



15. Michael used to look nervous when \_\_\_\_\_.
- A. scold  
B. to be scolded  
C. scolding  
D. scolded
16. I'm afraid I cannot \_\_\_\_\_ two hours for the film tonight.
- A. afford  
B. cost  
C. save  
D. take
17. George cooked me a meal, \_\_\_\_\_ was a first for him.
- A. what  
B. when  
C. who  
D. which
18. The number of girls receiving college education \_\_\_\_\_ in the country during the past 10 years.
- A. is doubled  
B. has doubled  
C. was doubled  
D. had doubled
19. Don't forget \_\_\_\_\_ your mom tomorrow.
- A. calling  
B. to call  
C. to have called  
D. having called
20. The thief had disappeared \_\_\_\_\_ the boy could stop him.
- A. as  
B. once  
C. before  
D. until

三. 完形填空 (共 15 小题; 每题 2 分, 共 30 分。)

通读下面的短文, 掌握其大意。然后, 从每小题的四个选择项中选出可填入相应空白处的最佳选项。

"Dad, can you tell me how to get rich?"  
My dad put down the evening paper. " \_\_\_\_\_ 21 \_\_\_\_\_ do you want to get rich, son?"  
"Because today Jimmy's mom \_\_\_\_\_ 22 \_\_\_\_\_ up in their new car, and they were going to their beach house for the weekend. He \_\_\_\_\_ 23 \_\_\_\_\_ three of his friends, \_\_\_\_\_ 24 \_\_\_\_\_ Mike and I weren't invited. They told us we weren't invited because we were ' \_\_\_\_\_ 25 \_\_\_\_\_ kids(孩子)'."

"They \_\_\_\_\_ 26 \_\_\_\_\_?" my dad asked unbelievably.  
"Yeah." I replied in a \_\_\_\_\_ 27 \_\_\_\_\_ voice.  
My dad silently \_\_\_\_\_ 28 \_\_\_\_\_ his head, and went back to reading the paper. I stood waiting for \_\_\_\_\_ 29 \_\_\_\_\_.  
I \_\_\_\_\_ 30 \_\_\_\_\_ the same public school where the rich people sent their kids. That was because my \_\_\_\_\_ 31 \_\_\_\_\_ lived on one side of the street. Had I lived on the other side of the street, I would have gone to a \_\_\_\_\_ 32 \_\_\_\_\_ school, with kids from families more like mine.  
My dad finally put down the paper. I could \_\_\_\_\_ 33 \_\_\_\_\_ he was thinking.  
"Well, son," he began slowly. "If you want to be rich, you have to \_\_\_\_\_ 34 \_\_\_\_\_ to use your head, son," he said, smiling. He really \_\_\_\_\_ 35 \_\_\_\_\_ that.

21. A. How  
B. What  
C. When  
D. Why
22. A. drove  
B. rode  
C. stepped  
D. walked
23. A. carried  
B. called  
C. found  
D. took
24. A. but  
B. for  
C. so  
D. then
25. A. had  
B. poor  
C. weak  
D. young
26. A. did  
B. didn't  
C. were  
D. weren't
27. A. broken  
B. gentle  
C. hurt  
D. pleasing
28. A. struck  
B. shook  
C. held  
D. raised
29. A. an answer  
B. blame  
C. praise  
D. a question
30. A. left  
B. liked  
C. began  
D. attended
31. A. room  
B. house  
C. family  
D. home
32. A. close  
B. different  
C. modern  
D. similar
33. A. realize  
B. recognize  
C. tell  
D. understand
34. A. attempt  
B. continue  
C. learn  
D. manage
35. A. said  
B. meant  
C. felt  
D. considered

四. 阅读理解 (共 15 小题, 每题 3 分, 共 45 分。)

阅读下列短文, 然后根据短文的内容从每小题的四个选择项中选出最佳的一项。

A

Up to now, you have probably spent most of your time on English grammar and new words. You already know quite a lot about what the rules of English grammar are, and how to form sentences in English. This knowledge is necessary for you to continue your study, but it is not enough for you to speak English well. In order to develop conversational listening and speaking skills, you need practice in these skills, and this is what this textbook aims to give you.

Each unit in this book does not aim at grammar. Instead, the main goal of each unit is to provide conversational tasks or functions (功能) such as introducing yourself, talking about likes and dislikes, and inviting someone to go somewhere. In order to take part in English conversation, it is necessary to learn how these and other basic functions are used in English.

At the end of each unit, you and your classmates will work together to solve (解决) a problem based on the functions you have just learned.

This book gives you chances to listen to native speakers. It also gives you guided practice in developing conversational skills.

36. What does this book aim to provide for the user?

- A. Knowledge about grammar rules.
- B. Ways to remember new English words.
- C. Exercises for skills to form sentences in English.
- D. Practice in conversational listening and speaking skills.

37. At the end of each unit learners are required \_\_\_\_\_.

- A. to perform a task
- B. to make a travel plan
- C. to introduce a classmate
- D. to learn another function

38. This book is probably written for English learners \_\_\_\_\_.

- A. who have never listened to native speakers
- B. who have no idea how to solve language problems
- C. who know some grammar but are weak at speaking
- D. who know some functions but need to practice them

B

I always feel sorry for world leaders busy dealing with fights between nations. When my three children were young, most days it was hard keeping my house from becoming a battlefield.

It got worse as they grew older. Three years ago, Zack, then 16, couldn't make it through a day without making his sisters, Alex 11 and Taryn 9, angry.

My husband and I tried to be understanding the boy at such an age. We reasoned, punished, and left heartfelt notes on his bed about how he was hurting our family. His answer was "I say it because it's true."

I even tried telling the girls to fight back. Bad idea. Now I had three children at war. When there was no way out, I told everything to my sister in an e-mail. She replied, "Don't e-mail me. E-mail him."

Our son was online (上网) every day, mailing and talking with his friends. Maybe he would actually hear me this way. I didn't say anything different, but e-mail just took the tension (紧张气氛) away. There'd be no shouting or door banging. Zack wouldn't feel under attack.

Zack didn't reply for days. When he finally did, his entire message was four small words. I smiled when I read them: "You're right. I'm sorry."

The children still fought, of course, but Zack changed. Best of all, I now have a better way to talk with not one but three of them. I like that they don't *tune me out* as much. They like not having to listen to me shouting to them. Or as Alex says, "You're so much nicer online."

All I know is that the house is quiet, but we're talking.

39. What was the trouble before the online talk in the family?

- A. The writer failed to understand her daughters.
- B. The children couldn't get along peacefully.
- C. The family found it difficult to keep the house clean.
- D. The parents were not willing to talk with their children.

40. Which of the following did the writer try to deal with her son?

- A. Talking with him about his pain.
- B. Telling him about the truth of the family.
- C. Telling her daughters to keep away from him.
- D. Encouraging her daughters to fight against him.

41. The writer e-mailed her sister \_\_\_\_\_.

- A. to tell her the family problem
- B. hoping she'd e-mail the boy
- C. asking about child-raising
- D. to reduce the tension

42. *Tune me out* in the passage probably means "\_\_\_\_\_".

- A. quarrel with me
- B. get angry with me
- C. pay no attention to me
- D. keep me out of their rooms

Hundreds of thousands of young children are being given mobiles (移动电话) by their parents against official health advice. One in nine five-to-nine-year olds has a mobile. This will rise to one in five in a year or two, making this the fastest growing group of mobile users.

A report on mobile safety says that while it is not sure whether they hurt users, children should not be allowed to use mobiles as much as grown-ups. This is because their brains are still developing and their bones are thinner, making it easier for mobile phone radio waves to pass through them. Mobile phone companies say they do not aim at under-16s, although some of their mobiles are designed to interest younger children.

Many of the mobiles are paid for as a safety measure so that the child can always call a parent when necessary. However, when children see that their friends have a mobile, it can become popular among them.

Professor Colin at Oxford University, who studies mobile phone radio waves, told BBC News: "It's new technology (技术) and the science is still developing. We have to be very careful about children - if there are any effects they would hurt young children more than grown-ups." He suggested that children should be encouraged to use text messages rather than spoken conversations, as this would reduce the amount of radio waves greatly.

43. Which age group of mobile users is increasing fastest?

- A. From 1 to 5.
- B. From 5 to 9.
- C. From 9 to 16.
- D. Above 16.

44. What do mobile phone companies say about their business?

- A. They make mobiles for those over 16.
- B. They don't serve those who are under 16.
- C. Their designers know the brains of children users.
- D. Younger children are more interested in their mobiles.

45. According to Professor Colin, which of the following is TRUE?

- A. Reducing radio waves is a hard task for scientists.
- B. Children should not be allowed to use mobiles.
- C. Scientists usually care for young children more than grown-ups.
- D. Sending each other text messages is safer than regular calling.

46. What do you think is the purpose of this passage?

- A. To make known that children mobile users are increasing very fast.
- B. To warn people about the danger of children using mobiles.
- C. To discuss the effects of mobile phone radio waves.
- D. To teach people a safe way of using mobiles.

D

When memories of holiday pumpkin pies (南瓜馅饼) are not fresh any more, large-pumpkin growers are already planning next year's crop. Every year farmers around the world work very hard to see who can grow the world's largest pumpkin.

The present world record belongs to Steve Dalelas of Oregon. His pumpkin weighed 1,385 pounds (628 kilograms). That's heavier than large bears! In August the pumpkin grew 29 pounds (13 kilograms) per day! Our reporter spoke with Andrew Sabin, who was one of the organizers of the 2003 Large-Pumpkin Weighing Competition (比赛).

To grow a large pumpkin, Sabin explained, you need the right seed and the right soil, and a lot of hard work. "*It's* like a baby," he said. "You look at your baby every day."

All the hard work leads up to the weighing competitions, which usually take place in October.

Top prize winners can earn thousands of dollars.

Just getting the large pumpkins away from the farm can be very difficult. The pumpkins are so heavy that farmers often have to use forklifts (叉车) to move them.

What do farmers do with the large pumpkins after the competition? According to Sabin, restaurants often buy the pumpkins for show. Top winners can also sell their pumpkin seeds to other farmers hoping to beat the world record the next year.

Would the large pumpkins be made into pumpkin pies? Not likely, Sabin said. "They don't taste so good as the small pumpkins that are grown to eat."

Animals seem to like them though – at least one large pumpkin was fed to an elephant at the Oregon Zoo!

47. Which of the following is TRUE of the passage?

- A. People continue to pay attention to holiday pumpkin pies.
- B. Farmers in the world are eager to grow pumpkins for food.
- C. Farmers try their best to grow pumpkins as large as possible.
- D. Pumpkin growers find it difficult to plan the next year's farming.

48. What can we know about Steve Dalelas from the passage?

- A. His pumpkin is the heaviest in the world.
- B. His farm has grown 1,385 pounds of pumpkins.
- C. He tries to find bears heavier than his pumpkin.
- D. He is an organizer of the 2003 pumpkin competition.

49. What does *It* refer to in "*It's* like a baby"?

- A. Seed.
- B. Pumpkin.
- C. Soil.
- D. Work.

50. What might happen to the largest pumpkins after the competition?

- A. Winners move them back to their farms.
- B. The Oregon Zoo uses them to attract visitors.
- C. Their seeds are sold to the farmers who need them.
- D. Some restaurants make huge pumpkin pies with them.

2006年成人高等学校招生全国统一考试

英语

第 II 卷

注意事项:

- 1. 第 II 卷共 4 页,用签字笔、钢笔或圆珠笔直接答在试卷上。
- 2. 答卷前将密封线内的项目填写清楚。

总分		核分人	
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评卷人

五. 补全对话 (共 5 句;每句满分为 3 分,共 15 分。)

根据中文提示,将对话中缺少的内容写在线上。这些句子必须符合英语表达习惯。打句号的地方,用陈述句;打问号的地方,用疑问句。

提示:一位女士在商店为儿子挑选 T 恤衫,大小和式样都合适,也有喜欢的颜色,但价格太高。

(Shop Assistant = S; Customer = C)

S: Good morning, madam. \_\_\_\_\_ 51 \_\_\_\_\_ ?

得分

C: Yes. You see, I'm looking for a T-shirt for my son.

S: We have a large variety of T-shirts. What about this one?

C: Oh, I like it. \_\_\_\_\_ 52 \_\_\_\_\_ ?

得分

S: Let me see... Size 4, 6... Yes, we have size 8. Here you are.

C: Um, but I don't really like this color. \_\_\_\_\_ 53 \_\_\_\_\_ ?

得分

S: Yes, we also have pink, orange, black, blue, and...

C: Good. I think blue is nice. \_\_\_\_\_ 54 \_\_\_\_\_ ?

得分

S: It's \$ 50.

C: Oh, really? I'm afraid \_\_\_\_\_ 55 \_\_\_\_\_ . I'll have to

得分

think about it.





2006 年成人高等学校招生全国统一考试

英语试题答案及评分参考

说明：多项选择题如考生选择不止一项，即使其中有一项是正确答案，也不给分。

选择题答案：

- 1. A    2. C    3. B    4. D    5. B    6. D    7. C    8. D    9. B
- 10. D    11. A    12. C    13. A    14. C    15. D    16. A    17. D    18. B
- 19. B    20. C    21. D    22. A    23. D    24. A    25. B    26. A    27. C
- 28. B    29. A    30. D    31. C    32. B    33. C    34. C    35. B    36. D
- 37. A    38. C    39. B    40. D    41. A    42. C    43. B    44. A    45. D
- 46. B    47. C    48. A    49. B    50. C

五. 补全对话

参考答案：51. What can I do for you/Can I help you

- 52. Do you have size 8
- 53. Do you have any other color(s)
- 54. How much (is it)
- 55. it's too expensive

评分说明：本题应补入5处，每处3分，共15分。补入的部分内容恰当、语句正确、通顺的给满分。与答案不同但意思、语言无错误的扣分。大体正确的，给2分。句子结构或用词有毛病但尚能达意的，给1分。句子结构或用词有严重错误的，给0.5分或不给分。完全错误或只写个别单词的不给分。每句中的拼写错误每1-2处扣0.5分，不倒扣分。

六. 书面表达

(一) 评分原则：

- 1. 本题总分为30分，按5个档次给分。
- 2. 评分时，先根据文章的内容和语言初步确定其所属档次，然后以该档次的要求来衡量，确定或调整档次，最后给分。
- 3. 词数少于80和多于120的，从总分中减去2分。
- 4. 评分时，应注意的主要内容：内容要点、应用词汇和语法结构的数量和准确性、上下文的连贯性及语言的得体性。
- 5. 拼写与标点符号是语言准确性的一个方面，评分时，应视其对交际的影响程度予以考虑。英、美拼写及词汇用法均可接受。
- 6. 如书写较差，以至影响交际，将分数降低一个档次。

(二) 内容要点：

- 1. 欢迎 Tim 来宁波并为他预订房间；
- 2. 建议去义乌；
- 3. 很多外国商人在那里采购；
- 4. 距离不远，往返只需2天。

(三) 各档次的给分范围和要求：

第五档 (很好)：(25 - 30 分)

- 完全完成了试题规定的任务。
- 覆盖所有内容要点。
- 应用了较多的语法结构和词汇。
- 语法结构或词汇方面有些许错误，但为尽力使用较复杂结构或较高级词汇所致；具备较强的语言运用能力。
- 有效地使用了语句间的连接成分，使全文结构紧凑。
- 完全达到了预期的写作目的。



第四档 (好): (19 - 24 分)

完全完成了试题规定的任务。

- 虽漏掉 1、2 个次重点,但覆盖所有主要内容。
  - 应用的语法结构和词汇能满足任务的要求。
  - 语法结构或词汇方面应用基本准确,些许错误主要是因尝试较复杂语法结构或词汇所致。
  - 应用简单的语句间连接成分,使全文结构紧凑。
- 达到了预期的写作目的。

第三档 (适当): (13 - 18 分)

基本完成了试题规定的任务。

- 虽漏掉一些内容,但覆盖所有主要内容。
  - 应用的语法结构和词汇能满足任务的要求。
  - 有一些语法结构或词汇方面的错误,但不影响理解。
  - 应用简单的语句间连接成分,使全文内容连贯。
- 整体而言,基本达到了预期的写作目的。

第二档 (较差): (7 - 12 分)

未恰当完成试题规定的任务。

- 漏掉或未描述清楚一些主要内容,写了一些无关内容。
  - 语法结构单调、词汇项目有限。
  - 有一些语法结构或词汇方面的错误,影响了对写作内容的理解。
  - 较少使用语句间的连接成分,内容缺少连贯性。
- 信息未能清楚地传达给读者。

第一档 (差): (1 - 6 分)

未完成试题规定的任务。

- 明显遗漏主要内容,写了一些无关内容,原因可能是未理解试题要求。
  - 语法结构单调、词汇项目有限。
  - 较多语法结构或词汇方面的错误,影响对写作内容的理解。
  - 缺乏语句间的连接成分,内容不连贯。
- 信息未能传达给读者。

0 分

未能传达给读者任何信息;内容太少,无法评判;写的内容均与所要求内容无关或内容无法看清。

(四) 说明:

1. 内容要点可用不同方式表达。
2. 对紧扣主题的适当发挥不予扣分。

(五) One possible version:

Dear Tim,

I'm very glad to know that you'll be back to Ningbo for a visit. As soon as you can fix dates I'll book a hotel room for you.

I know that you hope to see how China has changed in these years. Why don't you go to Yiwu. A visit to that city is worth your time. Yiwu has become a new international market, and a lot of businessmen from abroad live there, buying goods and sending them to their home countries. As a result, Yiwu is close to Ningbo, the trip will take no more than two days. What do you think about it?

I'm looking forward to your coming.

Best,

Dapeng