

专 业 考 试 丛 书

TEST FOR ENGLISH MAJORS

高校

英语专业 **八级** 全真试题解析

主编 韩玉萍 王海军
主审 吴燮元

ZHEJIANG UNIVERSITY PRESS
浙江大学出版社

TEM 8

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全真试题解析

主编 王守仁
副主编 王立群

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外语教学与研究出版社

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前 言

在高等院校英语专业委员会 2004 年全面修订、改革英语专业四、八级考试内容和形式之后,为了帮助广大英语专业学生在平时进行自我训练,提高英语水平,通过练习提高英语实践和应试能力,并在英语专业考试中取得理想成绩,我们特地编写一系列专业考试丛书。本套丛书的编写力求以学生为本,理论介绍力求简明扼要、条理分明,便于学生理解、运用和记忆。丛书首先出版两册:《**高校英语专业四级全真试题解析**》和《**高校英语专业八级全真试题解析**》。每一册教材收录了八套最近的英语专业四级、八级考试全真试题,完全根据全新版《高等学校英语专业英语教学大纲》和《高校英语专业四级、八级考试大纲》的要求编写而成,对试题给予详细的解答与分析。全书涉及听写、听力理解、完形填空、阅读理解、写作等全方位的考试内容。

本系列教材的显著特点是:**突出重点、强调重现**。本书中的题型、难度、题量、重点难点分布和试题内容均与《高等学校英语专业英语教学大纲》和全新版《高校英语专业四级、八级考试大纲》的要求保持高度一致,具有很强的实用性、实践性、针对性和科学系统性。听力理解试题后附有参考答案和听力文字材料,完形填空、语法与词汇、阅读理解训练试题后附有参考答案和解析,写作试题后附有范文和专家点评,以供考生自评、自测、模仿和参考。

本丛书由韩玉萍、王海军主编,**吴燮元教授主审**。丛群书、顾秀丽、李蕾、田亚曼、伍晓慧(按汉语拼音排序)等老师也参加了编写。

书中出现的疏漏、不妥或错误在所难免,恳请英语界的前辈和广大读者朋友不吝批评指正,以便我们在今后的修订中不断改进。

编 者

2007 年夏

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全真试题

TEST FOR ENGLISH MAJORS (2000)

— GRADE EIGHT —

PAPER ONE

PART I LISTENING COMPREHENSION

[40 MIN]

In Sections 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 rules for the first private library in the US were drawn up by _____.
A. the legislature
B. the librarians
C. John Harvard
D. the faculty members
2. The earliest public library was also called a subscription library because books _____.
A. could be lent to everyone
B. could be lent by bookstores
C. were lent to students and the faculty
D. were lent on a membership basis
3. Which of the following is NOT stated as one of the purposes of free public libraries?
A. To provide readers with comfortable reading rooms.
B. To provide adults with opportunities of further education.
C. To serve the community's cultural and recreational needs.
D. To supply technical literature on specialized subjects.
4. The major difference between modern private and public libraries lies in _____.
A. readership
B. content
C. service
D. function
5. The main purpose of the talk is _____.
A. to introduce categories of books in US libraries
B. to demonstrate the importance of US libraries
C. to explain the roles of different US libraries
D. to define the circulation system of US libraries

SECTION B INTERVIEW

Questions 6 to 10 are based on an interview. At the end of the interview you will be given 15 seconds to answer each of the following five questions. Now listen to the interview.

6. Nancy became a taxi driver because _____.
A. she owned a car
B. she drove well
C. she liked drivers' uniforms
D. it was her childhood dream
7. According to her, what was the most difficult about becoming a taxi driver?
A. The right sense of direction.
B. The sense of judgment.
C. The skill of maneuvering.
D. The size of vehicles.
8. What does Nancy like best about her job?
A. Seeing interesting buildings in the city.
B. Being able to enjoy the world of nature.
C. Driving in unsettled weather.
D. Taking long drives outside the city.
9. It can be inferred from the interview that Nancy is a(n) _____ mother.
A. uncaring
B. strict
C. affectionate
D. permissive
10. The people Nancy meets are _____.
A. rather difficult to please
B. rude to women drivers
C. talkative and generous with tips
D. different in personality

SECTION C NEWS BROADCAST

Question 11 is based on the following news. At the end of the news item, you will be given 15 seconds to answer the question. Now listen to the news.

11. The primary purpose of the US anti-smoking legislation is _____.
A. to tighten control on tobacco advertising
B. to impose penalties on tobacco companies
C. to start a national anti-smoking campaign
D. to ensure the health of American children

Questions 12 and 13 are based on the following news. At the end of the news item, you will be given 30 seconds to answer the questions. Now listen to the news.

12. The French President's visit to Japan aims at _____.
A. making more investments in Japan
B. stimulating Japanese businesses in France
C. helping boost the Japanese economy
D. launching a film festival in Japan
13. This is Jacques Chirac's _____ visit to Japan.
A. second
B. fourteenth
C. fortieth
D. forty-first

Questions 14 and 15 are based on the following news. At the end of the news item, you will be given 30 seconds to answer the questions. Now listen to the news.

14. Afghan people are suffering from starvation because _____.
A. melting snow begins to block the mountain paths
B. the Taliban have destroyed existing food stocks
C. the Taliban are hindering food deliveries
D. an emergency air-lift of food was cancelled
15. _____ people in Afghanistan are facing starvation.

A. 160,000

B. 16,000

C. 1,000,000

D. 100,000

SECTION D NOTE-TAKING AND GAP-FILLING

In this section you will hear a mini-lecture. You will hear the lecture ONLY ONCE. 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 ANSWER SHEET ONE after the mini-lecture. Use the blank sheet for note-taking. Fill in each of the gaps with ONE suitable word. You may refer to your notes. Make sure the word you fill in is both grammatically and semantically acceptable.

On Public Speaking

When people are asked to give a speech in public for the first time, they usually feel terrified no matter how well they speak in informal situations. In fact, public speaking is the same as any other form of (1)_____ that people are usually engaged in. Public speaking is a way for a speaker to (2)_____ his thoughts with the audience. Moreover, the speaker is free to decide on the (3)_____ of his speech.

Two key points to achieve success in public speaking:

— (4)_____ of the subject matter;

— good preparation of the speech.

To facilitate their understanding, inform your audience beforehand of the (5)_____ of your speech, and end it with a summary.

Other key points to bear in mind:

— be aware of your audience through eye contact;

— vary the speed of (6)_____;

— use the microphone skillfully to (7)_____ yourself in speech;

— be brief in speech, always try to make your message (8)_____;

Example: the best remembered inaugural speeches of the US presidents are the (9)_____ ones.

Therefore, brevity is essential to the (10)_____ of a speech.

PART II PROOFREADING AND ERROR CORRECTION**[15 MIN]**

The following passage contains TEN errors. Each line contains a maximum of ONE error. In each case, only ONE word is involved. You should proofread the passage and correct it.

The grammatical words which play so large a part in English grammar are for the most part sharply and obviously different from the lexical words. A rough and ready difference which may

- seem the most obvious is that grammatical words have “less meaning”, but in fact some grammarians have called them “empty” words as opposed in the “full” words of vocabulary. But this is a rather misled way of expressing the distinction. Although a word like *the* is not the name of something as *man* is, it is very far away from being meaningless; there is a sharp difference in meaning between “man is vile” and “the man is vile”, yet *the* is the single vehicle of this difference in meaning.
- Moreover, grammatical words differ considerably among themselves as the amount of meaning they have, even in the lexical sense. Another name for the grammatical words has been “little words”. But size is by no mean a good criterion for distinguishing the grammatical words of English, when we consider that we have lexical words as *go*, *man*, *say*, *car*. Apart from this, however, there is a good deal of truth in what some people say: we certainly do create a great number of obscurity when we omit them. This is illustrated not only in the poetry of Robert Browning but in the prose of telegrams and newspaper headlines.
- (1) _____
 (2) _____
 (3) _____
 (4) _____
 (5) _____
 (6) _____
 (7) _____
 (8) _____
 (9) _____
 (10) _____

PART III READING COMPREHENSION

[40 MIN]

SECTION A READING COMPREHENSION

[30 MIN]

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

TEXT A

Despite Denmark's manifest virtues, Danes never talk about how proud they are to be Danes. This would sound weird in Danish. When Danes talk to foreigners about Denmark, they always begin by commenting on its tininess, its unimportance, the difficulty of its language, the general small-mindedness and self-indulgence of their countrymen and the high taxes. No Dane would look you in the eye and say, “Denmark is a great country.” You're supposed to figure this out for yourself.

It is the land of the silk safety net, where almost half the national budget goes toward smoothing out life's inequalities, and there is plenty of money for schools, day care, retraining programmes, job seminars — Danes love seminars: three days at a study centre hearing about waste management is almost as good as a ski trip. It is a culture bombarded by English, in advertising, pop music, the Internet, and despite all the English that Danish absorbs — there is no Danish Academy to defend against it — old dialects persist in Jutland that can barely be understood by Copenhageners. It is the land where, as the

saying goes, "Few have too much and fewer have too little," and a foreigner is struck by the sweet egalitarianism that prevails, where the lowliest clerk gives you a level gaze, where Sir and Madame have disappeared from common usage, even Mr. and Mrs. It's a nation of recyclers — about 55% of Danish garbage gets made into something new — and no nuclear power plants. It's a nation of tireless planner. Trains run on time. Things operate well in general.

Such a nation of overachievers — a brochure from the Ministry of Business and Industry says, "Denmark is one of the world's cleanest and most organized countries, with virtually no pollution, crime, or poverty. Denmark is the most corruption-free society in the Northern Hemisphere." So, of course, one's heart lifts at any sighting of Danish sleaze: skinhead graffiti on buildings ("Foreigners Out of Denmark! "), broken beer bottles in the gutters, drunken teenagers slumped in the park.

Nonetheless, it is an orderly land. You drive through a Danish town, it comes to an end at a stone wall, and on the other side is a field of barley, a nice clean line: town here, country there. It is not a nation of jaywalkers. People stand on the curb and wait for the red light to change, even if it's 2 a.m. and there's not a car in sight. However, Danes don't think of themselves as a waiting-at-2-a.m.-for-the-green-light people — that's how they see Swedes and Germans. Danes see themselves as jazzy people, improvisers, more free spirited than Swedes, but the truth is (though one should not say it) that Danes are very much like Germans and Swedes. Orderliness is a main selling point. Denmark has few natural resources, limited manufacturing capability; its future in Europe will be as a broker, banker, and distributor of goods. You send your goods by container ship to Copenhagen, and these bright, young, English-speaking, utterly honest, highly disciplined people will get your goods around to Scandinavia, the Baltic States, and Russia. Airports, seaports, highways, and rail lines are ultramodern and well-maintained.

The orderliness of the society doesn't mean that Danish lives are less messy or lonely than yours or mine, and no Dane would tell you so. You can hear plenty about bitter family feuds and the sorrows of alcoholism and about perfectly sensible people who went off one day and killed themselves. An orderly society cannot exempt its members from the hazards of life.

But there is a sense of entitlement and security that Danes grow up with. Certain things are yours by virtue of citizenship, and you shouldn't feel bad for taking what you're entitled to, you're as good as anyone else. The rules of the welfare system are clear to everyone, the benefits you get if you lose your job, the steps you take to get a new one; and the orderliness of the system makes it possible for the country to weather high unemployment and social unrest without a sense of crisis.

16. The author thinks that Danes adopt a _____ attitude towards their country.

- A. boastful B. modest C. deprecating D. mysterious

17. Which of the following is NOT a Danish characteristic cited in the passage?

- A. Fondness of foreign culture. B. Equality in society.
C. Linguistic tolerance. D. Persistent planning.

18. The author's reaction to the statement by the Ministry of Business and Industry is _____.

- A. disapproving B. approving C. noncommittal D. doubtful

19. According to the passage, Danish orderliness _____.
A. sets the people apart from Germans and Swedes
B. spares Danes social troubles besetting other people
C. is considered economically essential to the country
D. prevents Danes from acknowledging existing troubles
20. At the end of the passage the author states all the following EXCEPT that _____.
A. Danes are clearly informed of their social benefits
B. Danes take for granted what is given to them
C. the open system helps to tide the country over
D. orderliness has alleviated unemployment

TEXT B

But if language habits do not represent classes, a social stratification into something as bygone as “aristocracy” and “commons”, they do still of course serve to identify social groups. This is something that seems fundamental in the use of language. As we see in relation to political and national movements, language is used as a badge or a barrier depending on which way we look at it. The new boy at school feels out of it at first because he does not know the right words for things, and awe-inspiring pundits of six or seven look down on him for not being aware that rucksy means “*dilapidated*”, or hairy “*out first ball*”. The miner takes a certain pride in being “one up” on the visitor or novice who calls the cage a “lift” or who thinks that men working in a warm seam are in their “underpants” when anyone ought to know that the garments are called *hoggers*. The “insider” is seldom displeased that his language distinguishes him from the “outsider”.

Quite apart from specialized terms of this kind in groups, trades and professions, there are all kinds of standards of correctness at which most of us feel more or less obliged to aim, because we know that certain kinds of English invite irritation or downright condemnation. On the other hand, we know that other kinds convey some kind of prestige and bear a welcome cachet.

In relation to the social aspects of language, it may well be suggested that English speakers fall into three categories: the *assured*, the *anxious* and the *indifferent*. At one end of this scale, we have the people who have “position” and “status”, and who therefore do not feel they need worry much about their use of English. Their education and occupation make them confident of speaking an unimpeachable form of English: no fear of being criticized or corrected is likely to cross their minds, and this gives their speech that characteristically unselfconscious and easy flow which is often envied.

At the other end of the scale, we have an equally imperturbable band, speaking with a similar degree of careless ease, because even if they are aware that their English is condemned by others, they are supremely *indifferent* to the fact. The Mrs. Mops of this world have active and efficient tongues in their heads, and if we happened not to like their ways of saying things, well, we “can lump it”. That is *their* attitude. Curiously enough, writers are inclined to represent the speech of both these extreme parties with *-in* for *-ing*. On the one hand, “we’re goin’ huntin’, my dear sir”; on the other, “we’re goin’ racin’,

mate.” In between, according to this view, we have a far less fortunate group, the *anxious*. These actively try to suppress what they believe to be bad English and assiduously cultivate what they hope to be good English. They live their lives in some degree of nervousness over their grammar, their pronunciation, and their choice of words: sensitive, and fearful of betraying themselves. Keeping up with the Joneses is measured not only in houses, furniture, refrigerators, cars, and clothes, but also in speech.

And the misfortune of the “anxious” does not end with their inner anxiety. Their lot is also the open or veiled contempt of the “assured” on one side of them and of the “indifferent” on the other.

It is all too easy to raise an unworthy laugh at the anxious. The people thus uncomfortably stilted on linguistic high heels so often form part of what is, in many ways, the most admirable section of any society: the ambitious, tense, inner-driven people, who are bent on “going places and doing things”. The greater the pity, then, if a disproportionate amount of their energy goes into what Mr. Sharpless called “this shabby obsession” with variant forms of English — especially if the net result is (as so often) merely to sound affected and ridiculous. “Here”, according to Bacon, “is the first distemper of learning, when men study words and not matter... It seems to me that Pygmalion’s frenzy is a good emblem... of this vanity: for words are but the images of matter; and except they have life of reason and invention, to fall in love with them is to fall in love with a picture.”

21. The attitude held by the assured towards language is _____.
 A. critical B. anxious C. self-conscious D. nonchalant
22. The anxious are considered a less fortunate group because _____.
 A. they feel they are socially looked down upon
 B. they suffer from internal anxiety and external attack
 C. they are inherently nervous and anxious people
 D. they are unable to meet standards of correctness
23. The author thinks that the efforts made by the anxious to cultivate what they believe is good English are _____.
 A. worthwhile B. meaningless C. praiseworthy D. irrational

TEXT C

Fred Cooke of Salford turned 90 two days ago and the world has been beating a path to his door. If you haven’t noticed, the backstreet boy educated at Blackpool grammar styles himself more grandly as Alastair Cooke, broadcaster extraordinaire. An honorable KBE, he would be Sir Alastair if he had not taken American citizenship more than half a century ago.

If it sounds snobbish to draw attention to his humble origins, it should be reflected that the real snob is Cooke himself, who has spent a lifetime disguising them. But the fact that he opted to renounce his British passport in 1941 — just when his country needed all the wartime help it could get — is hardly a matter for congratulation.

Cooke has made a fortune out of his love affair with America, entrancing listeners with a weekly monologue that has won Radio 4 many devoted adherents. Part of the pull is the developed drawl. This is

the man who gave the world “midatlantic”, the language of the disc jockey and public relations man.

He sounds American to us and English to them, while in reality he has for decades belonged to neither. Cooke’s world is an America that exists largely in the imagination. He took ages to acknowledge the disaster that was Vietnam and even longer to wake up to Watergate. His politics have drifted to the right with age, and most of his opinions have been acquired on the golf course with fellow celebrities.

He chased after stars on arrival in America, fixing up an interview with Charlie Chaplin and briefly becoming his friend. He told Cooke he could turn him into a fine light comedian; instead he is an impressionist’s dream.

Cooke liked the sound of his first wife’s name almost as much as he admired her good looks. But he found bringing up baby difficult and left her for the wife of his landlord.

Women listeners were unimpressed when, in 1996, he declared on air that the fact that 4% of women in the American armed forces were raped showed remarkable self-restraint on the part of Uncle Sam’s soldiers. His arrogance in not allowing BBC editors to see his script in advance worked, not for the first time, to his detriment. His defenders said he could not help living with the 1930s values he had acquired and somewhat dubiously went on to cite “gallantry” as chief among them. Cooke’s raconteur style encouraged a whole generation of BBC men to think of themselves as more important than the story. His treacly tones were the model for the regular World Service reports From Our Own Correspondent, known as FOOCs in the business. They may yet be his epitaph.

24. At the beginning of the passage the writer sounds critical of _____.

- | | |
|---------------------------------|--------------------------------|
| A. Cooke’s obscure origins | B. Cooke’s broadcasting style |
| C. Cooke’s American citizenship | D. Cooke’s fondness of America |

25. The following adjectives can be suitably applied to Cooke EXCEPT _____.

- | | | | |
|------------------|------------|-------------|------------|
| A. old-fashioned | B. sincere | C. arrogant | D. popular |
|------------------|------------|-------------|------------|

26. The writer comments on Cooke’s life and career in a slightly _____ tone.

- | | | | |
|-----------|-------------|-------------|----------------|
| A. ironic | B. detached | C. scathing | D. indifferent |
|-----------|-------------|-------------|----------------|

TEXT D

Mr. Duffy raised his eyes from the paper and gazed out of his window on the cheerless evening landscape. The river lay quiet beside the empty distillery and from time to time a light appeared in some house on Lucan Road. What an end! The whole narrative of her death revolted him and it revolted him to think that he had ever spoken to her of what he held sacred. The cautious words of a reporter won over to conceal the details of a commonplace vulgar death attacked his stomach. Not merely had she degraded herself, she had degraded him. His soul’s companion! He thought of the hobbling wretches whom he had seen carrying cans and bottles to be filled by the barman. Just God, what an end! Evidently she had been unfit to live, without any strength of purpose, an easy prey to habits, one of the wrecks on which civilization has been reared. But that she could have sunk so low! Was it possible he had deceived himself so utterly about her? He remembered her outburst of that night and interpreted it in a harsher sense than he had ever done. He had no difficulty now in approving of the course he had taken.

As the light failed and his memory began to wander he thought her hand touched his. The shock which had first attacked his stomach was now attacking his nerves. He put on his overcoat and hat quickly and went out. The cold air met him on the threshold; it crept into the sleeves of his coat. When he came to the public house at Chapel Bridge he went in and ordered a hot punch.

The proprietor served him obsequiously but did not venture to talk. There were five or six working-men in the shop discussing the value of a gentleman's estate in County Kildare. They drank at intervals from their huge pint tumblers, and smoked, spitting often on the floor and sometimes dragging the sawdust over their heavy boots. Mr. Duffy sat on his stool and gazed at them, without seeing or hearing them. After a while they went out and he called for another punch. He sat a long time over it. The shop was very quiet. The proprietor sprawled on the counter reading the newspaper and yawning. Now and again a tram was heard swishing along the lonely road outside.

As he sat there, living over his life with her and evoking alternately the two images on which he now conceived her, he realized that she was dead, that she had ceased to exist, that she had become a memory. He began to feel ill at ease. He asked himself what else could he have done. He could not have lived with her openly. He had done what seemed to him best. How was he to blame? Now that she was gone he understood how lonely her life must have been, sitting night after night alone in that room. His life would be lonely too until he, too, died, ceased to exist, became a memory — if anyone remembered him.

27. Mr. Duffy's immediate reaction to the report of the woman's death was that of _____.
 A. disgust B. guilt C. grief D. compassion
28. It can be inferred from the passage that the reporter wrote about the woman's death in a _____ manner.
 A. detailed B. provocative C. discreet D. sensational
29. We can infer from the last paragraph that Mr. Duffy was in a(n) _____ mood.
 A. angry B. fretful C. irritable D. remorseful
30. According to the passage, which of the following statements is NOT true?
 A. Mr. Duffy once confided in the woman.
 B. Mr. Duffy felt an intense sense of shame.
 C. The woman wanted to end the relationship.
 D. They became estranged probably after a quarrel.

SECTION B SKIMMING AND SCANNING

[10 MIN]

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

TEXT E

First read the following question.

31. In the passage Bill Gates mainly discusses _____.

A. a person's opportunity of a lifetime

B. the success of the computer industry

C. the importance of education

D. high school education in the US

Now go through TEXT E quickly and answer question 31.

Hundreds of students send me e-mail each year asking for advice about education. They want to know what to study, or whether it's OK to drop out of college since that's what I did.

My basic advice is simple and heartfelt. "Get the best education you can. Take advantage of high school and college. Learn how to learn."

It's true that I dropped out of college to start Microsoft, but I was at Harvard for three years before dropping out — and I'd love to have the time to go back. As I've said before, nobody should drop out of college unless they believe they face the opportunity of a lifetime. And even then they should reconsider.

The computer industry has lots of people who didn't finish college, but I'm not aware of any success stories that began with somebody dropping out of high school. I actually don't know any high school dropouts, let alone any successful ones.

In my company's early years we had a bright part-time programmer who threatened to drop out of high school to work full-time. We told him no.

Quite a few of our people didn't finish college, but we discourage dropping out.

College isn't the only place where information exists. You can learn in a library. But somebody handing you a book doesn't automatically foster learning. You want to learn with other people, ask questions, try out ideas and have a way to test your ability. It usually takes more than just a book.

Education should be broad, although it's fine to have deep interests, too.

In high school there were periods when I was highly focused on writing software, but for most of my high school years I had wide-ranging academic interests. My parents encouraged this, and I'm grateful that they did.

One parent wrote me that her 15-year old son "lost himself in the hole of the computer." He got an A in Website design, but other grades were sinking, she said.

This boy is making a mistake. High school and college offer you the best chance to learn broadly — math, history, various sciences — and to do projects with other kids that teach you firsthand about group dynamics. It's fine to take a deep interest in computers, dance, language or any other discipline, but not if it jeopardizes breadth.

In college it's appropriate to think about specialization. Getting real expertise in an area of interest can lead to success. Graduate school is one way to get specialized knowledge. Choosing a specialty isn't something high school students should worry about. They should worry about getting a strong academic start.

There's not a perfect correlation between attitudes in high school and success in later life, of course. But it's a real mistake not to take the opportunity to learn a huge range of subjects, to learn to work with people in high school, and to get the grades that will help you get into a good college.

TEXT F

First read the following question.

32. The passage focuses on _____.

- | | |
|--|---|
| A. the history and future of London | B. London's manufacturing skills |
| C. London's status as a financial centre | D. the past and present roles of London |

Now go through TEXT F quickly and answer question 32.

What is London for? To put the question another way, why was London, by 1900, incomparably the largest city in the world, which it remained until the bombardments of the Luftwaffe? There could be many answers to this question, but any history of London will rehearse three broad explanations. One is the importance of its life as a port. When the Thames turned to ice in February 1855, 50,000 men were put out of work, and there were bread riots from those whose livelihoods had been frozen with the river. Today, the Thames could be frozen for a year without endangering the livelihoods of any but a few pleasure-boatmen.

The second major cause of London's wealth and success was that it was easily the biggest manufacturing centre in Europe. At the beginning of the Industrial Revolution, Dutch looms and the stocking knitting frame were first pioneered in London. The vast range of London's manufacturing skills is another fact; almost any item you can name was manufactured in London during the days of its prosperity. In 1851, 13.75 percent of the manufacturing work-force of Great Britain was based in London. By 1961, this had dramatically reduced. By 1993, there were a mere 328,000 Londoners engaged in manufacturing. In other words, by our own times, two of the chief reasons for London's very existence — its life as a port and as a centre of manufacture — had dwindled out of existence.

London's third great function, since the seventeenth century, has been that of national and international bourse: the exchange of stocks and shares, banking, commerce and, increasingly, insurance. Both Inwood and Francis Sheppard, in *London: A History*, manage to make these potentially dry matters vivid to the general reader, and both authors assure us that "The City" in the financial sense is still as important as ever it was. Both, however, record the diminution of the City as an architectural and demographic entity, with the emptying of many city offices (since the advent of the computer much of the work can be done anywhere) and the removal of many distinctive landmarks.

TEXT G

First read the following question.

33. The primary purpose of the passage is to _____.

- | | |
|--|---|
| A. discuss the impact of the Internet | B. forecast the future roles of the bookstore |
| C. compare the publisher with the editor | D. evaluate the limitations of the printed page |

Now go through TEXT G quickly and answer question 33.

Since the advent of television people have been prophesying the death of the book. Now the rise of