

Test Seven

Part I

Listening Comprehension

(20 minutes)

Section A

1. A) Look for a more expensive hotel.
C) Try to find a quiet place.
2. A) They're talking about nice children.
C) The woman lives in a nice house.
3. A) In a hotel.
C) In the street.
4. A) Relatives. B) Roommates.
5. A) 5:00. B) 5:15.
6. A) He wants to have more sleep.
C) Women need more sleep than men.
7. A) A student. B) A reporter.
8. A) To the school.
C) To the post office.
9. A) He is afraid he won't be chosen for the trip.
C) Such a trip is necessary for the company.
10. A) It was boring.
C) It was touching.
- B) Go to another hotel by bus.
D) Take a walk around the city.
- B) The man has a house for sale.
D) The man has three children.
- B) At a dinner table.
D) At the man's house.
- C) Colleagues. D) Neighbours.
C) 5:30. D) 5:45.
B) His wife doesn't sleep well.
D) He doesn't need as much sleep as his wife.
- C) A visitor. D) A lecturer.
B) To a friend's house.
D) Home.
- B) The boss has not decided where to go.
D) It's not certain whether the trip will take place.
- B) It was entertaining.
D) It was encouraging.

Section B

Passage One

Questions 11 to 13 are based on the passage you have just heard.

11. A) He wanted to find a place to read his papers.
B) He wanted to kill time before boarding the plane.
C) He felt thirsty and wanted some coffee.
D) He went there to meet his friends.
12. A) Toys for children.
C) Food and coffee.
13. A) The woman took his case on purpose.
C) He had taken the woman's case.
- B) Important documents.
D) Clothes and scientific papers.
- B) All his papers had been stolen.
D) The woman played a joke on him.

Passage Two

Questions 14 to 16 are based on the passage you have just heard.

14. A) The liberation movement of British women.
C) Changing attitudes to family life.
15. A) Because millions of men died in the war.
B) Because women had proved their worth.
C) Because women were more skillful than men.
D) Because factories preferred to employ women.
- B) Rapid economic development in Britain.
D) Reasons for changes in family life in Britain.

16. A) The concept of "the family" as a social unit. B) The attitudes to birth control.
C) The attitudes to religion. D) The ideas of authority and tradition.

Passage Three

Questions 17 to 20 are based on the passage you have just heard.

17. A) Those who are themselves spoiled and self-centered.
B) Those who expected to have several children but could only have one.
C) Those who like to give expensive jewels to their children.
D) Those who give birth to their only children when they are below 30.
18. A) Because their parents want them to share the family burden.
B) Because their parents are too strict with them in their education.
C) Because they have nobody to play with.
D) Because their parents want them to grow up as fast as possible.
19. A) Two types of only children. B) Parents' responsibilities.
C) The necessity of family planning. D) The relationship between parents and children.
20. A) They have no sisters or brothers.
B) They are overprotected by their parents.
C) Their parents expect too much of them.
D) Their parents often punish them for minor faults.

Part II

Reading Comprehension

(35 minutes)

Passage One

Questions 21 to 25 are based on the following passage.

Statuses are marvelous human inventions that enable us to get along with one another and to determine where we "fit" in society. As we go about our everyday lives, we mentally attempt to place people in terms of their statuses. For example, we must judge whether the person in the library is a reader or a librarian, whether the telephone caller is a friend or a salesman, whether the unfamiliar person on our property is a thief or a meter reader, and so on.

The statuses we assume often vary with the people we encounter, and change throughout life. Most of us can, at very high speed, assume the statuses that various situations require. Much of social interaction consists of identifying and selecting among appropriate statuses and allowing other people to assume their statuses in relation to us. This means that we fit our actions to those of other people based on a constant mental process of appraisal and interpretation. Although some of us find the task more difficult than others, most of us perform it rather effortlessly.

A status has been compared to ready-made clothes. Within certain limits, the buyer can choose style and fabric. But an American is not free to choose the *costume* (服装) of a Chinese peasant or that of a Hindu prince. We must choose from among the clothing presented by our society. Furthermore, our choice is limited to a size that will fit, as well as by our *pocketbook* (钱包). Having made a choice within these limits we can have certain alterations made, but apart from minor adjustments, we tend to be limited to what the stores have on their racks. Statuses too come ready made, and the range of choice among them is limited.

21. In the first paragraph, the writer tells us that statuses can help us _____.
A) determine whether a person is fit for a certain job B) behave appropriately in relation to other people
C) protect ourselves in unfamiliar situations D) make friends with other people
22. According to the writer, people often assume different statuses _____.
A) in order to identify themselves with others B) in order to better identify others
C) as their mental processes change D) as the situation changes

23. The word "appraisal" (Line 5, Para. 2) most probably means "_____".
 A) involvement B) appreciation C) assessment D) presentation
24. In the last sentence of the second paragraph, the pronoun "it" refers to "_____".
 A) fitting our actions to those of other people appropriately
 B) identification of other people's statuses
 C) selecting one's own statuses
 D) constant mental process
25. By saying that "an American is not free to choose the costume of a Chinese peasant or that of a Hindu prince" (Lines 2-3, Para. 3), the writer means _____.
 A) different people have different styles of clothes B) ready-made clothes may need alterations
 C) statuses come ready made just like clothes D) our choice of statuses is limited

Passage Two

Questions 26 to 30 are based on the following passage.

Many a young person tells me he wants to be a writer. I always encourage such people, but I also explain that there's a big difference between "being a writer" and writing. In most cases these individuals are dreaming of wealth and fame, not the long hours alone at a typewriter. "You've got to want to write," I say to them, "not want to be a writer".

The reality is that writing is a lonely, private and poor-paying affair. For every writer kissed by fortune there are thousands more whose longing is never rewarded. When I left a 20-year career in the U. S. Coast Guard to become a *freelance writer* (自由撰稿者), I had no prospects at all. What I did have was a friend who found me my room in a New York apartment building. It didn't even matter that it was cold and had no bathroom. I immediately bought a used manual typewriter and felt like a genuine writer.

After a year or so, however, I still hadn't gotten a break and began to doubt myself. It was so hard to sell a story that barely made enough to eat. But I knew I wanted to write. I had dreamed about it for years. I wasn't going to be one of those people who die wondering "What if?" I would keep putting my dream to the test — even though it meant living with uncertainty and fear of failure. This is the Shadowland of hope, and anyone with a dream must learn to live there.

26. The passage is meant to _____.
 A) warn young people of the hardships that a successful writer has to experience
 B) advise young people to give up their idea of becoming a professional writer
 C) show young people it's unrealistic for a writer to pursue wealth and fame
 D) encourage young people to pursue a writing career
27. What can be concluded from the passage?
 A) Genuine writers often find their work interesting and rewarding.
 B) A writer's success depends on luck rather than on effort.
 C) Famous writers usually live in poverty and isolation.
 D) The chances for a writer to become successful are small.
28. Why did the author begin to doubt himself after the first year of his writing career?
 A) He wasn't able to produce a single book. B) He hadn't seen a change for the better.
 C) He wasn't able to have a rest for a whole year. D) He found his dream would never come true.
29. "... people who die wondering, What if?" (Line 3, Para. 3) refers to "those _____".
 A) who think too much of the dark side of life B) who regret giving up their career halfway
 C) who think a lot without making a decision D) who are full of imagination even upon death
30. "Shadowland" in the last sentence refers to _____.
 A) the wonderland one often dreams about

- B) the bright future that one is looking forward to
- C) the state of uncertainty before one's final goal is reached
- D) a world that exists only in one's imagination

Passage Three

Questions 31 to 35 are based on the following passage.

It is, everyone agrees, a huge task that the child performs when he learns to speak, and the fact that he does so in so short a period of time challenges explanation.

Language learning begins with listening. Individual children vary greatly in the amount of listening they do before they start speaking, and late starters are often long listeners. Most children will "obey" spoken instructions some time before they can speak, though the word obey is hardly accurate as a description of the eager and delighted cooperation usually shown by the child. Before they can speak, many children will also ask questions by gesture and by making questioning noises.

Any attempt to trace the development from the noises babies make to their first spoken words leads to considerable difficulties. It is agreed that they enjoy making noises, and that during the first few months one or two noises sort themselves out as particularly indicative of delight, distress, sociability, and so on. But since these cannot be said to show the baby's intention to communicate, they can hardly be regarded as early forms of language. It is agreed, too, that from about three months they play with sounds for enjoyment, and that by six months they are able to add new sounds to their repertoire (能发出的全部声音). This self-imitation leads on to deliberate (有意识的) imitation of sounds made or words spoken to them by other people. The problem then arises as to the point at which one can say that these imitations can be considered as speech.

31. By "... challenges explanation" (Line 2, Para. 1) the author means that _____.
 - A) no explanation is necessary for such an obvious phenomenon
 - B) no explanation has been made up to now
 - C) it's no easy job to provide an adequate explanation
 - D) it's high time that an explanation was provided
32. The third paragraph is mainly about _____.
 - A) the development of babies' early forms of language
 - B) the difficulties of babies in learning to speak
 - C) babies' strong desire to communicate
 - D) babies' intention to communicate
33. The author's purpose in writing the second paragraph is to show that children _____.
 - A) usually obey without asking questions
 - B) are passive in the process of learning to speak
 - C) are born cooperative
 - D) learn to speak by listening
34. From the passage we learn that _____.
 - A) early starters can learn to speak within only six months
 - B) children show a strong desire to communicate by making noises
 - C) imitation plays an important role in learning to speak
 - D) children have various difficulties in learning to speak
35. The best title for this passage would be _____.
 - A) How Babies Learn to Speak
 - B) Early Forms of Language
 - C) A Huge Task for Children
 - D) Noise Making and Language Learning

Passage Four

Questions 36 to 40 are based on the following passage.

Psychologists take opposing views of how external rewards, from warm praise to cold cash, affect motivation and creativity. Behaviorists, who study the relation between actions and their consequences, argue

that rewards can improve performance at work and school. *Cognitive* (认知学派的) researchers, who study various aspects of mental life, maintain that rewards often destroy creativity by encouraging dependence on approval and gifts from others.

The latter view has gained many supporters, especially among educators. But the careful use of small *monetary* (金钱的) rewards sparks creativity in grade-school children, suggesting that properly presented *inducements* (刺激) indeed aid inventiveness, according to a study in the June *Journal of Personality and Social Psychology*.

"If kids know they're working for a reward and can focus on a relatively challenging task, they show the most creativity," says Robert Eisenberger of the University of Delaware in Newark. "But it's easy to kill creativity by giving rewards for poor performance or creating too much anticipation for rewards."

A teacher who continually draws attention to rewards or who hands out high grades for ordinary achievement ends up with uninspired students, Eisenberger holds. As an example of the latter point, he notes growing efforts at major universities to tighten grading standards and restore failing grades.

In earlier grades, the use of so-called token economies, in which students handle challenging problems and receive performance-based points toward valued rewards, shows promise in raising effort and creativity, the Delaware psychologist claims.

36. Psychologists are divided with regard to their attitudes toward _____.
A) the choice between spiritual encouragement and monetary rewards
B) the amount of monetary rewards for student's creativity
C) the study of relationship between actions and their consequences
D) the effects of external rewards on students' performance
37. What is the response of many educators to external rewards for their students?
A) They have no doubts about them.
B) They have doubts about them.
C) They approve of them.
D) They avoid talking about them.
38. Which of the following can best raise students' creativity according to Robert Eisenberger?
A) Assigning them tasks they have not dealt with before.
B) Assigning them tasks which require inventiveness.
C) Giving them rewards they really deserve.
D) Giving them rewards they anticipate.
39. It can be inferred from the passage that major universities are trying to tighten their grading standards because they believe _____.
A) rewarding poor performance may kill the creativity of students
B) punishment is more effective than rewarding
C) failing uninspired students helps improve their overall academic standards
D) discouraging the students' anticipation for easy rewards is a matter of urgency
40. The phrase "token economies" (Line 1, Para. 5) probably refers to _____.
A) ways to develop economy
B) systems of rewarding students
C) approaches to solving problems
D) methods of improving performance

Part III Vocabulary and Structure (20 minutes)

41. Not all persons arrested and _____ with a crime are guilty, and the main function of criminal courts is to determine who is guilty under the law.
A) sentenced B) accused C) persecuted D) charged
42. During the famine, many people were _____ to eating grass and leaves.
A) inclined B) reduced C) obliged D) forced
43. Students or teachers can participate in excursions to lovely beaches around the island at regular _____.

- A) gaps B) rate C) length D) intervals
44. Physics is _____ to the science which was called natural philosophy in history.
A) alike B) equivalent C) likely D) uniform
45. There's a man at the reception desk who seems very angry and I think he means _____ trouble.
A) making B) to make C) to have made D) having made
46. After the Arab states won independence, great emphasis was laid on expanding education, with girls as well as boys _____ to go to school.
A) to be encouraged B) been encouraged C) being encouraged D) be encouraged
47. The new appointment of our president _____ from the very beginning of next semester.
A) takes effect B) takes part C) takes place D) takes turns
48. The president made a _____ speech at the opening ceremony of the sports meeting, which encouraged the sportsmen greatly.
A) vigorous B) tedious C) flat D) harsh
49. It is useful to be able to predict the extent _____ which a price change will affect supply and demand.
A) from B) with C) to D) for
50. Finding a job in such a big company has always been _____ his wildest dreams.
A) under B) over C) above D) beyond
51. It is not easy to learn English well, but if you _____, you will succeed in the end.
A) hang up B) hang about C) hang on D) hang onto
52. It is reported that _____ adopted children want to know who their natural parents are.
A) the most B) most of C) most D) the most of
53. Last year the advertising rate _____ by 20 percent.
A) raised B) aroused C) arose D) rose
54. _____ before we depart the day after tomorrow, we should have a wonderful dinner party.
A) Had they arrived B) Would they arrive
C) Were they arriving D) Were they to arrive
55. The strong storm did a lot of damage to the coastal villages: several fishing boats were _____ and many houses collapsed.
A) wrecked B) spoiled C) torn D) injured
56. The little man was _____ one metre fifty high.
A) almost more than B) hardly more than C) nearly more than D) as much as
57. As _____ announced in today's papers, the Shanghai Export Commodities Fair is also open on Sundays.
A) being B) is C) to be D) been
58. You see the lightning _____ it happens, but you hear the thunder later.
A) the instant B) for an instant C) on the instant D) in an instant
59. The manager lost his _____ just because his secretary was ten minutes late.
A) mood B) temper C) mind D) passion
60. Great as Newton was, many of his ideas _____ today and are being modified by the work of scientists of our time.
A) are to challenge B) may be challenged C) have been challenged D) are challenging
61. Please be careful when you are drinking coffee in case you _____ the new carpet.
A) crash B) pollute C) deteriorate D) stain
62. I'd rather read than watch television; the programs seem _____ all the time.
A) to get worse B) to be getting worse C) to have got worse D) getting worse
63. Convenience foods which are already prepared for cooking are _____ in grocery stores.
A) ready B) approachable C) probable D) available

64. When I caught him _____, I stopped buying things there and started dealing with another shop.
A) cheating B) cheat C) to cheat D) to be cheating
65. Instead of answering the question, the manager _____ his shoulders as if it were not important.
A) raised B) touched C) shrugged D) patted
66. Some old people don't like pop songs because they can't _____ so much noise.
A) resist B) sustain C) tolerate D) undergo
67. If only the committee _____ the regulations and put them into effect as soon as possible!
A) approve B) will approve
C) can approve D) would approve
68. _____ one time, Manchester was the home of the most productive cotton mills in the world.
A) On B) By C) At D) Of
69. _____ it or not, his discovery has created a stir in scientific circles.
A) Believe B) To believe C) Believing D) Believed
70. Mr. Morgan can be very sad _____, though in public he is extremely cheerful.
A) by himself B) in person
C) in private D) as individual

Part IV

Short Answer Questions

(15 minutes)

Directions: In this part there is a short passage with five questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words (not exceeding 10 words).

In Britain, the old Road Traffic Act restricted speeds to 2 m. p. h. (miles per hour) in towns and 4 m. p. h. in the country. Later Parliament increased the speed limit to 14 m. p. h. But by 1903 the development of the car industry had made it necessary to raise the limit to 20 m. p. h. By 1930, however, the law was so widely ignored that speeding restrictions were done away with altogether. For five years motorists were free to drive at whatever speeds they liked. Then in 1935 the Road Traffic Act imposed a 30 m. p. h. speed limit in built-up areas, along with the introduction of driving tests and pedestrian crossing.

Speeding is now the most common motoring offence in Britain. Offences for speeding fall into three classes; exceeding the limit on a restricted road, exceeding on any road the limit for the vehicle you are driving, and exceeding the 70 m. p. h. limit on any road. A restricted road is one where the street lamps are 200 yards apart, or more.

The main *controversy* (争论) surrounding speeding laws is the extent of their safety value. The Ministry of Transport maintains that speed limits reduce accidents. It claims that when the 30 m. p. h. limit was introduced in 1935 there was a fall of 15 percent in fatal accidents. Likewise, when the 40 m. p. h. speed limit was imposed on a number of roads in London in the late fifties, there was a 28 percent reduction in serious accidents. There were also fewer *casualties* (伤亡) in the year after the 70 m. p. h. motorway limit was imposed in 1966.

In America, however, it is thought that the reduced accident figures are due rather to the increase in traffic density. This is why it has even been suggested that the present speed limits should be done away with completely, or that a guide should be given to inexperienced drivers and the speed limits made advisory, as is done in parts of the USA.

Questions: (注意: 答题尽量简短, 超过 10 个词要扣分, 每条横线限写一个英语单词, 标点符号不占格)

71. During which period could British motorists drive without speed limits?

72. What measures were adopted in 1935 in addition to the speeding restrictions?

73. Speeding is a motoring offence a driver commits when he _____.

74. What is the opinion of British authorities concerning speeding laws?

75. What reason do Americans give for the reduction in traffic accidents?

Part V

Writing

(30 minutes)

Directions: For this part, you are allowed thirty minutes to write a composition on the topic **Competition and Cooperation**. You should write at least 120 words and you should base your composition on the idea below;

1. 竞争是我们生活中的一种普遍现象。
2. 竞争与合作是不可分的。
3. 你的观点。

Competition and Cooperation