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上海外国语大学海冰 主审



# 英语专业八级 全真题详解

*Official Test Papers & Analyses*

丛书总编/陈开顺 丛书策划/茅风华

外语专业教学与测试研究中心 编写

主编 ◎ 茅风华

- 历年典型全真试卷 —— 解析权威
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茅风华 主编

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英语专业四级和八级考试每年举行一次，由国家教育部下属的英语专业教学指导委员会组织实施，考试合格者由国家教育部颁发统一的水平证书，因而具有相当高的权威性，其中八级证书更是代表我国英语技能教育的最高水平。

近年来，随着改革开放的逐步深入，代表我国英语最高水平的英语专业教育也在稳步发展，具体表现为规模不断扩大、层次逐步齐全、教学质量不断提高、测试更加规范化。国家教育部在全国范围内组织的四级和八级考试由过去的鲜为局外人所知，变成现在的考生人数迅猛增加，并开始向社会开放。越来越多的人注意到专业英语四、八级证书的含金量，越来越多的学生想要通过四、八级考试。

为了满足考生提高英语水平、备考四级和八级的需要，我们组织了南京国际关系学院一批具有丰富教学经验的英语专业教师编写了这套《英语专业等级考试轻松应试系列丛书》。南京国际关系学院从1990年英语专业教学指导委员会开展英语专业四级和八级考试试点和正式考试以来，每年都组织大批师生备考参考，在15年间屡获佳绩，已指导了上万考生顺利过级，通过率在全国各英语专业院校中名列前茅，取得了丰富的教学和应试经验。在此基础上，我们调集了学院中对专业四、八级考试研究最深刻的师资力量，既有多年战斗在教学与研究前沿的资深教授、博导，也有近年来参与到英语专业教学行列的中青年骨干教师，组成了强大的《丛书》编撰阵容。在编写过程中我们总结整理了专业四、八级考试多年的研究结果，还广泛听取了往届和应届考生们的意见和建议，使这套《丛书》成为了教学经验的结晶。

这套丛书的编写参照了国家教育部高等院校外语专业教学指导委员会所制定的《高等学校英语专业英语教学大纲》和《高等学校英语专业英语考试大纲》，尤其是国家教育部于2004年颁布的新的考试大纲。

新的考试大纲对英语专业四、八级考试的内容和要求都作了修改和调整，主要体现在以下五个方面：第一，大纲重视听、说、读、写、译等英语基本技能和词汇、句法、语篇这三个层次的基本知识，根据新的形势适当增加了考题的难度。第二，突出了专业特征，在试题中增加了人文知识一项内容，以反映英语专业大学教育对英语知识之外的社会文化知识的要求。第三，为反映综合应用能力，简化了部分考试项目，如将阅读部分的速读融合到阅读理解之中，不再单独测试。第四，为缩短考试时间、减少试题篇幅和简化考试程序，简化了试题的编排，削减了听力理解部分的长度，减少了阅读量，缩短了听力、阅读和写作的时间。第五，对试题各部分的顺序作了部分调整。以上五个方面的变化在丛书中都得到体现，如果利用丛书进行认真学习和练习，不但能提高英语水平，而且有助于通过四级和八级考试。

《英语专业等级考试轻松应试系列丛书》包括专业四级和专业八级两个部分，专业四级部分现有以下分册：1.《英语专业四级作文与便条写作》，祝良主编，陆丹云参编；2.《英语专业四级听写与听力理解》，庆学先主编；3.《英语专业四级阅读理解》，史正永主编，陈开骥参编；4.《英语专业四级完形·语法·词汇》，徐清平主编；5.《英语专业四级全真题详解》，茅风华主编，徐



清平、丛丽君参编；6.《最新英语专业四级考试指南》，徐清平主编，张延续、陈开骥参编；7.《如鱼得水记单词——专业四级词汇语境记忆》，茅风华主编；8.《英语专业四级词汇必备8000》，茅风华主编；9.《英语专业四级考试全真模拟试卷》，茅风华主编，胡欣、辜蕾参编；10.《英语专业四级考试预测试卷》，茅风华主编，胡欣、辜蕾参编。这些书的主要对象是高等院校英语专业基础阶段的学生，难度略大于大学英语四级，与大学英语六级相当，但考试内容由于教学大纲的要求不同也有所不同。本丛书直接为英语专业学生备考四级考试服务，但也适合其他已具备初、中级英语水平的广大读者，特别是高等院校非英语专业备考四、六级的学生和毕业后参加工作的青年学者们。由于丛书强调的是英语基础知识，所以也适合 TOEFL, GRE, GMAT 和 IELTS 考生用于复习备考。

专业八级部分现有以下分册：1.《英语专业八级写作指南》，何树主编；2.《英语专业八级听力理解》，庆学先主编；3.《英语专业八级阅读理解》，孟庆凯主编；4.《英语专业八级人文知识及改错》，何树主编，孟庆凯、李尚杰、王彦兴参编；5.《英语专业八级英汉汉英互译》，张光明主编；5.《英语专业八级英汉汉英互译》，张光明主编；6.《英语专业八级全真题详解》，茅风华主编，丛丽君、朱姝婷参编；7.《最新英语专业八级考试指南》，张光明主编，孙晔参编；8.《如鱼得水记单词——专业八级词汇语境记忆》，茅风华主编；9.《英语专业八级词汇必备13000》，茅风华主编；10.《英语专业八级考试全真模拟试卷》，茅风华主编，胡欣、辜蕾参编；11.《英语专业八级考试预测试卷》，茅风华主编，胡欣、辜蕾参编。该丛书主要是为高等院校英语专业三、四年级学生们编写，但对于已具备中高级英语水平的广大读者，特别是已通过英语六级水平考试的高等院校非英语专业的高年级学生和毕业后参加工作的青年学者们进一步提高英语水平，也是大有裨益的。本丛书也适合 TOEFL、GRE、GMAT 考生用于自学提高。

英语学习需要勤学苦练，英语的基础需要逐渐积累，我们由衷地希望这两套丛书能在两个不同的阶段成为大家进行练习和积累的好材料，能够成为广大考生备考四、八级过程中的益师良友，帮助大家进一步提高英语水平，尽快通过英语专业四、八级考试。

由于时间仓促，书中难免存在错漏之处，敬请广大读者批评指正。

陈开顺

2006年7月于南京

# 前言

全国高等学校英语专业基础阶段考试 (TEM8) 是由全国高等学校外语专业指导委员会主持实施的全国性考试。随着改革开放的深化和中国的入世, 英语作为一门工具和交流的语言, 其地位益发显得重要。用人单位对毕业生英语的要求已有显著的提高, 学校和考生亦意识到了这种趋势, 逐渐加大了对英语专业八级考试的重视, 并且意识到该考试已逐渐成为检验一个人英语能力的标准, 考生人数逐渐上升。同时, 为了进一步加强考试的公正性、科学性, 考试大纲修订小组也于 2004 年出台了新的修订方案, 并在 2005 年高校英语专业八级考试中执行了新大纲。

在此背景下, 为了更好地帮助同学们在短时间内全面正确地掌握全真试题的命题原则、题型设计和应试策略, 我们特邀长期从事英语专业四、八级考试的资深教授配合我们对本书进行了修订, 并特别收录了 2006 年英语专业八级考试试题, 还有 2005 年高校英语专业八级考试新大纲, 以期为读者提供最新的考试信息和解题思路。

为了让同学们更清楚考试内容, 下面对新旧提纲进行一个比较:

考试时间由 215 分钟改为 185 分钟; 考试内容由五部分增加为六部分: Listening Comprehension、Reading Comprehension、General Knowledge、Proofreading & Error Correction、Translation、Writing; 增加了 10 题人文知识 (General Knowledge); 听力部分的 Talk 被删掉, 阅读部分的 Skimming and Scanning 被取消。

按照新大纲的规定, 2005 年英语专业八级考试的题型已有所改变, 但对知识点的考查变化不大, 历年全真题仍然是英语专业八级考试备考前的良师益友。在此, 编者提醒广大考生, 全真题的效度 (Validity) 要远远超过模拟题, 大凡英语专业过级的高分获得者在交流高分经验时, 都谈到历年全真题是最主要的参考资料, 资深教授更是把全真题作为讲课的必备资料。

本书收集了历年英语专业八级考试全真考题。共分两大部分: 第一部分为英语专业八级全真试题; 第二部分为全真题的参考答案、每题的解题思路及录音原文。在第二部分对历年英语专业八级试题中的考点进行了详尽的、启发式的点评, 旨在帮助考生提高综合做题的能力, 培养正确、高效的思维方式。

本书配有录音带, 可配套使用, 考生可熟悉考试听力部分的速度和内容, 了解新闻用语, 在应试的同时提高自己的听力。

预祝广大同学们顺利通过英语专业八级考试!

由于编者水平有限, 本书中值得商榷乃至谬误的地方在所难免, 恳切读者批评指正!

编者

2006 年 7 月

# TEST FOR ENGLISH MAJORS (2006)

## — GRADE EIGHT —

TIME LIMIT: 195 MIN

### PART I LISTENING COMPREHENSION

[35 MIN]

#### SECTION A MINI-LECTURE

In this section you will hear a mini-lecture. You will hear the lecture *ONCE ONLY*. While listening, take notes on the important points. Your notes will not be marked, but you will need them to complete a gap-filling task after the mini-lecture. When the lecture is over, you will be given two minutes to check your notes, and another ten minutes to complete the gap-filling task on ANSWER SHEET ONE. Use the blank sheet for note-taking.

Complete the gap-filling task. Some of the gaps below may require a maximum of *THREE* words. Make sure the word(s) you fill in is (are) both grammatically and semantically acceptable. You may refer to your notes.

#### Meaning in Literature

In reading literary works, we are concerned with the “meaning” of one literary piece or another. However, finding out what something really means is a difficult issue.

There are three ways to tackle meaning in literature.

I. Meaning is what is intended by (1) \_\_\_\_\_.

Apart from reading an author’s work in question, readers need to

- 1) read (2) \_\_\_\_\_ by the same author;
- 2) get familiar with (3) \_\_\_\_\_ at the time;
- 3) get to know cultural values and symbols of the time.

(1) author ✓

(2) other works ✓

(3) particular tradition ✗

II. Meaning exists ‘in’ the text itself.

- 1) some people’s view: meaning is produced by the formal properties of the text like (4) \_\_\_\_\_ etc.
- 2) speaker’s view: meaning is created by both conventions of meaning and (5) \_\_\_\_\_.

(4) grammars ✓

(5) backgrounds ✗

Therefore, agreement on meaning could be created by common traditions and conventions of usage. But different time periods and different (6) \_\_\_\_\_ perspectives could lead to different interpretations of meaning in a text.

(6) cultural reading ✗

III. Meaning is created by (7) \_\_\_\_\_.

- 1) meaning is (8) \_\_\_\_\_;
- 2) meaning is contextual;
- 3) meaning requires (9) \_\_\_\_\_;
  - practicing competency in reading
  - practicing other competencies
  - background research in (10) \_\_\_\_\_, etc.

(7) readers ✓

(8) social ✓

(9) negotiation

(10) history  
location

Please move onto Section B.

## SECTION B INTERVIEW

In this section you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow. Mark the correct answer to each question on your coloured answer sheet.

Questions 1 to 5 are based on an interview. At the end of the interview you will be given 10 seconds to answer each of the following five questions.

Now listen to the interview.

1. Which of the following statements is TRUE about Miss Green's university days?
  - [A] She felt bored.
  - [B] She felt lonely.
  - [C] She cherished them. ✓
  - [D] The subject was easy.
2. Which of the following is NOT part of her job with the Department of Employment?
  - [A] Doing surveys at workplace.
  - [B] Analyzing survey results.
  - [C] Designing questionnaires.
  - [D] Taking a psychology course. ✓
3. According to Miss Green, the main difference between the Department of Employment and the advertising agency lies in \_\_\_\_\_.
  - [A] the nature of work ✓
  - [B] office decoration
  - [C] office location
  - [D] work procedures
4. Why did Miss Green want to leave the advertising agency?
  - [A] She felt unhappy inside the company.
  - [B] She felt work there too demanding.
  - [C] She was denied promotion in the company.
  - [D] She longed for new opportunities. ✓
5. How did Miss Green react to a heavier workload in the new job?
  - [A] she was willing and ready. ✓
  - [B] She sounded mildly eager.
  - [C] She was a bit surprised.
  - [D] She sounded very reluctant.

## SECTION C NEWS BROADCAST

In this section you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow. Mark the correct answer to each question on your coloured answer sheet.

Questions 6 and 7 are based on the following news. At the end of the news item, you will be given 10 seconds to answer each of the two questions.



Now listen to the news.

6. The man stole the aircraft mainly because he wanted to \_\_\_\_\_.  
[A] destroy the European Central Bank [B] have an interview with a TV station  
[C] circle skyscrapers in downtown Frankfurt [D] remember the death of a US astronaut ✓
7. Which of the following statements about the man is **TRUE**?  
[A] He was a 31-year-old student from Frankfurt. ✗  
[B] He was piloting a two-seat helicopter he had stolen. ✓  
[C] He had talked to air traffic controllers by radio. ✓  
[D] He threatened to land on the European Central Bank.

Question 8 is based on the following news. At the end of the news item, you will be given 10 seconds to answer the question.

Now listen to the news.

8. The news is mainly about the city government's plan to \_\_\_\_\_.  
[A] expand and improve the existing subway system  
[B] build underground malls and parking lots ✓  
[C] prevent further land subsidence  
[D] promote advanced technology

Questions 9 and 10 are based on the following news. At the end of the news item, you will be given 10 seconds to answer each of the two questions.

Now listen to the news.

9. According to the news, what makes this credit card different from conventional ones is \_\_\_\_\_.  
[A] that it can hear the owner's voice ✓ [B] that it can remember a password  
[C] that it can identify the owner's voice ✓ [D] that it can remember the owner's PIN
10. The newly developed credit card is said to have all the following **EXCEPT** \_\_\_\_\_.  
[A] switch ✓ [B] battery [C] speaker [D] built-in chip

## PART II READING COMPREHENSION

[30 MIN]

In this section there are four reading passages followed by a total of 20 multiple-choice questions. Read the passages and then mark your answers on your coloured answer sheet.

### TEXT A

*The University in transformation*, edited by Australian futurists Sohail Inayatullah and Jennifer Gidley, presents some 20 highly varied outlooks on tomorrow's universities by writers representing both Western and non-Western perspectives. Their essays raise a broad range of issues, questioning nearly every key assumption we have about higher education today.

The most widely discussed alternative to the traditional campus is the Internet University – a voluntary community to scholars/teachers physically scattered throughout a country or around the world but all linked in cyberspace. A computerized university could have many advantages, such as easy scheduling, efficient delivery of lectures to thousands or even millions of students at once, and ready access for students everywhere to the resources of all the world's great libraries.

Yet the Internet University poses dangers, too. For example, a line of franchised courseware, produced by a few superstar teachers, marketed under the brand name of a famous institution, and heavily advertised, might eventually come to dominate the global education market, warns sociology professor Peter Manicas of the University of Hawaii at Manoa. Besides enforcing a rigidly standardized curriculum, such a “college education in a box” could undersell the offerings of many traditional brick and mortar institutions, effectively driving them out of business and throwing thousands of career academics out of work, note Australian communications professors David Rooney and Greg Hearn.

On the other hand, while global connectivity seems highly likely to play some significant role in future higher education, that does not mean greater uniformity in course content - or other dangers - will necessarily follow. Counter-movements are also at work.

Many in academia, including scholars contributing to this volume, are questioning the fundamental mission of university education. What if, for instance, instead of receiving primarily technical training and building their individual careers, university students and professors could focus their learning and research efforts on existing problems in their local communities and the world? Feminist scholar Ivana Milojevic dares to dream what a university might become “if we believed that child-care workers and teachers in early childhood education should be one of the highest (rather than lowest) paid professionals?”

Co-editor Jennifer Gidley shows how tomorrow's university faculty, instead of giving lectures and conducting independent research, may take on three new roles. Some would act as brokers, assembling customized degree-credit programmes for individual students by mixing and matching the best course offerings available from institutions all around the world. A second group, *mentors*, would function much like today's faculty advisers, but are likely to be working with many more students outside their own academic specialty. This would require them to constantly be learning from their students as well as instructing them.

A third new role for faculty, and in Gidley's view the most challenging and rewarding of all, would be as *meaning-makers*: charismatic sages and practitioners leading groups of students/colleagues in collaborative efforts to find spiritual as well as rational and technological solutions to specific real-world problems.

Moreover, there seems little reason to suppose that any one form of university must necessarily drive out all other options. Students may be “enrolled” in courses offered at virtual campuses on the Internet, between — or even during — sessions at a real-world problem-focused institution.

As co-editor Sohail Inayatullah points out in his introduction, no future is inevitable, and the very act of imagining and thinking through alternative possibilities can directly affect how thoughtfully, creatively and urgently even a dominant technology is adapted and applied. Even in academia, the future belongs to those who care enough to work their visions into practical, sustainable realities.

11. When the book reviewer discusses the Internet University, \_\_\_\_\_.

[A] he is in favour of it

- ☒ (B) his view is balanced ✓ B
- ☐ (C) he is slightly critical of it
- ☒ (D) he is strongly critical of it
12. Which of the following is NOT seen as a potential danger of the Internet University?
- ☒ [A] Internet-based courses may be less costly than traditional ones. ✓ A
- ☐ [B] Teachers in traditional institutions may lose their jobs. ✓
- ☐ [C] Internet-based courseware may lack variety in course content.
- ☐ [D] The Internet University may produce teachers with a lot of publicity.
13. According to the review, what is the fundamental mission of traditional university education?
- ☒ [A] Knowledge learning and career building.
- ☐ [B] Learning how to solve existing social problems. ✗ -1
- ☐ [C] Researching into solutions to current world problems.
- ☐ [D] Combining research efforts of teachers and students in learning.
14. Judging from the three new roles envisioned for tomorrow's university faculty, university teachers \_\_\_\_.
- ☐ [A] are required to conduct more independent research
- ☐ [B] are required to offer more courses to their students
- ☐ [C] are supposed to assume more demanding duties ✓
- ☐ [D] are supposed to supervise more students in their specialty
15. Which category of writing does the review belong to?
- ☐ [A] Narration.
- ☐ [B] Description.
- ☒ [C] Persuasion. ✗ PERS
- ☒ [D] Exposition. ✓

### TEXT B

Every street had a story, every building a memory. Those blessed with wonderful childhoods can drive the streets of their hometowns and happily roll back the years. The rest are pulled home by duty and leave as soon as possible. After Ray Atlee had been in Clanton (his hometown) for fifteen minutes he was anxious to get out.

The town had changed, but then it hadn't. On the highways leading in, the cheap metal buildings and mobile homes were gathering as tightly as possible next to the roads for maximum visibility. This town had no zoning whatsoever. A landowner could build anything with no permit, no inspection, no notice to adjoining landowners, nothing. Only hog farms and nuclear reactors required approvals and paperwork. The result was a slash-and-build clutter that got uglier by the year.

But in the older sections, nearer the square, the town had not changed at all. The long shaded streets were as clean and neat as when Ray roamed them on his bike. Most of the houses were still owned by people he knew, or if those folks had passed on the new owners kept the lawns clipped and the shutters painted. Only a few were being neglected. A handful had been abandoned.

This deep in Bible country, it was still an unwritten rule in the town that little was done on.

Sundays except go to church, sit on porches, visit neighbours, rest and relax the way God intended.

It was cloudy, quite cool for May, and as he toured his old turf, killing time until the appointed hour for the family meeting, he tried to dwell on the good memories from Clanton. There was Dizzy Dean Park where he had played Little League for the Pirates, and there was the public pool he'd swum in every summer except 1969

when the city closed it rather than admit black children. There were the churches - Baptist, Methodist, and Presbyterian - facing each other at the intersection of Second and Elm like wary sentries, their steeples competing for height. They were empty now, but in an hour or so the more faithful would gather for evening services.

The square was as lifeless as the streets leading to it. With eight thousand people, Clanton was just large enough to have attracted the discount stores that had wiped out so many small towns. But here the people had been faithful to their downtown merchants, and there wasn't a single empty or boarded-up building around the square - no small miracle. The retail shops were mixed in with the banks and law offices and cafes, all closed for the Sabbath.

He inched through the cemetery and surveyed the Atlee section in the old part, where the tombstones were grander. Some of his ancestors had built monuments for their dead. Ray had always assumed that the family money he'd never seen must have been buried in those graves. He parked and walked to his mother's grave, something he hadn't done in years. She was buried among the Atlees, at the far edge of the family plot because she had barely belonged.

Soon, in less than an hour, he would be sitting in his father's study, sipping bad instant tea and receiving instructions on exactly how his father would be laid to rest. Many orders were about to be given, many decrees and directions, because his father (who used to be a judge) was a great man and cared deeply about how he was to be remembered.

Moving again. Ray passed the water tower he'd climbed twice, the second time with the police waiting below. He grimaced at his old high school, a place he'd never visited since he'd left it. Behind it was the football field where his brother Forrest had romped over opponents and almost became famous before getting bounced off the team.

It was twenty minutes before five, Sunday. May 7. Time for the family meeting.

16. From the first paragraph, we get the impression that \_\_\_\_\_.

- [A] Ray cherished his childhood memories      [B] Ray had something urgent to take care of  
[C] Ray may not have a happy childhood ✓      [D] Ray cannot remember his childhood days

17. Which of the following adjectives does NOT describe Ray's hometown?

- [A] Lifeless.      [B] Religious. ✓      [C] Traditional.      [D] Quiet. ✓

18. From the passage we can infer that the relationship between Ray and his parents was \_\_\_\_\_.

- [A] close      [B] remote ✓      [C] tense      [D] impossible to tell

19. It can be inferred from the passage that Ray's father was all EXCEPT \_\_\_\_\_.

- [A] considerate ✓      [B] punctual      [C] thrifty      [D] dominant ✓

### TEXT C

Campaigning on the Indian frontier is an experience by itself. Neither the landscape nor the people find their counterparts in any other portion of the globe. Valley walls rise steeply five or six thousand feet on every side. The columns crawl through a maze of giant corridors down which fierce snow-fed torrents foam under skies of brass. Amid these scenes of savage brilliancy there dwells a race whose qualities seem to harmonize with their environment. Except at harvest-time, when self-preservation requires a temporary truce, the Pathan

tribes are always engaged in private or public war. Every man is a warrior, a politician and a theologian. Every large house is a real feudal fortress made, it is true, only of sun-baked clay, but with battlements, turrets, loopholes, drawbridges, etc. complete. Every village has its defence. Every family cultivates its vendetta; every clan, its feud. The numerous tribes and combinations of tribes all have their accounts to settle with one another. Nothing is ever forgotten, and very few *debts* are left unpaid. For the purposes of social life, in addition to the convention about harvest-time, a most elaborate code of honour has been established and is on the whole faithfully observed. A man who knew it and observed it faultlessly might pass unarmed from one end of the frontier to another. The slightest technical slip would, however, be fatal. The life of the Pathan is thus full of interest: and his valleys, nourished alike by endless sunshine and abundant water, are fertile enough to yield with little labour the modest material requirements of a sparse population.

Into this happy world the nineteenth century brought two new facts: the rifle and the British Government. The first was an enormous luxury and blessing: the second, an unmitigated nuisance. The convenience of the rifle was nowhere more appreciated than in the Indian highlands. A weapon which would kill with accuracy at fifteen hundred yards opened a whole new vista of delights to every family or clan which could acquire it. One could actually remain in one's own house and fire at one's neighbour nearly a mile away. One could lie in wait on some high crag, and at hitherto unheard-of ranges hit a horseman far below. Even villages could fire at each other without the trouble of going far from home. Fabulous prices were therefore offered for these glorious products of science. Rifle-thieves scoured all India to reinforce the efforts of the honest smuggler. A steady flow of the coveted weapons spread its genial influence throughout the frontier, and the respect which the Pathan tribesmen entertained for Christian civilization was vastly enhanced.

The action of the British Government on the other hand was entirely unsatisfactory. The great organizing, advancing, absorbing power to the southward seemed to be little better than a monstrous spoil-sport. If the Pathan made forays into the plains, not only were they driven back (which after all was no more than fair), but a whole series of subsequent interferences took place, followed at intervals by expeditions which toiled laboriously through the valleys, scolding the tribesmen and exacting fines for any damage which they had done. No one would have minded these expeditions if they had simply come, had a fight and then gone away again. In many cases this was their practice under what was called the "butcher and bolt policy" to which the Government of India long adhered. But towards the end of the nineteenth century these intruders began to make roads through many of the valleys, and in particular the great road to Chitral. They sought to ensure the safety of these roads by threats, by forts and by subsidies. There was no objection to the last method so far as it went. But the whole of this tendency to road-making was regarded by the Pathans with profound distaste. All along the road people were expected to keep quiet, not to shoot one another, and above all not to shoot at travellers along the road. It was too much to ask, and a whole series of quarrels took their origin from this source.

20. The word *debts* in "very few debts are left unpaid" in the first paragraph means \_\_\_\_\_.

- [A] loans ✓ [B] accounts [C] killings ✓ [D] bargains

21. Which of the following is NOT one of the geographical facts about the Indian frontier?

- ✓ [A] Melting snows. [B] Large population. [C] Steep hillsides. [D] Fertile valleys.



22. According to the passage, the Pathans welcomed \_\_\_\_\_.  
 [A] the introduction of the rifle ✓ [B] the spread of British rule  
 [C] the extension of luxuries [D] the spread of trade
23. Building roads by the British \_\_\_\_\_.  
 [A] put an end to a whole series of quarrels ✓ [B] prevented the Pathans from carrying on feuds ✓  
 [C] lessened the subsidies paid to the Pathans [D] gave the Pathans a much quieter life ✓
24. A suitable title for the passage would be \_\_\_\_\_.  
 [A] Campaigning on the Indian frontier ✓ [B] Why the Pathans resented tile British rule  
 [C] The popularity of rifles among the Pathans [D] The Pathans at war

### TEXT D

*"Museum" is a slippery word.* It first meant (in Greek) anything consecrated to the Muses: a hill, a shrine, a garden, a festival or even a textbook. Both Plato's Academy and Aristotle's Lyceum had a *mouseion*, a muses' shrine. Although the Greeks already collected detached works of art, many temples—notably that of Hera at Olympia (before which the Olympic flame is still lit)—had collections of objects, some of which were works of art by well-known masters, while paintings and sculptures in the Alexandrian Museum were incidental to its main purpose.

The Romans also collected and exhibited art from disbanded temples, as well as mineral specimens, exotic plants, animals; and they plundered sculptures and paintings (mostly Greek) for exhibition. Meanwhile, the Greek word had slipped into Latin by transliteration (though not to signify picture galleries, which were called *pinacothecae*) and *museum* still more or less meant "Muses' shrine".

The inspirational collections of precious and semi-precious objects were kept in larger churches and monasteries—which focused on the gold-enshrined, bejewelled relics of saints and martyrs. Princes, and later merchants, had similar collections, which became the deposits of natural curiosities: large lumps of amber or coral, irregular pearls, unicorn horns, ostrich eggs, fossil bones and so on. They also included coins and gems—often antique engraved ones—as well as, increasingly, paintings and sculptures. As they multiplied and expanded, to supplement them, the skill of the fakers grew increasingly refined.

At the same time, visitors could admire the very grandest paintings and sculptures in the churches, palaces and castles; they were not "collected" either, but "site-specific", and were considered an integral part both of the fabric of the buildings and of the way of life which went on inside them - and most of the buildings were public ones. However, during the revival of antiquity in the fifteenth century, fragments of antique sculpture were given higher status than the work of any contemporary, so that displays of antiquities would inspire artists to imitation, or even better, to emulation; and so could be considered Muses' shrines in the former sense. The Medici garden near San Marco in Florence, the Belvedere and the Capitol in Rome were the most famous of such early "inspirational" collections. Soon they multiplied, and, gradually, exemplary "modern" works were also added to such galleries.

In the seventeenth century, scientific and prestige collecting became so widespread that three or four collectors independently published directories to museums all over the known world. But it was the age of revolutions and industry which produced the next sharp shift in the way the institution was perceived: the fury

against royal and church monuments prompted antiquarians to shelter them in asylum-galleries, of which the Musée des Monuments Français was the most famous. Then, in the first half of the nineteenth century, museum funding took off, allied to the rise of new wealth: London acquired the National Gallery and the British Museum, the Louvre was organized, the *Museum-Insel* was begun in Berlin, and the Munich galleries were built. In Vienna, the huge Kunsthistorisches and Naturhistorisches Museums took over much of the imperial treasure. Meanwhile, the decline of craftsmanship (and of public taste with it) inspired the creation of “improving” collections. The Victoria and Albert Museum in London was the most famous, as well as perhaps the largest of them.

25. The sentence “Museum is a slippery word” in the first paragraph means that \_\_\_\_\_.  
 [A] the meaning of the word didn't change until after the 15th century  
 [B] the meaning of the word had changed over the years ✓  
 [C] the Greeks held different concepts from the Romans  
 [D] princes and merchants added paintings to their collections
26. The idea that museum could mean *a mountain* or an *object* originates from \_\_\_\_\_.  
 [A] the Romans [B] Florence [C] Olympia [D] Greek ✓
27. “... the skill of the fakers grew increasingly refined” in the third paragraph means that \_\_\_\_\_.  
 [A] there was a great demand for fakers [B] fakers grew rapidly in number  
 [C] fakers became more skillful ✓ [D] fakers became more polite
28. Painting and sculptures on display in churches in the 15th century were \_\_\_\_\_.  
 [A] collected from elsewhere [B] made part of the buildings ✓  
 [C] donated by people [D] bought by churches
29. Modern museums came into existence in order to \_\_\_\_\_.  
 [A] protect royal and church treasures ✓ [B] improve existing collections  
 [C] stimulate public interest [D] raise more funds
30. Which is the main idea of the passage?  
 [A] Collection and collectors. [B] The evolution of museums. ✓  
 [C] Modern museums and their functions. [D] The birth of museums.

### PART III GENERAL KNOWLEDGE

[10 MIN]

There are ten multiple-choice questions in this section. Choose the best answer to each question. Mark your answers on your coloured answer sheet.

31. The President during the American Civil War was \_\_\_\_\_.  
 [A] Andrew Jackson [B] Abraham Lincoln ✓ [C] Thomas Jefferson [D] George Washington
32. The capital of New Zealand is \_\_\_\_\_.  
 [A] Christchurch [B] Auckland [C] Wellington ✓ [D] Hamilton
33. Who were the natives of Australia before the arrival of the British settlers?  
 [A] The Aborigines. ✓ [B] The Maori. [C] The Indians. [D] The Eskimos.

34. The Prime Minister in Britain is head of \_\_\_\_\_.  
 [A] the Shadow Cabinet [B] the Parliament [C] the Opposition [D] the Cabinet ✓
35. Which of the following writers is a poet of the 20th century?  
 [A] T. S. Eliot. ✓ [B] D.H. Lawrence [C] Theodore Dreiser. [D] James Joyce.
36. The novel *For Whom the Bell Tolls* is written by \_\_\_\_\_.  
 [A] Scott Fitzgerald [B] William Faulkner [C] Eugene O' Neill [D] Ernest Hemingway ✓
37. \_\_\_\_\_ is defined as an expression of human emotion which is condensed into fourteen lines.  
 [A] Free verse [B] Sonnet ✓ [C] Ode [D] Epigram
38. What essentially distinguishes semantics and pragmatics is the notion of \_\_\_\_\_.  
 [A] reference [B] meaning [C] antonymy [D] context ✓
39. The words "kid, child, offspring" are examples of \_\_\_\_\_.  
 [A] dialectal synonyms [B] stylistic synonyms ✓  
 [C] emotive synonyms [D] collocational synonyms
40. The distinction between parole and langue was made by \_\_\_\_\_.  
 [A] Halliday [B] Chomsky [C] Bloomfield [D] Saussure ✓

## PART IV PROOFREADING & ERROR CORRECTION

[15 MIN]

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

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

- For a wrong word, underline the wrong word and write the correct one in the blank provided at the end of the line.
- For a missing word, mark the position of the missing word with a "∧" sign and write the word you believe to be missing in the blank provided at the end of the line.
- For an unnecessary word, cross the unnecessary word with a slash "/" and put the word in the blank provided at the end of the line.

### EXAMPLE

When ∧ art museum wants a new exhibit,  
 it ~~never~~ buys things in finished form and hangs  
 them on the wall. When a natural history museum  
 wants an exhibition, it must often build it.

(1) an

(2) never

(3) exhibit

We use language primarily as a means of communication with other human beings. Each of us shares with the community in which we live a store of words and meanings as well as agreeing conventions as to the way in which words should be arranged to convey a particular message; the English

(1) agreed

(2) an

speaker has in his disposal a vocabulary and a set of grammatical rules which enables him to communicate his thoughts and feelings, in a variety of styles, to the other English speakers. His vocabulary, in particular, both that which he uses actively and that which he recognises, increases in size as he grows old, as a result of education and experience.

- (3) at  
(4) enable  
(5) the  
(6) older

But, whether the language store is relatively small or large, the system remains no more than a psychological reality for the individual, unless he has a means of expressing it in terms able to be seen by another member of his linguistic community; he has to give the system a concrete transmission form. We take it for granted the two most common forms of transmission — by means of sounds produced by our vocal organs (speech) or by visual signs (writing). And these are among most striking of human achievements.

- (7) understood  
(8) that  
(9) and  
(10) the

## PART V TRANSLATION

[60 MIN]

### SECTION A CHINESE TO ENGLISH

Translate the underlined part of the following text into English. Write your translation on ANSWER SHEET THREE.

中国民族自古以来从不把人看作高于一切,在哲学文艺方面的表现都反映出人在自然界中与万物占着一个比例较为恰当的地位,而非绝对统治万物的主宰。因此我们的苦闷,基本上比西方人为少为小,因为苦闷的强弱原是随欲望与野心的大小而转移的。农业社会的人比工业社会的人享受差得多,因此欲望也小得多。况且中国古代素来不滞于物,不为物役为最主要的人生哲学。并非我们没有守财奴,但比起莫里哀与巴尔扎克笔下的守财奴与野心家来,就小巫见大巫了。中国民族多数是性情中正和平、淡泊、朴实,比西方人容易满足。

### SECTION B ENGLISH TO CHINESE

Translate the underlined part of the following text into Chinese. Write your translation on ANSWER SHEET THREE.

On May 13, 1940, Winston Churchill, the newly appointed British Prime Minister, gave his first speech to Parliament. He was preparing the people for a long battle against Nazi aggression, at a time when England's survival was still in doubt.

"...I have nothing to offer but blood, toil, tears and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering.

You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage war against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime.

You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs — victory in spite of all terrors — for without victory there is no survival.