

高等学校英语专业等级考试必备



# 英语专业八级历年实考 全真试题

TESTS FOR ENGLISH MAJORS

茅风华 钟利平 ◎主编

- 10套历年全真试卷 经典权威
- 名师详细解题指点 提升实力
- 科学评估自测成绩 快速准确

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# 英语专业八级考试


历年实考全真题详解

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# 前言

《英语专业八级考试历年实考全真题详解》为《英语专业轻松过级》系列丛书之一。本书今年2月推出后,受到广大读者的热烈欢迎,这对编者们的无疑是极大的鼓舞。为了更好的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,特邀长期从事英语专业四、八级考试的资深教授配合我们在有限的时间内对本书进行了修订,并特别收录了2002年英语专业八级考试试题,以期为读者提供最新的考试信息和解题思路。

本书共分两大部分: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和每题的解题思路及录音原文。与其他同类专八辅导书相比,本书具有以下三大特点:

**1. 深度考情分析** 本书对1993-2002年共十套英语专业八级试题中的阅读理解、改错、作文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,让每位考生对题型考点心中有数,备考时能针对自身薄弱的环节对症下药。在此,编者要提醒广大考生,全真题的效度(Validaty)要远远超过模拟题的5倍,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精讲的资料,全真试题应是每一位备考英语专业八级考试的考生所必备的“法宝”。

**2. 全真题与详解充分配合** 本书收录的试题均是1993年以来英语专业八级的原题,配以编者从实战角度对每一道题做出的详尽分析和解释,使得考生在没有教师指导时,也能独立进行学习。

**3. 跨度广,容量大** 本书收录从1993年至2002年共10套全真试题。考试大纲不断修订,很多考生觉得难以适从,只有尽可能多的收集历年考题,才能清楚地看出英语专业八级的侧重点及走向,做到处变不惊,从容应答。

针对以上特点,在使用本书时编者建议:

## 1. 测练结合——树立信心

不少考生一进考场就紧张惶恐,这是一种必须消除的心理障碍。为了消除过度的紧张感,除了在考前做各种技术性准备(熟悉怎样用适合自己的铅笔答卷,适应听音设备等),还要通过本书第一部分的全真考题不断训练。本书共10套题,可分成3组进行自测,最后用下面这个公式计算预测成绩:

$$\text{预测分数} = 1/10(\text{前4次测试成绩之和} \times 1.2 + \text{中间3次测试成绩之和} \times 1.1 + \text{后3次测试成绩之和} \times 1.0)$$

这里计算成绩的依据是,刚开始考生因对试题题型不熟,答题速度跟不上,准备不够充分等因素而导致成绩普遍偏低,所以要乘以较高的系数;尔后的成绩,由于

考生通过大量地做模拟训练题，弥补了上述因素的影响，因此接近参加正式考试的成绩，到做最后一组考题时，考生已经做好充分的准备，所取得的成绩，最能代表在真正应试时的实际成绩。

通过这样的技能和心理训练，当考生正式临考时，自然会在思想上放得开，镇定自若，信心百倍，丝毫不感到紧张和惶惑。

## 2、粗细结合——粗中有细

所谓“粗”是指尽量快速的做完整套题目，其目的是训练考生的做题速度。“细”是指在每做一道题时，都尽量保持全神贯注的状态，采取各种可能的技巧，尤其是做听力题时，一定要利用提示时间快速浏览选项，做到心中有数。“粗细结合”即指在进行大量练习的同时，选定某些做错的题进行事后研究，争取将每一个单词、词组或语法知识点彻底弄懂。这样十套题做下来，您的应试能力和英语实力都会有不同程度的提高。

这两个学习办法是我们在教学实践和众多获得成功的考生中总结出来的，通过自己做题、自己分析和自己总结，考生们定会发现受益非浅。除作为英语专业八级考试的必备参考书外，本书也可作为参加出国人员英语水平考试、全国硕士研究生入学英语考试、TOEFL、硕士学位考试等高级英语水平考试者使用的参考书。

预祝广大同学们顺利通过英语专业八级考试！

编者

2002年8月

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**TEST FOR ENGLISH MAJORS (1993)**  
**-GRADE EIGHT-**

**PART I LISTENING COMPREHENSION**

**(30 min)**

**PAPERONE**

*In this part of the test you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow. Mark the correct response for each question in your ANSWER BOOKLET.*

**SECTION A CONVERSATION**

*Questions 1 to 5 refer to the conversation in this section.*

1. Janet is not happy about Paul's arrangement because
  - A. Paul hasn't told her about the invitation
  - B. the au pair girl will stay at home
  - C. their children cannot stay at their friend's home
  - D. Saturday is a bad day for her
2. According to the conversation, we know that Sam Urwin is
  - A. a man in charge of charity in town
  - B. a businessman
  - C. a schoolmate of Janet's
  - D. a neighbour of theirs in Canada
3. The following statements about Sam are true except
  - A. Sam is very fond of duck and goes out shooting ducks a lot
  - B. Sam likes golf better than shooting
  - C. Sam is Janet's favourite back in Canada
  - D. Sam pays much attention to his figure
4. Paul will buy the wine at
  - A. a pub
  - B. a shop where drinks are sold to take away
  - C. Downes'
  - D. a supermarket near his office
5. The conversation takes place
  - A. in the course of their dinner
  - B. in the kitchen before supper
  - C. in the sitting room after supper
  - D. late in the afternoon

**SECTION B TALK**

*Questions 6 to 10 refer to the talk in this section.*

6. One specific difference between animal brain and human brain is
  - A. the division of sides
  - B. the controlling functions
  - C. the cross-over effect
  - D. the verbal abilities
7. People got to know things like the specialized abilities of the human brain
  - A. during the last decade
  - B. early this century
  - C. through Dr Rogers Barry
  - D. after many experiments
8. The 'Split Brain Experiments' were considered
  - A. a surgical experiment with the nerve
  - B. a help to the patients' recovery
  - C. a further proof of what had been known before
  - D. a great step in brain research
9. The right hand was still able to write after the splitting of the brain, because
  - A. verbal ability is located in the left hemisphere
  - B. the left hemisphere has a logic function

- C. the right hemisphere can recognize and remember
  - D. information is going through the left hemisphere
10. This talk is mainly about
- A. the different functions of the two hemispheres
  - B. the Split Brain Experiments in California
  - C. the synthesizing ability of the hemispheres
  - D. the different ways of information handling

### SECTION C INTERVIEW

*Questions 11 to 15 refer to the interview in this section.*

11. The woman said that TV is a medium that
- A. gives kids a lot of good information
  - B. teaches kids to be passive
  - C. teaches kids something that they cannot learn from books
  - D. gets kids so excited that they literally come out of their chairs
12. The woman pointed out that teachers are forced into the role of having to compete with
- A. the exciting films that kids are shown in school
  - B. the kinds of things kids learn from their parents at home
  - C. the kinds of programmes kids watch on TV
  - D. the good acting of the actors and actresses in films
13. The woman said that she uses a number of educational films in a class she teaches on
- A. minorities
  - B. history
  - C. ancient civilizations
  - D. Black Americans
14. According to the woman, when she shows films in class, the kids always seem to
- A. miss the really important points
  - B. appreciate the really important points
  - C. catch the really important points
  - D. understand the really important points
15. The woman said that the fact that kids audibly and visibly react the way they do to certain violent scenes in these films is
- A. pessimistic
  - B. understandable
  - C. very surprising
  - D. sad

### SECTION D NEWS BROADCAST

*Questions 16 to 20 refer to the news broadcast in this section.*

16. The news from Luxemburg tells us that the EC ministers \_\_\_\_\_.
- A. are trying to help make peace
  - B. came to visit Luxemburg
  - C. are involved in Yugoslavia's ethnic conflict
  - D. have made a successful cease-fire
17. The information concerning President Bush is about
- A. his attitude towards developing countries
  - B. his opinions of some former USSR republics
  - C. the US action following other countries
  - D. the US recognition of Lithuania

18. The tropical storm in Southern India
- A. was caused by cyclones
  - B. would have had more serious casualties but for cyclone shelters
  - C. was brought about by the landslides
  - D. loosened top soil in Sri Lanka
19. The number of the female senators in the 102nd Congress was
- A. 3
  - B. 2
  - C. 6
  - D. 4
20. Before she became the first Black woman senator, Miss Carol Moseley Braun
- A. worked in a country club of men
  - B. served as an aide in the Equal Employment Opportunity Commission
  - C. was the Recorder of Deeds in Illinois
  - D. was on the Judiciary Committee in California

## PART II LISTENING & NOTE-TAKING

Fill each of gaps with ONE word. You may refer to your notes. Make sure the word you fill in is both grammatically and semantically acceptable.

### The Cinema

The first moving pictures, developed by an (1) \_\_\_\_\_ in the 1890's were different from what we know about cinema today. Because the sound and pictures were not (2) \_\_\_\_\_ in addition to the smallness of the screens, the (3) \_\_\_\_\_, which his system was called, was only popularized in its (4) \_\_\_\_\_ form.

The Frenchmen developed the same principle and succeeded in exporting their (5) \_\_\_\_\_. Cinematographe, to Europe, India, Australia and Japan. But the films were still (6) \_\_\_\_\_ and (4) \_\_\_\_\_. After that, great advances were made in cinema. In 1903, with the use of (7) \_\_\_\_\_ cameras, an improvement on the (13) \_\_\_\_\_ cameras, The Great Train Robbery, which lasted (8) \_\_\_\_\_ minutes, was made. In the following years, films were longer and the (9) \_\_\_\_\_ became larger and other refinements were introduced. In the early (10) \_\_\_\_\_, with the development of effective (11) \_\_\_\_\_ system, the major problem of sound and picture (12) \_\_\_\_\_ was solved. But oddly enough, for a few years, the cameras had to be (13) \_\_\_\_\_ again to reduce the (14) \_\_\_\_\_ of their mechanism. The development of (15) \_\_\_\_\_ was the last important change in cinema. Though early films were generally black and white, people thought they were more (16) \_\_\_\_\_. In 1922, a two-colour system, was used in the first real (15) \_\_\_\_\_ films. By using three main colours, (17) \_\_\_\_\_ was improved in 1932. Because of the unstable quality, the scenes, sometimes (18) \_\_\_\_\_, and high cost, it took longer for (15) \_\_\_\_\_ to be accepted. For all the improvements in the (19) of cinema and the changes in the style of (20) \_\_\_\_\_, the basics—moving pictures, colour and sound—remain the same.

## PART II PROOFREADING AND ERROR CORRECTION

(20 MINS)

The following passage contains 17 errors. Each line contains a maximum of one error and three are free from 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 "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 out the unnecessary word with a slash "/" and put the word in the blank provided at the end of the line.

If the line is correct,

place a ", ✓" in the blank provided at the end of the line.

### Example

When ^ art museum wants a new exhibit,  
it ne/ver 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) ✓
- (4) exhibit

### PART III PROOFREADING (15 min)

The following passage contains 17 errors. Each line contains a maximum of one error, and three are free from error. In each case only one word is involved. You should passage and correct it.

What is a drug? Most of people probable think there' s a perfectly simple answer to this question. In fact, if one carries a quick survey on any street corner, one finds that, according to vast majority of people, there are two groups of drugs: those prescribed by doctors and those people take for non-medical use. As medicine and the medical profession are generally self-respectful, there aren' t any objections to the use of prescribing drugs. What most people don' t realize is that when prescribed drugs are usually beneficial, they can also represent a serious problem. There were many people addicted by tranquillizers before doctors began to prescribe them: now there being literally millions who depend on them. An acceptance of the use of drugs for non-medical reasons is largely a matter of a culture. Some Eastern people think the use of alcohol with horror, mainly as a result of religious upbringing. However, these similar people freely use marijuana without a second thought, and this, in turn isn' t accepted in Western culture which accepts alcohol. In most Western societies, the tea-or coffee-break' s now a part of the life, and huge quantities of these drinks are eaten daily.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_
- 19. \_\_\_\_\_
- 20. \_\_\_\_\_

### READING COMPREHENSION (40 min)

Read TEXT A, an extract from a book on economic psychology, and answer questions 41 to 44.

#### TEXT A

A scientist who does research in economic psychology and who wants to predict the way in which consumers will

spend their money must study consumer behaviour. He must obtain data both on the resources of consumers and on the motives that tend to encourage or discourage money spending.

If an economist were asked which of three groups borrow most —people with rising incomes, stable incomes, or declining incomes—he would probably answer: those with declining incomes. Actually, in the years 1947-1950, the answer was: people with rising incomes. People with declining incomes were next and people with stable incomes borrowed the least. This shows us that traditional assumptions about earning and spending are not always reliable. Another traditional assumption is that if people who have money expect prices to go up, they will hasten to buy. If they expect prices to go down, they will postpone buying. But research surveys have shown that this is not always true. The expectations of price increases may not stimulate buying. One typical attitude was expressed by the wife of a mechanic in an interview at a time of rising prices. “In a few months, ‘ she said, “we’ ll have to pay more for meat and milk; we’ ll have less to spend on other things. “Her family had been planning to buy a new car but they postponed this purchase. Furthermore, the rise in prices that has already taken place may be resented add buyer’ s resistance may be evoked. This is shown by the following typical comment: “I just don’ t pay these prices; they are too high. “

Traditional assumptions should be investigated carefully, and factors of time and place should be considered. The investigations mentioned above were carried out in America. Investigations conducted at the same time in Great Britain, however, yielded results that were more in agreement with traditional assumptions about saving and spending patterns. The condition most conducive to spending appears to be price stability. If prices have been stable and people have become accustomed to consider them “right” and expect them to remain stable, they are likely to buy. Thus, it appears that the common business policy of maintaining stable prices with occasional sales or discounts is based on a correct understanding of consumer psychology.

21. The best title of the passage is

- A. Consumer’ s Purchasing Power
- B. Relationship between Income and Purchasing Power
- C. Traditional Assumptions
- D. Studies in Consumer Behaviour

32. The example of the mechanic’ s wife is intended to show that in times of rising prices

- A. people with declining income tend to buy less
- B. people with stable income tend to borrow less
- C. people with increasing income tend to buy more
- D. people with money also tend to buy less

23. Findings in investigations in Britain are mentioned to show

- A. factors of time and place should be taken into consideration
- B. people in Britain behave in the same way as those in America
- C. maintaining stable prices is based on a correct understanding of consumer psychology
- D. occasional discounts and sales are necessary

24. According to the passage people tend to buy more when

- A. prices are expected to go up
- B. prices are expected to go down
- C. prices don’ t fluctuate
- D. the business policy remains unchanged

*Read TEXT B, an extract from a popular science book, and answer questions 25 to 28.*

**TEXT B**

## Weed Communities

In an intact plant community, undisturbed by human intervention, the composition of a community is mainly a function of the climate and the type of soil. Today, such original communities are very rare—they are practically limited to national parks and reservations.

Civilization has progressively transformed the conditions determining the composition of plant communities. For several thousand years vast areas of arable land have been hoed, ploughed, harrowed and grassland has been cut or grazed. During the last decades the use of chemical substances, such as fertilizers and most recently of weed killers (herbicides) has greatly influenced the composition of weed communities in farm land.

All selective herbicides have specific ranges of activity. They control the most important weeds but not all the plants of a community. The latter profit from the new free space and from the fertilizer as much as the crop does; hence they often spread rapidly and become problem weeds unless another herbicide for their eradication is found.

The soil contains enormous quantities of seeds of numerous species—up to half a million per  $\text{m}^2$  according to scientific literature—that retain their ability to germinate for decades. Thus it may occur that weeds that were hardly noticed before emerge in masses after the elimination of their competitors. Hence, the knowledge of the composition of weed communities before selective weed killers are applied is not only of scientific interest since the plant species present in the soil in the form of seeds must be considered as potential weeds. For efficient control the identification of weeds at the seedling stage, i.e. at a time when they can still be controlled, is particularly necessary; for the choice of the appropriate herbicides depends on the composition of the weed community.

### 25. The composition of a plant community

- A. depends on climate and soil type in a virgin environment undamaged by human beings
- B. was greatly affected by human beings before they started using chemical substances on the soil
- C. was radically transformed by uncivilized human beings
- D. refers to plants, trees, climate, type of soil and the ecological environment

### 26. Why are there problem weeds?

- A. Because they are the weeds that cannot be eradicated by herbicides.
- B. Because all selective herbicides can encourage the growth of previously unimportant weeds by eliminating their competitors.
- C. Because they were hardly considered before so that their seeds were not prevented from germinating.
- D. Because they benefit greatly from the fertilizer applied to the farm land.

### 27. A knowledge of the composition of a weed community

- A. is essential to the efficient control of weeds
- B. may lead us to be aware of the fact that the soil contains enormous quantities of seeds of numerous species
- C. helps us to have a good idea of why seeds can lie dormant for years
- D. provides us with the means to identify weeds at the seedling stage

### 28. The best alternative title for the passage will be

- A. A study of Weed Communities
- B. The Importance of Studying How Plants Live in Communities
- C. How Herbicides May Affect Farm Land
- D. Weed Control by Means of Herbicides

Read TEXT C, an extract from a novel, and answer questions 29 to 31.

## TEXT C

### Raju and His Father's Shop

My mother told me a story every evening while we waited for Father to close the shop and come home. The shop remained open till midnight. Bullock-carts in long caravans arrived late in the evening from distant villages, loaded with coconut, rice, and other commodities for the market. The animals were unyoked under the big tamarind tree for the night, and the cartmen drifted in twos and threes to the shop, for a chat or to ask for things to eat or smoke. How my father loved to discuss with them the price of grain, rainfall, harvest, and the state of irrigation channels. Or they talked about old litigations. One heard repeated references to magistrates, affidavits, witnesses in the case, and appeals, punctuated with roars of laughter—possibly the memory of some absurd legality or loophole tickled them.

My father ignored food and sleep when he had company. My mother sent me out several times to see if he could be made to turn in. He was a man of uncertain temper and one could not really guess how he would react to interruptions, and so my mother coached me to go up, watch his mood, and gently remind him of food and flora. I stood under the shop-awning, coughing and clearing my throat, hoping to catch his eye. But the talk was all-absorbing and he would not glance in my direction, and I got absorbed in their talk, although I did not understand a word of it.

After a while my mother's voice came gently on the night air, calling, 'Raju, Raju,' and my father interrupted his activities to look at me and say, 'Tell your mother not to wait for me. Tell her to place a handful of rice and buttermilk in a bowl, with just one piece of lime pickle, and keep it in the oven for me. I'll come in later. It was almost a formula with him five days in a week. He always added, 'Not that I'm really hungry tonight.' And then I believe he went on to discuss health problems with his cronies.

But I didn't stop to hear further. I made a quick dash back home. There was a dark patch between the light from the shop and the dim lantern shedding its light on our threshold, a matter of about ten yards, I suppose, but the passage through it gave me a cold sweat. I expected wild animals and supernatural creatures to emerge and grab me. My mother waited on the doorstep to receive me and said, 'Not hungry, I suppose! That'll give him an excuse to talk to the village folk all night, and then come in for an hour's sleep and get up with the crowing of that foolish cock somewhere. He will spoil his health.

I followed her into the kitchen. She placed my plate and hers side by side on the floor, drew the rice-pot within reach, and served me and herself simultaneously, and we finished our dinner by the sooty tin lamp, stuck on a nail in the wall. She unrolled a mat for me in the front room, and I lay down to sleep. She sat at my side, awaiting Father's return. Her presence gave me a feeling of inexplicable cosiness. I felt I ought to put her proximity to good use, and complained, 'Something is bothering my hair, ~ and she ran her fingers through my hair, and scratched the nape of my neck. And then I commanded, 'A story.'

Immediately she began, 'Once upon a time there was a man called Devaka' I heard his name mentioned almost every night. He was a hero, saint, or something of the kind. I never learned fully what he did or why, sleep overcoming me before my mother was through even the preamble.

29. Which of the following was NOT what we can infer from the conversation between Father and the cartmen?

- A. Sometimes during lawsuits, one side or the other tricked the law, probably by finding faults in the legal code which were favourable to themselves.
- B. There were times when the courts came to foolish decisions.
- C. Matters related to farming were of great interest to them.
- D. The magistrates were ludicrous.

30. Which of the following occurred before Raju went to sleep?

- A. He felt uncomfortable to lie on the mat prepared by his mother and complained that there was something itching.
- B. After he lay down to sleep he wanted his mother to move as close to him as possible.
- C. He learned a lot about the legendary hero Devaka from the story which his mother told him before he went to sleep.
- D. His father returned soon after he and his mother fell asleep.

31. Which of the following did NOT happen when his father stayed on at the shop after closing time?

- A. His father returned home very late from the shop and ate what had been set aside for him.
- B. His mother sent him several times to the shop to see if he could call his father home.
- C. Around midnight, his father came home and ate the night time meal with him and his mother.
- D. His father slept for a short while before he got up when the cock crowed.

Read TEXT D, an extract from a book on short-term memory, and answer questions 32 to 35.

#### TEXT D

Psychologists study memory and learning with both animal and human subjects. The two experiments reviewed here show how short-term memory has been studied.

Hunter studied short-term memory in rats. He used a special apparatus which had a cage for the rat and three doors. There was a light in each door. First the rat was placed in the closed cage. Next one of the lights was turned on and then off. There was food for the rat only at this door. After the light was turned off, the rat had to wait a short time before it was released from its cage. Then, if it went to the correct door, it was rewarded with the food that was there. Hunter did this experiment many times. He always turned on the lights in a random order. The rat had to wait different intervals before it was released from the cage. Hunter found that if the rat had to wait more than ten seconds, it could not remember the correct door. Hunter's results show that rats have a short-term memory of about ten seconds.

Henning studies how students who learning English as a second language remember vocabulary. The subjects in his experiment were 75 students at the University of California in Los Angeles. They represented all levels of ability in English. beginning, intermediate, advanced, and native-speaking students.

To begin, the subjects listened to a recording of a native speaker reading a paragraph in English. Following the recording, the subjects took a 15-question test to see which words they remembered. Each question had four choices. The subjects had to circle the word they had heard in the recording. Some of the questions had four choices that sound alike. For example, weather, whether, wither, and wetter are four words that sound alike. Some of the questions had four choices that have the same meaning. Method, way, manner, and system would be four words with the same meaning. Some of them had four unrelated choices. For instance, weather, method, love, result could be used as four unrelated words. Finally the subjects took a language proficiency test.

Henning found that students with a lower proficiency in English made more of their mistakes on words that sound alike; students with a higher proficiency made more of their mistakes on words that have the same meaning. Henning's results suggest that beginning students hold the sound of words in their short-term memory, and advanced students hold the meaning of words in their short-term memory.

32. In Hunter's experiment, the rat had to remember

- A. where the food was
- B. how to leave the cage
- C. how big the cage was
- D. which light was turned on

33. Hunter found that rats

- A. can remember only where their food is
- B. cannot learn to go to the correct door
- C. have a short-term memory of one-sixth a minute
- D. have no short-term memory

34. Henning tested the students' memory of

- A. words copied several times
- B. words explained
- C. words heard
- D. words seen

35. Henning concluded that beginning and advanced students

- A. have no difficulty holding words in their short-term memory
- B. have much difficulty holding words in their short-term memory
- C. differ in the way they retain words
- D. hold words in their short-term memory in the same way

Read TEXT E, a book review, and answer questions 36 to 40.

# TEXT E

## Goal Trimmer

TITLE: THE END OF EQUALITY

AUTHOR: MICKEY KAUS

PUBLISHER: BASIC BOOKS; 293 PAGES; \$25

THE BOTTOM LINE: Let the American rich get richer, says Kaus, and the poor get respects. That's a plan for the Democrats?

By RICHARD LACAYO

UTOPIAS ARE SUPPOSED TO BE dreams of the future. But the American Utopia? Lately it's a dream that was, a twilit memory of the Golden Age between V-J day and OPEC, when even a blue-collar paycheck bought a place in the middle class. The promise of paradise regained has become a key to the Democratic party pitch. Mickey Kaus, a senior editor of the New Republic, says the Democrats are wasting their time. As the U. S. enters a world where only the highly skilled and well educated will make a decent living, the gap between rich and poor is going to keep growing. No fiddling with the tax code, retreat to protectionism or job training for jobs that aren't there is going to stop it. Income equality is a hopeless cause in the U. S.

"Liberalism would be less depressing if it had a more attainable end. ' Kaus writes, "a goal short of money equality. "Liberal Democrats should embrace an aim he calls civic equality. If government can't bring everyone into the middle class, let it expand the areas of life in which everyone, regardless of income, receives the same treatment. National health care, improved public schools, universal national service and government financing of nearly all election campaigns, which would freeze out special-interest money —there are the unobjectionable components of his enlarged public sphere.

Kaus is right to fear the hardening of class lines, but wrong to think the stresses can be relieved without a continuing effort to boost income for the bottom half. "No, we can't tell them they'll be rich, "he admits. "Or even comfortably well-off. But we can offer them at least a material minimum and a good shot at climbing up the ladder. And we can offer them respect. " And what might they offer back? The Bronx had a rude cheer for it. A good chunk of the Democratic core constituency would probably peel off.

At the center of Kaus' book is a thoughtful but no less risky proposal to dynamite welfare.

He rightly understands how fear and loathing of the chronically unemployed underclass have encouraged middle-income Americans to flee from everyone below them on the class scale. The only way to eliminate welfare dependency, Kaus maintains, is by cutting off checks for all able-bodied recipients, including single mothers with children. He would have government provide them instead with jobs that pay slightly less than the minimum wage, earned-income tax credits to nudge them over the poverty line, drug counselling, job training and, if necessary, day care for their children.

Kaus doesn't sell this as social policy on the cheap. He expects it would cost up to \$ 59 billion a year more than the \$ 23 billion already spent annually on welfare in the U. S. And he knows it would be politically perilous, because he suggests paying for the plan by raiding Social Security funds and trimming benefits for upper-income retirees. Yet he considers it money well spent if it would undo the knot of chronic poverty and help foster class rapprochement. And it would be too. But one advantage of being an author is that you only ask people to listen to you, not to vote for you.

36. According to Mickey Kaus, which of the following is NOT true?

- A. Methods like evading income tax or providing more chances for job training might help reduce the existing inequality.
- B. The Democratic Party is spreading propaganda that they could regain the lost paradise.
- C. Americans once had a period of time when they could obtain middle-class status easily.
- D. Income inequality results from the fact that society needs more and more workers who have a high skill and a good education.

37. In Kaus' opinion

- A. the government should strive to realize equality in everybody's income
- B. the government should do its best to bring every American into the middle class
- C. the goal will be easier to attain if we change it from money equality to civic equality
- D. it's almost impossible for the government to provide such things as national health care, improved public schools, universal national service, etc.

38. Kaus has realized that

- A. real equality cannot be achieved if the poor cannot increase their income
- B. his idea will probably meet with disapproval from the supporters of the Democratic Party
- C. only the Bronx might cheer for his theory
- D. the division of social strata has become increasingly conspicuous

39. The proposal as offered by Kaus

- A. will increase the fear and loathing of the unemployed underclass by cutting off checks for all able-bodied recipients
- B. will drastically increase the income taxes for taxpayers
- C. is supposed to help establish reconciliation between the poor and the rich though the gap may be unbridgeable
- D. is too costly to be carried out

40. The title of the review suggests

- A. giving the poor more financial aid and more job opportunities
- B. a fundamental Change in the goal which the Democratic Party uses to appeal to Americans
- C. the elimination of the unfair distribution of social wealth among Americans
- D. a modification of the objective to make it more securable

## PART V SPEED READING (10 min)

*In this section there are seven passages followed by ten multiple-choice questions. Skim or scan them as required and then mark your answers on the Coloured Answer Sheet.*

**TEXT F is a newspaper article. Skim it quickly to answer question 41.**

41. The most appropriate headline for this newspaper article would be

- A. Unemployment and sharing of jobs
- B. Job sharing —an innovation in employment
- C. Advantages and disadvantages of job sharing
- D. Work-sharing: half a job is better than none

What exactly is job-sharing? The Equal Opportunities Commission defines as "a form of part-time employment whereby two people voluntarily share the responsibility of one full-time position. "Salary and fringe benefits are divided between the two sharers. Each person's terms and conditions of employment are pro-rata those of a full-timer. If each works at least 15 hours a week then they enjoy certain employment rights that ordinary part-time workers do not have.

Part-timers usually earn less per hour than a full-timer, have fewer fringe benefits and less job security. They have virtually no career prospects. Employers often think that working part-time means that a person has no ambitions and so

offer no chance of promotion.

But job-sharing bridges that gap and offers the chance of interesting work to people who can only work part-time and that does not mean just married women. As Adrienne Broyle of "New Ways to Work"—formerly the London Job-sharing Project—points out: "There are various reasons why people decide they want to job-share and so have more free time. "A growing number of men want to job-share so that they can play an active role in bringing up their children. It allows people to study at home in their free time, and means that disabled people or those who otherwise stay at home to look after them, can work. Job-sharing is also an ideal way for people to ease into retirement. "

Many employers are wary of new work schemes, but a survey carried out by the EOC shows that they can profit in various ways from sharing. If one sharer is away sick, at least half the job continues to be done. Skilled workers who cannot work full-time can bring years of experience to a job.

One job-sharer in the EOC survey said "Both I and my job-sharer do at least one and a half times the hours of work we are paid for. Half-timers have to work flat out without a tea break. "Another attraction is that two people bring to one job twice as much experience, sets of ideas and discussion. At best, two workers can complement one another's skills.

But there are financial drawbacks for the job-sharer.

If you become unemployed you should be eligible for Unemployment Benefit. But you have to sign, on as being available for full-time work. So those who chose to job-share because they could not work full-time cannot claim the benefit unless they are prepared to sign on for full-time employment.

Pensions are a big stumbling block. Many job-sharers may be ineligible to join company pension schemes. The EOC paper points out that the Local Government Superannuation Scheme excludes people who work under 30 hours a week.

For those who are attracted to job-sharing as a way of easing into retirement, beware. Most occupational pension schemes are based either on the average annual earnings during membership of the scheme, or on the employee's final salary.

In the latter case, it could mean that a person who has worked for 15 years full-time, and job-share for the next five years for the same firm, will receive a very much smaller pension than if she or he had worked those last five years full-time.

**TEXT G is an article from a newspaper. Skim it quickly to answer questions 42 to 43.**

42: People in Britain were furious at the discovery that \_\_\_\_

- A. Blunt retired as Queen Elizabeth's art curator
- B. members of Parliament did not know Blunt was a former Soviet spy
- C. Blunt was allowed to work for British intelligence during World War II
- D. Blunt had gone unpunished for years

43. Anthony Blunt packed his belongings and left his fashionable flat because \_\_\_\_

- A. had been stripped of knighthood
- B. had been informed of the disclosure beforehand
- C. had passed British secrets to Russia
- D. had once served as Queen Elizabeth's art curator

Britons are fuming over the disclosure that its government knowingly let a former Soviet spy live for years at the upper level of London society.

Prime Minister Margaret Thatcher told Parliament on November 15 that Sir Anthony Blunt, 72, had passed British secrets to Russia during World War II but received immunity from prosecution in 1964 in return for his confession and a pledge to cooperate with security authorities. He retired only last year as Queen Elizabeth's art curator. Even Lord Home, who was Prime Minister when Blunt confessed, claimed to be startled by the news. Members of Parliament demanded to know how such information could be denied not just to the public but also the Britain's leaders.



Blunt's unmasking followed publication of a book about three Britons who led to Russia after spying for the Soviets—Guy Burgess, Donald Maclean and K. Philby. The book reported a “fourth man” in the spy ring but stopped shortly identifying him because of Britain's strict libel laws.

Citizens were outraged that Blunt had gone unpunished for so long. Said London's Daily Mail: “The stench of hypocrisy and of establishment cover-up is overpowering.”

The Times said Blunt never should have been allowed to work for Britain intelligence during World War II because “he was well known to be both a Marxist and a homosexual, both of which characteristics are normally regarded as grounds of unsuitability for such work.” A day before Thatcher revealed his secret and the Queen stripped him of knighthood, Blunt packed his bags and left his stylish apartment. Many Britons were convinced he had fled after being tipped off by an “old-boy network” of civil servants.

**TEXT H is an advertisement. Skim it quickly to answer question 44.**

44. what is advertised for sale?

- |                        |               |
|------------------------|---------------|
| A. Houses.             | B. Seatbelts. |
| C. Accident insurance. | D. Cars.      |

**You enjoy**

We reinforce the value of our cars with bodies that are protective as well as attractive. And you enjoy peace of mind. Not just you, as a driver. But you, as a member of a society that is increasingly concerned about safety issues.

Because we share that concern, we are committed to responsible product qualities.

In the new Bluebird, for example, responsible performance means predictable response and handling. To improve active safety by helping you avoid accidents.

Responsible comfort takes the form of ergonomically correct interiors. To improve active safety by reducing driver fatigue. And, as a part of responsible aesthetics, there are refined body structures. To improve passive safety by helping you escape injury if an accident does occur. Which means that, underneath the Bluebird's beautifully styled exterior, you have beautifully engineered protection.

A rigid, monocoque frame that guards you. A highly stable body that surrounds you. Front and rear crushable zones that cushion impact. Side-door reinforcement beams that fend off broadside collisions. Not to mention other features like adjustable shoulder-strap anchors and Emergency Locking Retractor seatbelts.

Enhancing not only your safety. But also our view that true beauty reflects inner strength as well as outward appeal.

**TEXT I is a letter to editor of The Economist. Skim it quickly to answer question 45.**

45. The main purpose of the letter is to express the writer's \_\_\_\_\_.

- A. sympathy for Germany which accepts refugees in large numbers
- B. condemnation of Britain's negative attitude towards refugees
- C. concern for refugees who have been massacred or detained
- D. demand that Britain accept its share in taking in refugees

Sir—The Economist has often championed the cause of refugees, and argued that they can be assets to the countries that give them shelter.

Today Germany is being overwhelmed with refugees from the east; over 500, 000 this year. Obviously many of these refugees are leaving their own countries for economic reasons, but many more are fleeing for justified fear of persecution and even death, as reports of massacres of Serb Muslims by both Croatian and Serbian troops make all too clear. The current inflow of refugees is a common European problem. At present, Germany absorbs them, and Britain rejects them, sending back even the pitiful handful of Bosnians who have managed to get to its shores.

Some 6,000 Bosnian detainees are being held in camps in unspeakable conditions because there is nowhere for them