

2009年 全国各类成人高考
专科起点升本科

英 语 应 试 模 拟

本书编写组



高等教育出版社
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2009 年全国各类成人高考(专科起点升本科)

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出版前言

为了帮助广大考生复习备考,我们根据教育部最新颁布的《全国各类成人高等学校招生复习考试大纲(专科起点升本科)》所规定的考试内容及要求,组织作者编写了这套《2009年全国各类成人高考(专科起点升本科)应试模拟》。

本套书具有以下几个特点:

1. 内容完整,重点突出。本套书严格按照大纲所规定的题型、内容和难易比例编制,全面覆盖复习考试大纲的知识点。

2. 解渴实用,针对性强。在每套模拟试卷后,不仅给出了“参考答案”,而且还设有“解题指导”,即扼要指出该题所考查的能力、解题方法及考生解题时应注意的问题等,这对考生通过做题而举一反三、融会贯通地掌握所学知识,将起到良好的作用。

3. 名师荟萃,质量可靠。本套书的作者均为长期从事成人高考命题研究的专家、学者及一线辅导教师,他们熟谙成人高考命题的思路、原则和方法,具有丰富的经验。

本套书为全真模拟试卷,与我社出版的《全国各类成人高考(专科起点升本科)复习考试辅导教材》相配套,便于考生在复习备考的强化冲刺阶段进行实战演练。

在此提请广大考生注意:应在全面、系统复习的基础上做模拟试题,切忌边做题边翻看后面的答案及解析内容;应严格按照考试大纲所规定的考试时间做题,答完试卷后再对照答案给自己评分。

应广大考生要求,本套书各科增加了近几年的成人高等学校招生全国统一考试(专科起点升本科)试题解析(附于书后),便于考生掌握解题技巧、把握命题趋向、沉着应对考试。

预祝广大考生获得圆满成功!

高等教育出版社

2009年3月

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英语应试模拟第 1 套

I. Phonetics (5 points)

Directions: In each of the following groups of words, there are four underlined letters or letter combinations marked A, B, C and D. Compare the underlined parts and identify the one that is different from the others in pronunciation. Mark your answer by blackening the corresponding letter on the Answer Sheet.

- | | | | |
|-----------------------|------------------------|--------------------------|-----------------------|
| 1. A. <u>h</u> owever | B. <u>n</u> arrow | C. <u>sh</u> allow | D. <u>s</u> nowy |
| 2. A. <u>a</u> dverb | B. <u>b</u> irthday | C. <u>c</u> urtain | D. <u>c</u> igar |
| 3. A. <u>r</u> eceipt | B. <u>r</u> eception | C. <u>p</u> sychological | D. <u>p</u> sychology |
| 4. A. <u>a</u> rea | B. <u>a</u> ppeal | C. <u>b</u> acteria | D. <u>c</u> afeteria |
| 5. A. <u>n</u> aked | B. <u>c</u> omplicated | C. <u>s</u> nowboarded | D. <u>d</u> escribed |

II. Vocabulary and Structure (15 points)

Directions: There are 15 incomplete sentences in this section. For each sentence there are four choices marked A, B, C and D. Choose one answer that best completes the sentence and blacken the corresponding letter on the Answer Sheet.

6. I like _____ the clouds at sunset because it seems relaxing.
A. watch B. to watch C. watched D. watching
7. Unless you work hard you _____ your test.
A. will pass B. will not pass C. would pass D. would not pass
8. Do earthquakes _____ often in North America?
A. break B. break out C. happen to D. occur
9. Nowhere else in the world _____ more friendly people than in this small town.
A. you might find B. you will find
C. can you find D. should you find
10. It looks _____ the family has got a lot of problems.
A. as long as B. as if C. while D. though
11. You may think you know the answer but you don't, _____?
A. don't you B. may you C. may not you D. do you
12. I've worked here since I _____ Harvard Business School.
A. leave B. left C. have left D. had left
13. — Would you prefer tea or coffee?
— I _____ have some coffee, please.
A. will B. am going to C. am about D. would

14. — How much sugar is left?
— _____.
- A. None B. Nothing C. Not many D. Few
15. You _____ see the doctor if that back ache persists.
- A. better B. better have C. have better D. had better
16. Please fill _____ this online application form.
- A. up B. on C. out D. with
17. — I've never seen that movie.
— _____ have I.
- A. So B. Either C. Neither D. Too
18. — _____ do you play tennis?
— Twice a month.
- A. When B. What C. How D. How often
19. He _____ that he was going to visit his sister in Ohio.
- A. said B. talked C. told D. spoke
20. _____ explores the nature of guilt and responsibility and builds to a remarkable conclusion.
- A. The written beautifully novel B. The beautifully written novel
C. The novel beautifully written D. The written novel beautifully

III. Cloze (30 points)

Directions: For each blank in the following passage, there are four choices marked A, B, C and D. Choose the one that is most suitable and mark your answer by blackening the corresponding letter on the Answer Sheet.

Hawaii, the youngest state of the United States, is different in many ways from the mainland states. The Hawaiian people are a mixture of the 21 Hawaiians and many immigrants who arrived 22. When the first pineapple plantations 23 in Hawaii in the 1900's, there were not enough people living on the islands to do all the work. 24 more came; the Chinese, Japanese, and the Portuguese were the main groups.

For many years, Hawaiian customs were looked down on or 25. Now there is new pride in the old ways. Children are learning the 26 language and the traditional songs and dances. At the University of Hawaii there is a great deal of interest in the history of the islands and the culture of the 27.

Visitors to the islands 28 to see the island paradise as it 29 to be. Large numbers of tourists from the Mainland 30 in Hawaii daily. Signs of modern tourism are 31. Honolulu and its suburbs, a quiet area of about 250,000 thirty years 32, is now a crowded area of 800,000 residents and 33.

As you drive around the island of Oahu, you can find some of the beaches are closed 34 the public, and more and more tourist resorts are being built in areas that were unspoiled. Hawaiians

35 about what will happen to the old way of life.

- | | | | |
|------------------|----------------|-----------------------|---------------------|
| 21. A. local | B. original | C. folk | D. migratory |
| 22. A. later | B. first | C. earlier | D. last |
| 23. A. planted | B. would plant | C. were being planted | D. had been planted |
| 24. A. When | B. That | C. So | D. Though |
| 25. A. respected | B. admired | C. damaged | D. ignored |
| 26. A. Chinese | B. Hawaiian | C. Japanese | D. Portuguese |
| 27. A. past | B. today | C. America | D. other countries |
| 28. A. enjoy | B. willing | C. want | D. are like |
| 29. A. are used | B. was | C. used | D. would |
| 30. A. approach | B. arrive | C. reached | D. stay |
| 31. A. somewhere | B. anywhere | C. nowhere | D. everywhere |
| 32. A. before | B. ago | C. over | D. near |
| 33. A. tourists | B. immigrants | C. people | D. crowds |
| 34. A. for | B. from | C. toward | D. to |
| 35. A. wonder | B. think | C. puzzle | D. worry |

IV. Reading Comprehension (60 points)

Directions: There are five reading passages in this part. Each passage is followed by four questions. For each question there are four suggested answers marked A, B, C and D. Choose one best answer and blacken the corresponding letter on the Answer Sheet.

Passage One

Man's story in China began many thousands of years ago. Remains of an early form of man discovered in China, known as Peking Man, indicate that Stone Age men lived in the area as long as 500,000 years ago. During the centuries that followed, their descendants laid the foundations of civilization in China.

Throughout its history, China has been a rich source of inventions. Silk, the compass, tea and porcelain originated there. In addition, they are responsible for the invention of paper and printing. The Chinese had used ink as early as 1 200 B. C. , an excellent type which they made from lampblack and which is known in English as India ink or China ink. By the end of the first century A. D. , the Chinese had invented paper.

The Chinese also invented printing. Early Chinese printing is called *block printing*. The printer carved raised characters on a block of wood, wet the surface of the characters with ink, and pressed sheets of paper against them. Printers in the 11th century went on to invent movable type of baked clay. The characters of the movable type could be rearranged to form different words and thus be used over and over again. The Chinese alphabet has about 40 thousand characters. Because of the difficulty of producing so many pieces of type, most Chinese printers continued to use block printing.

36. A good synonym for underlined word "descendants" in paragraph 1 is _____.
 A. foreigners B. following generations
 C. enemies D. fossilized remains
37. The name of an earlier form of man found in China is _____.
 A. New Stone Man B. Silk Man C. Peking Man D. India Man
38. Which type of printing is more convenient based on the passage?
 A. Movable type. B. Baked clay. C. Block printing. D. Wet ink.
39. This passage talks mostly about _____.
 A. the landforms of China B. the people of China
 C. Chinese explorers D. Chinese history

Passage Two

American Blacks experienced a revolution after 1945, a revolution in expectations. Following World War II, the steady movement toward first-class citizenship for Black people quickened, with significant actions taking place in courts of law, in voting booths, in restaurants and in the streets of the nation.

A decade of intense civil rights activity was launched in 1954 when the United States Supreme Court declared segregated schools to be unconstitutional. In 1955, Dr. Martin Luther King, Jr., effectively organized the Blacks of Atlanta, Georgia, in a bus boycott. The boycott lasted two years, and when it was over, Blacks no longer were degraded by being forced to sit or stand in the rear of buses.

In 1960, a group of Black college students decided that they, as well as white persons, had the right to eat at a lunch counter in Greensboro, North Carolina. This sit-in sparked an aggressive national movement and, in the next few years, thousands of young men and women — Black and white, North and South — overturned local laws and customs that had maintained segregation. Sit-ins, pray-ins, freedom rides, freedom marches and demonstrations to open all schools to Black children took place across the nation.

40. Several important actions took place to change the status of black people _____.
 A. after World War II B. in 1954 C. before 1945 D. in 1960
41. In which city was the bus boycott organized?
 A. Georgia. B. Greensboro. C. North Carolina. D. Atlanta.
42. Who are the first to make the success of sit-in become true?
 A. Black college students and whites.
 B. First-class citizens.
 C. The Blacks of Atlanta.
 D. Young men and women in Greensboro.
43. The best title for this passage is _____.
 A. Black History B. Educational Opportunities for Blacks
 C. The Fight for Equality D. Civil Rights Workers of the '60s

Passage Three

People often speak of fire as though it were a living creature—It grows, dances, needs oxygen, feeds on whatever it can find, and then dies. And when a forest fire rages out of control, threatening human lives and homes, it must be fought like a “wild animal.” The fight is often desperate, since firefighters’ best efforts may be dwarfed by the fury of a large fire. But the fire’s own traits can be used against it.

The heated air above a fire rises in a pillar of smoke and burnt gases, pulling fresh air in from the sides to replace it. Firefighters use this fact when they “fight fire with fire.” They start a fire well in front of the one which they are fighting. Instead of traveling on in front of the huge fire, the smaller fire is pulled back toward it by the updrafts of the larger blaze. As it travels back to meet the large fire, the smaller backfire burns away the fuel that the forest fire needs to survive.

Even when a backfire has been well set, however, the fire may still win the struggle. The wind which the firefighters used to help them may now become their enemy. When the backfire meets the main fire, before both die for lack of fuel, there is tremendous flame, great heat and wild winds. A strong gust may blow the fire into the treetops beyond the area, giving the fire new fuel and a new life.

44. This passage focuses on _____.
A. how fires start
B. damage caused by fire
C. the fascination of fire
D. fighting forest fires
45. A backfire is started _____.
A. behind a forest fire
B. ahead of a forest fire
C. on the sides of a forest fire
D. all around a forest fire
46. This passage suggests that a fire will travel _____.
A. faster than a horse can run
B. in all directions at the same speed
C. in whatever direction the wind is blowing
D. toward the nearest source of fuel
47. In the last paragraph, the writer again refers to the fire as a living creature by saying that it _____.
A. can be blown around by the wind
B. dwarfs man’s best efforts
C. heats the air above it
D. may still win the struggle

Passage Four

When Abraham Lincoln was a lawyer in rural Illinois, he and a certain judge in town once got to bantering with one another about horse trading. The upshot of the discussion was that they agreed that the next morning, at nine o’clock, they would meet in front of the general store and make a trade. Each would bring a horse, unseen by anyone up to that hour. If either backed out of the deal, he would forfeit \$25. The money from each man was held by the local banker.

The next morning, at the appointed hour, the Judge, came up the dirt road, leading the sorriest looking specimen of a horse ever seen in those parts of Illinois. The large crowd viewing the spectacle burst out laughing, already knowing that Abe Lincoln was bound to get the worst of the deal. A poorer horse just couldn't exist anywhere and still be walking.

In a few minutes, however, Mr. Lincoln was seen approaching the general store carrying something quite large and bulky on his shoulders. As he drew nearer, the crowd saw what it was, and great shouts and laughter broke out. The shouts and laughter soon broke into a thunderous roar when Mr. Lincoln, looking carefully and seriously over the Judge's animal, set down his sawhorse(锯木架), and exclaimed, "Well, Judge, this is the first time I ever got the worst of it in a horse trade."

48. This passage concerns _____.
A. the life of Abe Lincoln
B. a horse trade made by Abe Lincoln
C. a gambling in Illinois
D. Abe Lincoln's philosophy
49. It is evident that neither Lincoln nor the Judge was _____.
A. serious about their agreement
B. a native of Illinois
C. very knowledgeable about horses
D. in the mood for jokes
50. This passage attempts to arouse _____.
A. outrage
B. tears
C. sympathy
D. laughter
51. A person who banterers is _____.
A. singing
B. insulting
C. joking
D. deceiving

Passage Five

Shoes are outer coverings for the foot. They have soles, and most have heels. The upper part of most shoes extend no higher than the ankle. Boots are footwear that reach beyond the ankle. People wear shoes to protect their feet from harsh weather, sharp objects, and uncomfortable surfaces. Shoes are also an important part of people's clothing. As a result, fashion often determines the style of shoes that individuals wear. The desire to be fashionable has led to many unusual shoe styles. In the 1300's, many European men wore shoes called crackowes, which had an extremely long toe. From the 1300's to the 1700's, some European women wore shoes with really thick soles causing walking to be virtually impossible without support. Shoes once worn in the Orient were connected to a stilt(高跷) as high as six inches.

Traditionally, most shoes are made of leather. But many other materials are now used. Including canvas, velvet, and synthetic substances such as plastics. Footwear materials and style vary somewhat, depending on climate, custom, or other differences. Farmers in Netherlands often wear heavy wooden shoes that protect their feet from the damp environment while Japanese wear shoes outside their home but prefer soft slippers at home. In fact, people in some regions often wear foot coverings other than shoes. Some wear sandals during the hot summer and switch to warm boots for the cold winter.

52. What is the main topic of the passage?
A. The history of the shoes.
B. Shoes around the world.

- C. The definition of shoes. D. Shoes and fashion.
53. What can be inferred from the passage about different types of shoes?
- A. Boots are defined to be higher than shoes.
 B. People in the 1300's to 1700's like to wear uncomfortable shoes.
 C. People in Japan do not like to wear shoes.
 D. History has proven that the best shoes are made of leather.
54. According to the passage, what is the main reason for people to wear shoes?
- A. To look fashionable. B. To feel comfortable.
 C. Because everyone else wears them. D. To protect their feet.
55. What is a type of shoes that is mentioned in the passage?
- A. Slippers. B. Sandals. C. Soles. D. Crackowes.

V. Daily Conversation (15 points)

Directions: Pick out five appropriate expressions from the eight choices below and complete the following dialogue by blackening the corresponding letter on the Answer Sheet.

A. Where have you been	B. What do you do
C. An interesting place	D. a part time job
E. And what do you do	F. been there
G. That sounds interesting	H. Which restaurant

Jason: Where do you work, Andrea?

Andrea: I work for *Thomas Cook Travel*.

Jason: Oh, really? 56 there?

Andrea: I'm a guide. I take people on tours to countries in South America, like Peru.

Jason: 57 !

Andrea: Yes, it's a great job. I love it. 58 ?

Jason: I'm a student, and I have 59, too.

Andrea: Oh? Where do you work?

Jason: In a fast-food restaurant.

Andrea: 60 ?

Jason: *Hamburger Heaven*.

VI. Writing (25 points)

Directions: For this part, you are supposed to write a letter in English in 100-120 words based on the following situation. Remember to write it clearly.

61. 你(Li Yuan)的一个朋友准备出院,写信表示宽慰,并鼓励他/她。其内容如下:

- (1) 如何得知的消息;
- (2) 对他/她的出院表示高兴;
- (3) 提供帮助。

英语应试模拟第2套

I . Phonetics (5 points)

Directions: In each of the following groups of words, there are four underlined letters or letter combinations marked A, B, C and D. Compare the underlined parts and identify the one that is different from the others in pronunciation. Mark your answer by blackening the corresponding letter on the Answer Sheet.

1. A. decade B. aggressive C. ancestor D. bacteria
2. A. architect B. biochemistry C. butcher D. ache
3. A. acquire B. convenient C. admire D. anxiety
4. A. rough B. daughter C. delight D. through
5. A. avenue B. argue C. barbecue D. clue

II . Vocabulary and Structure (15 points)

Directions: There are 15 incomplete sentences in this section. For each sentence there are four choices marked A, B, C and D. Choose one answer that best completes the sentence and blacken the corresponding letter on the Answer Sheet.

6. The New York police were very anxious _____ about the crime.
A. learn more
B. learning more
C. to learn more
D. more to learn
7. Out _____ after the class was over.
A. did children rush
B. rushed children
C. children rush
D. do children rush
8. This is one of the most beautiful pictures of scenery that _____ displayed here.
A. is
B. are
C. has been
D. have been
9. When you're ready, I'll take you to _____ airport.
A. /
B. the
C. a
D. an
10. For a late drink, come to our nightclub, _____ stays open until 4:00 a. m.
A. where
B. that
C. which
D. what
11. — It is not very cold. I don't think we need these big jackets.
— I don't think so, _____.
A. anyway
B. neither
C. either
D. too
12. The tenants were asked to throw all recyclable trash into _____.
A. the big green plastic bag
B. the green big plastic bag
C. the big plastic green bag
D. the green plastic big bag

13. _____ getting the highest result in the class, John still had problems with classmates.
A. Despite of B. In spite of C. Even though D. Nonetheless
14. Our kitchen is a mess. We _____ any cleaning for weeks.
A. didn't do B. haven't been doing C. don't do D. haven't done
15. Open the window, _____?
A. do you B. don't you C. will you D. won't you
16. Joseph, the politician who _____ last week, has been released unharmed.
A. is kidnapped B. was kidnapped
C. has been kidnapped D. had been kidnapped
17. A number is an abstraction _____ no physical existence.
A. has B. to have C. that has D. who has
18. You cannot ignore the situation forever, one day you will have to _____ the consequences of your act.
A. look up to B. wake up to C. stand up to D. face up to
19. They had all stayed on the ninth floor of the Metropole Hotel in Hong Kong in _____ half of February.
A. the second B. second C. the two D. two
20. Women who apply for jobs in middle or senior management have _____ success than men, according to an employment survey.
A. much higher B. a very higher C. a much higher D. far higher

III. Cloze (30 points)

Directions: For each blank in the following passage, there are four choices marked A, B, C and D. Choose the one that is most suitable and mark your answer by blackening the corresponding letter on the Answer Sheet.

On the anniversary of the artist's birth, Van Gogh's Sunflowers was 21 for just under £25 million at the fine art auctioneers (拍卖), Christie's, in London. The 22 was triple the previous record of £8 million paid in 1985 for Mantegna's Adoration of the Magi. At least ten bidders 23 for the painting, half 24 telephone, anonymously battling it out in leaps of £500,000. Van Gogh wrote in a letter of 1889 that one of these Scots or Americans 25 to pay 500 francs—about £25 at that time — for 26 a painting.

Christie's chairman 27 reporters after the sale, "it's a rare picture." A spokesman for the firm added, "It's fantastic." Not 28 who was at the auction agreed. One commented, "More money 29 sense."

Many people do 30 uneasy that a picture could be auctioned for such an unbelievable sum. They find distasteful the contrast 31 this sort of money and the impoverished life of the painter 32. Van Gogh, once a lay preacher among the miners of Belgium, was more 33 in producing work that dignified labor than he was in selling for a profit. Depressive, poor, unrecognized and

34 suicidal, he remains a romantic figure in the public 35 .

- | | | | |
|-------------------|---------------|--------------|----------------|
| 21. A. bought | B. sold | C. displayed | D. shown |
| 22. A. price | B. money | C. sum | D. collection |
| 23. A. competed | B. shouted | C. fought | D. argued |
| 24. A. on | B. under | C. off | D. by |
| 25. A. must | B. might | C. ought | D. could |
| 26. A. so | B. this | C. very | D. such |
| 27. A. said | B. spoke | C. told | D. agreed |
| 28. A. all | B. everyone | C. none | D. anyone |
| 29. A. to | B. than | C. better | D. over |
| 30. A. felt | B. think | C. feel | D. thought |
| 31. A. between | B. among | C. of | D. like |
| 32. A. his own | B. him | C. own | D. himself |
| 33. A. upset | B. interested | C. happy | D. gloomy |
| 34. A. eventually | B. finally | C. last | D. at end |
| 35. A. mind | B. brain | C. thought | D. imagination |

IV. Reading Comprehension (60 points)

Directions: There are five reading passages in this part. Each passage is followed by four questions. For each question there are four suggested answers marked A, B, C and D. Choose one best answer and blacken the corresponding letter on the Answer Sheet.

Passage One

Two hundred years ago, American students went to American schools. Like you, they studied arithmetic, spelling and geography. Unlike you, they also studied Greek and Latin. In fact, students spent more than half their time studying Greek and Latin.

The same was true for most students in Europe. Until the seventh century, all educated Europeans knew Latin. It did not matter if they lived in England or Italy or France or Spain. If they were educated, they knew Latin.

During the seventh century, educated Europeans began to study Greek as well as Latin. Greek and Latin had been the leading languages of the ancient Greeks and Romans. All educated Europeans were expected to know these languages.

To educated Europeans, the languages of the Greeks and the Romans were important. The ideas of the Greeks and Romans were also important. People knew that many of their own ideas had come from the Greeks and the Romans. To understand their own culture, they must understand its origin. They knew that those beginnings lay in the classical world.

Today we have so many things to study that few people have time to learn Greek and Latin. Few of you will study either language in school. Yet the ideas of the Greeks and the Romans are still important

to us. These ideas still help to shape Western culture today. To understand our own culture, we must understand the culture of the classical world.

36. A good synonym for "origin" is _____.
A. people B. future C. beginning D. culture
37. According to this passage, all educated Europeans of the seventh century were expected to study _____.
A. physical science and chemistry B. Greek and Latin
C. democracy and communism D. French and Spanish
38. Today, most of people won't study either Greek or Latin because _____.
A. they are no longer important B. people do not have enough time
C. they are no longer existed D. people can not learn them well
39. What can we conclude from this passage?
A. Greeks and Romans significantly influenced European culture.
B. The Greeks were the founders of democracy.
C. The Greeks and Romans were bitter enemies.
D. People of the classical world were barbaric and uneducated.

Passage Two

Would you eat a bacon, lettuce and love apple sandwich? You probably have eaten many of them. Love apple was the name used many years ago for the tomato.

The tomato is originally an American plant. It was found in South America by early Spanish explorers. The word tomato comes from the native Nahuatl word tomatl. But when it moved north, the plant earned a different name. Remarkably, the settlers in North America thought it was poisonous. They believed that to eat it was surely to die. It was said that deserted suitors would threaten to eat a tomato to cause their coldhearted lovers regret. Because of this legend, the settlers called the tomato a "love apple." While people enjoyed other native plants such as corn and sweet potatoes, everyone avoided the tomato.

No one knows who first dared to eat a tomato. Perhaps someone was brave enough, or lovesick enough, to try out the truth of the rumors. Of course, whoever ate this fruit was perfectly safe. No one died from eating a love apple. Still, it was many years before the people fully believed that the tomato was a safe, and even good food. But its use did become common, and the plant was sent across the ocean to become part of many traditional European dishes.

40. The language from which we derived the word tomato is _____.
A. Portuguese B. Spanish C. Nahuatl D. European
41. North American people didn't eat tomatoes at first because _____.
A. they had too much other food
B. they mistakenly thought they were poisonous
C. settlers ate only traditional European foods

- D. no one liked the taste
42. The underlined word "suitor" in the second paragraph means _____.
A. boyfriend B. launderer C. tailor D. explorer
43. A good title for this passage would be _____.
A. Life in Early America B. What Happens to the Brokenhearted
C. The History of the Tomato D. Vegetables in Our Diet

Passage Three

Nature has devised many ways to protect creatures' eyes. The most common protection is the eyelid—a fold of skin that closes over the eye, protecting it from damage. Eyelashes are useful for keeping out dust and other irritants, and tears wash away any particles that get through the other defenses.

Some creatures, including most birds, have three eyelids. The upper and lower lids act like human lids and keep out twigs, dirt and sand. The third eyelid, however, is a semitransparent tissue that crosses over the eye from the inside corner to the outside corner. Because of this protective membrane, birds seldom have to blink. They close their eyes only when they go to sleep. In ducks, this third eyelid self as an underwater diving mask that helps the ducks find food.

Most fish and snakes have no eyelids at all. Instead, a hard glassy covering protects their eyes. In fish, water constantly sweeps away dirt from the covering. And a snake's eyesight is usually so bad that a little dirt obscuring its vision does not disturb it greatly.

Eyelashes defend the eye by shading it from glare. They also act like miniature brushes to remove dust. Camels have lashes that are four inches long to protect their eyes from windblown sand in the desert.

44. A camel has long eyelashes _____.
A. to keep windblown sand out of its eyes B. that get in the way of its sight
C. to help it see better D. to attract other camels
45. The writer implies that eyelids are _____.
A. not found on lizards B. nice to look at
C. always covered with eyelashes D. the most effective eye protection
46. The author compares the duck's third eyelid to a _____.
A. tissue B. glass covering
C. tiny brush D. diving mask
47. A good title for this passage would be _____.
A. Look Out B. Birds' Eyes
C. Eyes in the Night D. Protecting the Eye

Passage Four

Would you like to spend all evening reading a lovely story with beautiful illustrations and make \$35,000 at the same time? Millions of people all over the world tried to do just that. Only one succee-