

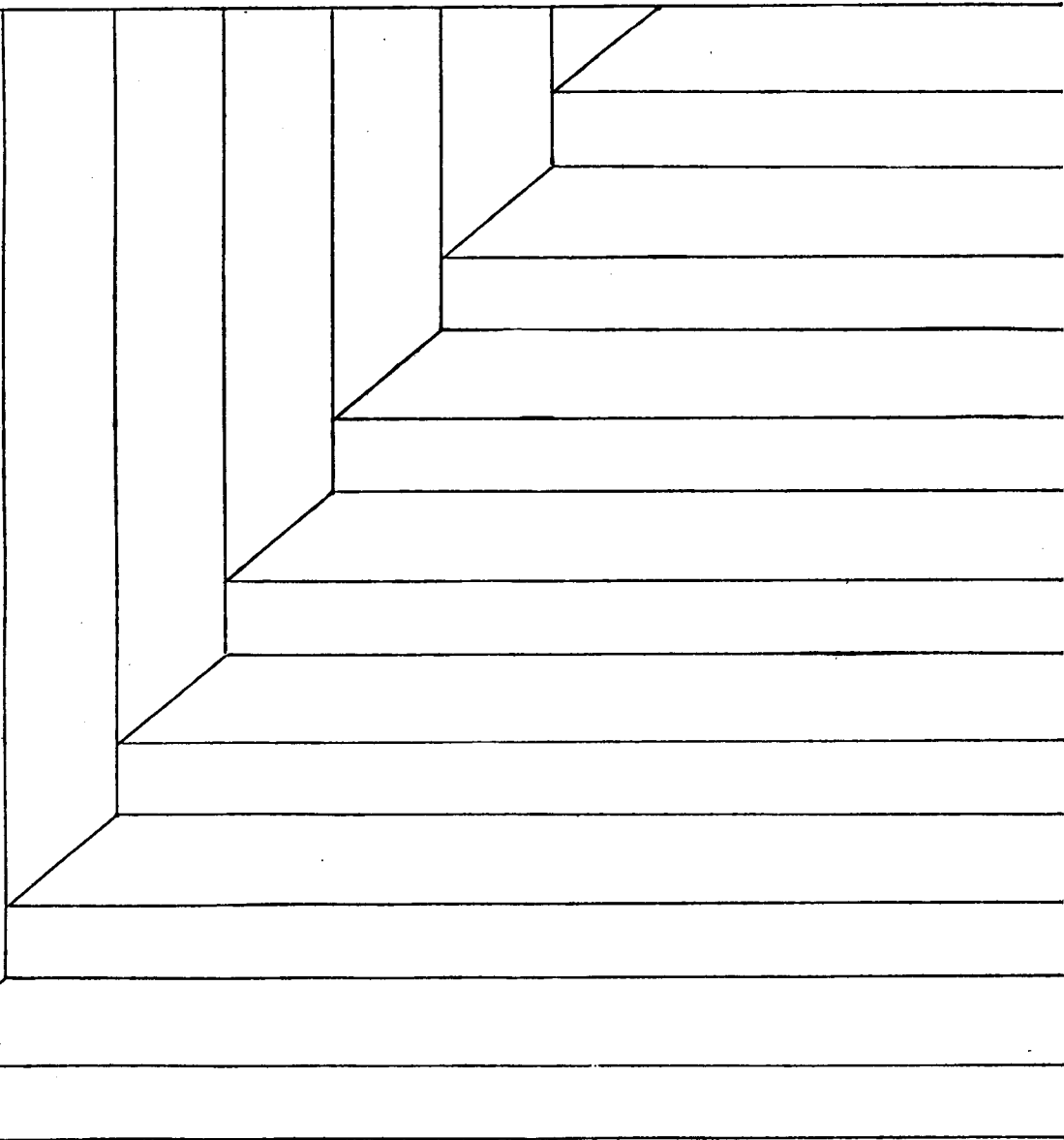
# 英语专业水平测试题集



## TEST FOR ENGLISH MAJORS

西南师范大学出版社

陈治安 主编



# 英语专业水平测试题集 (六级)

主 编: 陈治安  
副主编: 王嘉美 冉永平 李长泰 林 忠  
编 委: 于善江 刘 川 吴 欣 段 芸  
涂开益 龚登鏊 崔云红 嵇德全  
舒启全 谭少青 蔡德全 戴建东  
(以姓氏笔画为序)



西南师范大学出版社

1995.12

(川) 新登字 019 号

责任编辑 何 明  
封面设计 李长泰

英语专业水平测试题集  
(Grade Six)

陈治安 主编

西南师范大学出版社出版·发行

(重庆北碚)

川 仪 印 刷 公 司 印

开本: 787 × 1092 1/16 印张: 12.75 字数: 326千

1995年12月第一版 1995年12月第一次印刷

印数: 1-5000

ISBN 7-5621-0808-0/G · 579

定价: 12.00元



# CONTENTS

Model Test 1 .....	1
Model Test 2 .....	33
Model Test 3 .....	65
Model Test 4 .....	100
Model Test 5 .....	135
Key to Part 1 & III .....	169
Tapescript for Listening Comprehension .....	170
Key to Proofreading .....	192
Key to Translation .....	195

QUESTION BOOKLET

TEST FOR ENGLISH MAJORS

GRADE SIX

(Model Test 1)

PAPER ONE

TIME LIMIT: 110 MIN.

PART I LISTENING COMPREHENSION [30 MIN.]

*In Sections A, B and C you will hear everything **ONCE ONLY**. Listen carefully and then answer the questions that follow. Mark the correct response for each question in your **ANSWER BOOKLET**.*

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. This discussion is concerned with a literary movement that was active during which century?  
[A] Seventeenth century.  
[B] Eighteenth century.  
[C] Nineteenth century.  
[D] Twentieth century.
2. According to the lecturer, what did the Puritans do?  
[A] They stressed the importance of the individual.  
[B] They supported the ideals of the Transcendental Club.  
[C] They believed that society was more important than the individual.  
[D] They established a commune at Brook Farm.
3. Which of the following is the title of one Emerson's essays?  
[A] "Judge Yourself"

- [B] "Self-reliance"
- [C] "The Puritans."
- [D] "Society and the Individual"

4. What is Walden?
- [A] A book by Emerson.
  - [B] A history of Puritanism.
  - [C] A novel by Nathaniel Hawthorne.
  - [D] A book by Thoreau.
5. Thoreau went to jail because \_\_\_\_.
- [A] he wrote an essay criticizing the government.
  - [B] he refused to pay taxes.
  - [C] he built a cabin on someone else's land.
  - [D] he refused to pay rent for his cabin.

## SECTION B INTERVIEW

*Questions 6 to 10 refer to the interview in this section. 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. Jonathan is \_\_\_\_ of Friends of the Earth.
- [A] a friend
  - [B] a sponsor
  - [C] the director
  - [D] the spokesman
7. Friends of the Earth deals with the following issues except
- [A] planning policy of the countryside.
  - [B] protection of the rain forests.
  - [C] recycling.
  - [D] use of nuclear energy.
8. Friends of the Earth concentrates most on the rain forests, because
- [A] the rain forests are facing fatal problems.
  - [B] there will be no rain forests in ten years.

- [C] otherwise it will have no other things to do.
- [D] that is why the organization was set up.

9. The rain forests are important in various ways except that
- [A] they can improve quality of environment.
  - [B] they are valuable for biological richness.
  - [C] they can affect world climate.
  - [D] seeing one tree equals to seeing them all as Mr.Regan put it.
10. In essence, the organization's main concern is
- [A] the countries with rain forests.
  - [B] the countries without rain forests.
  - [C] all human beings.
  - [D] the rain forests.

### SECTION C NEWS BROADCAST

*Questions 11 to 12 are based on the first news item. At the end of the first news item, you will be given 30 seconds to answer the two questions.*

*Now listen to the first news item.*

11. What was the report given by the weather station in Chicago?
- [A] Sunny skies.
  - [B] Cloudiness, but no rain.
  - [C] Light showers.
  - [D] Thunder storms.
12. What did the forecast indicate that the weather for the weekend would be?
- [A] Rainy and mild.
  - [B] Rainy and cold.
  - [C] Sunny and mild.
  - [D] Cloudy and cold.

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

13. How many women were involved in the survey?

- [A] 1050
- [B] 1551
- [C] 1501
- [D] 5101

14. When asked of their opinion on test-tube method, by the magazine *Parents*,
- [A] 24% American women approved.
  - [B] 52% American women disapproved.
  - [C] 24% American women were not sure.
  - [D] 52% American women gave no response.
15. The world's first test-tube baby was called
- [A] Louisa Bird
  - [B] Louisa Brown
  - [C] Lora Brown
  - [D] Louise Brown.

## 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 it is important that you yourself can understand them because you will need the information to complete a gap-filling task on a separate answer sheet after **PART II: PROOFREADING AND ERROR CORRECTION**. Use the blank paper provided for note-taking.*

### PART II PROOFREADING AND ERROR CORRECTION [20 MIN.]

*Proofread the given passage on **ANSWER SHEET ONE** as instructed.*

### PART III READING COMPREHENSION [40 MIN.]

#### SECTION A READING COMPREHENSION [30 MIN.]

*In this section there are six passages followed by a total of twenty multiple-choice questions. Read the passages and then mark your answers in your **ANSWER BOOKLET**.*



## Text A

To produce the upheaval in the United States that changed and modernized the domain of higher education from the mid-1860s, three primary causes interacted. The emergency of a half-dozen leaders in education provided the personal force that was needed. Moreover, an outcry for a fresher, more practical, and more advanced kind of instruction arose among the alumni and friends of nearly all of the old colleges and grew into a movement that overrode all conservative opposition. The aggressive "Young Yale" movement appeared, demanding partial alumni control, a more liberal spirit, and a broader course of study. The graduate new enterprise. Education was pushing toward higher standards in the East by throwing off church leadership everywhere, and in the West by finding a wider range of studies and a new sense of public duty.

The old-style classical education received its most crushing blow in the citadel of Harvard College, where Dr. Charles Eliot, a young captain of thirty-five, son of a former treasurer of Harvard, led the progressive forces. Five revolutionary advances were made during the first years of Dr. Eliot's administration. They were the elevation and amplification of entrance requirements, the enlargement of the curriculum and the development of the electric system, the recognition of graduate study in the liberal arts, the raising of professional training in law, medicine, and engineering to a postgraduate level, and the fostering of greater maturity in students life. Standards of admission were sharply advanced in 1872-1873 and 1876-1877. By the appointment of a dean to take charge of students affairs, and a wise handling of discipline, the undergraduates were led to regard themselves more as young gentlemen and less as young animals. One new course of study after another was opened up — science, music, the history of the fine arts, advanced Spanish, political economy, physics, classical philology, and international law.

16. Which of the following is the author's main purpose in the passage?
- [A] To explain the history of Harvard College.
  - [B] To criticize the conditions of United States universities in the nineteenth century
  - [C] To describe innovations in United States higher education in the latter 1800s.
  - [D] To compare Harvard with Yale before the turn of the century.
17. According to the passage, the changes in higher education during the latter part

of 1800s were the result of \_\_\_\_\_.

- [A] plans developed by conservatives and church leaders
- [B] efforts of interested individuals to redefine the educational system
- [C] the demands of social organizations seeking financial relief
- [D] rallies held by westerners wanting to compete with eastern schools

18. According to the passage, Harvard College was in need of more \_\_\_\_\_.

- [A] students
- [B] money
- [C] land
- [D] clergy

19. According to the passage, which of the following can be inferred about Harvard College before progressive changes occurred?

- [A] Admission standards were lower.
- [B] Students were younger.
- [C] Class ended earlier.
- [D] Courses were more practical.

## Text B

As many as one thousand years ago in the Southwest, the Hopi and Zuni tribes of North America were building with adobe—sun-baked brick plastered with mud. Their homes looked remarkably like modern apartment houses. Some were four stories high and contained quarters for perhaps a thousand people, along with storerooms for grain and other goods. These buildings were usually put up against cliffs, both to make construction easier and for defense against enemies. They were really villages in themselves, as later Spanish explorers must have realized since they called them "pueblos", which is Spanish for town.

The people of the pueblos raised what are called "the three sisters" — corns, beans, and squash. They made excellent pottery and wove marvelous baskets, some so fine that they could hold water. The Southwest has always been a dry country, which water scare. The Hopi and Zuni brought water from streams to their fields and gardens through irrigation ditches. Water was so important that it played a major role in their religion. They developed elaborate ceremonies and religious rituals to bring rain.

The way of life of less-settled groups was simpler and strongly influenced by

nature. Small tribes such as the Shoshone and Ute wandered the dry and mountainous lands between the Rocky Mountains and the Pacific Ocean. They gathered seeds and hunted small animals such as rabbits and snakes. In the Far North the ancestors of today's Inuit hunted seals, walruses, and the great whales. They lived right on the frozen seas in shelters called igloos built of blocks of packed snow. When summer came, they fished for salmon and hunted the lordly caribou.

The Cheyenne, Pawnee, and Sioux tribes, known as the Plains Indians, lived on the grassland between the Rocky Mountains and the Mississippi River. They hunted the bison, commonly called the buffalo. Its meat was the chief food of these tribes, and its hide was used to make their clothing and the covering of their tents and tepees.

20. Which of the following is the best title for the passage?
- [A] Building with Adobe.
  - [B] One Thousand Years of Hunting.
  - [C] The Hopi and Zuni Tribes.
  - [D] Early North American Societies.
21. It can be inferred from the passage that the dwelling of the Hopi and Zuni were \_\_\_\_\_.
- [A] very small
  - [B] highly advanced
  - [C] conveniently located
  - [D] extremely fragile
22. Which of the following animals was most important to the Plains Indians?
- [A] The salmon.
  - [B] The caribou.
  - [C] The seal.
  - [D] The buffalo.
23. According to the passage, which of the following tribes lived in the grassland?
- [A] The Shoshone and Ute.
  - [B] The Cheyenne and Sioux.
  - [C] The Hopi and Zuni.
  - [D] The Pawnee and Inuit.

Text C

I have a phenomenal memory for faces. There is no doubt about that. The only snag is that I can never remember the names that go with them. Why, only the other day, I raised my hat to one fellow, quite distinguished-looking he was, and I thought: 'my bank manager...my brother?' I had to go and ask him. 'I'm Rankin, your next-door neighbour, Mr Peabody,' he said, rather acidly. It was through my awful memory for names that something unpleasant befell me not too long ago.

It was a Friday evening and I was in the train on my way home. It was not my regular train, for I had been kept late at work, and when we got to Ruislip, three stops before mine, there were only two of us in the compartment. I could tell straight away that he was an Uxbridge man. I'm an Uxbridge man, and I had definitely seen this fellow's face there. But his name completely eluded me. It was most irritating. Who the devil was he? I thought he might be one of the newcomers to the pretty little estate recently completed near to where I live.

I am not a diffident person, so I began to talk in a very chatty manner. He was somewhat uncommunicative, and certainly gave nothing away. I was utterly stumped. I could see that he was rather worn out, as if he had had a hard day, and I put his reluctance to talk down to this.

'Is this your regular train?' I asked, hopefully. It usually works in my experience. 'Not as a rule,' he said. That was all. Well, that certainly told me a lot. I was getting nowhere. I started to complain about the railways, then the hooliganism at football matches, inflation and a host of other topics. He condescended to say 'yes' or 'no' not and then. Even my comments on the weather had no effect. I told him quite a lot about my self, how my ship had come home that day (a friend had repaid a loan of 200 pounds—in cash, too), and sundry other details. He showed a flicker of interest, nothing more. I thought what a frightful bore this fellow must be, and in the end I gave up. I opened my paper, and when next I glanced at him, he had fallen asleep.

As we were coming into Uxbridge, he was still snoozing. Now I'm not a spiteful fellow, so I gave him a pat. 'Uxbridge, old chap.' 'Thanks,' he said with a smile. Outside the station it was pelting with rain and the wind was blowing hard. It was freezing cold, too.

'Listen,' I said to him, 'why don't I give you a lift home if you live on the new estate?' 'I'd appreciate that very much,' he replied. I fetched my car from the parking lot and he got in with 'Many thanks.' He said no more till we were well across the heath. Then, all of a sudden, he turned to me and said, 'Okay. Pull up here.' 'Here?' I queried. There was not a house in sight, and the weather was shocking. Anyway, I pulled up. The only thing I could remember after that was something thumping down hard on my head. I passed out. When I came to, I was sprawled in the ditch, soaked to

the skin, my head pounding, my car gone and my pockets empty.

I staggered off and eventually tumbled into the police-station to make a report. There was light shining on the station wall and there, lit up, was a picture of my assailant. I had walked past it for the last seven days. I knew, I had seen the face before. He was wanted by the police for armed robbery. I thanked my lucky stars it was not for murder. I looked at the name underneath the face, the face I will never forget. It was—er—it was—oh, bother! I can never remember names.

24. Mr. Rankin spoke to Mr. Peabody rather acidly because \_\_\_\_.
- [A] Mr. Rankin did not care to be considered a broker
  - [B] one would expect Mr. Peabody to know his next-door neighbour
  - [C] Mr. Peabody had no memory for faces
  - [D] that was how he normally spoke
25. There were only two people in the compartment because \_\_\_\_.
- [A] everyone else had left the train
  - [B] it was a Friday evening
  - [C] it was long past the rush hour
  - [D] they were both going to Uxbridge
26. The man Mr. Peabody spoke to \_\_\_\_.
- [A] wore old clothes
  - [B] had been working all day
  - [C] lived on new estate in Uxbridge
  - [D] did not originally intend robbing him
27. Mr. Peabody should first have suspected the stranger when \_\_\_\_.
- [A] he fell asleep just before Uxbridge
  - [B] he asked Mr. Peabody all about the 200 pounds
  - [C] he asked Mr. Peabody to stop the car in the middle of nowhere
  - [D] Mr. Peabody saw his picture on reporting the robbery

#### Text D

There were two widely divergent influences on the early development of statistical methods. Statistics had a mother who was dedicated to keeping orderly records of governmental units (states and statistics come from the same Latin root, status) and a

gentlemanly gambling father who relied on mathematics to increase his skill at playing the odds in games of chance. The influence of the mother on the offspring, statistics, is represented by counting, measuring, describing, tabulating, ordering, and the taking of censuses — all of which led to modern descriptive statistics. From the influence of the father came modern inferential statistics, which is based squarely on theories of probability.

Descriptive statistics involves tabulating, depicting, and describing collections of data. These data may be either quantitative, such as measures of height, intelligence, or grade level — variables that are characterized by an underlying continuum — or the data may represent qualitative variables, such as sex, college major, or personality type. Large masses of data must generally undergo a process of summarization or reduction before they are comprehensible. Descriptive statistics is a tool for describing or summarizing or reducing to comprehensible form the properties of an otherwise unwieldy mass of data.

Inferential statistics is a formalized body of methods for solving another class of problems that present great difficulties for the unaided human mind. This general class problems characteristically involves attempts to make predictions using a sample of observations. For example, a school superintendent wishes to determine the proportion of children in a large school system who come to school without breakfast have been vaccinated for flu, or whatever. Having a little knowledge of statistics, the superintendent would know that it is unnecessary and inefficient to question each child; the proportion for the entire district could be estimated fairly accurately from a sample of as few as 100 children. Thus, the purpose of inferential statistics is to predict or estimate characteristics of a population from a knowledge of the characteristics of only a sample of the population.

28. With what is the passage mainly concerned?
- [A] The drawbacks of descriptive and inferential statistics.
  - [B] Applications of inferential statistics.
  - [C] The development and use of statistics.
  - [D] How to use descriptive statistics.
29. Why does the author mention the "mother" and "father" in the first paragraph?
- [A] To point out that parents can teach their children statistics.
  - [B] To introduce inferential statistics.
  - [C] To explain that there are different kinds of variables.
  - [D] To present the background of statistics in a humorous and understandable way.

30. Which of the following statements about descriptive statistics is best supported by the passage?
- [A] It simplifies unwieldily masses of data.
  - [B] It leads to increased variability.
  - [C] It solves all numerical problems.
  - [D] It changes qualitative variables to quantitative variables.
31. According to the passage, what is the purpose of examining a sample of a population?
- [A] To compare different groups.
  - [B] To predict characteristics of the entire population.
  - [C] To consider all the quantitative variables.
  - [D] To tabulate collections of the data.

### Text E

When some nineteenth-century New Yorkers said "Harlem," they meant almost all of Manhattan above Eighty-sixth Street. Towards the end of the century, however, a group of citizens in upper Manhattan—wanting, perhaps, to shape a closer and more precise sense of community—designated a section that they wished to have known as Harlem. The chosen area was the Harlem to which Blacks were moving in the first decades of the new century as they left their old settlements on the middle and lower blocks of the West Side.

As the community became predominantly Black, the very word "Harlem" seemed to lose its old meaning. At times, it was easy to forget that "Harlem" was originally the Dutch name "Harlem"; that the community it described had been founded by people from Holland; and that for most of its three centuries—it was first settled in the sixteen hundreds—it had been occupied by White New Yorkers. "Harlem" became synonymous with Black life and Black style in Manhattan. Blacks living there used the words as though they had coined it themselves—not only to designate their area of residence but to express their sense of the various qualities of its life and atmosphere. As the years passed, "Harlem" assumed an even larger meaning. In the words of Adam Clayton Powell, Sr., the pastor of the Abyssinian Baptist Church, Harlem "became the symbol of liberty and the Promised Land to Negroes everywhere."

By 1919 Harlem's population had grown by several thousand. It had received its

share of wartime migration from the South, the Caribbean, and parts of colonial Africa. Some of the new arrivals merely lived in Harlem: it was New York they had come to, looking for jobs and for all other legendary opportunities of life in the city. To others who migrate to Harlem, New York was merely the city in which they found themselves: Harlem was exactly where they wished to be.

32. Which of the following areas is NOT mentioned in the passage as a source of Black migration to Harlem?
- [A] The Caribbean.
  - [B] Holland.
  - [C] Lower Manhattan.
  - [D] The southern part of the United States.
33. The paragraph following the passage most probably discusses \_\_\_\_.
- [A] Harlem in more recent years
  - [B] the Dutch influence on lower Manhattan
  - [C] the architectural style of Manhattan
  - [D] job opportunities in New York today

### Text F

When a young short-toed treecreeper hatches from the egg, it is naked, blind, and helpless. At birth it weighs 0.8 gram. Its manifestations of life are wholly out of tune with its quest to achieve a weight of 8 to 9 grams as quickly as possible, the latter being the weight of an adult treecreeper. To achieve this end the fledgling must eat, and it must also be warmer than its environment. It gets food from its parents, but warmth from its mother alone. In all this the youngster does not do much of an active nature. On the first day it often stretches out of its own accord, raising its neck high and opening its beak. It also responds to the feeding calls of its parents, which are uttered only if the chick does not open up. During the first few days, the chick cannot see, but it can induce the parents to provide feedings by emitting a begging call.

Haartman (1953) took six of seven young pied flycatchers (relatives of the treecreeper) out of their nest. Since there was now only one chick in the nest, the parents were not as quick to provide frequent feedings. The other six chicks, now hungry, were then brought near the nest so that their parents could hear all seven though they could see only one. At once the rate of attempted feedings doubled. The one chick in the nest could not handle this glut of food naturally; so the parents ended



up eating some of it themselves.

34. According to the passage, which of the following is most important in satisfying the baby treecreeper's need for warmth?
- [A] The materials in the nest.
  - [B] The mother bird.
  - [C] The father bird.
  - [D] The baby bird's siblings.
35. It can be inferred from the passage that the purpose of Haartman's experiment was to \_\_\_\_.
- [A] study food deprivation in young birds
  - [B] determine what makes birds select a nesting site
  - [C] observe what stimulates parent birds to feed their young
  - [D] test the eyesight of adult birds