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**ENGLISH**

**同等学力硕士学位  
英语统考  
试题与详解**

高玉娟 / 主编



大连理工大学出版社

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# 同等学力

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## 硕士学位英语统考试题与详解

主 编 高玉娟  
副主编 司马媛 马艳芳 李 娣  
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## 前 言

随着同等学力人员申请硕士学位人数的不断增加,申请硕士学位英语全国统一考试也越来越为人们所关注。相应地,考题愈来愈趋于标准化和规范化,题型也更灵活、更丰富,试题内容也更具时代性。然而,对于考生来说,如何有针对性地进行备考,以顺利通过考试并非是人人能轻而易举地做到的。为了提高考生们的应试能力,我们在反复研究统考题型、出题思路、选材的基础上,依据考试大纲的要求精心编写了此书。本书具备以下特点:

1. 新——本书根据新大纲编写,跟踪最新考点,采用最新题型,选取当今时尚题材。
2. 真——本书除包括具有很高效度和信度的仿真试题外,还汇编了近几年来的全真试题并配有详解。
3. 准——本书力求使每道题的容量与难度都和实际考题一致。
4. 全——本书设计了各种模拟题型。除了包括试用大纲中的题型外,还增加了新大纲中的听力理解部分的听写和短文改错。模拟题选材涉及内容广泛。
5. 细——本书对每一道题都做了详尽、准确的解释。在详解中,不单单是就题论题,而且归纳、总结了语法规律,使学生有法可依,使之不仅知其然,更知其所以然。

本书适合以同等学力申请硕士学位的人员、报考大学英语六级考试以及准备报考研究生的人员,也适合教师在教学中作为参考。

本书编写具体分工如下:高玉娟编写 Test One to Test Eight;司马媛编写 Test Nine to Test Ten;马艳芳编写 1998,1997 年试题详解;李娣编写 1996,1995 年试题详解;牛力编写统考样题详解。

由于水平有限,加之时间仓促,书中失误疏漏之处在所难免,恳请同仁及广大读者批评指正。

编著者

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# Test One

## ENGLISH QUALIFYING TEST FOR MASTER-DEGREE APPLICANTS Paper One

### Part I Listening Comprehension (20 minutes, 15 points)

#### Section A Short Conversations

*Directions:* In this section, you will hear 9 short conversations. At the end of each conversation, there will be a question. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four suggested answers marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on the ANSWER SHEET with a single line through the centre.

1. A) It's wonderful.                      B) It's not well-made.  
C) It's out of fashion.                  D) It's unfit.
2. A) Peter always helps Ruth.          B) Peter made a mistake in helping Ruth.  
C) Ruth wants to marry Peter.        D) Ruth decides not to marry Peter.
3. A) She bought them at the theatre.  
B) She bought them from the director.  
C) She was given them by the director.  
D) She got them from a friend of the director.
4. A) Paint the bookshelf.                B) Fix the table.  
C) Wash the car.                        D) Go to the beach.
5. A) She is an engineer.                B) She is a mathematician.  
C) She is the manager of a company.   D) She is an artist.
6. A) 15.                      B) 20.                      C) 25.                      D) 30.
7. A) In a travel agency.                B) In an airport.  
C) At a train station.                    D) At a bus stop.
8. A) He learned Spanish very well in Spain.  
B) He has made no progress in Spanish.  
C) He doesn't like speaking Spanish.  
D) He has just begun to learn Spanish.
9. A) She bought nothing.  
B) She caught a cold.  
C) She bought some medicine.  
D) She became sick and didn't go shopping.

#### Section B Short Passages

*Directions:* In this section, you will hear 2 short passages. At the end of each passage, you will hear some questions. Both the passage and the question will be spoken only once. After you hear one question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on the ANSWER SHEET with a single line through the

centre.

Questions 10 to 12 are based on the passage you have just heard.

10. A) To learn why human population grows so fast.  
B) To find out how rats live and die.  
C) To learn in what way rats are like human beings.  
D) To find out to what extent man is affected by living space.
11. A) They can't sleep well. B) They can't eat well.  
C) They tend to reproduce more. D) They tend to bite each other.
12. A) Population explosion is inevitable.  
B) Overcrowdedness can have the same effect on man.  
C) Food and space are essential to all animals.  
D) Population explosion can lead to violence.

#### Passage Two

Questions 13 to 15 are based on the passage you have just heard.

13. A) In about 20 years. B) Within a week.  
C) In a couple of weeks. D) As early as possible.
14. A) Yes, of course. B) Possibly not.  
C) Not mentioned. D) Definitely not.
15. A) Her complaint was ignored.  
B) The store sent her the correct order.  
C) The store apologized for its mistakes.  
D) The store picked up the wrong items.

## Part II Vocabulary (10 minutes, 10 points)

### Section A

Directions: In each item, choose one word that best keeps the meaning of the sentence if it is substituted for the underlined word. Mark out your choice on the ANSWER SHEET with a single line through the centre.

16. The basis of this argument was that the victory was unattainable without seriously jeopardizing domestic economy.  
A) abolishing B) protecting C) changing D) endangering
17. He lingered outside the school after everybody else had gone home.  
A) lined B) lagged C) practised D) remained
18. Local organizations play an important part in helping the individual integrate quickly into the community.  
A) interact B) incorporate C) initiate D) insulate
19. Wearing evening gowns all day is just part of her eccentric behavior.  
A) extraordinary B) particular C) normal D) strange
20. It is said that he confessed at once when confronted with the evidence of his guilt.  
A) equipped B) charged C) faced D) adjusted
21. There were many rumors going around the mayor's private life, but in a subsequent speech he denied them all.  
A) long B) later C) fine D) angry
22. The fire emitted a lot of smoke but little damage was caused.  
A) gave away B) sent up C) gave off D) send off
23. In these circumstances, massive industrial action is justified and necessary.  
A) proved just B) completely successful  
C) proved reasonable D) proved to be important



24. John cited lines from Washington's Farewell Address.  
 A) mentioned ☒ B) quoted C) conveyed D) interpreted
25. The newspaper article throws a clear light on the situation in the Middle East.  
 A) makes a further exploration of B) casts the shadow of the sun on  
 C) makes another discussion of D) makes a clear explanation of

### Section B

*Directions: Beneath each of the following sentences, there are four choices marked A), B), C) and D). Choose the one that best completes the sentence. Mark your answer on the ANSWER SHEET with a single line through the centre.*

26. In calculating daily calorie requirements for an individual, variations in body size, physical activity, and age should be taken into \_\_\_\_\_.  
 A) account B) mind C) judgement D) decision
27. Although the false banknotes fooled many people, they did not \_\_\_\_\_ close examination.  
 A) run out of B) stand up for C) stand up to D) go in for
28. The large crowds lingering in the streets were quickly \_\_\_\_\_ by heavy rain.  
 A) removed ☒ B) dispersed C) detached D) chased
29. Desert animals need a \_\_\_\_\_ of retaining moisture in such a hot, dry climate if they want to survive.  
 A) strategy B) technique C) principle D) means
30. He has been offered the job \_\_\_\_\_ his passing a medical examination.  
 A) prior to B) subject to C) regardless of D) irrespective of
31. In many societies, the person who fails to \_\_\_\_\_ ☒ conventional behavior is likely to be avoided by others.  
 A) abide B) confirm C) conform D) comply
32. Because aluminum is lighter and cheaper than copper, it is frequently used for hightension power \_\_\_\_\_. ☒  
 A) transmission B) transportation C) transition D) transformation
33. Jack is good, kind, hard-working and intelligent. \_\_\_\_\_, I can't speak too highly of him.  
 A) As a result B) In a word C) In other words ☒ D) Above all
34. He has impressed his employers considerably and \_\_\_\_\_ he is soon to be promoted.  
 A) simultaneously B) eventually C) virtually ☒ D) accordingly
35. The star of the show is a \_\_\_\_\_ performer who acts, sings, and dances with equal facility.  
 A) competent B) various ☒ C) versatile D) outstanding

### Part III Reading Comprehension (50 minutes, 30 points)

*Directions: There are 6 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on the ANSWER SHEET with a single line through the centre.*

**Questions 36 to 40 are based on the following passage.**

In bringing up children, every parent watches eagerly the child's *acquisition* (学会) of each new skill—the first spoken words, the first independent steps, or the beginning of reading and writing. It is often tempting to hurry the child beyond his natural learning rate, but this can set up dangerous feelings of failure and states of worry in the child. This might happen at any stage. A baby might be forced to use a toilet too early, a young child might be encouraged to learn to read before he knows the meaning of the words he reads. On the other hand, though, if a child is left alone too much, or without any learning opportunities, he loses his natural enthusiasm for life and his desire to find out new things for himself.

Parents vary greatly in their degree of strictness towards their children. Some may be especially strict in money matters. Others are severe over times of coming home at night or punctuality for meals.

In general, the controls imposed represent the needs of the parents and the values of the community as much as the child's own happiness.

As regards the development of moral standards in the growing child, consistency is very important in parental teaching. To forbid a thing one day and excuse it the next is no foundation for *morality* (道德). Also, parents should realize that "example is better than precept". If they are not sincere and do not practise what they *preach* (说教), their children may grow confused, and emotionally insecure when they grow old enough to think for themselves, and realize they have been to some extent fooled.

A sudden awareness of a marked difference between their parents' principles and their morals can be a dangerous disappointment.

36. Eagerly watching the child's acquisition of new skills \_\_\_\_\_.  
A) should be avoided  
B) is universal among parents  
C) sets up dangerous states of worry in the child  
D) will make him lose interest in learning new things
37. In the process of children's learning new skills, parents \_\_\_\_\_.  
A) should encourage them to read before they know the meaning of the words they read.  
B) should not expect too much of them  
C) should achieve a balance between pushing them too hard and leaving them on their own  
D) should create as many learning opportunities as possible
38. The second paragraph mainly tells us that \_\_\_\_\_.  
A) parents should be strict with their children  
B) parental controls only reflect the needs of the parents and the values of the community  
C) parental restrictions vary, and are not always enforced for the benefit of the children alone  
D) parents vary in their strictness towards their children according to the situation
39. The word "precept" (Line 3, Para. 3) probably means "\_\_\_\_\_".  
A) idea                      B) punishment              C) behaviour              D) instruction
40. In moral matters, parents should \_\_\_\_\_.  
A) observe the rules themselves  
B) be aware of the marked difference between adults and children  
C) forbid things which have no foundation in morality  
D) consistently ensure the security of their children

**Questions 41 to 45 are based on the following passage.**

Why does English have no phrase like 'Bon appétit'? Has it ever occurred to you that there is no simple way of expressing your hope that someone will enjoy what he is about to eat? If you are entertaining, and say to your guest as you put his dinner before him 'I hope you like it', then he will probably think one of two things: either that there is an element of doubt about the meal, or that there is an element of doubt about him! — that the food is perhaps unusual, and he will not be enough of a diner (进餐者) to appreciate it. You can be certain of one thing—he will not interpret 'I hope you like it' in the same way that the Frenchman interprets 'Bon appétit'—as a wish that focuses itself on the eater, and not on what is to be eaten. Those opposed to English cooking will no doubt explain the lack by pointing to the quality of food in this country: it's so bad, they will say, that no one ever really believes that it could be enjoyed. Hence, no need for a phrase that enjoins enjoyment! But surely not even English food can be as bad as all that.

Even when taking our leave it seems we English are victims of some strange deficiencies in our parting vocabulary. The standard term 'Goodbye' is both too formal and too final. It may be just the job for ushering someone out of your life altogether; but most leavetakings—for better or worse—are

temporary affairs. Perhaps in an attempt to escape implications of finality, many people now say 'Bye bye' instead; others try to make this particularly poor bit of baby-talk more acceptable by shortening it to 'Bye'. And in place of those many leave-takings which so easily accommodate the idea of another meeting—'Au revoir', 'Aufwiedersehen', 'Arrivederci', and so on, we have, alas, only such sad colloquialisms as 'So long' and 'I'll be seeing you'.

41. The phrase 'Bon appétit' means \_\_\_\_\_.  
 A) I hope you have a good health      B) I hope you will take a leave  
☒ C) I hope you enjoy yourself      D) I hope to see you soon
42. The author thinks that English language \_\_\_\_\_.  
☒ A) doesn't exactly help social contact sometimes  
 B) is better than French  
 C) is as good as French  
 D) needs to be changed all together
43. According to this passage, when taking our leave we'd better say \_\_\_\_\_.  
 A) Goodbye      B) Bye bye      C) Bye      ☒ D) all the above
44. The sentence '...no need for a phrase that enjoins enjoyment' in line 12 means that \_\_\_\_\_.  
☒ A) we have no need of a phrase to mean enjoyment  
 B) a need is not suitable to make people happy  
 C) we don't need a phrase to order people to be enjoyed  
 D) there is no need for a phrase to urge people to enjoy themselves
45. The author wants to let people understand \_\_\_\_\_.  
 A) the efficiencies of English language      ☒ B) the deficiencies of English language  
 C) the efficiencies of French language      D) the deficiencies of French language

**Questions 46 to 50 are based on the following passage.**

No very satisfactory account of the mechanism that caused the formation of the ocean basins has yet been given. The traditional view supposes that the upper layer of the earth behaves as a liquid when it is subjected to small forces for long periods and that differences in temperature under oceans and continents are sufficient to produce movements in the upper layer of the earth with rising currents under the mid-ocean ridges and sinking currents under the continents. Theoretically, these movements would carry the continental plates along as though they were on a conveyor belt and would provide the forces needed to produce the split that occurs along the ridge. This view may be correct; it has the advantage that the currents are driven by temperature differences that themselves depend on the position of the continents.

On the other hand, the theory is unconvincing because the movements do not normally occur along lines, and it certainly does not occur along lines broken by frequent changes in direction, as the ridge is. Also, it is difficult to see how the theory applies to the plate between the Mid-Atlantic Ridge and the ridge in the Indian Ocean. This plate is growing on both sides, and since there is no intermediate trench, the two ridges must be moving apart. An alternative theory is that the sinking part of the plate, which is denser than the hotter surroundings, pulls the rest of the plate after it. Again it is difficult to see how this applies to the ridge in the South Atlantic, where neither the African nor the American plate has a sinking part.

Another possibility is that the sinking plate cools the neighboring mantle (地幔) and produces motion currents that move the plates. This last theory is attractive because it gives some hope of explaining the enclosed seas. These seas have a typical oceanic floor, except that the floor is overlaid by several kilometers of sediment (沉积物). Their floors have probably been sinking for long periods. It seems possible that a sinking current of cooled material on the upper side of the plate might be the cause

of such deep basins. The enclosed seas are an important feature of the earth's surface and seriously require explanation.

46. Which of the following titles would best describe the content of the passage?  
☒ A) Several Theories of Ocean Basin Formation  
B) The Traditional View of the Oceans  
C) Motions and Ocean Currents  
D) Temperature Differences Among the Oceans
47. The author refers to a "conveyor belt" in Line 6, Para. 1 in order to \_\_\_\_\_.  
A) illustrate the effects of movements in the upper layer of the earth  
B) show how temperature differences depend on the positions of the continents  
☒ C) describe the complicated motions made possible by the ocean currents.  
D) account for the rising currents under certain mid-ocean ridges
48. According to the traditional view of the origin of the ocean basins, which of the following is sufficient to move the continental plates?  
A) Spreading of ocean trenches.  
B) Movements of mid-ocean ridges.  
C) Sinking of ocean basins.  
☒ D) Differences in temperature under-oceans and continents.
49. Which of the following, if it could be demonstrated, would most support the traditional view of ocean basin formation?  
A) The upper mantle of the earth behaves as a dense solid.  
☒ B) Movements usually occur along lines.  
C) Sinking plates cool the surface of the earth.  
D) The rising motion currents kept exact pace with them.
50. Which of the following does the author seem to prefer?  
A) The traditional view of the origin of the ocean basin is thoroughly wrong.  
B) The temperature of the sinking plate is lower than its surroundings.  
C) That the earth behaves as a liquid results in many great oceans.  
☒ D) Neither the African nor the American plate moves according to the alternative theory.

**Questions 51 to 55 are based on the following passage.**

The view over a valley of a tiny village with *thatched* (草盖的) roof cottages around a church; a drive through a narrow village street lined with thatched cottages painted pink or white; the sight over the rolling hills of a pretty collection of thatched farm buildings—these are still common sights in parts of England. Most people will agree that the thatched roof is an essential part of the attraction of the English countryside.

Thatching is in fact the oldest of all the building crafts practiced in the *British Isles* (英伦诸岛). Although thatch has always been used for cottage and farm buildings, it was once used for castles and churches, too.

Thatching is a *solitary* (独自的) craft, which often runs in families. The craft of thatching as it is practiced today has changed very little since the Middle Ages. Over 800 full-time thatchers are employed in England and Wales today, maintaining and renewing the old roofs as well as thatching newer houses. Many property owners choose thatch not only for its beauty but because they know it will keep them cool in summer and warm in winter.

In fact, if we look at developing countries, over half the world lives under thatch, but they all do it in different ways. People in developing countries are often reluctant to go back to traditional materials and would prefer modern buildings. However, they may lack the money to allow them to import the

necessary materials. Their temporary mud huts with thatched roofs of wild grasses often only last six months. Thatch which has been done the British way lasts from twenty to sixty years, and is an effective defiance against the heat.

51. Which of the following remains a unique feature of the English countryside?
- A) Narrow streets lined with pink or white houses.
  - B) Rolling hills with pretty farm buildings.
  - ☒ C) Cottages with thatched roofs.
  - D) Churches with cottages around them.
52. What do we know about thatching as a craft?
- A) It is a collective activity.
  - B) It is practised on farms all over England.
  - C) It is quite different from what it used to be.
  - ☒ D) It is in most cases handed down among family members.
53. Thatched houses are still preferred because of \_\_\_\_\_.  
☒ A) their style and comfort                      B) their durability  
C) their easy maintenance                      D) their cheap and ready-made materials
54. People in developing countries also live under thatch because \_\_\_\_\_.  
☒ A) thatched cottages are a big tourist attraction  
☒ B) thatched roof houses are the cheapest  
C) thatch is an effective defense against the heat  
D) they like thatched houses better than other buildings
55. We can learn from the passage that \_\_\_\_\_.  
A) thatched cottages in England have been passed down from ancient times  
B) thatching is a building craft first created by the English people  
☒ C) the English people have a special liking for thatched houses  
D) most thatched cottages in England are located on hillsides

**Questions 56 to 60 are based on the following passage.**

America's city dwellers are a mobile people. The decennial censuses provide documentation in their redundant accounts of rapid changes and growth in most of our great cities. But statistical evidence is hardly needed. The changes in our cities have occurred so rapidly that the perception of mobility is an integral part of every urban dweller's experience. Hometowns are transformed in the intervals between visits. The neighborhoods of our childhood present alien appearances and the landmarks that anchored our memories have disappeared.

How do these dramatic changes in residential areas come about? In part, industry and commerce in their expansion encroach upon land used for residences. But, in a larger part, the changes are mass movements of families—the end results of countless thousands of residence shifts made by urban Americans every year. Compounded in the mass, the residence shifts of urban households produce most of the change and flux(连续的改变) of urban population structures.

Some of the mobility is an expression of the growth of our population. Every new family started ordinarily means another household formed. But the mobility that occurs is much greater than can be accounted for only by the addition of new households to our population. The high level of mobility implies that established households are involved in a large-scale game of "musical chairs" in which housing is exchanged from time to time.

Residential shifts often accompany the dissolution of households, although not as consistently as in the case of the formations of new households. A divorce or separation forces at least one to move, and often both husband and wife shift residence. Mortality sometimes precipitates a move on the part of the

remaining members of the household. But, neither divorce nor mortality, when added to new household formation, can account for more than a very small part of the American mobility rate.

Another part of the high residential mobility rate might be traced to changes occurring in the labor force. American workers change jobs frequently and some of the residential mobility might be viewed as a consequence of job shifts. But most residential shifts do not involve long-distance movements. About three fourths of such shifts do not cross country boundaries and many of them take place within smaller areas. Neither can job shifts account for the overall picture of mobility, much of which is a kind of "milling about" within small areas of the city.

56. According to the passage, which of the following statements is true?
- A) Americans may forget the landmarks of their hometowns easily.
  - B) Americans don't usually notice the rapid changes around them.
  - C) On returning to their hometowns, Americans may not recognize their childhood friends who have changed greatly.
  - ☒ D) Upon visiting their hometowns, Americans may not recognize the places which have new appearances.
57. In this passage, the phrase "encroach upon" in para. 2 most probably means \_\_\_\_.
- ☒ A) invade and occupy
  - B) buy and sell
  - C) enrich and fertilize
  - D) measure and survey
58. Which of the following can account for a larger part of the high American mobility rate?
- A) Expansion of industry and commerce.
  - B) Divorce and mortality.
  - C) Changes occurring in the labour force.
  - ☒ D) None of the above.
59. We can infer from the passage that "musical chairs" in para. 3 is a kind of game in which \_\_\_\_.
- ☒ A) people try to catch chairs to sit by listening to music
  - B) people sit in chairs listening to music
  - C) people play with chairs that send out music
  - D) people exchange ideas by listening to music and sitting on chairs
60. Americans who change their jobs usually \_\_\_\_.
- A) feel reluctant to move more than several miles away
  - B) prefer small towns to big cities
  - ☒ C) dislike moving to far away places
  - D) think it worthwhile to move to a foreign country

**Questions 61 to 65 are based on the following passage.**

Whether the eyes are "the windows of the soul" is debatable; that they are intensely important in interpersonal communication is a fact. During the first two months of a baby's life, the stimulus that produces a smile is a pair of eyes. The eyes need not be real; a mask with two dots will produce a smile. Significantly, a real human face with eyes covered will not motivate a smile, nor will the sight of only one eye when the face is presented in profile. This attraction to eyes as opposed to the nose or mouth continues as the baby matures. In one study, when American four-year-olds were asked to draw people, 75 percent of them drew people with mouths, but 99 percent of them drew people with eyes. In Japan, however, where babies are carried on their mother's back, infants do not acquire as much attachment to eyes as they do in other cultures. As a result, Japanese adults make little use of the face either to encode (把……编码) or decode (理解) meaning. In fact, Argyle reveals that the "proper place to focus one's gaze during a conversation in Japan is on the neck of one's conversation partner."

The role of eye contact in a conversational exchange between two Americans is well defined; speakers make contact with the eyes of their listener for about one second, then glance away as they talk; in a few moments they reestablish eye contact with the listener or reassure themselves that their

audience is still attentive, then shift their gaze away once more. Listeners, meanwhile, keep their eyes on the face of the speaker, allowing themselves to glance away only briefly. It is important that they be looking at the speaker at the precise moment when the speaker reestablishes eye contact; if they are not looking, the speaker assumes that they are disinterested and either will pause until eye contact is resumed or will terminate the conversation. Just how critical this eye maneuvering is to the maintenance of conversational flow becomes evident when two speakers are wearing dark glasses: there may be a sort of traffic jam of words caused by interruption and unpredictable pauses.

61. The author is convinced that the eyes are \_\_\_\_\_.  
 A) something the value of which is largely a matter of long debate  
 B) something through which one can see a person's inner world  
 C) of considerable significance in making conversations interesting  
D) of extreme importance in expressing feelings and exchanging ideas
62. Babies will not be stimulated to smile by a person \_\_\_\_\_.  
A) whose face is seen from the side  
 B) whose face is covered with a mask of two dots  
 C) whose front view is fully perceived  
 D) whose face is free of any covering
63. According to the passage, the Japanese fix their gaze on their conversation partner's neck because \_\_\_\_\_.  
 A) they don't like to keep their eyes on the face of the speaker  
 B) they need not communicate through eye contact  
C) they didn't have much opportunity to communicate through eye contact in babyhood  
 D) they don't think it polite to have eye contact
64. According to the passage, a conversation between two Americans may break down due to \_\_\_\_\_.  
A) improperly-timed ceasing of eye contact  
 B) eye contact of more than one second  
 C) one temporarily glancing away from the other  
 D) constant adjustment of eye contact
65. To keep a conversation flowing smoothly, it is better for the participants \_\_\_\_\_.  
 A) not to make any interruptions B) not to wear dark spectacles  
 C) not to glance away from each other D) not to make unpredictable pauses

#### Part IV Cloze (15 minutes, 10 points)

*Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D). You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the ANSWER SHEET with a single line through the centre.*

The task of being accepted and *enrolled* (招收) in a university begins early for some students. Long 66 they graduate from high school, these students take special 67 to prepare for advanced study. They may also take one of more examinations that test how 68 prepared they are for the university. In the final year of high school, they 69 applications and send them, with their student records, to the universities which they hope to 70. Some high school students may be 71 to have an interview with representatives of the university. Neatly 72, and usually very frightened, they are 73 to show that they have a good attitude and the 74 to succeed.

When the new students are finally 75, there may be one more step they have to 76 before registering for classes and 77 to work. Many colleges and universities 78 an *orientation* (情况介绍) program for new students. 79 these programs, the young people get to know the 80 for registration and student advising, university rules, the 81 of the library and all the other 82

services of the college or university.

Beginning a new life in a new place can be very 83. The more knowledge students have 84 the school, the easier it will be for them to 85 to the new environment. However, it takes time to get used to college life.

- |                            |                       |                    |                          |
|----------------------------|-----------------------|--------------------|--------------------------|
| 66. A) as                  | B) after              | C) since           | <del>D) before</del>     |
| 67. <u>A) courses</u>      | B) disciplines        | C) majors          | <del>D) subjects</del>   |
| 68. A) deeply              | B) widely             | <u>C) well</u>     | <del>D) much</del>       |
| 69. <del>A) fulfil</del>   | B) finish             | C) complete        | D) accomplish            |
| 70. A) attend              | B) participate        | <u>C) study</u>    | D) belong                |
| 71. <del>A) acquired</del> | B) considered         | C) ordered         | D) required              |
| 72. A) decorated           | <del>B) dressed</del> | C) coated          | D) worn                  |
| 73. A) decided             | <u>B) intended</u>    | C) settled         | <del>D) determined</del> |
| 74. A) power               | <u>B) ability</u>     | C) possibility     | D) quality               |
| 75. A) adopted             | <u>B) accepted</u>    | C) received        | D) permitted             |
| 76. A) make                | <u>B) undergo</u>     | <del>C) take</del> | D) pass                  |
| 77. <del>A) getting</del>  | B) putting            | C) falling         | D) sitting               |
| 78. <del>A) offer</del>    | B) afford             | C) grant           | D) supply                |
| 79. A) For                 | B) Among              | <u>C) In</u>       | D) On                    |
| 80. A) processes           | <u>B) procedures</u>  | C) projects        | D) provisions            |
| 81. A) application         | B) usage              | C) use             | <u>D) utility</u>        |
| 82. <u>A) major</u>        | B) prominent          | C) key             | D) great                 |
| 83. <u>A) amusing</u>      | B) misleading         | C) alarming        | D) confusing             |
| 84. <u>A) before</u>       | <u>B) about</u>       | C) on              | D) at                    |
| 85. A) fit                 | B) suit               | C) yield           | <u>D) adapt</u>          |

## Paper Two

### Part 1 Error Detection and Correction (10 minutes, 10 points)

**Directions:** Each of the following sentences has four underlined parts. These parts are labeled A), B), C) and D). Identify the part of the sentence that is incorrect and mark out your choice on the ANSWER SHEET. Then, without altering the meaning of the sentence, write down your correction on the line on the ANSWER SHEET.

1. Applied research aims at some specific objective, such as the development of a new produce, process or material.  
A B C D
2. In meteorology, either the formation of clouds and the precipitation of dew, rain and snow are known as condensation.  
A B C D
3. Bats are able to guide them by producing sounds too high for us to hear.  
A B C D
4. We see lightning before we hear the thunder because sound travels more slowly than light is.  
A B C D
5. Compare with the jagged estuaries (海湾) of the Atlantic coast, the Pacific coast seems almost uniformly straight.  
A B C D
6. Because of its low cholesterol content, margarine is a widely used substitute from butter.  
A B C D
7. Since rats are destructive and may carry disease, therefore many cities try to terminate them.  
A B C D



8. The results of the test proved to Fred and me that we needed to study harder and watch less movies on television if we wanted to receive scholarships.  
A B C D
9. Jack spent such enjoyable vacation in Europe this summer that he plans to return as soon as he saves enough money.  
A B C D
10. No one would have attended the lecture if you told the truth about the guest speaker.  
A B C D

## Part II Translation(15 minutes,10 points)

**Directions:** Translate the following paragraph into English. Write your translation on the ANSWER SHEET.

随着国际间交往的日益频繁,许多学生得以有机会去异国求学。除了学习先进的科学技术知识,花时间从外部来看看自己的国家也不失为一件好事。国外的经历可以拓展一个人的视野并有助于使人变得宽容大度而不致气量狭小。有时候,生活在国内犹如坐井观天,而出国则使人豁然开朗。

## Part III Writing(30 minutes,15 points)

**Directions:** For this part, you are allowed 30 minutes to write a composition entitled "Is It Worthwhile to Probe the Outer Space?" in no less than 120 words. In your composition, you should first make clear whether you are for or against space programmes. Then, you should give your reasons in support of your opinion. Remember to write your composition clearly on the Composition Sheet.

# Keys to Test One

## Paper One

### Part I Listening Comprehension

1. A) 2. D) 3. D) 4. C) 5. A) 6. C) 7. B) 8. A) 9. A) 10. D)  
11. C) 12. D) 13. D) 14. D) 15. A)

### Part II Vocabulary

16. D) 17. D) 18. C) 19. D) 20. C) 21. B) 22. C) 23. C) 24. B) 25. D)  
26. A) 27. C) 28. B) 29. D) 30. B) 31. C) 32. A) 33. B) 34. D) 35. C)

### Part III Reading Comprehension

36. B) 37. C) 38. C) 39. D) 40. A) 41. C) 42. A) 43. C) 44. D) 45. B)  
46. A) 47. A) 48. D) 49. B) 50. B) 51. C) 52. D) 53. A) 54. B) 55. A)  
56. D) 57. A) 58. D) 59. A) 60. C) 61. D) 62. A) 63. C) 64. A) 65. B)

### Part IV Cloze

66. D) 67. A) 68. C) 69. C) 70. A) 71. D) 72. B) 73. D) 74. B) 75. B)  
76. C) 77. A) 78. A) 79. C) 80. B) 81. C) 82. A) 83. D) 84. B) 85. D)

## Paper Two

### Part I Error Detection and Correction

1. C) 2. A) 3. A) 4. D) 5. A) 6. D) 7. C) 8. D) 9. A) 10. B)

### Part II Translation

With the strengthening of the frequent international contact, many students have chances to go for study in a foreign country. Apart from learning the advanced science and technology, it is really a good thing to spend time seeing their own country from the outside. The experience abroad can extend one's vision and help one become more tolerant and less narrow-minded. Sometimes living at home is like being in a small room with only a window to look at the world through, and going to another country is like opening to the door and stepping out.