of adult women.

Some forms of medical help are more invasive than others. With in-vitro fertilization, the sperm and egg are combined in a lab and surgically implanted in the womb. Less than two decades ago, a similar concern was raised over the ethical issues involving "test-tube babies". Today, nearly 30,000 such babies have been born in the United States alone. This miracle has made many parents happy. So what principle says that one combination of genetic material in a flask is acceptable, but not another?

Nature clones people all the time. Approximately one in 1000 births is an identical twin. However, despite how many or how few individual characteristics twins have in common, they are still different people. They have their own identities, their own thoughts, and their own rights. They enter different occupations, get different diseases, and have different experiences with marriage, alcohol, community leadership, etc. Twins have different personalities as would cloned individuals. Even if someone cloned several Napoleons, each would be different and even more unique than twins; the cloned child would be raised in a different setting. Therefore, cloning does not rob individuals of their personality.

Perhaps the strongest ethical argument against cloning is that it could lead to a new, unfamiliar type of family relationship. We have no idea what it would be like to grow up as the child of parents who seem to know you from the inside. Some psychological characteristics may be biologically, or genetically, based. The parent would know in advance what crises a cloned teenager could go through and how he or she will respond. Because the parents may understand what the child is going through, to greater degree than most parents, it may produce a good and loving relationship in the long run. On the other hand, most children want to have their own space. Simply because a family relationship is new and untried is no reason to automatically condemn it. In the past, many types of family relationships were considered harmful, but later showed to cause no harm to the children. Among these is joint custody after divorce, gay and lesbian parenting, and interracial adoption. As with adoption, in-vitro fertilization, and the use of donor sperm, how the child will react to the news about his or her arrival in this world will depend on how the parents feel about their mode of reproduction. Parents and children may adjust to cloning far more easily than we might think, just as it happened with in-vitro fertilization.

One recurring image in anti-cloning propaganda is of some evil dictator raising an army of cloned warriors. But who is going to raise such an army. Clones start out life as babies. It is much easier to recruit young adults of babies for twenty years. Remember that cloning isn't the same as genetic engineering. No one can make another superman and his super powers might have a slim chance of being genetically determined, but nothing is certain.

Some might think that cloning is playing God. However, can you really say that you know God's intentions? There is substantial disagreement as to what God's will is. Armstrong wrote, anyone who has truly proved that God exists, that God isn't only Creator, but Life-giver, Designer, Sustainer, and Ruler over all his creation, knows that the human family began with one man, and that together with him a wife, miraculously created from his own body and as unique and original a creation as Adam himself, formed the first family. Though God's miraculous cre-

ation of Eve was far from cloning, it is interesting to note in passing that God's own Word says He used Adam's rib-physical bone and tissue to create Eve?

Another argument against cloning is that it would only be available to the wealthy and, therefore, would increase social inequality. What else is new? This is the story of American health care. We need a better health care system, not a ban on new technologies. Hopefully our new president will help us with this problem as well.

The U.S. Federal Government should not deem human cloning and cloning research illegal. It may provide a way for completely sterile or homosexual individuals to reproduce, and will probably provide valuable basic research and possible spin-off technologies related to reproduction and development. Our society has respected general rights to control one's body regarding reproduction, and finally prohibiting it would violate the fundamental freedom of scientific inquiring.

Will human cloning be done? Undoubtedly. The technique used in sheep cloning does not require a highly sophisticated laboratory. Since the United States government does not support research on human cloning, and the United Kingdom, France, and Germany have banned it, the research making cloning possible may take place in Asia, Eastern Europe, or the East. Much cloning may also take place in secret, and will occur regardless of United States policies. Approximately eighty percent of Americans feel that cloning is wrong. However, the vast majority of people, including those who rail against cloning research, owe their lives to previous medical discoveries. Don't let the forces of ignorance and fear turn us away from new types of research.

1. People have always believed that not only plants, but also larger mammals can be created through cloning.
2. Some people are afraid of human cloning because they fear that the wrong people might be cloned.
3. The author views the ban of cloning as a limitation of people's right to reproduce.
4. Human beings have already been cloned in countries other than the U.S.
5. With in-vitro fertilization, the sperm and the egg are _____.
6. Opponents' strongest concern is that cloning may introduce _____.
7. The author suggests that parents may know their cloned children better because _____.
8. By mentioning God's creation of Adam and Eve, the author suggests that _____.
9. According to the author, inequality created by the high cost of cloning can be avoided by _____.
10. By pointing out that the technique used in sheep cloning does not require a highly sophisticated laboratory, the author implies that _____.

Part III Listening Comprehension (35 minutes)

Section A

Directions: *In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions 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.*

11. A) Eliminate certain required classes. B) Offer more basic classes.
C) Expel some students. D) Require more student discussions.
12. A) He'll make a bet with president Blake.
B) President Blake would probably serve as master of ceremonies.
C) President Blake will be honored to receive the award.
D) He'll get president Blake's approval for the banquet.
13. A) It may be Joan's maths paper. B) It's his own problem.
C) Joan is good at maths. D) There is no easy answer.
14. A) Change his mind. B) Study until midnight.
C) Sleep late in the morning. D) Go to bed early.
15. A) They're having the car painted red.
B) He's having trouble choosing a car.
C) He isn't ready to get a new car.
D) The repairs haven't been made.
16. A) In a clothing store. B) In a garden.
C) At a cleaner's. D) At a printing shop.
17. A) His friends are very tall. B) His luck has been bad.
C) He's looking for a new job. D) He has everything he needs.
18. A) Being too hot. B) Being delayed.
C) Catching the beach ball. D) Living well.

Questions 19 to 21 are based on the conversation you have just heard.

19. A) The NASA's experiment in the 60s.
B) The vibration generated after a bell is knocked.
C) The existence of a spacecraft.
D) The structure of the moon.
20. A) That the moon is probably solid.
B) That the moon is probably hollow.
C) That the moon is probably inhabited.
D) That the moon is probably uninhabited.
21. A) Approving. B) Contemptuous. C) Indifferent. D) critical.

Questions 22 to 25 are based on the conversation you have just heard.

22. A) An animal. B) An adventure. C) A ranger. D) Singing.
23. A) Because they attacked the bear first.
B) Because the bear was hungry.
C) Because the bear was separated by them from her children.
D) Because the bear lost her children.
24. A) To run as fast as you can. B) To stay in a house or in a car.
C) To be alert while walking. D) To make noise while walking.
25. A) That they often chase human.
B) That they are ferocious animals.
C) That they care about their kids.

- D) That they are afraid of the sound of music.

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 choice marked A), B), C), and D).*

Passage One

Questions 26 to 28 are based on the passage you've just heard.

26. A) With the arrival of the pilgrims at Plymouth.
B) Before the arrival of pilgrims at Plymouth.
C) After the arrival of the pilgrims at Plymouth.
D) 350 years ago.
27. A) It's a campaign for university-wide academic planning.
B) It's a campaign to identify Harvard's programmatic priorities.
C) It's a fundraising campaign undertaken by Pusey.
D) It's a fundraising campaign undertaken by Derek Bok.
28. A) The importance of Harvard University.
B) The development of Harvard University.
C) How Harvard University got its name.
D) Where Harvard University got its fund.

Passage Two

Questions 29 to 32 are based on the passage you've just heard.

29. A) Travelling as a tourist. B) Living in Anchorage.
C) Doing research in the wilderness. D) Working as a city planner.
30. A) Poor. B) Quiet. C) Busy. D) Backward.
31. A) The interest in wildlife. B) The discovery of oil.
C) An increase in the birthrate. D) An improvement in building materials.
32. A) Housing shortages. B) Reduced personal incomes.
C) Fuel shortages. D) Frequent equipment breakdowns.

Passage Three

Questions 33 to 35 are based on the passage you've just heard.

33. A) Where oil spills occur. B) How to treat oil spills.
C) How often oil spills take place. D) What causes oil spills.
34. A) It threatens plants and animals. B) It combines with salt.
C) It gives off an offensive odor. D) It affects certain grains.
35. A) They're manufactured in liquid form only.
B) They're nonpoisonous compounds safe for wildlife consumption.
C) They don't originate in the sea.
D) They soak up oil but not water.

Section C

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.*

Art refers to any human object or activity that tries to (36) _____ the standards of beauty in a specific (37) _____. For example, in Japan, tea drinking is an (38) _____, because it is (39) _____ with a special ritual of beautiful service; whereas in the United States, tea drinking is not an art but (40) _____ an ordinary activity. The great variety of artistic forms and style in each (41) _____ makes the study of art rewarding. In addition, art (42) _____ some of the basic themes and values of a culture, so it provides (43) _____ into different cultural patterns and the different ways in which people view the world around them.

Art is a form of symbolic communication. For example, (44) _____. Religious painting or statues may be symbols of gods, saints, or certain spiritual values. (45) _____. For instance, ceremonial masks are sometimes believed to take on the supernatural power of the spirits or beings that they represent.

Art may also symbolize a specific emotion or communicate a specific meaning. (46) _____.

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

Section A

Directions: *In this section, there is a short passage with 5 questions or incomplete statements.*

Read the passage carefully. Then answer the questions or complete statements in the fewest possible words.

Questions 47 to 51 are based on the following passage.

A big focus of the criticism of computer games has concerned the content of the games being played.

When the narratives of the games are analyzed they can be seen to fall into some genres. The two genres most popular with the children I interviewed were "platformers" and "beat-them-ups." Platform games such as Sonic and Super Mario involve leaping from platform to platform, avoiding obstacles, moving on through the levels, and progressing through the different stages of the game. Beat-them-ups are the games, which have caused concern over their violent content. These games involve fights between animated characters. In many ways this violence can be compared to violence within children's cartoons where a character is hit over the head or falls off a cliff but walks away unscathed.

Controversy has occurred in part because of the intensity of the game play, which is said to spill over into children's everyday lives. There are worries that children are becoming more violent and aggressive after prolonged exposure to these games. Playing computer games can be fun, but

tice of the developed tastes, gestures, customs and languages of other countries, are losing us friends, business and respect in the world.

Even here in the United States, we make few concessions to the needs of foreign visitors. There are no information signs in four languages on our public buildings or monuments; we do not have multilingual guided tours. Very few restaurant menus have translations, and multilingual waiters, bank clerks and policemen are rare. Our transportation systems have maps in English only and often we ourselves have difficulty understanding them.

When we go abroad, we tend to cluster in hotels and restaurants where English is spoken. The attitudes and information we pick up are conditioned by those natives – usually the richer – who speak English. Our business dealings, as well as the nation's diplomacy, are conducted through interpreters.

For many years, America and Americans could get by with cultural blindness and linguistic ignorance. After all, America was the most powerful country of the free world, the distributor of needed funds and goods.

But all that is past. American dollars no longer buy all good things, and we are slowly beginning to realize that our proper role in the world is changing. A 1979 Harris poll reported that 55 percent of Americans want this country to play a more significant role in world affairs; we want to have a hand in the important decisions of the next century, even though it may not always be the upper hand.

52. Why does the author mention waving Good-bye and Curling one's finger in the first paragraph?
- A) To give two examples of good manner.
 - B) To explain the way in which Americans make friends.
 - C) To point out American's misunderstanding that their body language is shared by others.
 - D) To stress the importance of using a universal set of body language.
53. What do we know about Latinos and Middle Easterners?
- A) That they give people poison as gifts.
 - B) That they are friendly people, especially to Americans.
 - C) That they enjoy making Americans uncomfortable.
 - D) That they stand closer to their friends than Americans do.
54. The word "multilingual" (Line 3, Para. 4) means _____.
- A) in foreign language
 - B) in many languages
 - C) in many dialects
 - D) in the local dialect
55. According to the author, what causes American's cultural blindness and linguistic ignorance?
- A) They seldom go abroad.
 - B) They depend heavily on interpreters.
 - C) America is the most powerful country in the free world.
 - D) America is the richest country in the world.
56. Which of the following is NOT mentioned as the changes that America is facing?
- A) America is under terrorist threat.
 - B) American dollar can no longer buy everything.
 - C) American people call for the nation's greater role in world affairs.
 - D) American people want to make important decision in the next century.

Passage Two

Questions 57 to 61 are based on the following passage.

Most of us are taught to pay attention to what is said—the words. Words do provide us with some information, but meanings are derived from so many other sources that it would hinder our effectiveness as a partner to a relationship to rely too heavily on words alone. Words are used to describe only a small part of the many ideas we associate with any given message. Sometimes we can gain insight into some of those associations if we listen for more than words.

We don't always say what we mean or mean what we say. Sometimes our words don't mean anything except "I'm letting off some steam. I don't really want you to pay close attention to what I'm saying. Just pay attention to what I'm feeling." Mostly we mean several things at once. A person wanting to purchase a house says to the current owner, "This step has to be fixed before I'll buy." The owner says, "It's been like that for years." Actually, the step hasn't been like that for years, but the unspoken message is: "I don't want to fix it. We put up with it. Why can't you?" The search for a more expansive view of meaning can be developed by examining a message in terms of who said it, when it occurred, the related conditions or situation, and how it was said.

When a message occurs can also reveal associated meaning. Let us assume two couples do exactly the same amount of kissing and arguing. But one couple always kisses after an argument and the other couple always argues after a kiss. The ordering of the behaviors may mean a great deal more than the frequency of the behavior. A friend's unusually docile behavior may only be understood by noting that it was preceded by situations that required an abnormal amount of assertiveness. Some responses may be directly linked to a developing pattern of responses and defy logic. For example, a person who says "No!" to a series of charges like "You're dumb," "You're lazy," and "You're dishonest," may also say "No!" and try to justify his or her response if the next statement is "And you're good looking."

We would do well to listen for how messages are presented. The words, "It sure has been nice to have you over," can be said with emphasis and excitement or ritualistically (仪式性地). The phrase can be said once or repeated several times. And the meanings we associate with the phrase will change accordingly. Sometimes if we say something infrequently it assumes more importance; sometimes the more we say something the less importance it assumes.

57. What's the purpose of the first paragraph?

- A) To point out the importance of words.
- B) To point out the limitation of words.
- C) To explain the right way to communicate.
- D) To explain the right way to understand.

58. According to the author, why does the owner in the second paragraph say "It's been like that for years."

- A) He's telling the buyer that the steps are old.
- B) He's telling the buyer that he's not responsible for the broken steps.
- C) He's telling the buyer that the steps are beyond repair.
- D) He's telling the buyer to stop complaining about the steps.

59. What can we infer about the two couples who kiss and argue in different orders?
- A) The first couple loves each other more than the second couple.
 - B) The first couple talks to each other more than the second couple.
 - C) The first couple conveys their emotions better than the second couple.
 - D) None of the above.
60. The example of the person who say "No" tells us that _____.
- A) the person is annoyed
 - B) the person is glad
 - C) people's responses can be illogical
 - D) people can be abnormal
61. According to the last paragraph, which of the following is NOT true?
- A) A sentence can be associated with different meanings.
 - B) The meaning of a sentence can change with the emphasis.
 - C) The importance of a sentence increases with the frequency it is said.
 - D) The importance of a sentence does not always increase with the frequency it is said.

Part V 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). You should choose the ONE that best fits into the passage.

Who won the World Cup 1994 football game? What happened at the United Nations? How did the critics like the new play? 62 an event takes place, newspapers are on the streets to give the 63. Wherever anything happens in the world, reports are on the spot to 64 the news.

Newspapers have one basic 65, to get the news as quickly as possible from its source, from those who make it to those who want to 66 it. Radio, telegraph, television, and other 67 brought competition for newspapers. So did the development of magazines and other means of communication. 68, this competition merely spurred the newspapers on. They quickly made use of the newer and faster means of communication to improve the 69 and thus the efficiency of their own operations. Today more newspapers are 70 and read than ever before. Competition also led newspapers to branch out to many other fields. Besides keeping readers 71 of the latest news, today's newspapers 72 and influence readers about politics and other important and serious matters. Newspapers influence readers' economic choices 73 advertising. Most newspapers depend on advertising for their very 74. Newspapers are sold at a price that 75 even a small fraction of the cost of production. The main 76 of income for most newspapers is commercial advertising. The 77 in selling advertising depends on a newspaper's value to advertisers. This 78 in terms of circulation. How many people read the newspaper? Circulation depends 79 on the work of the circulation department and on the services or 80 offered in a newspaper's pages. But for the most part, circulation depends on a newspaper's value to readers as a source of information 81 the community, city, country, state, nation, and world - and even outer space.

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| 62. A) Just when | B) While | C) Soon after | D) Before |
| 63. A) details | B) backgrounds | C) comments | D) voices |
| 64. A) gather | B) spread | C) carry | D) bring |
| 65. A) reason | B) cause | C) problem | D) purpose |