

Model Test Eight

Section 1 Listening Comprehension

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section. Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

If you have any questions, you may raise your hand NOW as you will not be allowed to speak once the test has started.

Now look at Part A in your test booklet.

Part A

Directions:

You will hear a conversation. Listen to it and fill out the table with the information you've heard for questions 1~5. Some of the information has been given to you in the table. Write **only 1 word** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Voice-Operated Phones
Instructions for use:
1. You pick up the _____.
2. You push a _____ and speak into the phone.
3. The phone shows up what you're said on a _____.
4. If the display's correct you release the _____.
5. The phone proceeds to _____ your number.

Part B

Directions:

You will hear a dialogue. Answer questions 6~10 while you listen. Use **not more than 3 words** for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and the questions below. (5 points)

6. What are these people concerned about? _____.
7. How many books do they have to buy? _____.
8. What does the woman think of these books? _____.
9. How do these people plan to solve their problem about the books? _____.
10. What does the man think of the woman's idea? _____.

Part C

Directions:

You will hear three pieces of recorded material. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece **once only**. (10 points)

Questions 11~13 are based on the following talk introducing Winston Churchill. You now have 15 seconds to read questions 11~13.

11. When did Churchill become the Prime Minister of England?
[A] In 1939. [B] One year after the Germans attacked Poland.
[C] After France fell. [D] In 1900.
12. From which country did the Germans plan to invade Britain?
[A] Poland. [B] France. [C] Germany. [D] Holland.
13. What did Churchill want to do when the British had not enough rifles to go round?
[A] To surrender. [B] To beg for help.
[C] To make terms of peace. [D] To fight on.

You now have 30 seconds to check your answers to Questions 11~13.

Questions 14~16 are based on the following recorded material. You now have 15 seconds to read questions 14~16.

14. How many substitutes for prison are discussed in the passage?

[A] One. [B] Two. [C] Three. [D] Four.

15. What is one of the purposes of probation?
- [A] To punish the offender.
 - [B] To protect the general public.
 - [C] To help offenders not to repeat their crimes.
 - [D] To help offenders avoid other criminals.

16. What is one of the duties of a parole officer?
- [A] To reduce the number of people in prison.
 - [B] To decide who may be paroled.
 - [C] To help a person on parole set up a normal life.
 - [D] To visit offenders in prison.

You now have 30 seconds to check your answers to Questions 14~16.

Questions 17~20 are based on a conversation between a man and a woman about thoughts on next year. You now have 20 seconds to read questions 17~20.

17. What can we learn about the man from the beginning of the conversation?
- [A] He is out of work now. [B] He is worried about unemployment.
 - [C] He is planning on next year. [D] He is thinking of further education.
18. Which of the following is not suggested by the woman?
- [A] Staying on at school. [B] Getting extra qualifications.
 - [C] Repeating subjects in which the man received a low grade.
 - [D] Going to the job market to find a job.
19. What is the advantage of going to adult education college according to the woman?
- [A] Having a wider range of subjects. [B] Getting to know teachers.
 - [C] Getting used to the teachers' methods. [D] Making new friends.
20. What kind of training is more practical?
- [A] School. [B] Further adult education college.
 - [C] The Youth Training Scheme. [D] Night school.

You now have 40 seconds to check your answers to Questions 17~20.

You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

This is the end of Listening Comprehension.

Section II Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

The International Food and Culture Night is an annual event 21 campus to promote understanding of cultural 22 among students. On the night, the campus is 23 to the general public. All international student associations are encouraged to 24 a display of their own culture, sell their ethnic food and show their national 25 arts in various forms. I learned from my friends that 26 the past few years, only few Chinese students participated in this event on the individual basis. The Chinese Scholars and Students Association (CSSA) 27 enough attention to the event and seldom got its members 28 for such activities. Many Chinese students that I knew complained 29 lack of representation of China 30 this particular night. When I joined CSSA and was made its new president, I promised I 31 change the situation.

My chance came when the 1998 International Food and Culture Night 32.

To make a food display of the long-standing and 33 Chinese culture, first of all I 34 the educational section of our Chicago consulate and asked them for help. Soon I received what they sent us: A box of traditional Chinese 35, big posters of landscapes across the country and many other things. 36, they also gave us a huge national flag. Besides, students themselves 37 a large collection of small artistic or cultural items to put on the display.

I 38 about filling the food booth. There were plenty good cooks among us Chinese students. As soon as I sent out an e-mail message through our network, I received 39 responses almost immediately. All I had to do was to 40 them so that there would be a variety of dishes and different local specialties.

- | | |
|-------------------|----------------|
| 21. [A] in | [B] on |
| [C] on the | [D] at |
| 22. [A] diversion | [B] division |
| [C] diversity | [D] diverge |
| 23. [A] opposite | [B] open |
| [C] next | [D] close |
| 24. [A] put on | [B] put out |
| [C] put off | [D] put in |
| 25. [A] performed | [B] performing |
| [C] perform | [D] performs |
| 26. [A] at | [B] on |
| [C] by | [D] in |

- | | |
|---------------------------|---------------------------|
| 27. [A] failed paying | [B] failed to paying |
| [C] failed to pay | [D] failed in paying |
| 28. [A] organize | [B] organized |
| [C] organizing | [D] to organize |
| 29. [A] about | [B] off |
| [C] on | [D] for |
| 30. [A] at | [B] in |
| [C] on | [D] by |
| 31. [A] will | [B] should |
| [C] could | [D] would |
| 32. [A] appreciated | [B] appeared |
| [C] resumed | [D] approached |
| 33. [A] well-preserved | [B] well-established |
| [C] well-founded | [D] well-intentioned |
| 34. [A] contacted | [B] contracted |
| [C] contrasted | [D] contested |
| 35. [A] handicap | [B] handicraft |
| [C] hovercraft | [D] aerocraft |
| 36. [A] On the other hand | [B] On the contrary |
| [C] Generally speaking | [D] Most important of all |
| 37. [A] attributed | [B] distributed |
| [C] contributed | [D] contracted |
| 38. [A] am never worrying | [B] never worried |
| [C] never worry | [D] would never worry |
| 39. [A] negative | [B] positive |
| [C] unfavourable | [D] cold |
| 40. [A] coordinate | [B] cooperate |
| [C] contemplate | [D] speculate |

Section III Reading Comprehension

Part A

Directions:

Read the following texts. Answer the questions below each text by choosing A,B,C or D.
Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

The high-minded man is not quick to run into petty dangers, and indeed does not love

danger, since there are few things that he much values; but he is ready to incur a great danger, and whenever he does so is unsparing of his life, as a thing that is not worth keeping at all costs.

It is his nature to confer benefits, but he is ashamed to receive them; for the former is the part of a superior, the latter of an inferior. And when he has received a benefit, he is apt to confer a greater in return; for thus his creditor will become his debtor and be in the position of a recipient of his favour.

...

It is characteristic of the high-minded man, again never or reluctantly to ask favours, but to be ready to confer them, and to be lofty in his behaviour to those who are high in station and favoured by fortune, but affable to those of the middle ranks; for it is a difficult thing and a dignified thing to assert superiority over the former, but easy to assert it over the latter. A haughty demeanour in dealing with the great is quite consistent with good breeding, but in dealing with those of low estate is brutal, like showing off one's strength upon a cripple.

Another of his characteristics is not to rush in wherever honour is to be won, nor to go where others take the lead, but to hold aloof and to shun an enterprise, except when great honour is to be gained, or a great work to be done — not to do many things, but great things and notable.

Again, he must be open in his hate and in his love; for concealment shows fear.

He must care for truth more than for what men will think of him, and speak and act openly; he will not hesitate to say all that he thinks, as he looks down upon mankind. So he will speak the truth, except when he speaks ironically; and irony he will employ in speaking to the generality of men.

Another of his characteristics is that he cannot fashion his life to suit another, except he be a friend, for that is servile; And so all flatterers or hangers on of great men are of a slavish nature and men of low natures become flatterers.

41. Once he incurs a great danger, the high-minded man

- [A] disregards his own safety. [B] gives up his own life.
[C] saves his own life at all costs. [D] fights to protect inferiors.

42. The high-minded man doesn't like to receive benefits

- [A] and neither does he like to confer them.
[B] and he doesn't like to confer them either.
[C] but he likes to confer them.
[D] because he wants to be a creditor.

43. According to the author, the high-minded man

- [A] will never gain honour whether it is great or small.

[B] is sure to rush in wherever great honour is to be gained.

[C] tries every means to win honour regardless of what will happen afterwards.

[D] looks down upon honour however great it is.

44. According to the passage, the high-minded man must

[A] be clear about what to love and what to hate.

[B] have his love and his hate known to all.

[C] keep his love and his hate open.

[D] be serious about his love and his hate.

45. As used in the last paragraph, the word "servile" means

[A] serving mankind too faithfully.

[B] helping the poor wholeheartedly.

[C] flattering one's boss shamelessly.

[D] behaving like a slave.

Text 2

Here I want to try to give you an answer to the question: What personal qualities are desirable in a teacher? Probably no two people would draw up exactly similar lists, but I think the following would be generally accepted.

First, the teacher's personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or even ugly, because many such have great personal charm. But it does rule out such types as the over-excitable, melancholy, frigid, sarcastic, cynical, frustrated, and over-bearing: I would say too, that it excludes all of dull or purely negative personality. I still stick to what I said in my earlier book; that school children probably "suffer more from bores than from hrutes."

Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy — in the literal meaning of that word; a capacity to tune in to the minds and feelings of other people, especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this is the capacity to be tolerant—not, indeed, of what is wrong, but of the frailty and immaturity of human nature which induce people, and again especially children, to make mistakes.

Thirdly, I hold it essential for a teacher to be both intellectually and morally honest. This does not mean being a plaster saint. It means that he will be aware of his intellectual strengths, and limitations, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in my going on to say that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act — to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A teacher must remain mentally alert. He will not get into the profession if of low intelligence, but it is all too easy, even for people of above-average intelligence, to stagnate

intellectually — and that means to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however improbable (they happen!) and able to improvise, if necessary at less than a moment's notice.

46. In this passage, the author focuses on

- [A] what technique of teaching a teacher should use.
- [B] what personal qualities a teacher should have.
- [C] what a teacher should be capable of.
- [D] what lesson a teacher should teach.

47. Which of the following is true according to the passage?

- [A] Those who are physically plain, or even ugly have great personal charm.
- [B] Those who have great personal charm are physically plain, or even ugly.
- [C] Many of those who are physically plain, or even ugly have great personal charm.
- [D] Few of those who have great personal charm are physically plain, or even ugly.

48. It can be inferred from the passage that _____ leads to bores.

- [A] pleasant and attractive personality
- [B] dull or purely negative personality
- [C] the frailty and immaturity of human nature
- [D] low intelligence

49. The passage implies all of the following statements except that

- [A] it is desirable for a teacher to have pleasing and attractive personality.
- [B] it is essential as well as desirable for a teacher to have a genuine capacity for sympathy.
- [C] it is essential for a teacher to be both intellectually and morally honest.
- [D] it is necessary for a teacher to have dull or purely negative personality.

50. In paragraph 4, the author assumes that a teacher

- [A] is an actor in class.
- [B] gives performance in class.
- [C] is something of an actor.
- [D] is a teacher and an actor.

Text 3

Larry Ellison is far from a run-of-the mill businessman. Oracle is the world's leading supplier of software for information management and the world's second largest independent software company, boasting revenues of more than \$9.7 billion. The huge success of the company makes Ellison one of the richest people in America. His drive, character and success motivated author Mike Wilson to write Ellison's biography entitled *The Difference Between God and Larry Ellison*. If you would like to uncover the details of Ellison's life, nasty to nice, the book is brutally straightforward regarding the man commonly referred to as the Other Software Billionaire.

Ellison is living proof that business is not something learned through academic textbooks, but rather an innate gift. A college dropout, Ellison is renowned for his impeccable business sense, drive and ambition. It's no surprise that in order to achieve Ellison's success, one must take huge risks and learn from mistakes made along the way. Was Ellison a risk taker?

Well what would you call someone that promises products with features that don't even exist, only to go back to developers and demand that they deliver these forth-coming products? What about hiring staff that are not qualified for their positions — so unskilled, in fact, that they required manuals when chosen for their respective positions? Ellison deserves credit for that one as well.

Ellison also demanded at least 100 percent growth in sales of his company's software, a near impossible feat for a company that already boasts \$100 to \$500 million in sales. It would have been impossible for Oracle and Ellison, if it wasn't for some dodgy sales practices. This may be considered one of Ellison's mistakes as it negatively affected Oracle's business reputation. Although Ellison's high demands led to a highly stressful work environment, it also led to high productivity and Oracle's present success.

Oracle underwent some changes before becoming the multibillion-dollar corporation it is today. When first founded by Ellison, it was known as Software Development Laboratories and then reincarnated into Relational Technologies until it finally took on the name it is known as today: Oracle.

Larry Ellison presently sits on the board of Apple Computer (a company he once dreamed of taking over along with Steve Jobs) and the Dian Fossey Gorilla Fund, while the many honors and awards he received include Entrepreneur of the Year from the Harvard School of Business.

As well as a billionaire, Ellison is also believed to be quite a multi-faceted character: playboy, world champion sailboat racer, sports nut, jet pilot, ruthless businessman, marketing genius, and avant-garde thinker. We weren't kidding when we said he is no ordinary businessman.

Ellison has a secret wish: That he obtains his Russian MiG jet fighter and does a very low (and very loud) swoop by Mr. Gates' residence.

51. By "run-of-the-mill" (in Para. 1), the author means

[A] mysterious. [B] renowned. [C] ordinary. [D] brutal.

52. From the second paragraph we can deduce the conclusion that Larry Ellison

[A] completed his university courses.

[B] trained to be a manager at a college of education.

[C] was educated at a very good school.

[D] discontinued his higher education.

53. In the author's opinion, high productivity and Oracle's present success were attributed to
- [A] Ellison's huge risks. [B] Ellison's dodgy sales practices.
[C] developers' diligence. [D] Ellison's high demands.
54. From the passage we learn that Larry Ellison is now
- [A] an ordinary staff of Apple Computer.
[B] a member of the board of directors of Apple Computer.
[C] an ordinary businessman.
[D] a famous professor who teaches business.
55. In this passage, Ellison is said to be _____ as well as a billionaire.
- [A] quite a perfect gentleman [B] quite a risk taker
[C] quite a versatile mind [D] quite a college dropout

Text 4

It occurred in a blink of an eye — geologically speaking — about 250 million years ago. In the space of a few thousand years, something terrible happened to our planet, something that wiped out 90% of Earth's ocean species and about 70% of those that lived on land.

It was the worst extinction in the history of the earth; scientists call it the Great Dying. It eliminated whole communities of coral reefs, forests of seemingly indestructible insects and the ocean's ubiquitous trilobites, those hard-shelled invertebrates with complex eyes that were never seen on the planet again.

What caused the so-called Permian extinction? Any number of scenarios have been offered, ranging from the explosion of a nearby star to Ice Age cooling and greenhouse warming. None of them were entirely convincing.

Recently a team led by a junior professor from the University of Washington appeared to have finally cracked the puzzle. Writing in the journal *Science*, Luann Becker and her colleagues blame "this mother of all extinctions," as she calls it, on the impact of an asteroid or comet like the one that probably wiped out the dinosaurs 65 million years ago. In each case the damage would have been done not by the explosive collision itself but by the series of global disasters it triggered: furious volcanic eruptions, a rapid heating of the atmosphere and the depletion of life — giving oxygen from the ocean.

On what evidence do Becker and her colleagues base their conclusion? Tiny smoking-guns in the form of soccer-ball-shaped carbon molecules called buckminsterfullerenes, or buckyballs (after Buckminster Fuller, inventor of the geodesic dome). In sites ranging from Hungary to China and Japan, scientists digging in layers of 250-million-year-old rock found scattered huckyballs that had trapped in their cagelike structure traces of extraterrestrial gases — helium and argon in a rare form that scientists know could have been forged only

during star formation.

The scientists can't say exactly where the comet or asteroid struck because the tectonic processes that rearrange the earth's surface have since churned up most of the evidence. But they can estimate its size. It probably measured 4 to 7 miles across — roughly half the size of the island of Manhattan — and it would have slammed into the earth with the force of a magnitude-12 earthquake.

56. According to the author, a blink of an eye refers to
[A] a very short time. [B] the space of a few thousand years.
[C] 250 million years. [D] a geological age.
57. From the passage we know that
[A] any number of scenarios are believed to have caused the so-called Permian extinction.
[B] none of scenarios are believed to have caused the so-called Permian extinction.
[C] greenhouse warming is believed to have caused the so-called Permian extinction.
[D] the explosion of a nearby star is believed to have caused the so-called Permian extinction.
58. Judging from Para. 4, it was impossible that
[A] the atmosphere should have been rapidly heated.
[B] life-giving oxygen from the ocean should have been depleted.
[C] the explosive collision itself should have done the damage.
[D] the series of global disasters triggered by the explosive collision should have done the damage.
59. Which of the following is false according to the passage?
[A] Buckyballs were something found in layers of 250-million-year-old rock.
[B] Buckyballs were something that had trapped in their cagelike structure traces of extraterrestrial gases.
[C] Buckyballs were something that scientists know could have been forged only during star formation.
[D] Buckyballs were something like soccers found in the time dinosaurs were completely wiped out.
60. Which of the following is true according to the passage?
[A] The scientists can't find out exactly where the comet or asteroid struck.
[B] The scientists can't say exactly when the comet or asteroid struck.
[C] The scientists can't figure out exactly how big the comet or asteroid was.
[D] all of the above.

Part B

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (10 points)

61) One reason why immigrants have traditionally come to the United States is to have a better life - that is, to raise their standard of living. For the vast majority of the immigrants who came here, it was probably the most compelling reason for leaving their homeland. Because of its incredibly abundant natural resources, the United States appeared to be a "land of plenty" where millions could come to seek their fortunes. Of course, most immigrants did not "get rich overnight," and many of them suffered terribly, but the majority of them were eventually able to improve upon their former standard of living. 62) Even if they were not able to achieve the economic success they wanted, they could be fairly certain that their children would have the opportunity for a better life. The phrase "going from rags to riches" became a slogan for the great American dream. Because of the vast riches of the North American continent, the dream came true for many of the immigrants. They achieved material success; they became a value to the American people.

63) Placing a high value on material possessions is called "materialism," but this is a word that most Americans find offensive. To say that a person is "materialistic" is an insult. To an American, this means that this person values material possessions above all else. 64) Americans do not like to be called materialistic because they feel that this unfairly accuses them of loving only material things and of having no religious values. In fact, Americans do have other values and ideals. Nevertheless, acquiring and maintaining a large number of material possessions is of very great importance to most Americans.

Probably the main reason is that material wealth is the most widely accepted measure of social status in the United States. Because Americans rejected the European system of hereditary aristocracy and titles of nobility, they had to find a substitute for judging social status. 65) The quality and quantity of an individual's material possessions became the accepted measure of success and social status. Moreover, the American Protestant work ethic associated material success with godliness.

Section IV Writing

66. Directions:

For this part, you are allowed to write a composition on the topic: Make Spring More Beautiful. You should write about 200 words on ANSWER SHEET 2 and you should base your composition on the outline (given in Chinese) below. (20 points)

1. 春天是美丽的。
2. 如今春天不如过去那样美丽了。
3. 我们应该采取措施让春天变得更美丽。

听力录音文字稿

Section 1 Listening Comprehension

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section. Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

If you have any questions, you may raise your hand NOW as you will not be allowed to speak once the test has started.

Now look at Part A in your test booklet.

Part A

Directions:

You will hear a conversation. Listen to it and fill out the table with the information you've heard for questions 1~5. Some of the information has been given to you in the table. Write **only 1 word** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below.

Presenter: Well, the telephone is a fairly common feature of everyday life, and for those of us who use it a lot, dialing, er . . . , out on a push button or on a dial system can wear the fingers out. A small company in Reading has come up with a novel new solution. And here's Margaret Johnson to tell us about it.

Margaret Johnson: We think our phone is quite an innovation. It's operated by the voice alone. This means you don't have to dial numbers or push lots of buttons like Jeremy said. You just pick up the receiver, push a button and speak into the phone. Now, the phone takes in or rather registers what you've said and shows it up on a small display, rather like a calculator. If the display's right you release that button you pushed and the phone proceeds to dial your number. There's a chip inside the phone which recognizes thirty-six words from zero to nine and certain instructions such as "Pause", "Hold", "Dial", "Emergency", "Memory", "Friend", "Fire", that sort of thing. This means you can tell the phone to dial directly, or give it an instruction to find a special number in its memory. Like this, you don't have to remember people's phone numbers or look them up beforehand, because if you program numbers into the phone's memory the phone will do this for you.

Now you will hear the recording again.

That is the end of Part A.

Part B

Directions:

You will hear a dialogue. Answer questions 6~10 while you listen. Use **not more than 3 words** for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and the ques-

tions below.

M: Did you see the list of books for this course?

W: Yes, Dr. Downs said he expects us to get the first five on the list. He is going to discuss them in detail.

M: Are you going to buy them?

W: I don't know. These books are expensive. And I don't have a lot of money on me.

M: How about sharing them with me?

W: Sounds good.

M: Let's do this. I will buy three and you buy two of them.

W: I would rather do it this way: We pay fifty-fifty for the books now. And at the end of the course you can take the books you find more interesting and I will take the ones I like.

M: What if we both like the same books?

W: Come on, we are not going to argue over that. Are we?

M: I was just joking. It's definitely a better idea.

W: Then let's get the books as soon as possible.

Now you will hear the recording again.

That is the end of Part B.

Part C

Directions:

You will hear three pieces of recorded material. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece **once only**.

Questions 11~13 are based on the following talk introducing Winston Churchill. You now have 15 seconds to read questions 11~13.

Winston Churchill was born into an illustrious family. His father was a successful politician. However, as a boy Churchill was considered a dunce in school.

Later he entered the Army and saw action in various countries.

In October 1900, Churchill was elected to Parliament for the first time.

For the next sixty years Churchill's career was more brilliant and stormy than his fathers' had been.

In 1939, Germany attacked Poland. Churchill who was then the First Lord of the Admiralty prepared the Fleet for battle. In 1940 he became the Prime Minister of England.

France fell. The Germans crushed Western Europe. Britain was on the brink of complete defeat. Was it not possible to ask for peace, and make terms with Hitler?

Churchill spoke: "I have nothing to offer but blood, toil, tears and sweat... You ask what is our policy? I will tell you, it is to wage war, by sea, by land and by air, with all our might and with all the strength that God can give us. You ask what is our aim? I can answer in one word: Victory."

The Germans began massing their armies on the French coast and prepared to invade Britain. The British had not enough rifles to go round. Churchill gave the answer. "We shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing-grounds, we shall fight in the fields and in the streets, we shall fight in the hills, we shall never surrender."

His words rallied the nation. By his courage, hard work and faith, Churchill inspired his people and heartened his allies.

Victory finally came when the Germans were defeated at the end of World War Two.

Churchill died in 1965 and was given a State Funeral. This was a fitting tribute to one of the greatest men the world had ever seen.

You now have 30 seconds to check your answers to Questions 11~13.

Questions 14~16 are based on the following recorded material. You now have 15 seconds to read questions 14~16.

Probation offers another way to avoid a jail sentence. One person is given a suspended sentence and is set free. The purposes of probation are to allow those who can to remain in normal society and to help them not to repeat their crimes. The decision as to who should be placed on probation and who should go behind bars is up to the judge.

Parole, which allows people in prison to finish their terms in the outside world, is another way of reducing the number of inmates in our prisons. But again, unless something is done to help the person on parole, there is a good chance that he will wind up back in prison. In the past, a parole officer used to keep in touch with the person on parole and tried to help him set up a normal life. Recent studies have found, however, that parole officers themselves need help. There are just not enough of them to go around. One system that might be an effective remedy for this problem seems to be the halfway house.

Halfway houses offer job — and personal — counseling services for parolees. Society has no control over ex-convicts who are released when their jail terms are up. While a person is on parole, however, authorities at halfway houses can keep very close contact with parolees and help with problems of returning to normal life.

You now have 30 seconds to check your answers to Questions 14~16.

Questions 17~20 are based on a conversation between a man and a woman about thoughts on next year. You now have 20 seconds to read questions 17~20.

W: And what about you, John? Any thoughts on next year?

M: Not really. It looks like unemployment, though. I'm getting rather depressed about it.

W: Well, don't give up on other things yet. It might be better for you to stay on at school, you know. I know the job market is very difficult at the moment. If you stay on at school, you could build up some extra qualifications which may help you later. You know, when the job market is very difficult, it's always useful to have those few extra qualifications. You could always repeat subjects where you've got a low grade. Or you might find that some other subjects interest you.

M: Couldn't I go to an adult education college?

W: Umm. That's also a possibility. The range of subjects there is much wider than at school. You might find more things there to interest you. On the other hand it's a completely new start — you know, getting to know teachers and their methods, making new friends and so on. It could be better or it could be worse! It depends very much on how you feel.

M: Yeah, I see what you mean. OK, and what are these Youth Training Schemes everyone's talking about?

W: Well. They're training courses which are very practical. They're run by the Government and you can find them in many different places. They also cover many different types of training. You even get paid something while you're doing them.

M: But it doesn't guarantee me a job, right?

W: No, that's true, but it may help.

M: OK. So, school, adult education college and the Youth Training Scheme. Hmm. Can I see some more details?

W: Yes, of course. Here are some leaflets. Why don't you look at them and come back when you've thought about it?

You now have 40 seconds to check your answers to Questions 17~20.

You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

That is the end of Listening Comprehension.

参考答案

Section I Listening Comprehension

Part A

1. receiver 2. burton 3. display 4. button 5. dial

Part B

6. getting the books 7. five 8. expensive 9. To share them 10. A better idea

Part C

11. B 12. B 13. D 14. C 15. C 16. C 17. B 18. D 19. A 20. C

Section II Use of English

21. B 22. C 23. B 24. A 25. B 26. D 27. C 28. B 29. A 30. C
31. D 32. D 33. B 34. A 35. B 36. D 37. C 38. B 39. B 40. A

Section III Reading Comprehension

Part A

41. A 42. C 43. B 44. B 45. D 46. B 47. C 48. B 49. D 50. C
51. C 52. D 53. D 54. B 55. C 56. B 57. B 58. C 59. D 60. A

Part B

61. 从传统上讲,移民来到美国的一个原因是要过上较好的生活,即提高他们的生活水平。
62. 即使他们不能取得他们所向往的经济上的成功,他们也相当确信,他们的孩子有机会过上较好的生活。
63. 把物质财产看得很重被称之为物质主义,但这是大多数美国人感到很讨厌的一个词。
64. 美国人不喜欢被说成是物质主义的,因为他们感到这不公平地指责了他们只爱物质的东西而没有宗教价值观。
65. 个人的物质财产的质量和数量成了衡量成功和社会地位的公认尺度。

Section IV Writing

66.

Make Spring More Beautiful

Spring is the first season of the year. It is a very beautiful season when the weather is getting warmer and warmer; when trees and grass are turning green; when flowers are in blossom; and when everything in the universe is being resurrected.

Today's spring, however, isn't as beautiful as it used to be. As industry develops, more and more industrial wastes have been dumped into rivers, lakes and seas, which were once clean but have become dirty now. Black smoke from factory chimneys are puffed into the sky day and night. The sky is no longer blue but grey and the air we breathe is becoming harmful to our health. With such a bad environment, it is impossible for us to have a beautiful spring.

We must take steps to protect the environment for ourselves and our descendents. We must educate our people to realize the importance of environmental conservation. Enterprises, individuals and our government must make great efforts to control pollution. We must do something before hoping that spring should once again be a beautiful season.