

# COLLEGE ENGLISH



★★★★★  
思马得英语系列丛书

# 2005

# 版

sina 新浪英语  
edu.sina.com.cn/en

■ 丛书总策划：思马得学校  
■ 主编：大学英语考试研究中心

# 大学英语

考试全真题解题  
(1999年6月—2005年1月)

⑥级

# 突破

本书另配 3 盒磁带，由海文音像出版社出版

南京大学出版社

# 大学英语6级考试全真题解题突破口

丛书总策划 思马得学校

主 编 大学英语考试研究中心

南京大学出版社

## 图书在版编目(CIP)数据

大学英语 6 级考试全真题解题突破口 / 大学英语考试研究中心主编. —南京:  
南京大学出版社, 2005. 2

ISBN 7-305-04414-8

I. 大... II. 大... III. 英语—高等学校—水平考试—解题 IV. H319.6

中国版本图书馆 CIP 数据核字(2005)第 007084 号

书 名 大学英语 6 级考试全真题解题突破口  
主 编 大学英语考试研究中心  
出版发行 南京大学出版社  
社 址 南京市汉口路 22 号 邮编 210093  
电 话 025-83596923 025-83592317 传真 025-83328362  
网 址 <http://press.nju.edu.cn>  
电子邮件 [nupress1@public1.ptt.js.cn](mailto:nupress1@public1.ptt.js.cn)  
[sales@press.nju.edu.cn](mailto:sales@press.nju.edu.cn) (销售部)  
经 销 全国各地新华书店  
印 刷 常熟市大宏印刷有限公司  
开 本 787×1092 1/16 印张: 15.5 字数: 386 千  
版 次 2005 年 2 月第 1 版 2005 年第 2 月第 1 次印刷  
ISBN 7-305-04414-8/H·388  
定 价 16.00 元

---

\* 版权所有,侵权必究

\* 凡购买南大版图书,如有印装质量问题,请与所购  
图书销售部门联系调换

# 前言

《大学英语教学大纲》规定,语言测试要“着眼于考核学生的语言能力和交际能力,准确性和流利程度。”教学大纲指出:大学英语教学的目的是培养学生具有较强的阅读能力,一定的听的能力和译的能力,以及初步的写和说的能力,使学生能以英语为工具,获取专业所需要的信息,并为进一步提高英语水平打下较好的基础。为此,大学英语考试主要考核学生运用语言的能力,同时也考核学生对语法结构和词语用法的掌握程度。

对于标准化考试来说,每次考试的试卷不同,但所考核的内容(语言知识和能力)总体保持不变,试卷形式相对稳定。主要包括以下几部分:

## 一、听力理解部分

听力理解部分的目的是测试学生获取口头信息的能力,包括理解主旨大意、重要的事实细节、理解隐含的意义、语言的交际功能、理解谈话人的观点态度等。听力理解部分主要考核的是语言能力,避免了测验智力、记忆力或背景知识等语言外的能力。

听力理解部分目前分为对话和短篇听力材料两部分,所选材料是学生熟悉的对话、讲话、叙述、解说等,语言比较口语化,避免了采用书面语言太强的材料。所用词语不超出教学大纲词汇表规定的范围。

## 二、阅读理解部分

阅读理解部分的目的是测试学生通过阅读获取信息的能力。包括掌握所读材料的主旨和大意;了解说明主旨和大意的事实和细节;既理解字面的意思,也能根据所读材料进行一定的判断和推论;既理解个别句子的意义,也理解上下文的逻辑关系,理解文章的深层含义。阅读理解不但要求准确,而且要有一定的速度。

阅读材料的特点是:

(1) 题材广泛,包括人物传记、社会、文化、日常知识、科普常识等,但是所涉及的背景知识都能为学生所理解;

(2) 体裁多样,包括叙述文、说明文、议论文等,体现了学术英语(English for Academic Purposes)的特点;

(3) 语言难度及词汇量符合教学大纲规定的范围。

## 三、词语用法和语法结构部分

词语用法部分主要测试学生对词和短语的意义、搭配和用法的掌握程度,语法结构部分则主要测试正确使用语法结构的能力,词语用法和语法结构题在四、六级中各占有一定的比例。

## 四、完形填空部分

完形填空部分的目的是测试学生综合运用语言的能力。完形填空部分的选材原则与阅读理解部分相同,要求学生在全面理解内容的基础上答题,填入的词汇中虚词和实词各占一定比例。

## 五、综合改错部分

综合改错部分的目的是测试学生综合运用语言的能力,不但要求学生能够识别错误而且能够写出正确的语言形式,因此是一种对语言表达能力的测试。综合改错部分的选材是:题材熟悉,没有背景知识方面的困难,文章难度略浅于阅读理解材料,文章内容有一定的逻辑展开。短文中有 10 个错误(不含拼写错误或标点错误),要求学生改正。错误分三种类型,一种是需要改正某个词,一种是需要增添某个词,一种是需要删除某个词。需要改正的错误有的是局部性的,有的是全局性的,涉及篇章结构;两者有一定比例,要求考生在全面理解内容的基础上改正错误,使短文的意思完整、语言正确。

## 六、短文写作部分

短文写作部分的目的是考核学生运用英语书面表达思想的能力,四级要求学生在 30 分钟内写出一篇短文,不少于 100 词,六级不少于 120 词[注:自 2002 年 6 月起,四级不少于 120 词;自 2002 年 12 月起,六级不少于 150 词]。试卷上可能给出题目、或要求看图作文、或根据所给文章(英语或汉语)写成摘要或大意、或给出关键词或提纲要求写成短文等等。

知其然,便可以知其所以然。本书汇集了最新的六级考试全真试题 12 套(并配有 3 盒磁带),对参考答案进行了详实的解释,突出了解题技巧,强调了解题思路,帮助考生快捷地在分数上取得突破。我们建议考生先做真题,然后再参阅解题技巧,这样便可以做到察身自省,有的放矢,真正掌握自己的解题技巧。

由于时间仓促,疏漏之处在所难免,欢迎广大师生批评指正。

大学英语考试研究中心

2005 年 2 月

# 目 录

12套

2005 年 1 月六级 <del>试题</del>	( 1 )
2005 年 1 月听力理解原文	( 14 )
2005 年 1 月六级试题注解	( 17 )
2004 年 6 月六级 <del>试题</del>	( 23 )
2004 年 6 月听力理解原文	( 35 )
2004 年 6 月六级试题注解	( 38 )
2003 年 12 月六级试题	( 43 )
2003 年 12 月听力理解原文	( 56 )
2003 年 12 月六级试题注解	( 59 )
X 2003 年 6 月六级试题	( 65 )
2003 年 6 月听力理解原文	( 78 )
2003 年 6 月六级试题注解	( 81 )
X 2002 年 12 月六级试题	( 87 )
2002 年 12 月听力理解原文	( 99 )
2002 年 12 月六级试题注解	( 102 )
2002 年 6 月六级试题	( 108 )
2002 年 6 月听力理解原文	( 120 )
2002 年 6 月六级试题注解	( 123 )

24套

2002 年 1 月 <del>本</del> 级试题 .....	( 128 )
2002 年 1 月听力理解原文 .....	( 139 )
2002 年 1 月六级试题注解 .....	( 142 )
2001 年 6 月六级试题 .....	( 147 )
2001 年 6 月听力理解原文 .....	( 158 )
2001 年 6 月六级试题注解 .....	( 161 )
2001 年 1 月六级试题 .....	( 165 )
2001 年 1 月听力理解原文 .....	( 177 )
2001 年 1 月六级试题注解 .....	( 179 )
2000 年 <del>6</del> 月六级试题 .....	( 185 )
2000 年 6 月听力理解原文 .....	( 197 )
2000 年 6 月六级试题注解 .....	( 200 )
2000 年 <del>1</del> 月六级试题 .....	( 205 )
2000 年 1 月听力理解原文 .....	( 216 )
2000 年 1 月六级试题注解 .....	( 219 )
1999 年 6 月六级试题 .....	( 225 )
1999 年 6 月听力理解原文 .....	( 236 )
1999 年 6 月六级试题注解 .....	( 238 )

10 卷 (5-2)

## 2005 年 1 月六级试题

### 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.

C) 4 hours.

B) 3 hours.

D) 5 hours.

From the conversation we know that the two were 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) Furnished apartments will cost more.  
B) The apartment can be furnished easily.  
C) The apartment is just what the man is looking for.  
D) She can provide the man with the apartment he needs. ✓
2. A) Mr. Johnson's ideas are nonsense.  
B) He quite agrees with Mr. Johnson's views. ✓  
C) Mr. Johnson is good at expressing his ideas.  
D) He shares the woman's views on social welfare.
3. A) Study in a quiet place. ✓  
B) Improve her grades gradually.  
C) Change the conditions of her dorm. ~~+++~~  
D) Avoid distractions while studying in her dorm.
4. ~~A~~ It has been put off.  
B) It has been cancelled.  
C) It will be held in a different place.  
D) It will be rescheduled to attract more participants.
5. A) Janet loves the beautiful landscape of Australia very much.  
B) Janet is very much interested in architecture.

LLK  
chang

sample  
1/2



- C) Janet admires the Sydney Opera House very much. ✓  
 D) Janet thinks it's a shame for anyone not to visit Australia.
6. A) It is based on a lot of research. —  
 B) It can be finished in a few weeks' time.  
 C) It has drawn criticism from lots of people.  
 D) It falls short of her supervisor's expectations. ✓
7. A) Karen is very forgetful.  
 B) He knows Karen better now.  
 C) Karen is sure to pass the interview.  
 D) The woman should have reminded Karen earlier.
8. A) Ask Joe to apologize to the professor for her.  
 B) Skip the class to prepare for the exam.  
 C) Tell the professor she's lost her voice.  
 D) Attend the lecture with the man.
9. A) The man will go in for business fight after high school.  
 B) The woman is not happy with the man's decision.  
 C) The man wants to be a business manager.  
 D) The woman is working in a kindergarten.
10. A) They stay closed until summer comes.  
 B) They cater chiefly to tourists.  
 C) They are busy all the year round.  
 D) They provide quality service to their customers.

## 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) Classmates. ✓ C) Boss and secretary.  
 B) Colleagues. ✓ D) PR representative and client.
12. A) He felt his assignment was tougher than Sue's.  
 B) His clients complained about his service.  
 C) He thought the boss was unfair to him.  
 D) His boss was always finding fault with his work. ✓
13. A) She is unwilling to undertake them. C) She always accepts them cheerfully.  
 B) She complains about her bad luck. D) She takes them on, though reluctantly.
14. A) Sue got promoted. C) Both John and Sue got a raise.  
 B) John had to quit his job. D) Sue failed to complete her project.

## Passage Two

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

15. A) By greeting each other very politely.  
B) By exchanging their views on public affairs.  
C) By displaying their feelings and emotions.  
D) By asking each other some personal questions.
16. A) Refrain from showing his feelings. C) Argue fiercely.  
B) Express his opinion frankly. D) Yell loudly.
17. A) Getting rich quickly. C) Respecting individual rights.  
B) Distinguishing oneself. D) Doing credit to one's community.

## Passage Three

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

18. A) If they don't involve any risks.  
B) If they produce predictable side effects.  
C) When the urgent need for them arises.  
D) When tests show that they are relatively safe.
19. A) Because they are not accustomed to it.  
B) Because they are not psychologically prepared for it.  
C) Because their genes differ from those who have been tested for it.  
D) Because they are less sensitive to it than those who have been tested for it.
20. A) They will have to take even larger doses.  
B) They will become physically impaired.  
C) They will suffer from minor discomfort.  
D) They will experience a very painful process.

## 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.

### Passage One

Questions 21 to 25 are based on the following passage.

I had an experience some years ago which taught me something about the ways in which people make a bad situation worse by blaming themselves. One January, I had to officiate at two funerals on successive days for two elderly women in my community. Both had died "full of years", as the Bible would say; both yielded to the normal wearing out of the body after a long and full life. Their homes happened to be near each other, so I paid *condolence* (吊唁) calls on the two families on the same afternoon.

At the first home, the son of the *deceased* (已故的) woman said to me, "If only I had

sent my mother to Florida and gotten her out of this cold and snow, she would be alive today. It's my fault that she died." At the second home, the son of the other deceased woman said, "If only I hadn't insisted on my mother's going to Florida, she would be alive today. That long airplane ride, the abrupt change of climate, was more than she could take. It's my fault that she's dead."

When things don't turn out as we would like them to, it is very tempting to assume that had we done things differently, the story would have had a happier ending. Priests know that any time there is a death, the survivors will feel guilty. Because the course of action they took turned out badly, they believe that the opposite course—keeping Mother at home, postponing the operation—would have turned out better. After all, how could it have turned out any worse?

There seem to be two elements involved in our readiness to feel guilty. The first is our pressing need to believe that the world makes sense, that there is a cause for every effect and a reason for everything that happens. That leads us to find patterns and connections both where they really exist and where they exist only in our minds.

The second element is the notion that we are the cause of what happens, especially the bad things that happen. It seems to be a short step from believing that every event has a cause to believing that every disaster is our fault. The roots of this feeling may lie in our childhood. Psychologists speak of the infantile myth of *omnipotence* (万能). A baby comes to think that the world exists to meet his needs, and that he makes everything happen in it. He wakes up in the morning and summons the rest of the world to its tasks. He cries, and someone comes to attend to him. When he is hungry, people feed him, and when he is wet, people change him. Very often, we do not completely outgrow that infantile notion that our wishes cause things to happen.

21. What is said about the two deceased elderly women?

- ☒ A) They lived out a natural life.
- ☐ B) They died of exhaustion after the long plane ride.
- ☐ C) They weren't accustomed to the change in weather.
- ☐ D) They died due to lack of care by family members.

22. The author had to conduct the two women's funerals probably because \_\_\_\_.

- ☐ A) he wanted to console the two families
- ☐ C) he had great sympathy for the deceased
- ☐ B) he was an official from the community
- ☒ D) he was priest of the local church

23. People feel guilty for the deaths of their loved ones because \_\_\_\_.

- ☐ A) they couldn't find a better way to express their grief
- ☒ B) they believe that they were responsible
- ☐ C) they had neglected the natural course of events
- ☐ D) they didn't know things often turn out in the opposite direction

24. In the context of the passage, "... the world makes sense" (Line 2, Para, 4) probably means that \_\_\_\_.

- ☒ A) everything in the world is predetermined

- B) the world can be interpreted in different ways  
☒ C) there's an explanation for everything in the world  
D) we have to be sensible in order to understand the world
25. People have been made to believe since infancy that \_\_\_\_\_.  
A) everybody is at their command  
B) life and death is an unsolved mystery  
C) every story should have a happy ending  
☒ D) their wishes are the cause of everything that happens

### Passage Two

Questions 26 to 30 are based on the following passage.

Frustrated with delays in Sacramento, Bay Area officials said Thursday they planned to take matters into their own hands to regulate the region's growing pile of electronic trash.

A San Jose councilwoman and a San Francisco supervisor said they would propose local initiatives aimed at controlling electronic waste if the California law-making body fails to act on two bills stalled in the Assembly. They are among a growing number of California cities and counties that have expressed the same intention.

Environmentalists and local governments are increasingly concerned about the toxic hazard posed by old electronic devices and the cost of safely recycling those products. An estimated 6 million televisions and computers are stocked in California homes, and an additional 6,000 to 7,000 computers become outdated every day. The machines contain high levels of lead and other hazardous substances, and are already banned from California *landfills* (垃圾填埋场).

Legislation by Senator Byron Sher would require consumers to pay a recycling fee of up to \$ 30 on every new machine containing a *cathode* (阴极) ray tube. Used in almost all video monitors and televisions, those devices contain four to eight pounds of lead each. The fees would go toward setting up recycling programs, providing grants to non-profit agencies that reuse the tubes and rewarding manufacturers that encourage recycling.

A separate bill by Los Angeles-area Senator Gloria Romero would require high-tech manufacturers to develop programs to recycle so-called e-waste.

If passed, the measures would put California at the forefront of national efforts to manage the refuse of the electronic age.

But high-tech groups, including the Silicon Valley Manufacturing Group and the American Electronics Association, oppose the measures, arguing that fees of up to \$ 30 will drive consumers to online, out-of-state retailers.

"What really needs to occur is consumer education. Most consumers are unaware they're not supposed to throw computers in the trash," said Roxanne Gould, vice president of government relations for the electronics association.

Computer recycling should be a local effort and part of residential waste collection programs, she added.

Recycling electronic waste is a dangerous and specialized matter, and environmentalists maintain the state must support recycling efforts and ensure that the job isn't contracted to *unscrupulous* (毫无顾忌的) junk dealers who send the toxic parts overseas.

"The graveyard of the high-tech revolution is ending up in rural China," said Ted Smith, director of the Silicon Valley Toxics Coalition. His group is pushing for an amendment to Sher's bill that would prevent the export of e-waste.

26. What step were Bay Area officials going to take regarding e-waste disposal?

A) Exert pressure on manufacturers of electronic devices.

☒ B) Lay down relevant local regulations themselves.

C) Lobby the lawmakers of the California Assembly.

D) Rally support to pass the stalled bills.

☒ 27. The two bills stalled in the California Assembly both concern \_\_\_\_\_.

A) regulations on dumping hazardous substances into landfills

B) the sale of used electronic devices to foreign countries

☒ C) the funding of local initiatives to reuse electronic trash

D) the reprocessing of the huge amounts of electronic waste in the state

28. Consumers are not supposed to throw used computers in the trash because \_\_\_\_\_.

☒ A) they contain large amounts of harmful substances

B) this is banned by the California government

C) some parts may be recycled for use elsewhere

D) unscrupulous dealers will retrieve them for profit

29. High-tech groups believe that if an extra \$30 is charged on every TV or computer purchased in California, consumers will \_\_\_\_\_.

A) abandon online shopping

C) strongly protest against such a charge

☒ B) buy them from other states

D) hesitate to upgrade their computers

30. We learn from the passage that much of California's electronic waste has been \_\_\_\_\_.

A) collected by non-profit agencies

☒ C) exported to foreign countries

☒ B) dumped into local landfills

D) recycled by computer manufacturers

### Passage Three

Questions 31 to 35 are based on the following passage.

Throughout the nation's more than 15,000 school districts, widely differing approaches to teaching science and math have emerged. Though there can be strength in diversity, a new international analysis suggests that this variability has instead contributed to *lackluster* (平淡的) achievement scores by U. S. children relative to their peers in other developed countries.

Indeed, concludes William H. Schmidt of Michigan State University, who led the new analysis, "no single intellectually coherent vision dominates U. S. educational practice in math or science." The reason, he said, "is because the system is deeply and fundamentally flawed."

The new analysis, released this week by the National Science Foundation in Arlington,

Va., is based on data collected from about 50 nations as part of the Third International Mathematics and Science Study.

Not only do approaches to teaching science and math vary among individual U.S. communities, the report finds, but there appears to be little strategic focus within a school district's curricula, its textbooks, or its teachers' activities. This contrasts sharply with the coordinated national programs of most other countries.

On average, U.S. students study more topics within science and math than their international counterparts do. This creates an educational environment that "is a mile wide and an inch deep," Schmidt notes.

For instance, eighth graders in the United States cover about 33 topics in math versus just 19 in Japan. Among science courses, the international gap is even wider. U.S. curricula for this age level resemble those of a small group of countries including Australia, Thailand, Iceland, and Bulgaria. Schmidt asks whether the United States wants to be classed with these nations, whose educational systems "share our pattern of *splintered* (支离破碎的) visions" but which are not economic leaders.

The new report "couldn't come at a better time," says Gerald Wheeler, executive director of the National Science Teachers Association in Arlington. "The new National Science Education Standards provide that focused vision," including the call "to do less, but in greater depth."

Implementing the new science standards and their math counterparts will be the challenge, he and Schmidt agree, because the decentralized responsibility for education in the United States requires that any reforms be tailored and instituted one community at a time.

In fact, Schmidt argues, reforms such as these proposed national standards "face an almost impossible task, because even though they are intellectually coherent, each becomes only one more voice in the *babble* (嘈杂声)."

31. According to the passage, the teaching of science and math in America is \_\_\_\_.

- A) focused on tapping students' potential
- B) characterized by its diversity
- C) losing its vitality gradually
- D) going downhill in recent years

32. The fundamental flaw of American school education is that \_\_\_\_.

- A) it lacks a coordinated national program
- B) it sets a very low academic standard for students
- C) it relies heavily on the initiative of individual teachers
- D) it attaches too much importance to intensive study of school subjects

33. By saying that the U. S. educational environment is "a mile wide and an inch deep" (Line 2, Para. 5), the author means U. S. educational practice \_\_\_\_.

- A) lays stress on quality at the expense of quantity
- B) offers an environment for comprehensive education
- C) encourages learning both in depth and in scope
- D) scratches the surface of a wide range of topics

34. The new National Science Education Standards are good news in that they will \_\_\_\_\_.  
A) provide depth to school science education  
B) solve most of the problems in school teaching  
C) be able to meet the demands of the community  
D) quickly dominate U. S. educational practice
35. Putting the new science and math standards into practice will prove difficult because \_\_\_\_\_.  
A) there is always controversy in educational circles  
B) not enough educators have realized the necessity for doing so  
C) school districts are responsible for making their own decisions  
D) many school teachers challenge the acceptability of these standards

#### Passage Four

Questions 36 to 40 are based on the following passage.

"I've never met a human worth cloning," says cloning expert Mark Westhusin from his lab at Texas A&M University. "It's a stupid endeavor." That's an interesting choice of adjective, coming from a man who has spent millions of dollars trying to clone a 13-year-old dog named Missy. So far, he and his team have not succeeded, though they have cloned two cows and expect to clone a cat soon. They just might succeed in cloning Missy this spring—or perhaps not for another 5 years. It seems the reproductive system of man's best friend is one of the mysteries of modern science.

Westhusin's experience with cloning animals leaves him upset by all this talk of human cloning. In three years of work on the Missy project, using hundreds upon hundreds of dog's eggs, the A&M team has produced only a dozen or so *embryos* (胚胎) carrying Missy's DNA. None have survived the transfer to a *surrogate* (代孕的) mother. The wastage of eggs and the many spontaneously aborted *fetuses* (胎) may be acceptable when you're dealing with cats or bulls, he argues, but not with humans. "Cloning is incredibly inefficient, and also dangerous," he says.

Even so, dog cloning is a commercial opportunity, with a nice research payoff. Ever since Dolly the sheep was cloned in 1997, Westhusin's phone has been ringing with people calling in hopes of duplicating their cats and dogs, cattle and horses. "A lot of people want to clone pets, especially if the price is right," says Westhusin. Cost is no obstacle for Missy's mysterious billionaire owner; he's put up \$3.7 million so far to fund A&M's research.

Contrary to some media reports, Missy is not dead. The owner wants a twin to carry on Missy's fine qualities after she does die. The prototype is, by all accounts, athletic, good-natured and supersmart. Missy's master does not expect an exact copy of her. He knows her clone may not have her temperament. In a statement of purpose, Missy's owner and the A&M team say they are "both looking forward to studying the ways that her clones differ from Missy."

Besides cloning a great dog, the project may contribute insight into the old question of nature vs. nurture. It could also lead to the cloning of special rescue dogs and many endangered animals.

However, Westhusin is cautious about his work. He knows that even if he gets a dog pregnant, the offspring, should they survive, will face the problems shown at birth by other cloned animals: abnormalities like immature lungs and heart and weight problems. "Why would you ever want to clone humans," Westhusin asks, "when we're not even close to getting it worked out in animals yet?"

36. By "stupid endeavor" (Line 2, Para. 1), Westhusin means to say that \_\_\_\_\_.  
 A) animal cloning is not worth the effort at all  
 B) animal cloning is absolutely impractical  
 C) human cloning should be done selectively  
 D) human cloning is a foolish undertaking
37. What does the first paragraph tell us about Westhusin's dog cloning project?  
 A) Its success is already in sight.                      C) It is doomed to utter failure.  
 B) Its outcome remains uncertain.                      D) It is progressing smoothly.
38. By cloning Missy, Mark Westhusin hopes to \_\_\_\_\_.  
 A) study the possibility of cloning humans  
 B) search for ways to modify its temperament  
 C) examine the reproductive system of the dog species  
 D) find out the differences between Missy and its clones
39. We learn from the passage that animal clones are likely to have \_\_\_\_\_.  
 A) a bad temper    B) defective organs  
 C) immune deficiency                                      D) an abnormal shape
40. It can be seen that present cloning techniques \_\_\_\_\_.  
 A) still have a long way to go before reaching maturity  
 B) have been widely used in saving endangered species  
 C) provide insight into the question of nature vs. nurture  
 D) have proved quite adequate for the cloning of humans

### 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. My grandfather, a retired worker, often \_\_\_\_\_ the past with a feeling of longing and respect.  
 A) considers    C) contrives  
 B) contemplates                                      D) contacts
42. Medical students are advised that the wearing of a white coat \_\_\_\_\_ the acceptance of a professional code of conduct expected of the medical profession.  
 A) supplements    C) signifies



- B) simulates  
D) swears
43. The doctors \_\_\_\_\_ the newly approved drug into the patient when he was critically ill.  
A) injected  
C) projected  
B) ejected  
D) subjected
44. Apart from philosophical and legal reasons for respecting patients' wishes, there are several practical reasons why doctors should \_\_\_\_\_ to involve patients in their own medical care decisions.  
A) enforce  
C) endeavor  
B) endow  
D) enhance
45. This is a long \_\_\_\_\_—roughly 13 miles down a beautiful valley to the little church below.  
A) terrain  
C) degeneration  
B) descent  
D) tumble
46. She was deeply \_\_\_\_\_ by the amount of criticism her play received.  
A) deported  
C) involved  
B) deprived  
D) frustrated
47. Some scientists are dubious of the claim that organisms \_\_\_\_\_ with age as an inevitable outcome of living.  
A) depress  
C) deteriorate  
B) default  
D) degrade
48. Many manufacturers were accused of concentrating too heavily on cost reduction, often at the \_\_\_\_\_ of the quality of their products.  
A) expense  
C) expansion  
B) exposure  
D) expectation
49. One witness \_\_\_\_\_ that he'd seen the suspect run out of the bank after it had been robbed.  
A) convicted  
C) retorted  
B) conformed  
D) testified
50. Nothing Helen says is ever \_\_\_\_\_. She always thinks carefully before she speaks.  
A) simultaneous  
C) spontaneous  
B) homogenous  
D) rigorous
51. She gave \_\_\_\_\_ directions about the way the rug should be cleaned.  
A) explicit  
C) transient  
B) brisk  
D) opaque
52. It took a lot of imagination to come up with such a(n) \_\_\_\_\_ plan.  
A) inherent  
C) vigorous  
B) ingenious  
D) exotic
53. A \_\_\_\_\_ official is one who is irresponsible in his work.  
A) timid  
C) suspicious  
B) tedious  
D) slack