

# BFT

全国出国培训备选人员外语水平考试专用教材

# BFT

第6版

# 模拟试题集

主编 冯伟哲 郅红 朱丽轩



附赠超值外教录音



新增两套最新考题



附赠海量查词软件



听力考场实景录音



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本书紧扣教材和考试大纲,根据作者近年来的教学实践经验,精心编写而成。全书包括8套模拟试题、6套实战演练试题及2套样题,从听力、阅读、写作和口语几个方面对考生进行测试,并配有详细讲解,便于自学。本书的特点在于不仅为考生提供习题与解答,而且在分析考生做题时易犯的错误的存在的基础之上,提供了解题思路和应试技巧。

本书不仅适用于参加全国出国培训备选人员外语水平考试的考生,而且适合参加出国考试(如TOEFL, IELTS)的考生自学,帮助考生顺利通过考试。

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# 丛 书 序

本丛书自 2004 年面市以来，深受广大考生喜爱。应有关培训机构及考生的强烈要求，我们决定再版“全国出国培训备选人员外语水平考试专用教材”丛书。

随着 BFT 考试知名度的不断提高和报考人数的增多，越来越多的读者开始关注 BFT 考试，特别是质量优良的相关培训用书。再版后的丛书，在保留原书精华的基础上，具有以下几个特点：

## 1. 更加符合 BFT 考试的要求，实用性强。

随着 BFT 考试的逐年进行，教师们在充分解析历年考题的基础上，深入研究真题，总结题型变化规律和难易程度的变化趋势，结合自己多年教学经验，使改版后的丛书吻合全国出国培训备选人员外语水平考试大纲的要求。

## 2. 习题更具有针对性。

丛书结合教师们的实际教学经验，总结了学员学习中的实际情况，对基础薄弱的阅读及听力部分加大力度，从内容到题材做到由浅入深、由易到难，文字新颖、活泼，符合学员的实际水平。

## 3. 内容更加充实、新颖，贴近时代。

丛书的再版增加了听、说、读、写四个方面的学习方法，对习题增加了详细的解题思路，以使考生对习题有较为细致的了解，而且选材广泛，涉及教育、文化、科技等社会生活的各个方面。内容与时俱进，时事性强，既体现了知识性，也体现了时效性。

## 4. 各分册的再版使得本丛书更具特色，应试性更强。

《BFT 模拟试题集》通过对最近几年的真题的透彻分析，为考生提供了 8 套模拟试题、6 套实战演练试题及 2 套样题使考生在了解试题题型的同时，及时了解和把握考试的重点和难点，从而在复习及考试的过程中更加主动。针对真题，本书还总结了各年真题的不同与相同部分，并提出考试的变化及预测。在答案讲解部分，力求重点突出，归纳出做题的规律和方法；口语部分的讲解增加了对常见口语套句进行了更为细致的概括；写作部分增加了范文及点评。

《BFT 词汇短语教程》增加了对词汇短语的分析和构词法的讲解，并对词汇短语的记忆和解题技巧作了指导性的讲解，归纳出做题的规律和方法。此外，本书还配有帮助考生记忆词汇短语的其他题型，旨在通过反复实践达到记忆词汇短语，并对词汇短语应用自如的目的。

《BFT 写作教程》第 6 版与前一版相比：（1）增加了商务写作，具有很强的实用性；（2）针对 BFT 考试，对写作技巧作了系统讲解；（3）大量作文讲评为考生提供了各种题

材与体裁的经典范文，便于考生学习和模仿；(4) 对考生在语法、句法、篇章、文体等方面的典型错误进行了汇总，有的放矢地予以纠正；(5) 常用写作词汇及套句丰富了考生的语言表达。

《BFT 口语会话教程》的再版既具有应试性，也具有交际性。(1) 书中增加了考试题型分项指导和考试技巧，在理论上指导考生如何达到最佳水准；(2) 增加了常用套句，更加丰富了口语词汇；(3) 海外生活常用对话使考生的口语更趋于真实与地道，充分体现了生存英语的重要性；(4) 口语模拟题为考生提供了虚拟考场，使其熟悉考场环境及语言环境。

《BFT 听力理解教程》新增了练习题的讲解，突出了实用性；在形式上、内容上与《BFT 模拟试题集》听力部分互为补充。第 6 版听力教程结合真题讲解解题技巧，使考生对各个部分的难易程度及怎么把握解题技巧有更充分的认识。此外，场景听力部分把听力内容放在具体的语境中，便于考生理解和掌握。初级词汇的和高级词汇的补充便于考生查阅生词。

《BFT 阅读理解教程》的再版增添了大量文章，集时事性与真实性为一体；体裁多样、取材广泛，力求贴近考试形式。详细的讲解不但能使考生全面了解文章的主题与细节，而且能拓展其历史、地理、政治、经济等人文知识。

本丛书的编者均为富有培训经验的大学教师（部分教师具有海外留学背景），为本丛书的编写提供了丰富鲜活的素材、新颖实用的构思与创意，也使得本丛书更贴近真实考试。

预祝考生顺利通过考试并取得高分！

BFT 教材编写小组

2014 年 7 月

# 前 言

为了帮助和指导应试者顺利通过“全国出国培训备选人员英语水平考试”(BFT 考试),我们编写了这本综合模拟试题集。

本书共有 8 套模拟试题、6 套实战演练试题及 2 套样题,模拟试题 1~模拟试题 3 为初级试题,模拟试题 4 和模拟试题 5 的难度介于初级和中高级之间,模拟试题 6~模拟试题 8 为中高级试题。对试题进行难度分级的目的是让考生在备考过程中逐渐建立起英语学习的信心。所有试题的编排样式和真题相同,旨在让考生在复习准备 BFT 考试的同时,充分了解考试题型和难度,而且,每套试题从听力、阅读、写作和口语 4 个方面对考生进行了测试,并配有详细的讲解,以便考生自学。

## 听力方面

听力在听、说、读、写 4 种能力中排在第一位,可见其重要性。听力是学习语言的基础,因为只有听清了才能模仿,才能与人交流。以下 4 点建议,相信对大家提高听力水平会有帮助。第一,听说结合:听是语言输入,是被动接受,而说则是语言输出,是把接收的语言信息经过加工后进行输出。输入到输出的过程反映出“接收—接受”的过程,是理解提高的过程。第二,培养对言语信号的分析辨别能力:言语信号包括声韵调、重音、语气、语音的长短,听觉语言中枢对听到的言语信号进行分析、辨别和归类。一般来说,在连串的语流中准确地分析辨别的顺序是:单词—句子—段落,因此辨音、辨词、辨别句义和抓住关键词是非常重要的。第三,培养猜测能力:在大段听力材料中,每个单词和短语都听懂是不可能的,也是没必要的,要学会利用上下文线索猜测词义,这样既节省时间,又节省精力。第四,要抓住听力材料的大意,要弄懂每个段落的主题和有关细节,有主有次,正确答题。

## 口语方面

流利的口语要建立在一定的词汇量、一定的语法知识和一定的交流技能的基础上,所以考生首先要确保自己拥有一定的口语词汇量。其次,尽量少地犯语法错误,但不要怕犯错误。再次,要经常参加各种口语交流,锻炼自己的会话技能、自信心和流利程度。最后,大量的模仿对于提高口语也至关重要,但贵在持之以恒地进行练习!

## 阅读方面

阅读能力的提高是从量变到质变的过程。如果考生英语基础比较差的话,则首先要打好些基础,阅读的基础是词汇,不是说词汇量越大就越好,而是要在词汇量和词汇熟悉程度中间找到一个平衡点。然后要牢固掌握语法知识,对常见的英语语法融会贯通。

英语阅读中要注意能力的培养,也要掌握一些阅读方面的方法和技巧:(1)要把握时

间,提高阅读速度。(2)学会辨认新单词的方法,包括:根据上下文猜测词义、根据构词法判断、利用背景知识或常识进行推测、运用信号词进行判断。

“冰冻三尺,非一日之寒”,提高阅读能力不是一朝一夕就能做到的。只要坚持正确的阅读方法,培养兴趣,广泛阅读,积累词汇,并且养成良好的阅读习惯,阅读理解能力就一定会逐步提高。

### 写作方面

英语的书面表达一直以来就是英语学习的瓶颈。在此,笔者向各位学习者提供突破英语写作的十字建议,即研习、背诵、默写、互译、模仿,概括出培养写作能力的五个方面。

关于如何高效记忆单词,成功应对考试,人们进行了长久不懈的探索和努力。面对大多数考生抱着一本词汇书,从字母A背到字母Z的传统方式,近年来更多人提出应该结合上下文,即在例句中进行词汇记忆,从而解决背会单词却不知如何应用的弊病;与此同时,另一些人意识到构词法在词汇中起到的重要作用,“英语中80%的词都由词根和词缀构成”,于是提出分解词形结构,熟悉造词规则,以求开创词汇记忆的新捷径。

从应试的角度分析,考生不能也不必完全摒弃死记硬背词汇表的方式,尤其对短期内需要进行考试的考生而言,这毕竟是应对短期考试最立竿见影的方法之一。考生在记忆词汇表时应当注意:(1)“短、频、快”原则,即短期多遍反复记忆;(2)“正反记忆”原则,即在多遍反复记忆过程中打乱由A到Z的顺序,以确保记住的是单词,而不仅仅是单词在词汇表中的位置。在攻克词汇表的基础上,考生还需要掌握常见的词根和词缀,能够根据词根和词缀并结合上下文猜测词意,从而最终将单词记忆由逐个单词死记硬背提升到在句群篇章中整体把握其含义及用法的语言应用高度,真正令考试成为检测语言学习效果的手段,而不是语言学习的目标。

本书旨在通过不断做词汇练习题来巩固并最终达到熟练应用词汇的目的,有效地识别单词,通过上下文及构词法来猜测词义以及辨别同义词。

另外,本书给出了各种题材和内容的写作和口语命题,其内容广泛,应用性强,读者可根据答案,掌握写作和口语的套语,加强在实际语境中对语言的应用。

本书在编写过程中花费了编者大量的心血,凝聚了英语教育工作者的智慧和才干,但书中难免出现疏漏和不足之处,敬请读者批评指教。

参与本书编写的人员还有:安蕾、白静、曹迪、陈星、丁剑议、丁杨、樊红、韩红梅、何永民、胡龙青、胡晓欧、靳丽莹、孔祥国、寇洁、李长利、李飞鹏、李金屏、李树勤、栗丽娟、梁丽娟、梁艳春、刘艳霞、刘恩华、卢晓敏、孟繁锡、欧阳宏亮、齐岩、钱磊、任莉、宋彦英、田英涛、王碧、王宁、王元利、王智杰、吴征、夏金玉、徐燕飞、薛金祥、杨萌萌、由华、张充、张海燕、张妮、张燕、张悦清、张芝花、赵佳和赵娟。

BFT 教材编写小组

2014年7月

# 答题卡

中国国际化人才英语考试  
(BFT) 中、高级答题卡

所有答案一律用2B铅笔填涂

填涂要求

填涂正确



填涂错误



姓名

准考证号

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Y130202

## Listening

### Part1

1  
2  
3  
4  
5  
6  
7  
8

1 A B  
2 A B  
3 A B  
4 A B  
5 A B  
6 A B  
7 A B  
8 A B

### Part3

14 A B  
15 A B  
16 A B  
17 A B  
18 A B  
19 A B  
20 A B  
21 A B  
22 A B  
23 A B  
24 A B  
25 A B  
26 A B  
27 A B  
28 A B  
29 A B  
30 A B

### Part2

9 A B C D E F G  
10 A B C D E F G  
11 A B C D E F G  
12 A B C D E F G  
13 A B C D E F G

## Reading

### Part1

1 A B C D E F G H I  
2 A B C D E F G H I  
3 A B C D E F G H I  
4 A B C D E F G H I  
5 A B C D E F G H I  
6 A B C D E F G H I  
7 A B C D E F G H I  
8 A B C D E F G H I

### Part2

9 A B C D E F G  
10 A B C D E F G  
11 A B C D E F G  
12 A B C D E F G  
13 A B C D E F G  
14 A B C D E F G  
15 A B C D E F G  
16 A B C D E F G  
17 A B C D E F G  
18 A B C D E F G

### Part3

19 A B C D  
20 A B C D  
21 A B C D  
22 A B C D  
23 A B C D  
24 A B C D  
25 A B C D

### Part4

26 A B C D  
27 A B C D  
28 A B C D  
29 A B C D  
30 A B C D  
31 A B C D

32 A B C D  
33 A B C D  
34 A B C D  
35 A B C D  
36 A B C D  
37 A B C D  
38 A B C D  
39 A B C D  
40 A B C D  
41 A B C D  
42 A B C D  
43 A B C D  
44 A B C D  
45 A B C D



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## 模拟试题 1

### Listening

#### Part 1

##### Questions 1-8 (16 marks)

- You will hear two conversations.
- Write down one word or number in the numbered spaces on the form below.

##### CONVERSATION 1 (Questions 1-4)

Mr. Li wants a ticket to 1 for 2 morning.

He has an appointment at 3.

Mr. Li will probably check in 4 hour before the plane takes off.

##### CONVERSATION 2 (Questions 5-8)

Monique has been in London for 5 days.

Monique is taking the English course to improve her 6 English and to see 7.

Monique is living in a 8.

#### Part 2

##### Questions 9-13 (10 marks)

- You will hear the customs in five countries.
- For questions 9-13, choose from the list A-F the proper countries.
- Use the letters only once. There is one extra letter which you do not need to use.

9. Country 1: \_\_\_\_\_

A. Australia

10. Country 2: \_\_\_\_\_

B. Spain

11. Country 3: \_\_\_\_\_

C. China

12. Country 4: \_\_\_\_\_

D. Italy

13. Country 5: \_\_\_\_\_

E. Britain

F. Greece

#### Part 3

##### Questions 14-23 (10 marks)

- Look at the ten statements for this part.
- You will hear a passage about "Inflation". You will listen to it twice.

- Decide whether you think each statement is right(R), wrong(W) or not mentioned(NM).
- Mark your answers on the **Answer Sheet**.

14. The passage states that inflation is a situation in which money keeps losing its value.  
A. Right                      B. Wrong                      C. Not Mentioned
15. There have been higher and higher rates of inflation in the US over the years.  
A. Right                      B. Wrong                      C. Not Mentioned
16. People have become used to high rates of inflation in recent years.  
A. Right                      B. Wrong                      C. Not Mentioned
17. Over the years our incomes have been increasing, and we are actually no better in our financial condition.  
A. Right                      B. Wrong                      C. Not Mentioned
18. The present rate of inflation will fall if the government takes some effective measures.  
A. Right                      B. Wrong                      C. Not Mentioned
19. According to the author, if incomes and prices rise together, inflation poses no problem.  
A. Right                      B. Wrong                      C. Not Mentioned
20. When money loses its value, it is no longer stable.  
A. Right                      B. Wrong                      C. Not Mentioned
21. During inflation money becomes a suitable standard of deferred payments.  
A. Right                      B. Wrong                      C. Not Mentioned
22. In a period of inflation, people are likely to save money instead of spending money.  
A. Right                      B. Wrong                      C. Not Mentioned
23. Inflation urges consumer spending and discourages saving.  
A. Right                      B. Wrong                      C. Not Mentioned

## Part 4

### Questions 24-30 (14 marks)

- Look at the questions for this part.
  - You will hear a passage about "Health and Fitness". You will listen to it twice.
  - For Questions 24-30, indicate which of the alternatives A, B, or C is the most appropriate response.
  - Mark one letter A, B, or C on the **Answer Sheet**.
24. Many Americans are getting fatter \_\_\_\_\_.  
A. because of their poor eating habits and sedentary lifestyle  
B. because of their ignorance about what is good for them  
C. because of their strong dislike for physical exercises
  25. What percentage of Americans don't exercise in their leisure time according to some studies?  
A. Exactly half.              B. More than half.              C. Less than half.

26. What percentage of Americans are reported to be at least 20 percent over their desirable weight in the 1990s?  
A. One fifth. B. One fourth. C. One third.
27. Which of the following mass media is **NOT** mentioned as a carrier of information on nutrition and proper diet?  
A. Radio. B. Television. C. Newspapers.
28. Why has the government required uniform labeling of food since 1994?  
A. Because it wants to help consumers compare the fat and calories in the food they buy.  
B. Because food with uniform labels is not likely to cause disease.  
C. Because uniform labeling will result in low-fat or fat-free food.
29. Which of the following is **NOT** a reason why Americans are consuming more and more fast food at restaurants?  
A. Fast food is often the cheapest.  
B. Fast food is believed to be nutritious.  
C. Americans simply like fast food.
30. When Americans eat so much restaurant and packaged food, they \_\_\_\_\_.  
A. can limit fat and calories  
B. can limit fat but not calories  
C. can't limit fat or calories

## Reading

### Part 1

#### Questions 1-8 (16 marks)

- Read the following passages, eight sentences have been removed from the article.
- Choose from the sentences A-H the one which fits each gap.
- For each gap (1-8) mark one letter (A-H) on the **Answer Sheet**.
- Do not mark any letter twice.

Today's career assumptions are you can get a lot of development, challenge and job satisfaction and not necessarily be in a management role.

A new malady is running rampantly in corporate America: management phobia. 1

"I hated all the meetings," says a 10-year award-winning manager, "and I found the more you did for people who worked for you, the more they expected." 2

With technology changing in a wink, you can never slack off these days if you're on the technical side. 3

In addition, the Dilbert factor is at work. With Scott Adams's popular cartoon character — as well as many television sitcoms — routinely portraying managers as morons or enemies, they just don't get much respect anymore.



Supervising others was always a tough task, but in the past that stress was offset by hopes for career mobility and financial rewards. 4

But in today's global, more competitive arena, a manager sits on an insecure perch. 5  
There are far fewer rungs on the corporate ladder for managers to climb. In addition, managerial jobs demand more hours and headaches than ever before but offer slim, if any, financial paybacks and perks.

Furthermore, managers now must supervise many people who are spread over different locations, even over different continents. 6

In an age of entrepreneurship, when the most praised people in business are those launching something new, management seems like an invisible, thankless role. 7

Management layoffs have done much to erode interest in managerial jobs, of course. 8

- A. Many people don't want to be a manager — and many people who are managers are, frankly, itching to jump off the management track — or have already.
- B. It's a rare person who can manage to keep up on the technical side and handle a management job, too.
- C. Restructuring have eliminated layer after layer of management as companies came to view their organizations as collections of competencies rather than hierarchies.
- D. They must manage across functions with, say, design, finance, marketing and technical people reporting to them.
- E. I was a counselor, motivator, financial adviser and psychologist.
- F. Employers are looking for people who can do things, not for people who make other people do things.
- G. American Management Association surveys say three middle managers are laid off for every one being hired.
- H. Along with a sizable pay raise, people chosen as managers would begin a nearly automatic climb up the career ladder to lucrative executive perks: stock options, company cars, club memberships, plus the key to the executive washroom.

## Part 2

### Questions 9–18 (20 marks)

- Read the following passage and answer questions 9–18.

1. From Dr. R.S. Scorer of Britain's Imperial College of the Science comes the latest theory about the lightning flashes. Dr. Scorer believes the cause is hail falling through super cooled clouds. Ice particles bouncing off the falling hail acquire a positive charge and rise to the top of the cloud while the hail carries a negative charge to the bottom of the cloud.
2. According to Dr. Scorer, Benjamin Franklin first proved thunderclouds are charged with electricity. Later investigations showed that the tops of the clouds have a great positive charge and the bottoms have great negative charge.
3. When the charges became great enough to break the insulating properties of the air, lightning flashes carry the electricity within the cloud, or from cloud to cloud, or from cloud to earth. But

the question remained: How do the charges develop within the cloud.

4. To seek the cause, Dr. Scorer and his colleagues at the college first duplicated thundercloud current in a liquid tank. They found the mixture takes place only in the tops of the clouds.

5. Next a study of thunderclouds over the North Atlantic showed that the lighting occurs only when the temperature around cloud is below freezing. Particles at the top of the clouds begin to freeze but those in the remainder of the cloud stay unfrozen although below freezing temperature. In the laboratory, S.E. Reynolds whirled a refrigerated rod through ice particles and found that the particles bounced off the rod acquired a positive charge. This was a missing link. Without hail and super cooled clouds, he concluded, there could be no lightning.

### Questions 9-13

- For questions 9-13, choose the best title for each paragraph from below.
- For each numbered paragraph (1-5), mark one letter (A-G) on the **Answer Sheet**.
- Do not mark any letter twice.

- |                        |  |
|------------------------|--|
| 9. Paragraph 1: _____  | A. How the lightning flashes come about.                 |
| 10. Paragraph 2: _____ | B. To measure moisture, scientist did the experiment.    |
| 11. Paragraph 3: _____ | C. Two discoveries based on Dr. Scorer's theory.         |
| 12. Paragraph 4: _____ | D. Significance of Benjamin Franklin's discovery.        |
| 13. Paragraph 5: _____ | E. Experiments were done to find the cause of lightning. |
|                        | F. Dr. Scorer found the cause of lightning flashes.      |
|                        | G. The continuing study of lightning flashes.            |

### Questions 14-18

- Using the information in the text, complete each sentence 14-18, with a word or phrase from the list below.
  - For each sentence (14-18), mark one letter (A-G) on the **Answer Sheet**.
  - Do not mark any letter twice.
14. According to Dr. Score, lightning is caused by hail falling through \_\_\_\_\_.
  15. The refrigerated rod served the same functions as \_\_\_\_\_.
  16. Ice particles bouncing off hail falling through a cloud acquire \_\_\_\_\_.
  17. In the paragraph four the word "duplicated" means \_\_\_\_\_.
  18. According to S.E. Regnolds, there could be no lightning without \_\_\_\_\_.
- |                                 |
|---------------------------------|
| A. copy                         |
| B. a positive charge            |
| C. a negative charge            |
| D. super cooled clouds          |
| E. falling hail clouds          |
| F. hail and super cooled clouds |
| G. moisture particles           |

### Part 3

#### Questions 19–25 (14 marks)

- Read the following passage and answer questions 19–25.
- For questions 19–25, choose the correct answer **A**, **B**, **C** and **D**.
- Mark your answers on the **Answer Sheet**.

In my early childhood I received no formal religious education. I did, of course, receive the ethical and moral training that moral and conscientious parents give their children. When I was about ten years old, my parents decided that it would be good for me to receive some formal religious instruction and to study the Bible, if for no other reason than that a knowledge of both is essential to the understanding of literature and culture.

As lapsed Catholics, they sought a group which had as little doctrine and dogma as possible, but what they considered good moral and ethical values. After some searching, they joined the local Meeting of the Religious Society of Friends. Although my parents did not attend Meetings for Worship very often, I went to First Day School there regularly, eventually completing the course and receiving an inscribed Bible.

At the Quaker school, I learned about the concept of the “inner light” and it has stayed with me. I was, however, unable to accept the idea of Jesus Christ being any more divine than, say, Buddha. As a result, I became estranged from the Quakers who, though believing in substantially the same moral and ethical values as I do, and even the same religious concept of the inner light, had arrived at these conclusions from a premise which I could not accept. I admit that my religion is the poorer for having no revealed word and no supreme prophet, but my inherited aversion to dogmatism limits my faith to a Supreme Being and the goodness of man.

Later, at another Meeting for Worship, I found that some Quakers had similar though not so strong reservations about the Christian aspects of their belief. I made some attempt to rejoin an organized religious group, I did not wish to become one again. I do attend Meeting for Worship on occasion, but it is for the help in deep contemplation which it brings rather than any lingering desire to rejoin the fold.

I do believe in a “Supreme Being” (or ground of our Being, as Tillich would call it). This Being is ineffable and not to be fully understood by humans. He is not cut off from the world and we can know him somewhat through the knowledge which we are limited to the world. He is interested and concerned for humankind, but on man himself falls the burden of his own life. To me the message of the great prophets, especially Jesus, is that good is its own reward, and indeed the only possible rewards are intrinsic in the actions themselves. The relationship between each human and supreme Being is an entirely personal one.

It is my faith that each person has this unique relationship with the Supreme Being. To me that is the meaning of the inner light. The purpose of life, insofar as a human can grasp it, is to understand and increase this lifeline to the Supreme Being, this piece of divinity that every human has. Thus, the

taking of any life by choice is the closing of some connection to God, and unconscionable. Killing anyone not only denies them their purpose, but corrupts the purpose of all men.

19. The author of the preceding passage is most probably writing in order to \_\_\_\_\_.
  - A. persuade a friend to convert to Quakerism
  - B. reassure a Friend that he has not become immoral
  - C. explain the roots of his pacifism
  - D. analyze the meaning of the "inner light"
20. If offered a reward for doing a good deed, the author would \_\_\_\_\_.
  - A. spurn the reward indignantly
  - B. accept it only as a token of the other person's feelings of gratitude
  - C. neither take nor refuse the reward
  - D. explain to the offered that rewards are blasphemous
21. We can learn from the passage that the Quakers \_\_\_\_\_.
  - A. are the group he wishes to become a member of again
  - B. are Christians, but only in a weak sense
  - C. share basic religious thought with the author
  - D. are relatively dogmatic and doctrinaire
22. Which of the following would the author likely see as most divine?
  - A. Jesus Christ.
  - B. Buddha.
  - C. Moses.
  - D. They would be seen as equally divine.
23. It can be inferred from the passage that \_\_\_\_\_.
  - A. the author views the inner light as uniquely an attribute of Quakers
  - B. the Catholics are not concerned with killing
  - C. the author's parents found Catholic religious views unsuitable or inadequate
  - D. Buddhist belief is as congenial to the author as Quaker belief
24. The author supports which of the following statements?
  - A. We must seek greater comprehension of our own inner lights.
  - B. Humans must always seek to increase the number of inner lights, hence, population increase is desirable.
  - C. The unique relationship between each person and his inner light makes him more divine than those without an inner light.
  - D. Only a person without an inner light could kill.
25. The author rejected which of the following aspects of religious thought?
  - A. The existence of God.
  - B. The divine nature of human beings.
  - C. The value of sharing religious experiences.
  - D. The revealed word of God.



## Part 4

## Questions 26-45 (20 marks)

- Read the following passage and decide which answer best fits each space.
- For questions 26-45, mark one letter A, B, C or D on the **Answer Sheet**.

Both 26 and zoology are parts of a more general field of science, biology. The two are studies of 27 things, which share certain characteristics, 28 they are plants or animals. Botany deals with plants, whose organisms that can 29 their own food by the use of sunlight. Zoology on 30 hand, deals with animals, those organisms that cannot manufacture their own food and are thus dependent 31 plants for their food.

32 plants and animals share many abilities, the extent 33 which plants can exercise some of those abilities is 34. For example, both plants and animals need food, water, and warmth for growth, 35 plants can move to 36 those needs only by the slow extraction of their leaves and roots, while animals can move relatively 37 distances in relatively little time. When an animal is hurt with needle, the animal will 38 the part of the body 39. This ability to draw back 40 pain or irritation, called irritability, is found only to a very limited extent in plants.

If plants 41 the same 42 as animals, animals would have had a more difficult time finding food. If animals were as limited as plants, they might 43 a means of manufacturing their own food, as plants do now. The world would be a very different place 44 it is if the characteristics of plants and animals were 45.

- |                  |                 |               |                |
|------------------|-----------------|---------------|----------------|
| 26. A. biology   | B. botany       | C. chemistry  | D. mathematics |
| 27. A. livable   | B. alive        | C. living     | D. lively      |
| 28. A. whether   | B. and          | C. both       | D. all         |
| 29. A. sustain   | B. waste        | C. consume    | D. manufacture |
| 30. A. other     | B. the other    | C. another    | D. each other  |
| 31. A. on        | B. in           | C. at         | D. with        |
| 32. A. But       | B. Although     | C. And        | D. Furthermore |
| 33. A. in        | B. to           | C. with       | D. on          |
| 34. A. definite  | B. indefinite   | C. limited    | D. unlimited   |
| 35. A. because   | B. therefore    | C. but        | D. and         |
| 36. A. acquire   | B. require      | C. admit      | D. constitute  |
| 37. A. many      | B. little       | C. large      | D. small       |
| 38. A. share     | B. achieve      | C. extend     | D. withdraw    |
| 39. A. been hurt | B. hurt         | C. being hurt | D. have hurt   |
| 40. A. out       | B. from         | C. in         | D. to          |
| 41. A. have      | B. would have   | C. will have  | D. had         |
| 42. A. mobility  | B. approach     | C. stake      | D. organ       |
| 43. A. evolve    | B. have evolved | C. be evolved | D. be evolving |