

■ 上海外国语大学英专考试命题中心名师点评

 **星火英语**
ENGLISH

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英语专业八级考试 全真试卷

上海外国语大学英语系 张亚东 主编

权威答案 详尽解析

正误选项 全解全析
主观题目 得分点评

考点归纳 举一反三
知识梳理 由点及面

2005年3月 ~ 1998年3月

8 级

兴图音像电子出版社

英语专业 八级考试全真试卷

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前 言

2004 年新版《高校英语专业八级考试大纲》规定,高校英语专业八级考试(TEM8)的目的是全面检查已完成英语专业高年级阶段课程的学生是否达到了教学大纲所规定的英语语言综合运用能力标准以及英语专业知识要求。由于考查的词汇量在 10,000 单词左右,远远超出大学英语词汇量和日常生活英语词汇的范围,这项考试不仅是英语专业学子自我检测英语水平的权威杠杆和获许毕业必须参加的考试,同时也是其他非英语专业学习者证明自己能力的考试选择之一。

2004 年新版考试大纲指出,TEM8 要做较大程度的调整,主要是难度和题型的变化。这就要求考生在复习中清楚理解新的命题趋势,准确把握最新的题型变化,相对熟悉新的考查方向,才能在考试中取得优异成绩。但现在市面上大部分的专业练习材料普遍没有反映出大纲的变化,也不能给考生带来显著的练习效果。

为了帮助考生在复习中把握新的命题趋势,做好充分的考试准备,本书紧扣最新考试大纲,顺应广大读者的要求,整理了 1998~2005 年 8 套全真八级试题以飨读者。TEM8 作为一项全国性的标准参照类考试,难度有一定的延续性,全真考题的效度和信度是不言而喻的。平时的练习资料难以望其项背,所以可称为考生应试的必备工具。考生们之间流传着的“一套全真题赶得上三套模拟题”,“全真阅读可以作精读”都是这个道理。通过真题考生可以清晰地把握命题脉络,感知实战气氛,取得立竿见影的效果。

同时,我们邀请了一批知名高校英语专业的专家教授,在对答案作出权威精当的点评解析、详尽阐述各题型的命题特点、全面讲解涉及的考点难点的同时,对新的命题变化作了认真分析,对新的考试动态进行了合理预测,并总结应试做题规律,从而可以切实有效地帮助考生提高自己的综合水平。另外,我们在每套试卷答案讲解部分之后,将阅读中出现的偏僻、疑难单词一一列出,给出音标、释义和用法举例,对于不在专业八级考试大纲上的超纲词特别加上“*”标识,使读者能一目了然。

希望这套我们精心编写的英语专业八级全真试卷,能帮助考生迅速强化实战能力,在考试中取得优异成绩。书中并附有最新 2004 年新版考试大纲总则。

内容虽经反复审读,仍不免有疏漏之处,望广大读者来信来电指正。

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高校英语专业八级考试大纲(2004 年新版)

SYLLABUS FOR TEM 8

总则

2000 年出版的《高等学校英语专业英语教学大纲》(以下简称《大纲》)规定,高等学校英语专业高年级阶段的主要教学任务是“继续打好语言基本功,学习英语专业知识和相关专业知识,进一步扩大知识面,增强对文化差异的敏感性,提高综合运用英语进行交际的能力”。(《大纲》,2000:2)

《大纲》同时指出,“为了帮助各校和有关部门了解执行本教学大纲的情况,教育部委托全国高校外语专业教学指导委员会英语组在第四学期和第八学期分别实施全国英语专业四级和八级统一考试。四级和八级考试着重检查学生的英语语言的综合运用能力。”(《大纲》,2000:14)

根据《大纲》中的上述规定,英语专业八级考试大纲特作如下规定:

一、考试目的

本考试的目的是全面检查已完成英语专业高年级阶段课程的学生是否达到了《大纲》所规定的英语语言综合运用能力标准以及英语专业知识的要求。

二、考试性质与范围

本考试属于标准参照性教学检查类考试。考试范围包括《大纲》所规定的听、读、写、译四个方面的能力以及英语专业知识。

三、考试时间、对象与命题

本考试在英语专业第八学期举行,每年一次。考试对象为高校英语专业四年级学生。本考试由教育部高等学校外语专业教学指导委员会英语组组织有关测试专家命题,外语专业教学指导委员会办公室负责考试的实施。

四、考试形式

为了有效地考核学生综合运用英语进行交际的能力,既兼顾考试的科学性、客观性,又考虑到考试的可行性以及高年级阶段英语水平和专业知识评估的特点,本考试采用多种试题形式,以保证考试的效度和信度。

五、考试内容

本考试共有六个部分:听力理解、阅读理解、人文知识、改错、翻译、写作。整个考试需时 185 分钟。

I. 听力理解(Part I Listening Comprehension)

1. 测试要求:

- (a) 能听懂真实交际场合中的各种英语会话和讲话。
- (b) 能听懂 VOA、BBC 或 CNN 等国外媒体节目中有关政治、经济、文化、教育、科技等方面的专题报道。
- (c) 能听懂有关政治、经济、历史、文化、教育、语言文学、科普方面的演讲及演讲后的问答。
- (d) 考试时间约 25 分钟。

2. 测试形式:

本部分采用填空题和多项选择题形式,分三节:Section A、Section B 和 Section C,共 20 题。

Section A: Mini-lecture

本部分由一个约 900 个单词的讲座和一项填空任务组成。要求学生先边听边做笔记,然后完成填空任务。答题时间 10 分钟。本部分共 10 题。

Section B: Conversation or Interview

本部分由一个约 800 个单词的会话组成。会话后有 5 道多项选择题。

Section C: News Broadcast

在若干段新闻报道后有 5 道多项选择题。

Section B&C 的每道多项选择题后有 10 秒的间隙。要求学生从所给的四个选项中选出一个最佳答案。

听力理解部分的录音语速为每分钟约 150 个单词,念一遍。

3. 测试目的:

测试学生获取口头信息的能力。

4. 选材原则:

- (a) 讲座部分的内容与英语专业知识课程相关。
- (b) 对话部分的内容与学生的日常生活、工作和学习活动相关。
- (c) VOA 和 BBC 新闻材料为学生所熟悉的一般新闻报道、短评或讲话等。
- (d) 听力材料中所出现的词语原则上不超出《大纲》规定的范围。

II. 阅读理解(Part II Reading Comprehension)

1. 测试要求:

- (a) 能读懂一般英美报刊杂志上的社论和书评。
- (b) 能读懂有一定难度的历史传记和文学作品。
- (c) 能理解所读材料的主旨大意,分辨出其中的事实和细节;能理解字面意义和隐含意义;能根据所读材料进行判断和推理;能分析所读材料的思想观点、语篇结构、语言特点和修辞手法。
- (d) 能在阅读中根据需要自觉调整阅读速度和阅读技巧。
- (e) 考试时间 30 分钟。

2. 测试形式:

本部分采用多项选择题,由数篇阅读材料组成。阅读材料约含 3,000 个单词。每篇材料后有若干道多项选择题。学生应根据所读材料内容,从每题的四个选择项中选出一个最佳答案。共 20 题。

3. 测试目的:

阅读理解部分测试学生通过阅读获取有关信息的能力,考核学生掌握相关阅读策略和技巧的程度。既要求准确性,也要求一定的速度。阅读速度为每分钟 150 个单词。

4. 选材原则:

- (a) 题材广泛,包括社会、科技、文化、经济、日常知识、人物传记等。
- (b) 体裁多样,包括记叙文、描写文、说明文、议论文、广告、说明书、图表等。
- (c) 关键词汇基本上不超出《大纲》规定的范围。

Ⅲ. 人文知识 (Part Ⅲ General Knowledge) 10'

1. 测试要求:

- (a) 能基本了解主要英语国家的地理、历史、现状、文化传统等。
- (b) 能初步具备英语文学知识。
- (c) 能初步具备英语语言学知识。
- (d) 考试时间 10 分钟。

2. 测试形式:

本部分采用多项选择题形式,要求学生从每题的四个选择项中选出一个最佳答案。共 10 题。

3. 测试目的:

人文知识部分测试学生对主要英语国家社会与文化、英语文学与英语语言学基本知识的掌握程度。

4. 测试范围:

- (a) 主要英语国家社会与文化知识。
- (b) 英语文学知识。
- (c) 英语语言学知识。

Ⅳ. 改错 (Part Ⅳ Proofreading) 15'

1. 测试要求:

能运用语法、词汇、修辞等语言知识识别所给短文内的语病并提出改正方法。

2. 测试形式:

本部分由一篇约 250 个单词的短文组成,短文中有 10 行标有题号。该 10 行内均含有一个语误。要求学生根据“增添”、“删除”或“改变其中的某一单词或短语”三种方法中的一种改正语误。

本部分为主观试题,共 10 题。考试时间 15 分钟。

3. 测试目的:

测试学生运用语言知识的能力。

V. 翻译 (Part V Translation) 60'

1. 测试要求:

- (a) 能运用汉译英的理论和技巧,翻译我国报刊杂志上的文章和一般文学作品。速度为每小时 250 至 300 个汉字。译文必须忠实原意,语言通顺、流畅。
- (b) 能运用英译汉的理论和技巧,翻译英美报刊杂志上的文章和文学原著。速度为每小时 250 至 300 个英文单词。译文必须忠实原意,语言通顺、流畅。

2. 测试形式:

本部分为主观试题,分两个项目。考试时间 60 分钟。

Section A: From Chinese to English

将一段 150 个汉字组成的段落译成英语。

Section B: From English to Chinese

将一段 150 个英文单词组成的段落译成汉语。

3. 测试目的:

按照《大纲》的要求测试学生的翻译能力。

Ⅵ. 写作(Part Ⅵ Writing)

1. 测试要求:

能根据所给题目及要求撰写各类体裁的文章,文章长度约 400 个单词;能做到内容充实、语言通顺、用词恰当、表达得体。

2. 测试形式:

本部分为主观试题,共一个作文题目。考试时间 45 分钟。

3. 测试目的:

按照《大纲》的要求测试学生的写作能力。

答题和计分

填空、改错、翻译和作文做在规定的主观题答题卷上。多项选择题的答案写在客观题答题卷上。凡是写在试题册上的答案一律无效,予以作废。

填空、改错、翻译和作文用钢笔或圆珠笔书写。答卷内容不要超过装订线,超越部分无效。多项选择题每题只能选一个答案,多选作废。请用 2B 铅笔。多项选择题只算答对的题数,答错不扣分。多项选择题由计算机读卷。

考试时不得使用词典及其他工具书。

试卷各部分采用记权方式,折算成百分制。以 60 分为及格标准。

试卷的题型、题数、计分、比重和时间列表如下:

序号	题号	各部分 名 称	题型	题数	计分	比重	考试时间 (分钟)
I	(A1)-(A10) 1-10	听力理解					25
		A 讲座	主观题	10	10	10%	
		B 会话	客观题	5	10	10%	
		C 新闻	客观题	5			
II	11-30	阅读理解	客观题	20	20	20%	30
III	31-40	人文知识	客观题	10	10	10%	10
IV	(B1)-(B10)	改错	主观题	10	10	10%	15
V		翻译					60
		A 汉译英	主观题	1	10	10%	
		B 英译汉	主观题	1	10	10%	
VI		写作	主观题	1	20	20%	45
合计				40+23	100	100%	185

人文知识样题及答案

PART III GENERAL KNOWLEDGE

[10 MIN.]

There are ten multiple-choice questions in this section. Choose the best answer to each question.

Mark your answers on your ANSWER SHEET.

31. Where is Edinburgh?
A. In Wales. B. In Scotland. C. In Northern Ireland. D. In Ireland.
32. Which of the following is NOT a U. S. news and cable network?
A. ABC. B. CNN. C. CBS. D. BBC.
33. The capital of Australia is _____.
A. Sydney B. Melbourne C. Canberra D. Perth
34. Which degree is offered in community colleges in the United States?
A. Master's degree. B. Doctor's degree.
C. Bachelor's degree. D. Associate degree.
35. George Bernard Shaw was a(n) _____.
A. playwright B. poet C. novelist D. essayist
36. John Galsworthy was most famous for _____.
A. *Heart of Darkness* B. *Ulysses*
C. *The Forsyte Saga* D. *A Passage to India*
37. The novel *The Adventures of Huckleberry Finn* was written by _____.
A. Henry James B. O. Henry
C. Harriet Beecher Stower D. Mark Twain
38. The study of how sounds are put together and used to convey meaning in communication is _____.
A. morphology B. general linguistics C. phonology D. semantics
39. Which of the following is NOT a compound word?
A. Landlady. B. Greenhouse. C. Uplift. D. Unacceptable.
40. The word *holiday* originally meant *holy day*; but now the word signifies any day on which we don't have to work. This is an example of _____.
A. meaning shift B. widening of meaning
C. narrowing of meaning D. loss of meaning

Part III

31. B 32. D 33. C 34. D 35. A 36. C 37. D 38. C 39. D 40. B

TEST FOR ENGLISH MAJORS (2005)

—GRADE EIGHT—

TIME LIMIT: 190 MIN

PART I LISTENING COMPREHENSION(30 MIN)

SECTION A MINI-LECTURE

In this section you will hear a mini-lecture. You will hear the lecture ONCE ONLY. While listening, take notes on the important points. Your notes will not be marked, but you will need them to complete a gap-filling task after the mini-lecture. When the lecture is over, you will be given two minutes to check your notes, and another ten minutes to complete the gap-filling task on ANSWER SHEET ONE. Use the blank sheet for note-taking.

SECTION B INTERVIEW

In this section you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow. Mark the correct answer to each question on your COLOURED ANSWER SHEET.

Questions 1 to 5 are based on an interview. At the end of the interview you will be given 10 seconds to answer each of the following five questions. Now listen to the interview.

1. What is the purpose of Professor McKay's report?
C A. To look into the mental health of old people.
B. To explain why people have negative views on old age.
C. To help correct some false beliefs about old age.
D. To identify the various problems of old age.
2. Which of the following is NOT Professor McKay's view?
A A. People change in old age a lot more than at the age of 21.
B. There are as many sick people in old age as in middle age.
C. We should not expect more physical illness among old people.
D. We should not expect to find old people unattractive as a group.
3. According to Professor McKay's report,
A. family love is gradually disappearing.
B. it is hard to comment on family feeling.
C. more children are indifferent to their parents.
D. family love remains as strong as ever.
4. Professor McKay is _____ towards the tendency of more parents living apart from their children.
A. negative B. positive C. ambiguous D. neutral
5. The only popular belief that Professor McKay is unable to provide evidence against is
A. old-age sickness. B. loose family ties.

C. poor mental abilities.

D. difficulties in maths.

SECTION C NEWS BROADCAST

In this section you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow. Mark the correct answer to each question on your COLOURED ANSWER SHEET.

Question 6 is based on the following news. At the end of the news item, you will be given 10 seconds to answer the question. Now listen to the news.

6. Scientists in Brazil have used frog skin to

A. eliminate bacteria.

B. treat burns.

C. speed up recovery.

D. reduce treatment cost.

Question 7 is based on the following news. At the end of the news item, you will be given 10 seconds to answer the question. Now listen to the news.

7. What is NOT a feature of the new karaoke machine?

A. It is featured by high technology.

B. It allows you to imitate famous singers.

C. It can automatically alter the tempo and tone of a song.

D. It can be placed in specially designed theme rooms.

Question 8 is based on the following news. At the end of the news item, you will be given 10 seconds to answer the question. Now listen to the news.

8. China's Internet users had reached _____ by the end of June.

A. 68 million

B. 8.9 million

C. 10 million

D. 1.5 million

Question 9 and 10 are based on the following news. At the end of the news item, you will be given 20 seconds to answer the question. Now listen to the news.

9. According to the WTO, Chinese exports rose _____ last year.

A. 21%

B. 10%

C. 22%

D. 4.73%

10. According to the news, which trading nation in the top 10 has reported a 5 per cent fall in exports?

A. The UK.

B. The US.

C. Japan.

D. Germany.

PART II READING COMPREHENSION (30MIN)

In this section there are four reading passages followed by a total of 20 multiple-choice questions. Read the passages and then mark your answers on your COLOURED ANSWER SHEET.

TEXT A

I remember meeting him one evening with his pushcart. I had managed to sell all my papers and was coming home in the snow. It was that strange hour in downtown New York when the workers were pouring homeward in the twilight. I marched among thousands of tired men and women whom the factory whistles had unyoked. They flowed in rivers through the clothing factory districts, then down along the avenues to the East Side.

I met my father near Cooper Union. I recognized him, a hunched, frozen figure in an old overcoat standing by a banana cart. He looked so lonely, the tears came to my eyes. Then he saw me, and his face lit with his sad, beautiful smile—Charlie Chaplin's smile.

"Arch, it's Mikey," he said. "So you have sold your papers! Come and eat a banana."

He offered me one. I refused it. I felt it crucial that my father sell his bananas, not give them away. He thought I was shy, and coaxed and joked with me, and made me eat the banana. It smelled of wet straw and snow.

"You haven't sold many bananas today, pop," I said anxiously.

He shrugged his shoulders.

"What can I do? No one seems to want them."

It was true. The work crowds pushed home morosely over the pavements. The rusty sky darkened over New York buildings, the tall street lamps were lit, innumerable trucks, street cars and elevated trains clattered by. Nobody and nothing in the great city stopped for my father's bananas.

"I ought to yell," said my father dolefully. "I ought to make a big noise like other peddlers, but it makes my throat sore. Anyway, I'm ashamed of yelling, it makes me feel like a fool."

I had eaten one of his bananas. My sick conscience told me that I ought to pay for it somehow. I must remain here and help my father.

"I'll yell for you, pop," I volunteered.

"Arch, no," he said, "go home; you have worked enough today. Just tell mamma I'll be late."

But I yelled and yelled. My father, standing by, spoke occasional words of praise, and said I was a wonderful yeller. Nobody else paid attention. The workers drifted past us wearily, endlessly; a defeated army wrapped in dreams of home. Elevated trains crashed; the Cooper Union clock burned above us; the sky grew black, the wind poured, the slush burned through our shoes. There were thousands of strange, silent figures pouring over the sidewalks in snow. None of them stopped to buy bananas. I yelled and yelled, nobody listened.

My father tried to stop me at last. "Nu," he said smiling to console me, "that was wonderful yelling, Mikey. But it's plain we are unlucky today! Let's go home."

I was frantic, and almost in tears. I insisted on keeping up my desperate yells. But at last my father persuaded me to leave with him.

11. "unyoked" in the first paragraph is closest in meaning to

- A. sent out. B. released. C. dispatched. D. removed.

12. Which of the following in the first paragraph does NOT indicate crowds of people?

- A. Thousands of. B. Flowed. C. Pouring. D. Unyoked.

13. Which of the following is intended to be a pair of contrast in the passage?

- A. Huge crowds and lonely individuals. B. Weather conditions and street lamps.
C. Clattering trains and peddlers' yells. D. Moving crowds and street traffic.

14. Which of the following words is NOT suitable to describe the character of the son?

- A. Compassionate. B. Responsible. C. Shy. D. Determined.

15. What is the theme of the story?

- A. The misery of the factory workers. B. How to survive in a harsh environment.
C. Generation gap between the father and the son. D. Love between the father and the son.

16. What is the author's attitude towards the father and the son?

- A. Indifferent. B. Sympathetic. C. Appreciative. D. Difficult to tell.

TEXT B

When former President Ronald Reagan fell and broke his hip at the age of 89, he joined a group of more than 350,000 elderly Americans who fracture their hips each year. Suffering from advanced Alzheimer's disease, Reagan was in one of the highest-risk groups for this type of accident. The incidence of hip fractures not

only increases after age 50, but doubles every five to six years as the risk of falling increases. Slipping and tumbling are not the only causes of hip fractures; weakened bones sometimes break spontaneously. But falling is the major cause, representing 90% of all hip fractures.

These injuries are not to be taken lightly. According to the American Academy of Orthopedic Surgeons, only 25% of those who suffer hip fractures ever fully recover; as many as 20% will die within 12 months. Even when patients do recover, nearly half will need a cane or a walker to get around.

When it comes to hip fractures, the most dangerous place for elderly Americans, it turns out, is their homes; nearly 60% of these dangerous spills will occur in or around the patient's domicile. This isn't all bad news, however, because a few modifications could prevent a lot of accidents.

The first thing to do is to get rid of those throw rugs that line hallways and entrances. They often fold over or bunch up, turning them into booby traps for anyone shuffling down the hall.

Entering and leaving the house is a particularly high-risk activity, which is why some experts suggest removing any doorsills higher than 1/2 in. If the steps are bare wood, you can increase traction by applying non-slip treads.

Because many seniors suffer from poor balance (whether from neurological deficits or from the inner-ear problems that increase naturally with aging), it also helps to install grab bars and handrails in bathrooms and along hallways.

The bedroom is another major hazard area that can be made much safer with a few adjustments. Avoid satin sheets and comforters, and opt for non-slip material like wool or cotton. Easy access to devices is important, so place a lamp, telephone and flashlight near the bed within arm's reach. Make sure the pathway between the bedroom and bathroom is completely clear, and install a night-light along the route for those emergency late-night trips.

It's a good idea to rearrange the furniture throughout the house, so that the paths between rooms are free of obstructions. Also, make sure telephone and appliance cords aren't strung across common walkways, where they can be tripped over.

In addition to these physical precautions, there the health precautions every aging body should take. Physical and eye examinations, with special attention to cardiac and blood-pressure problems, should be performed annually to rule out serious medical conditions. Blood pressure that's too low or an irregular heartbeat can put you at risk for fainting and falling. Don't forget to take calcium and vitamin D, two critical factors in developing strong bones. Finally, enrolling in an exercise programme at your local gym can improve agility, strength, balance and coordination—all important skills that can keep you on your feet and off the floor.

17. The following are all specific measures to guard against injuries with the EXCEPTION of

- A. removal of throw rugs.
- B. easy access to devices.
- C. installation of grab bars.
- D. re-arrangement of furniture.

18. In which paragraph does the author state his purpose of writing?

- A. The third paragraph.
- B. The first paragraph.
- C. The last paragraph.
- D. The last but one paragraph.

19. The main purpose of the passage is to

- A. offer advice on how to prevent hip fractures.
- B. emphasize the importance of health precautions.
- C. discuss the seriousness of hip fractures.
- D. identify the causes of hip fractures.

TEXT C

In his classic novel "The Pioneers", James Fenimore Cooper has his hero, a land developer, take his

cousin on a tour of the city he is building. He describes the broad streets, rows of houses, a teeming metropolis. But his cousin looks around bewildered. All she sees is a stubby forest. "Where are the beauties and improvements which you were to show me?" she asks. He's astonished she can't see them. "Where! Why everywhere," he replies. For though they are not yet built on earth, he has built them in his mind, and they are as concrete to him as if they were already constructed and finished.

Cooper was illustrating a distinctly American trait, future-mindedness: the ability to see the present from the vantage point of the future; the freedom to feel unencumbered by the past and more emotionally attached to things to come. "America is therefore the land of the future," the German philosopher Hegel wrote. "The American lives even more for his goals, for the future, than the European," Albert Einstein concurred. "Life for him is always becoming, never being."

In 2012, America will still be the place where the future happens first, for that is the nation's oldest tradition. The early Puritans lived in almost Stone Age conditions, but they were inspired by visions of future glories, God's kingdom on earth. The early pioneers would sometimes travel past perfectly good farmland, because they were convinced that even more amazing land could be found over the next ridge. The Founding Fathers took 13 scraggly Colonies and believed they were creating a new nation on earth. The railroad speculators envisioned magnificent fortunes built on bands of iron. It's now fashionable to ridicule the visions of dot-com entrepreneurs of the 1990s, but they had inherited the urge to leap for the horizon. "The Future is endowed with such a life, that it lives to us even in anticipation," Herman Melville wrote. "The Future is the Bible of the Free."

This future-mindedness explains many modern features of American life. It explains workaholicism: the average American works 350 hours a year more than the average European. Americans move more, in search of that brighter tomorrow, than people in other lands. They also, sadly, divorce more, for the same reason. Americans adopt new technologies such as online shopping and credit cards much more quickly than people in other countries. Forty-five percent of world Internet use takes place in the United States. Even today, after the bursting of the stock-market bubble, American venture-capital firms—which are in the business of betting on the future—dwarf the firms from all other nations.

Future-mindedness contributes to the disorder in American life, the obliviousness to history, the high rates of family breakdown, the frenzied waste of natural resources. It also leads to incredible innovations. According to the Yale historian Paul Kennedy, 75 percent of the Nobel laureates in economics and the sciences over recent decades have lived or worked in the United States. The country remains a magnet for the future-minded from other nations. One in 12 Americans has enjoyed the thrill and challenge of starting his own business. A study published in the *Journal of International Business Studies* in 2000 showed that innovative people are spread pretty evenly throughout the globe, but Americans are most comfortable with risk. Entrepreneurs in the US are more likely to believe that they possess the ability to shape their own future than people in, say, Britain, Australia or Singapore.

If the 1990s were a great decade of future-mindedness, we are now in the midst of a season of experience. It seems cooler to be skeptical, to pooh-pooh all those IPO suckers who lost their money betting on the telecom future. But the world is not becoming more French. By 2012, this period of chastisement will likely have run its course, and future-mindedness will be back in vogue, for better or worse.

We don't know exactly what the next future-minded frenzy will look like. We do know where it will take place: the American suburb. In 1979, three quarters of American office space were located in central cities. The new companies, research centers and entrepreneurs are flocking to these low buildings near airports highways and the Wal-Mart malls, and they are creating a new kind of suburban life. There are entirely new metropolises rising-boom suburbs like Mesa, Arizona, that already have more people than Minneapolis or St. Louis. We are now approaching a moment in which the majority of American office space, and the hub of American entrepreneurship, will be found in quiet office parks in places like Rockville, Maryland, and in the

sprawling suburbosphere around Atlanta.

We also know that future-mindedness itself will become the object of greater study. We are discovering that there are many things that human beings do easily that computers can do only with great difficulty, if at all. Cognitive scientists are now trying to decode the human imagination, to understand how the brain visualizes, dreams and creates. And we know, too, that where there is future-mindedness there is hope.

20. The third paragraph examines America's future-mindedness from the _____ perspective.
A. future B. realistic C. historical D. present
21. According to the passage, which of the following is NOT brought about by future-mindedness?
A. Economic stagnation. B. Environmental destruction.
C. High divorce rates. D. Neglect of history.
22. The word "pooh-pooh" in the sixth paragraph means
A. appreciate. B. praise. C. shun. D. ridicule.
23. According to the passage, people at present can forecast _____ of a new round of future-mindedness.
A. the nature B. the location C. the variety D. the features
24. The author predicts in the last paragraph that the study of future-mindedness will focus on
A. how it comes into being. B. how it functions.
C. what it brings about. D. what it is related to.

TEXT D

"In every known human society the male's needs for achievement can be recognized. . . In a great number of human societies men's sureness of their sex role is tied up with their right, or ability, to practice some activity that women are not allowed to practice. Their maleness in fact has to be underwritten by preventing women from entering some field or performing some feat."

This is the conclusion of the anthropologist Margaret Mead about the way in which the roles of men and women in society should be distinguished.

If talk and print are considered it would seem that the formal emancipation of women is far from complete. There is a flow of publications about the continuing domestic bondage of women and about the complicated system of defences which men have thrown up around their hitherto accepted advantages, taking sometimes the obvious form of exclusion from types of occupation and sociable groupings, and sometimes the more subtle form of automatic doubt of the seriousness of women's pretensions to the level of intellect and resolution that men, it is supposed, bring to the business of running the world.

There are a good many objective pieces of evidence for the erosion of men's status. In the first place, there is the widespread postwar phenomenon of the woman Prime Minister, in India, Sri Lanka and Israel.

Secondly, there is the very large increase in the number of women who work, especially married women and mothers of children. More diffusely there are the increasingly numerous convergences between male and female behaviour: the approximation to identical styles in dress and coiffure, the sharing of domestic tasks, and the admission of women to all sorts of hitherto exclusively male leisure-time activities.

Everyone carries round with him a fairly definite idea of the primitive or natural conditions of human life. It is acquired more by the study of humorous cartoons than of archaeology, but that does not matter since it is not significant as theory but only as an expression of inwardly felt expectations of people's sense of what is fundamentally proper in the differentiation between the roles of the two sexes. In this rudimentary natural society men go out to hunt and fish and to fight off the tribe next door while women keep the fire going. Amorous initiative is firmly reserved to the man, who sets about courtship with a club.

25. The phrase "men's sureness of their sex role" in the first paragraph suggests that they
A. are confident in their ability to charm women.

- B. take the initiative in courtship.
 C. have a clear idea of what is considered "manly".
 D. tend to be more immoral than women are.
26. The third paragraph does NOT claim that men
 A. prevent women from taking up certain professions.
 B. secretly admire women's intellect and resolution.
 C. doubt whether women really mean to succeed in business.
 D. forbid women to join certain clubs and societies.
27. The third paragraph
 A. generally agrees with the first paragraph.
 B. has no connection with the first paragraph.
 C. repeats the argument of the second paragraph.
 D. contradicts the last paragraph.
28. At the end of the last paragraph the author uses humorous exaggeration in order to
 A. show that men are stronger than women.
 B. carry further the ideas of the earlier paragraphs.
 C. support the first sentence of the same paragraph.
 D. disown the ideas he is expressing.
29. The usual idea of the cave man in the last paragraph
 A. is based on the study of archaeology.
 B. illustrates how people expect men to behave.
 C. is dismissed by the author as an irrelevant joke.
 D. proves that the man, not woman, should be the wooer.
30. The opening quotation from Margaret Mead sums up a relationship between man and woman which the author
 A. approves of.
 B. argues is natural.
 C. completely rejects.
 D. expects to go on changing.

PART III GENERAL KNOWLEDGE (10MIN)

There are ten multiple-choice questions in this section. Choose the best answer to each question. Mark your answers on your COLOURED ANSWER SHEET.

31. _____ is the capital city of Canada.
 A. Vancouver B. Ottawa C. Montreal D. York
32. U. S. presidents normally serve a(n) _____ term.
 A. two-year B. four-year C. six-year D. eight-year
33. Which of the following cities is NOT located in the Northeast, U. S. ?
 A. Huston. B. Boston. C. Baltimore. D. Philadelphia.
34. _____ is the state church in England.
 A. The Roman Catholic Church B. The Baptist Church
 C. The Protestant Church D. The Church of England
35. The novel Emma is written by
 A. Mary Shelley. B. Charlotte Brontë. C. Elizabeth.
 C. Gaskell. D. Jane Austen.
36. Which of the following is NOT a romantic poet?
 A. William Wordsworth. B. George Elliot.

- C. George G. Byron. D. Percy B. Shelley.
37. William Sidney Porter, known as O. Henry, is most famous for
A. his poems. B. his plays. C. his short stories. D. his novels.
38. Syntax is the study of
A. language functions. B. sentence structures.
C. textual organization. D. word formation.
39. Which of the following is NOT a distinctive feature of human language?
A. Arbitrariness. B. Productivity. C. Cultural transmission. D. Finiteness.
40. The speech act theory was first put forward by
A. John Searle. B. John Austin. C. Noam Chomsky. D. M. A. K. Halliday.

PART IV PROOFREADING & ERROR CORRECTION(15 MIN)

Proofread the given passage on ANSWER SHEET TWO as instructed.

PART V TRANSLATION (60 MIN)

SECTION A CHINESE TO ENGLISH

Translate the following text into English. Write your translation on ANSWER SHEET THREE.

一个人的生命究竟有多大意义,这有什么标准可以衡量吗?提出一个绝对的标准当然很困难:但是,大体上看一个人对待生命的态度是否严肃认真,看他对待工作、生活的态度如何,也就不难对这个人的存在意义做出适当的估计了。

古来一切有成就的人,都很严肃地对待自己的生命,当他活着一天,总要尽量多工作、多学习,不肯虚度年华,不让时间白白地浪费掉。我国历代的劳动人民以及大政治家、大思想家等等都莫不如此。

SECTION B ENGLISH TO CHINESE

Translate the following underlined part of the text into Chinese. Write your translation on ANSWER SHEET THREE.

It is simple enough to say that since books have classes—fiction, biography, poetry—we should separate them and take from each what it is right that each should give us. Yet few people ask from books what books can give us. Most commonly we come to books with blurred and divided minds, asking of fiction that it shall be true, of poetry that it shall be false, of biography that it shall be flattering, of history that it shall enforce our own prejudices. If we could banish all such preconceptions when we read, that would be an admirable beginning. Do not dictate to your author; try to become him. Be his fellow-worker and accomplice. If you hang back, and reserve and criticise at first, you are preventing yourself from getting the fullest possible value from what you read. But if you open your mind as widely as possible, then signs and hints of almost imperceptible fineness, from the twist and turn of the first sentences, will bring you into the presence of a human being unlike any other. Steep yourself in this, acquaint yourself with this, and soon you will find that your author is giving you, or attempting to give you, something far more definite.

PART VI WRITING(45 MIN)

Interview is frequently used by employers as a means to recruit prospective employees. As a result, there have

been many arguments for or against the interview as a selection procedure. What is your opinion? Write an essay of about 400 words to state your view.

In the first part of your essay you should state clearly your main argument, and in the second part you should support your argument with appropriate details. In the last part you should bring what you have written to a natural conclusion or make a summary.

You should supply an appropriate title for your essay.

Marks will be awarded for content, organization, grammar and appropriateness. Failure to follow the above instructions may result in a loss of marks.

Write your essay on ANSWER SHEET FOUR.