

英语专业八级考试

历年真题解析

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2004

英语专业八级考试指导用书

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1995-2003

陈新仁 编著

TEM

中国对外翻译出版公司

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TEST FOR ENGLISH MAJORS

前言

在全国高校英语专业指导委员会的不断规范和大力推广下,我国英语专业分级水平测试在全国实施已十载有余,在推动、促进广大院校的英语专业教学实践与改革中发挥了巨大的积极作用,得到了广大英语教师的好评与支持。

在过去的几年中,本人一直从事英语专业的教学工作,自然与英语专业四、八级测试结下了不解之缘。不少学生反映希望能有一本真题详解类的辅导书以便应试,可市面上一直未有这类书面世。正是在这样的背景下,本人萌发了编写此书的念头。

在编写过程中,本人始终从应试者的角度来策划解题思路和组织解题内容。对于那些可以轻松解答的题目,本书从简处之。对于那些颇费脑筋的题目,则力求详尽,从而帮助学生做到知其然,亦知其所以然。为此,本书不仅总是拆正解,而且经常释错解。在讲解过程中,本人有意识地融入了许多相关语法和词汇知识,介绍了一些行之有效的阅读、写作、翻译等方面的技巧,因此,本书不仅是一本真题解析书,而且也可充当高级英语的自学读本,相信这对广大读者提高英语水平会大有裨益。

由于本人水平有限,加之成书仓促,本书中值得商榷乃至谬误的地方在所难免,恳请读者批评指正。

编者

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※ O. T. = ORIGINAL TESTS

K & N = KEYS AND NOTES

T = TAPESCRIPTS

PART 1 ORIGINAL TESTS

TEST FOR ENGLISH MAJORS (1995)

—GRADE EIGHT—

PAPER ONE

PART I LISTENING COMPREHENSION (30 MIN.)

In Section A, B and C you will hear everything once only. Listen carefully and then answer the questions that follow.

SECTION A TALK

Questions 1 to 5 refer to the talk in this section. At the end of the talk you will be given 15 seconds to answer each of the following five questions. Now listen to the talk.

1. The speaker is
 - A. explaining the credit system.
 - B. recommending the tutor system.
 - C. introducing a short summer course.
 - D. talking to some college students.
2. A student with a 75% attendance record will only receive a certificate if she has
 - A. completed the individual assignments.
 - B. submitted good reasons for this.
 - C. undertaken the required group work.
 - D. carried out the necessary private study.
3. In the speaker's opinion, the method of evaluation is
 - A. more demanding.
 - B. under review.
 - C. better than before.
 - D. optional.
4. According to the speaker which of the following is a rule?
 - A. No cooking in rooms.
 - B. No smoking on campus.
 - C. No accommodation for friends.
 - D. No consumables in classrooms.
5. The general tone of this talk can be described as
 - A. impartial.
 - B. domineering.
 - C. authoritative.
 - D. condescending.

SECTION B CONVERSATION

Questions 6 to 10 are based on a conversation between Pauline and her friend. At the end of the conversation you will be given 15 seconds to answer each of the following questions. Now listen to the conversation.

6. Pauline failed to catch the flight because
 - A. her ticket was not confirmed.
 - B. she booked her ticket at the wrong place.

- C. she didn't have the right documents. D. her visa had run out.
7. Which of the following did not occur? Pauline
- A. visited one of London's parks. B. went to the airport by taxi.
C. contacted the airline by telephone. D. stayed the night in London.
8. In Ibiza, Pauline took a taxi because
- A. she had too much luggage. B. nobody came to pick her up.
C. the plane was delayed. D. her friend's home was far away.
9. Pauline learned her friend's address in
- A. Newcastle. B. Gatwick.
C. London. D. Luton.
10. From the conversation we get the impression that
- A. some official agencies in London are efficient.
B. taxi drivers abroad always overcharge strangers.
C. customs formalities in Britain are flexible.
D. travel agents tend to misinform people.

SECTION C NEWS BROADCAST

Questions 11 and 12 are based on the following news from BBC. At the end of the news item, you will be given 30 seconds to answer the two questions. Now listen to the news.

11. The weather on the wedding day was
- A. cold. B. warm. C. foggy. D. rainy.
12. The wedding reception was held
- A. in Edinburgh. B. on Deeside.
C. at Balmoral. D. near York.

Questions 13 to 15 are based on the following news from the VOA. At the end of the news item, you will be given 45 seconds to answer the three questions. Now listen to the news.

13. Rachel Whiteread is
- A. a traditional artist. B. a sculptor.
C. an interior decorator. D. a house designer.
14. Which of the following was not considered for this year's Turner Prize?
- A. A model containing a large amount of rice.
B. A sculpture showing the inside of old houses.
C. A display made up of fish and glass.
D. A sculpture involving colored neon lights.
15. What made Rachel Whiteread unhappy was the fact that
- A. she knew her creation was to be pulled down.
B. she got the prize as the worst artist.
C. she was ridiculed and mocked by newspapermen.
D. she was regarded as a hypocrite and the worst artist.

SECTION D NOTE-TAKING AND GAP-FILLING

In this section you will hear a mini-lecture. You will hear the lecture ONCE ONLY. While listening to the lecture, take notes on the important points. Your notes will not be marked, but you will need them to complete a 15-minute gap-filling task on the ANSWER SHEET after the mini-lecture. Use the blank sheet for note-taking.

PART II PROOFREADING AND ERROR CORRECTION (20 MIN.)

Proofread the given passage on ANSWER SHEET as instructed.

PART III READING COMPREHENSION (40 MIN.)**SECTION A READING COMPREHENSION (30 MIN.)**

In this section there are six reading passages followed by a total of twenty multiple-choice questions. Read the passages and then answer the questions.

TEXT A**David Frost — Autobiography**

[Part One]

by David Frost

1 Looked at one way, it is faintly ludicrous that Sir David Frost should be writing his autobiography already. That he should have written just the first 30 years' worth might be thought strange. Here he is, not yet 55 years old, producing a volume of 528 pages that takes us no further than 1969.

2 It is, true, the period of his life that established his name and fortune, that swift rise from undergraduate cabaret turn to star host on both sides of the Atlantic, joint founder of an ambitious ITV company and long since able to invite show business stars, business tycoons and a British Prime Minister to breakfast at three days' notice. (An event recalled in his book with such empty indifference that you cannot decide whether the comprehensive name-dropping is intended to impress or just a habit.)

3 And yet David Frost, a significant figure in British television, certainly in the rapidly changing environment of the 1960's, remains something of a mystery. Never far from positions of influence, wealthier from his broadcasting activities than all but the biggest moguls, he is in many ways on the edge of things.

4 His book, like his career, perhaps, is as fascinating as it is unsatisfactory. The length is due to its liberal resort to program transcripts, which yield verbatim exchanges with his many interviewees as well as detailed recall of the highs and lows of *That Was The Week That Was* and the scripting process that achieved them.

5 The private Frost is to be caught only in passing, as he remains true to his preface: "Where there was a choice between a '60s tale and a personal one I have tried always to include the former."

6 The outcome is, I think, an insider's book, dependent on remembering the times or

knowing the people. But at that level, it is highly suggestive of its era, offers a view from a unique angle, yields some new insights — into the formation of London Weekend Television, for instance — and earns its place in the history of British Television. Like its author.

16. The autobiography covers the author's
 A. last thirty years. B. life after 1969. C. life before 1969. D. first 55 years.
17. David Frost is
 A. an influential TV host. B. a famous movie star.
 C. an ambitious politician. D. a fascinating novelist.
18. The autobiography is described as an insider's book because it requires a knowledge of
 A. all his personal experiences.
 B. his unique insights into British history.
 C. the development of British television.
 D. what was really happening in the 1960s.

TEXT B

He Came in on Cat Paws

1 Quietly, almost unnoticed by a world sunk into the Great Depression, Germany on Jan. 30, 1933, was handed to a monster. Adolf Hitler arrived, not in jackboots at the head of his Nazi legions but on cat paws, creeping in the side door.

2 The president, Field Marshal Paul von Hindenburg, 85 and doddering, hated Hitler and all he represented. In 1931, after their first meeting, Hindenburg said Hitler "might become minister of posts but never chancellor". In 1932 Hitler challenged Hindenburg. The president — Protestant, Prussian, a conservative monarchist — won with the votes of Socialists, Unions, Centrist Catholics and Liberal Democrats. Hitler — Catholic, Austrian and a former tramp — carried upper-class Protestants, Prussian landowners and monarchists.

3 Nearly senile and desperate for any way to establish order in the fractious environment, Hindenburg fell prey to intriguers. Papen began plotting to bring himself to power and his supposed friend Schleicher to the top of the army. Papen offered Hindenburg a government with Hitler's support but without Hitler in the cabinet. Hindenburg made Papen chancellor and Schleicher defense minister.

4 In the July 1932 parliamentary elections, the Nazis won 230 of 608 seats, and Hitler demanded the chancellorship; Hindenburg refused. Papen lost a confidence vote in August, and his government fell after losing in the fourth election in a year in November. Schleicher, whose very name means "intriguer", turned on Papen, persuading Hindenburg to name him chancellor. Hitler's propagandist Joseph Goebbels noted: "He won't last long."

5 To get revenge, Papen proposed sharing power with Hitler in January 1933; Hitler agreed, but with Papen as vice chancellor. Ever eager for order, Hindenburg shifted once again and fired Schleicher. "I am sure," the president said, "I shall not regret this action in heaven." Schleicher replied bitterly, "After this breach of trust, sir, I am not sure you will

go to heaven."Schleicher would later say: "I stayed in power only 57 days, and on each and every one of them I was betrayed 57 times. Don't ever speak to me of German loyalty!"

6 At noon on Jan. 30, 1933, Adolf Hitler was sworn in as chancellor. Within one month, the Reichstag burned and civil liberties were suspended. Within two months, the Enabling Act stripped parliament of power and made Hitler dictator. On April 1, Hitler decreed a boycott of Jewish business. On April 4, he created the Reich Defense Council and began secretly rearming Germany. On July 14, Hitler made the Nazi Party "the only political party in Germany".

7 As they sowed, so they reaped. In the Blood Purge of 1934, a Nazi SS squad murdered Kurt von Schleicher in the doorway of his home. Franz von Papen lingered on, so powerless an errand boy for Hitler that he was acquitted at the Nuremberg trials.

19. The author says that Hitler came into power "On cat paws" because

- A. he seized power illegally.
- B. he seized power by military force.
- C. he quietly took advantage of the internal conflict.
- D. he cleverly took advantage of the Depression.

20. Hitler first asked to be made chancellor when

- A. Papen lost a confidence vote.
- B. Hitler had won a third of the votes.
- C. Hindenburg fired Schleicher.
- D. Schleicher was fired.

21. The chancellor was held by

- A. Papen, Schleicher, and then Hitler.
- B. Schleicher, Papen, and then Hitler.
- C. Hindenburg, Schleicher, and then Hitler.
- D. Hindenburg, Papen, and then Hitler.

TEXT C

Mercedes-Benz Gets Turned Upside Down

1 Iris Rossner has seen eastern Germany customers weep for joy when they drive away in shiny, new Mercedes-Benz sedans. "They have tears in their eyes and keep saying how lucky they are," says Rossner, the Mercedes employee responsible for post-delivery celebrations. Rossner has also seen the French pop corks on bottles of champagne as their national flag was hoisted above a purchase. And she has seen American business executives, Japanese tourists and Russian politicians travel thousands of miles to a Mercedes plant in southwestern Germany when a classic sedan with the trade mark three-pointed star was about to roll off the assembly line and into their lives. Those were the good economic miracle of the 1960s and ended in 1991.

2 Times have changed. "Ten years ago, we had clear leadership in the market," says Mercedes spokesman Horst Krambeer. "But over this period, the market has changed drastically. We are now in a pitched battle. The Japanese are partly responsible, but Mercedes has had to learn the hard way that even German firms like BMW and Audi have made efforts to rise to our standards of technical proficiency."

3 Mercedes experienced one of its worst years ever in 1992. The auto maker's worldwide



car sales fell by 5 percent from the previous year, to a low of 527,500. Before the decline, in 1988, the company could sell close to 600,000 cars per year. In Germany alone, there were 30,000 fewer new Mercedes registrations last year than in 1991. As a result, production has plunged by almost 50,000 cars to 529,400 last year, a level well beneath the company's potential capacity of 650,000.

4 Mercedes' competitors have been catching up in the United States, the world's largest car market. In 1986, Mercedes sold 100,000 vehicles in America; by 1991, the number had declined to 59,000. Over the last two years, the struggling company has lost a slice of its US market share to BMW, Toyota and Nissan. And BMW outsold Mercedes in America last year for the first time in its history. Meanwhile, just as Mercedes began making some headway in Japan, a notoriously difficult market, the Japanese economy fell on hard times and the company saw its sales decline by 13 percent in that country.

5 Revenues will hardly improve this year, and the time has come for getting down to business. At Mercedes, that means cutting payrolls, streamlining production and opening up to consumer needs — revolutionary steps for a company that once considered itself beyond improvement.

22. The author's intention in citing various nationalities' interests in Mercedes is to illustrate Mercedes'

- | | |
|----------------------|---------------------|
| A. sale strategies. | B. market monopoly. |
| C. superior quality. | D. past record. |

23. Mercedes is having a hard time because

- | | |
|--|--|
| A. it is lagging behind in technology. | B. Japan is turning to BMW for cars. |
| C. its competitors are catching up. | D. sales in America have dropped by 13%. |

24. In the good years Mercedes could sell about

- | | | | |
|------------------|------------------|------------------|------------------|
| A. 527,500 cars. | B. 529,400 cars. | C. 600,000 cars. | D. 650,000 cars. |
|------------------|------------------|------------------|------------------|

25. What caused the decline of Mercedes' sales in Japan?

- A. Japan is a very difficult market.
 B. The state of the economy there.
 C. Competition from other car companies.
 D. BMW and Audi's improved technical standards.

TEXT D

Send in the Clones

1 "Scientists have made a breakthrough to clone a human being." That's how at least one television news anchor put it last week, and while his description was off the mark, the real news was almost as fantastic; researchers at George Washington University Medical Center in Washington, D. C. , split single human embryos into identical copies, a technology that opens a Pandora's box of ethical questions and has sparked a storm of controversy around the world.

2 Claiming they began the experiments to spur debate, the researchers got more than



they bargained for. The Vatican condemned the technology as perverse; one German magazine called the research “unscrupulous”, and ethicists in this country disagreed hotly over whether or not the technology should be offered to infertile couples.

3 The news also left many people wondering what, precisely, the technology is all about. The headlines conjured up futuristic images of armies of clones, or human beings reconstructed from a few cells — a sort of Jurassic Park for humans. But what researchers Robert Stillman and Jerry Hall actually did was to extend a technique that has been used in livestock for more than a decade. The physicians, who specialize in helping infertile couples conceive, used in vitro fertilization to create 17 human embryos in a laboratory dish. When the embryos had grown enough to contain two to eight cells, the researchers separated them into 48 individual cells. Two of the separated cells survived for a few days in the lab, developing into new human embryos smaller than the head of a pin and consisting of 32 cells each. Though no great technical feat, the procedure opens a range of unsettling possibilities. For example, parents could have one embryo implanted in the mother’s womb and store its identical siblings indefinitely. The spare embryos could be implanted later, allowing parents to create an entire family of identical children of different ages. Spare embryos could also be sold to other families, who would be able to see from an already born child how their embryo would turn out. Even more bizarre, a woman conceived from a split embryo could give birth to her own twin.

4 Issues to come. Such scenarios raise thorny issues about the rights of parents and the meaning of individuality. Some ethicists maintain that parents have the right to do with embryos what they will, including having twins born very apart. But others fear that the procedure unacceptably alters what it means to be a human being, especially when the younger twins are forced to see older versions of themselves. “Does looking at yourself violate some profound sense of self and individuality?” asks Dr. Mary Mathews, director of the infertility program at the University of California at San Francisco.

5 Amid the controversy, one thing seems certain: the experiments will continue. While cloning is forbidden, in Germany among other countries, fertility researchers are proceeding in the United States, largely without federal funding or regulation. Researchers must obtain approval only from their hospitals or clinic’s board. Without federal oversight, the highly competitive fertility business may soon use the new technology to attract clients. As Hall told the scientific journal *Science* last week, “It was just a matter of time.”

26. The news that scientists were able to split human embryos into identical copies has

- A. pleased many infertile couples.
- B. caused much heated debates.
- C. been condemned all over the world.
- D. been proclaimed as a scientific breakthrough.

27. According to the passage, the research opens the possibility that

- A. infertile couples could conceive.
- B. human beings could be produced outside the mother womb.



- C. a woman could give birth to her own twin.
D. people would all look alike.
28. In the United States, the experiments are
- A. wholly funded by the government.
B. discouraged by the people in general.
C. supervised by the government.
D. commercially promising.

TEXT E

Language and Thought

1 It is evident that there is a close connection between the capacity to use language and the capacities covered by the verb "to think". Indeed, some writers have identified thinking with using words; Plato coined the saying, "In thinking the soul is talking to itself"; J. B. Watson reduced thinking to inhibited speech located in the minute movements or tensions of the physiological mechanisms involved in speaking; and although Ryle is careful to point out that there are many senses in which a person is said to think in which words are not in evidence, he has also said that saying something in a specific frame of mind is thinking a thought.

2 Is thinking reducible to, or dependent upon, language habits? It would seem that many thinking situations are hardly distinguishable from the skillful use of language, although there are some others in which language is not involved. Thought cannot be simply identified with using language. It may be the case, of course, that the non-linguistic skill involved in thought can only be acquired and developed if the learner is able to use and understand language. However, this question is one which we cannot hope to answer in this book. Obviously being able to use language makes for a considerable development in all one's capacities but how precisely this comes about we cannot say.

3 At the common-sense level it appears that there is often a distinction between thought and the words we employ to communicate with other people. We often have to struggle hard to find words to capture what our thinking has already grasped, and when we do find words we sometimes feel that they fail to do their job properly. Again when we report or describe our thinking to other people we do not merely report unspoken words and sentences. Such sentences do not always occur in thinking, and when they do they are merged with vague imagery and the hint of unconscious or subliminal activities going on just out of range. Thinking, as it happens, is more like struggling, striving, or searching for something than it is like talking or reading. Words do play their part but they are rarely the only feature of thought. This observation is supported by the experiments of the Wurzburg psychologists reported in Chapter Eight who showed that intelligent adaptive responses can occur in problem-solving situations without the use of either words or images of any kind. "Set" and "determining tendencies" opens without the actual use of language in helping us to think purposefully and intelligently.

4 Again the study of speech disorders due to brain injury disease suggest that patients can think without having adequate control over their language. Some patients, for example, fail to find the names of objects presented to them and are unable to describe simple events which they witness; they even find it difficult to interpret long written notices. But they succeed in playing games of chess or draughts. They can use the concepts needed for chess playing or draught playing but are unable to use many of the concepts in ordinary language. How they manage to do this we do not know. Yet animals such as Kohler's chimpanzees can solve problems by working out strategies such as the invention of implements or climbing aids when such animals have no language beyond a few warning cries. Intelligent or "insightful" behavior is not dependent in the case of monkeys on language skills; presumably human beings have various capacities for thinking situations which are likewise independent of language.

29. According to the theory of "thought" devised by J. B. Watson, thinking is
- A. talking to the soul.
 - B. suppressed speech.
 - C. speaking nonverbally.
 - D. nonlinguistic behavior.
30. Which of the following statements is true in the author's opinion?
- A. Ability to use language enhances one's capacities.
 - B. Words and thought match more often than not.
 - C. Thinking never goes without language.
 - D. Language and thought are generally distinguishable.
31. According to the author, when we intend to describe our thoughts,
- A. we merely report internal speech.
 - B. neither words nor imagery works.
 - C. we are overwhelmed with vague imagery.
 - D. words often fail to do their jobs.
32. Why are patients with speech disorders able to think without having adequate control over language?
- A. They use different concepts.
 - B. They do not think linguistically.
 - C. It still remains an unsolved problem.
 - D. Thinking is independent of language.

TEXT F

Spring Funeral

1 They decided to bury him in our churchyard at Greymede under the beeches; the widow would have it so, and nothing might be denied her in her state.

2 It was magnificent morning in early spring when I watched among the trees to see the procession come down the hill-side. The upper air was woven with the music of the larks,



and my whole world thrilled with the conception of summer. The young pale wind-flowers had arisen by the wood-gale, and under the hazels, when perchance the hot sun pushed his way, new little suns dawned, and blazed with the real light. There was a certain thrill and quickening everywhere, as a woman must feel when she has conceived. A willow-tree in a favored spot looked like a pale gold cloud of summer dawn; nearer it had poised a golden, fairy bushy on every twig, and was voiced with a hum of bees, like any sacred golden bush, uttering its gladness in the thrilling murmur of bees, and in warm scent. Birds called and flashed on every hand; they made off exultant with streaming strands of grass, or wisps of fleece, plunging into the dark spaces of the wood, and out again into the blue.

3 A lad moved across the field from the farm below with a dog trotting behind him — a dog, no, a fussy, black-legged lamb trotting along on its toes, with its tail swinging behind. They were going to the mothers on the common, who moved like little gray clouds among the dark gorse.

4 I cannot help forgetting, and sharing the spink's triumph, when he flashed past with a fleece from a bramble bush. It will cover the bedded moss; it will weave among the soft red cow-hair beautifully. It is a prize; it is an ecstasy to have captured it at the right moment, and the nest is nearly ready.

5 Ah, but the thrush is scornful, ringing out his voice from the hedge! He sets his breast against the mud, models it warm for the turquoise eggs — blue, blue, bluest of eggs, which cluster so close and round against the breast, which round up beneath the breast, nestling content. You should see the bright ecstasy in the eyes of a nesting thrush, because of the rounded caress of the eggs against her breast.

6 Till the heralds come — till the heralds wave like shadows in the bright air, crying, lamenting, fretting forever. Rising and falling and circling round and round, the slow-waving pewits cry and complain, and lift their broad wings in sorrow. They stoop anguish and protest, they swing up again, offering a glistening white breast to the sunlight, to deny it in black shadow, then a glisten of green, and all the time crying and crying in despair.

7 The pheasants are frightened into cover, they run and dart through the hedge. The old cock must fly in his haste, spread himself on his streaming plumes, and sail into the wood's security.

8 There is a cry in answer to the pewits, echoing louder and stronger the lamentation of the lapwings, a wail which hushes the birds. The men came over the brow of the hill, slowly, with the old squire walking tail and straight in front; six bowed men bearing the coffin on another shoulder, treading heavily and cautiously, under the great weight of the glistening white coffin, six men following behind, ill at ease, waiting their turn for the burden. You can see the red handkerchief knotted round their throats, and their shirt fronts blue and white between the open waistcoats. The coffin is of new unpolished wood, gleaming and glistening in the sunlight; the men who carry it remember all their lives after the smell of new, warm elm-wood.

33. What seems to have been predominant in the mind of the narrator during this episode?



- A. Death. B. Sadness. C. Life. D. Nature.
34. In what sense are the lapwings "heralds"?
- A. They welcome the approaching summer.
 B. They warn other invading birds.
 C. They tell the coming of the procession.
 D. They report the change of weather.
35. Why were there twelve coffin bearers?
- A. To follow tradition. B. To divide the task.
 C. To accompany the squire. D. To pay respect to the dead.

SECTION B SKIMMING AND SCANNING (10 MIN.)

In this section there are several passages followed by ten multiple-choice questions. Skim or scan them as required and then answer the questions.

TEXT G

First read the following question.

36. The purpose of the passage is to
- A. show the harm viruses can bring to us.
 B. compare the results of different experiments.
 C. describe the growth of cancer.
 D. explain the way to prevent cancer.

Now skim the text below and answer question 36.

Viruses And Cancer

In 1911, a New York scientists succeeded in producing tumors in chickens by inoculating them with a filtrate of tumor tissue containing no cells. His experiments were the first clear demonstration of the role of a virus in one type of malignant tumor. His discovery failed to arouse much interest, however, and only a few workers continued this line of research.

But in the 1930s, two important cancer-virus discoveries were made.

First, scientists succeeded in transmitting a skin wart from a wild rabbit to domestic rabbits by cell-free filtrates. Moreover, in the domestic rabbits the warts were no longer benign, but malignant. As observed with the chickens, the filterable agent, a virus, could seldom be recovered from the malignant tumor which it had induced.

Second, in 1936, workers discovered that breast cancer in offspring of mice occurred only if the mother came from a strain noted for its high incidence of breast cancer. When one of the simplest possibilities was explored — that something was transmitted from the mother to the young after birth — it was found that this something was a virus in the milk of the mothers. When high breast-cancer strain offspring were nursed by low breast-cancer females, the occurrence of cancer was dramatically reduced. In contrast, feeding young mice of low breast-cancer strains with milk from mice of high cancer strains greatly increased the

incidence of breast cancer.

Credit for bringing the attention of investigators back to viruses is also probably due to two other discoveries in the 1950s. A scientist showed that mouse leukemia could be transmitted by cell-free filtrates. Newborn animals had to be used for these experiments.

Government scientists have succeeded in isolating from mouse leukemia tissue another agent which has produced salivary gland cancers in mice. After the agent had been grown in tissue culture, it produced many different types of tumors, not only in mice but also in rats and hamsters. This many-tumor virus removed all previous doubts about virus research in cancer. Up until then, it was believed that the few known cancer viruses could each produce only one kind of tumor in one species of animal. Now this concept was shattered, and the question of viruses as a cause of human cancer assumed new significance.

TEXT H

First read the following question.

37. The general tone of the letter is

- A. dogmatic. B. personal. C. impersonal. D. persuasive.

Now skim the text below and answer question 37.

August 6, 1992

Dear Colleague,

Until recently, attention to perceived problems in American higher education from academic and non-academic leaders alike focuses on the content of college curricula. This preoccupation also limited the scope of initial reform efforts in the area of general education. As faculty and administrators became involved in the complex of issues raised by general reform,

However, they began to grapple with a new set of questions related, but not restricted, to the content of courses and programs.

* Can we rethink new contents and materials in isolation from questions of pedagogy?

* What, if any, are the pedagogical implications of the current interest in global and domestic cultural relations?

* Now can we integrate the acquisition of fundamental analytical and communication skills with the study of new materials and world cultures?

* Which claims are common and which are competing among distinct versions of multiculturalism? To what moral and/or social ends are they linked?

* How can we sustain the intellectual and institutional renewal accomplished in the process of general education reform?

In the interest of pursuing these important questions, we have designed a program which brings together specialists in the fields of general education reform, pedagogical innovation and multicultural curricula. We have also included faculty who have recently inaugurated a successfully revised program in general education at their institution. We invite you to attend