

Test One

Part I Listening Comprehension

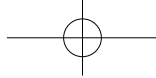
Section A

Directions: In this section, you will hear 10 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer.

1. A) At the office.
C) On his way to work.
2. A) Travel agency clerk.
C) Youth hostel manager.
3. A) She has to post a letter instead.
C) She has to turn down the man's request.
4. A) The tickets are more expensive than expected.
C) It's difficult to buy the tickets on the spot.
5. A) In a car.
C) In a restaurant.
6. A) Boss and secretary.
C) Mother and son.
7. A) \$6.80.
C) \$6.30.
8. A) The man wants to buy a room.
C) There is only a room for the twins.
9. A) In a concert.
C) On a VCD.
10. A) Fifteen minutes.
C) Forty-five minutes.
- B) Home in bed.
D) Away on vacation.
- B) Office secretary.
D) Hotel receptionist.
- B) She's not sure if the computer is fixed.
D) She can't send the message right now.
- B) The tickets are sold in advance at half price.
D) It's better to buy the tickets beforehand.
- B) On the street.
D) At home.
- B) Husband and wife.
D) Employer and employee.
- B) \$7.20.
D) \$3.15.
- B) The man wants to reserve a single room.
D) The woman is checking in.
- B) On a video camera.
D) On a DVD.
- B) Half of an hour.
D) Twenty minutes.

Questions 11 to 14 are based on the conversation you have just heard.

11. A) Teacher.
C) Editor.
12. A) Some newly discovered scenic spot.
C) A new railway under construction.
13. A) In news weeklies.
C) In newspapers' Sunday editions.
- B) Journalist.
D) Typist.
- B) Big changes in the Amazon valley.
D) The beautiful Amazon rainforests.
- B) In a local evening paper.
D) In overseas editions of U.S. magazines.



14. A) To become a professional writer.
B) To be employed by a newspaper.
C) To get her life story published soon.
D) To sell her articles to a news service.

Questions 15 to 18 are based on the conversation you have just heard.

15. A) A marketing manager.
B) A paper editor.
C) A sailor.
D) Customs official.
16. A) Sales planning.
B) The marketing work.
C) Car designing.
D) The administration work.
17. A) One.
B) Two.
C) Three.
D) Four.
18. A) June 9th.
B) July 9th.
C) June 3rd.
D) July 3rd.

Section B

Directions: In this section, you will hear 3 passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

Passage One

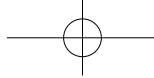
Questions 19 to 21 are based on the passage you have just heard.

19. A) To withdraw his deposit.
B) To cash a check.
C) To rob the bank.
D) To get his prize.
20. A) They let him do what he wanted to.
B) They helped him find large bills.
C) They pressed the alarm.
D) They called the police.
21. A) Because large bills were not within his reach.
B) Because he was afraid that he would be caught on the spot.
C) Because he was limited by time and the size of his pockets.
D) Because the maximum sum allowed was \$5,000.

Passage Two

Questions 22 to 24 are based on the passage you have just heard.

22. A) They are very generous in giving gifts.
B) They refuse gifts when doing business.
C) They regard gifts as a token of friendship.
D) They give gifts only on special occasions.
23. A) They enjoy giving gifts to other people.
B) They spend a lot of time choosing gifts.
C) They have to follow many specific rules.
D) They pay attention to the quality of gifts.
24. A) Gift-giving plays an important role in human relationships.
B) We must be aware of cultural differences in giving gifts.
C) We must learn how to give gifts before going abroad.
D) Reading extensively can make one a better gift-giver.



Passage Three

Questions 25 to 28 are based on the passage you have just heard.

25. A) Because there are no signs to direct them. B) Because no tour guides are available.
C) Because all the buildings in the city look alike. D) Because the university is everywhere in the city.
26. A) They set their own exams. B) They select their own students.
C) They award their own degree.
D) They organize their own laboratory work.
27. A) Most of them have a long history.
B) Many of them are specialized libraries.
C) They house more books than any other university library.
D) They each have a copy of every book published in Britain.
28. A) Very few of them are engaged in research. B) They were not awarded degrees until 1948.
C) They have outnumbered male students. D) They were not treated equally until 1881.

Section C

Directions: In this section, you will hear 3 news reports. At the end of each news report, you will hear 2 or 3 questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).

Questions 29 and 30 are based on the news report you have just heard.

29. A) It didn't do enough to celebrate the 100th anniversary of WWI.
B) It showed little respect to other European countries.
C) It tended to focus on the crimes of WWI.
D) It tried to deny the crimes committed by the Nazis.

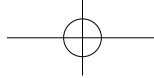
30. A) Indifferent. B) Opposed.
C) Neutral. D) Numb.

Questions 31 and 32 are based on the news report you have just heard.

31. A) Two. B) Three.
C) Four. D) One.
32. A) Close all the tourist attractions. B) Forbid using animals as a vehicle.
C) Increase the trains and flights. D) Restore the May Day holiday.

Questions 33 to 35 are based on the news report you have just heard.

33. A) On Monday. B) On Tuesday.
C) On Wednesday. D) On Saturday.
34. A) At least 17. B) At least 24.
C) At least 21. D) At least 41.



35. A) Many people took part in the search and rescue.
 B) The cause of the explosions has been determined.
 C) Rescue efforts were stopped on Thursday.
 D) The explosions didn't destroy the building.

Part II Reading Comprehension

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the blank is identified by a letter. Please mark the corresponding letter for each item. You may not use any of the words in the blank more than once.

Questions 36 and 45 are based on the following passage.

As war spreads to many corners of the globe, children sadly have been drawn into the center of conflicts. In Afghanistan, Bosnia, and Colombia, however, groups of children have been taking part in peace education 36. The children, after learning to resolve conflicts, took on the 37 of peacemakers. The Children's Movement for Peace in Colombia was even nominated (提名) for the Nobel Peace Prize in 1998. Groups of children 38 as peacemakers studied human rights and poverty issues in Colombia, eventually forming a group with five other schools in Bogota known as The Schools of Peace.

The classroom 39 opportunities for children to replace angry, violent behaviors with 40, peaceful ones. It is in the classroom that caring and respect for each person empowers children to take a step 41 toward becoming peacemakers.

Fortunately, educators have access to many online resources that are 42 useful when helping children along the path to peace. The Young Peacemakers Club, started in 1992, provides a Website with resources for teachers and 43 on starting a Kindness Campaign. The World Centers of Compassion for Children International call attention to children's rights and how to help the 44 of war. Starting a Peacemakers' Club is a praiseworthy venture for a class and one that could spread to other classrooms and ideally affect the culture of the 45 school.

- | | | | |
|------------------|---------------|----------------|-----------------|
| A) victims | B) technology | C) role | D) respectively |
| E) projects | F) offers | G) information | H) images |
| I) forward | J) especially | K) entire | L) cooperative |
| M) comprehensive | N) assuming | O) acting | |

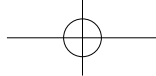


Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter.*

TV Linked to Lower Marks

- A** The effect of television on children has been debated ever since the first sets were turned on. Now three new studies find that too much tube time can lower test scores, retard learning and even predict college performance. The reports appear in the July issue of the Archives of Pediatrics & Adolescent Medicine.
- B** In the first report, researchers studied the effect that having a TV in a child's bedroom can have on third graders. "We looked at the household media environment in relation to academic achievement on mathematics, reading and language arts tests," said study author Dina L.G. Borzekowski, an assistant professor at Johns Hopkins Bloomberg School of Public Health.
- C** Borzekowski and her colleague, Dr. Thomas Robinson of Stanford University, collected data on 386 third graders and their parents about how much TV the children watched, the number of TV sets, computers and video game consoles in the household and where they were. They also collected data on how much time the children spent using the different media, as well as the time spent doing homework and reading. The researchers found that the media in the household, where it is and how it is used can have a profound effect on learning. "We found that the household media environment has a very close association with performance on the different test scores," Borzekowski said.
- D** "A child who has a TV in his or her bedroom is likely to have a score that is eight points lower on a mathematics test compared to a child who doesn't have a TV in the bedroom," she noted. These children also scored lower on the reading and language arts tests. However, children who have access to a home computer are likely to have higher scores on each of the tests compared with children who don't have access to a home computer, Borzekowski noted.
- E** The reasons why TV has this negative effect are not clear, Borzekowski said. "When there's TV in the bedroom, parents are less likely to have control over the content and the amount watched," Borzekowski said. "They are also unable to know how early or how late the set is on. This seems to be associated with kids' performance on academic tests." Borzekowski believes that content and the time the TV is on may be the primary reasons for its negative effect. "If the TV is in the family room, then parents can see the content of what children are watching," she said. "Parents can choose to sit alongside and watch, or turn the set off. A simple and straightforward, positive parenting strategy is to keep the TV out of the child's bedroom, or remove it if it's already there."
- F** In the second report, Dr. Robert J. Hancox from the University of Otago in Dunedin, New Zealand, and colleagues found, regardless of your intelligence or social background, if you watch a lot of TV during childhood, you are a lot less likely to have a college degree by your mid-20s. In their study, the



researchers followed 1,037 people born in 1972 and 1973. Every two years, between the ages of 5 and 15, they were asked how much television they watched. The researchers found that those who watched the most television during these years had earned fewer degrees by the time they were 26. “We found that the more television the child had watched, the more likely they were to leave school without any qualifications,” Hancox said in a prepared statement. “Those who watched little television had the best chance of going on to university and earning a degree.”

G Hancox’s team found that watching TV at an early age had the most effect on graduating from college. “An interesting finding was that although teenage viewing was strongly linked to leaving school without any qualifications, it was earlier childhood viewing that had the greatest impact on getting a degree,” he said. “This suggests that excessive television in younger children has a long-lasting adverse effect on educational performance.”

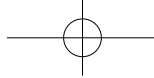
H In the third paper, Frederick J. Zimmerman and Dr. Dimitri A. Christakis from the University of Washington report that, for very young children, watching TV can result in lower test scores in mathematics, reading recognition and reading comprehension. “We looked at how much television children watched before age three and then at ages three to five,” Zimmerman said. “We found that for children who watched a small amount of TV in the earlier years, there was considerable beneficial effect compared to children who watched a lot of TV.”

I For children aged three to five, the effect was not as clear, Zimmerman said. “There were some beneficial effects of watching TV on reading, but no beneficial effects for math or vocabulary,” he noted. “The worst pattern was to watch more than three hours of TV before age 3. Those kids had a significant disadvantage compared to the other kids.” Parents should follow the American Academy of Pediatrics recommendation, which is no TV for children under two, Zimmerman said. “Personally, I feel the cutoff should be children under three, because there is just not any good content for children under three.”

J One expert believes that TV can have both positive and negative effects, but it all depends on what children are watching. “Content matters,” said Deborah L. Line Barger, an assistant professor at the University of Pennsylvania, who co-authored an accompanying editorial. “Educational content has been found to be related to performance on school readiness tests, higher grades when they are teenagers, whereas, non-educational content tends to be associated with lower academic performance.”

K Another expert agrees. “TV watching takes up space that could be used by more useful things,” said Dr. Christopher P. Lucas, a clinical coordinator at the Early Childhood Evaluation and Treatment Program at the New York University Child Study Center. “TV is not necessarily toxic, but is something that has to be done in moderation; something that balances the other needs of the child for healthy development.”

L Lucas puts the responsibility for how much TV kids watch and what they watch squarely on parents. “The amount of TV watching certainly has a link with the reduced amount of time reading or doing homework,” he said. “The key is the amount of control parents have in limiting the amount of access. Get the TV out of the bedroom; be aware of what is being watched; limit the amount of TV watching.”



46. According to Borzekowski, children having chances to use a family computer are likely to acquire better results on the different tests.
47. The reports issued in the Archives of Pediatrics & Adolescents Medicine find that watching too much TV leads to poor performance in school.
48. Watching more than three hours of TV before age 3 has bad effect on kids.
49. According to the second report, the chance for one to acquire a college degree depends on the amount of his TV watching during childhood.
50. In Deborah L. Line Barger's opinion, educational content is helpful for teenagers to get better results on school readiness tests.
51. The environment of family media greatly affects children's test scores according to the first report.
52. Borzekowski believes that TV's negative effect on children's marks may mainly lie in what children watch on TV and how much time they spend on it.
53. Lucas thinks parents should take the responsibility to supervise kids' TV watching.
54. According to the recommendation from American Academy of Pediatrics, children under two should watch no TV.
55. Hancox thinks earlier childhood TV watching affects one's acquiring a college degree most.

Section C

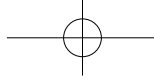
Directions: *There are 2 reading passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C), and D). You should decide on the best choice.*

Passage One

Questions 56 to 60 are based on the following passage.

There are two major parties in Britain today, the Conservative Party and the Labour Party, which have been in power by turns since 1945. The two-party system of Britain was formed in the course of the development of the capitalist state and the political parties. In order to strengthen the state machine, the British bourgeoisie have let it come into being and exist in one form or another form since the 17th century. P.S. Tregidgo once said: "The more parties there are, the less likely it is that any one of them will be strong enough in Parliament to outvote all the others; but when there are only two, one of them is sure to have a majority of seats. This helps to ensure a strong and stable government." This may be the reason why the British have the two-party system.

The division into two parties grew out the establishment of a Protestant Church of England in the 16th century. Because of a purely religious difference of opinion, the Puritans were separated from the broad body of the Anglican Church. The non-Puritan Anglicans were on the side of the King and Church, and their supporters were called by their opponents "Tories." The Puritans were for Parliament and trade, and their supporters were called by the "Tories" "Whigs". The Tories and the Whigs were in power a long time. In 1833,



They argue that hydrogen gets absorbed before hitting Titan's planet-like surface covered with methane lakes and rivers. This, they say, points to the existence of some "bugs" consuming the hydrogen at the surface of the moon less than half the size of the Earth.

"We suggested hydrogen consumption because it's the obvious gas for life to consume on Titan, similar to the way we consume oxygen on Earth," says NASA scientist Chris McKay. "If these signs do turn out to be a sign of life, it would be doubly exciting because it would represent a second form of life independent from water-based life on Earth."

To date, scientists have not yet detected this form of life anywhere, though there are liquid- water-based microorganisms on Earth that grow well on methane or produce it as a waste product. On Titan, where temperatures are around 90 Kelvin(minus 290 degrees Fahrenheit),a methane based organism would have to use a substance that is liquid as its medium for living processes, but not water itself. Water is frozen solid on Titan's surface and much too cold to support life as we know it.

Scientists had expected the Sun's interactions with chemicals in the atmosphere to produce a coating of acetylene on Titan's surface. But Cassini detected no acetylene on the surface.

The absence of detectable acetylene on the Titan's surface can very well have a non-biological explanation, said Mark Allen, a principal investigator of the NASA Titan team.

"Scientific conservatism suggests that a biological explanation should be the last choice after all non-biological explanations are addressed," Allen said. "We have a lot of work to do to rule out possible non-biological explanations. It is more likely that a chemical process, without biology, can explain these results."

61. What have scientists found about Saturn?
- A) They have found a new moon orbiting Saturn.
 - B) They have found methane-based life on Saturn.
 - C) They have found methane-based life on Titan.
 - D) They have found earth-like life on a Saturn's moon.
62. What do scientists say about Titan?
- A) There are life clues there.
 - B) There is acetylene there.
 - C) Water on Titan exists in the form of ice.
 - D) Rivers and lakes there contain life forms.
63. What does "this form of life" in Paragraph 5 refer to?
- A) Water-based life.
 - B) Methane-based life.
 - C) Liquid-water-based microorganisms.
 - D) Gas-based life.
64. What can be inferred from what Allen said?
- A) Scientists have different arguments over whether there is life on Titan.
 - B) Scientists all agree that there is life on Titan.
 - C) Scientists all suggest that a biological explanation is reasonable.
 - D) Scientists all agree that a non-biological chemical reaction is a possible explanation.
65. Which of the following can be the title of this passage?
- A) Earth-like Living Beings Found on Titan.
 - B) Finding of One More Moon of Saturn.
 - C) Titan, a New Satellite Found.
 - D) A different Life Form, a Possibility.

Part III Cloze

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D). You should choose the one that best fits into the passage.

Without waiting for the rest of the world, the United States, Russia and Ukraine are pressing ahead with talks on starting to trade in a new international commodity so intangible (无法触摸的) as to sound like a saying for fraud; nonexistent hot air.

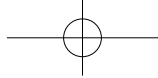
If their plans are 66, the US—the world's biggest polluter, 67 sends out more than five tons of pure carbon into 68 air for each of its 260 million inhabitants each year—will be able to go on doing so. It will “buy” 69 rights to pollute from the 70 economies of the former Soviet Union.

Carbon trading is based 71 each country having a quota (限额) for the 72 amount of carbon dioxide it is allowed to 73 into the atmosphere. Because many of Russia's and Ukraine's smokiest old factories have 74 down or are working at 75 capacity, the two countries now emit far 76 pollution than their quota allows. The US 77 other developed countries want to buy the rights to the difference—the carbon dioxide Russia and Ukraine are allowed to emit but do not—and 78 them next century as credits against their own emissions.

Mr. Berdin said he would oppose a carbon-trading scheme 79 the money Russia received was used to 80 his country's actual air pollution, either by planting new forests 81 by modernizing factories and power plants.

But 82 are fears that the prospects of money for nothing may 83 Russia's treasury and struggling industrialists to demand 84 they benefit from the sale of pollution rights which are 85 theirs.

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|--------------------|-------------|---------------|---------------|
| 66. A) realized | B) made | C) accepted | D) created |
| 67. A) it | B) which | C) this | D) whose |
| 68. A) an | B) the | C) some | D) a |
| 69. A) special | B) unique | C) surplus | D) utmost |
| 70. A) flourishing | B) booming | C) collapsed | D) prosperous |
| 71. A) in | B) for | C) on | D) of |
| 72. A) yearly | B) weekly | C) daily | D) monthly |
| 73. A) request | B) release | C) restore | D) reverse |
| 74. A) cut | B) take | C) put | D) shut |
| 75. A) increased | B) produced | C) introduced | D) reduced |
| 76. A) more | B) fewer | C) less | D) worse |
| 77. A) and | B) or | C) except | D) worse |
| 78. A) forbid | B) present | C) preserve | D) protect |
| 79. A) or | B) if | C) for | D) unless |
| 80. A) demonstrate | B) decrease | C) demand | D) deny |
| 81. A) but | B) and | C) or | D) nor |



82. A) there B) those C) these D) they
 83. A) prompt B) stimulate C) arouse D) alert
 84. A) what B) which C) when D) that
 85. A) likely B) rightly C) probably D) presumably

Part IV Translation

Section A

Directions: Translate the following sentences from English to Chinese.

1. (New College English 全新版大学英语)

- T86. This would liberate France and open the way for the final assault on Germany itself.
 T87. Due to the bad weather, the Germany navy cancelled its usual patrol of the English channel.
 T88. Napoleon soon realized he could not feed, clothe, and quarter his army in Moscow during the winter.
 T89. The Grand Army followed, but its advance march soon became bogged down by slow-moving supply lines.
 T90. Napoleon had a clear path to Moscow, but the occupation of the city became an empty victory.

2. (Experiencing English 大学体验英语)

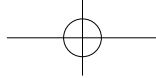
- T86. This is only one example of the media trend toward marginalizing fathers, which mirrors enormous social changes in the United States.
 T87. It is the belief that having a mother at home is important to the children, which makes so many men gladly take on the burden of being a sole wage earner.
 T88. We must acknowledge how we have devalued fatherhood and work to show men how necessary, how important they are in their children's lives.
 T89. We have failed to understand the opportunities of this century's greatest and most enduring social movement, the collapse of the sexual division of labor.
 T90. The women's movement has only further emphasized the paramount status of work and that, by implication, domesticity and child-rearing is drudgery.

Section B

Directions: Translate the following sentences from Chinese to English.

1. (New College English 全新版大学英语)

- T91. 希特勒的军事实力堪称无敌，他的战争机器横扫了欧洲绝大部分地区的抵抗。
 T92. 冰雪和低温使两支侵略军付出了惨重的代价。对俄罗斯人民而言，严冬是他们的冰雪卫士。
 T93. 正当俄罗斯军队集聚兵力之时，法国人却不得不逃离俄国，以避免注定的失败。



T94. 夜幕降临时，三万名法国士兵以及四万四千名俄国士兵或伤或亡，倒在了战场上。

T95. 不久，英国、奥地利、俄国以及普鲁士组成强大的联盟，攻击这些散兵游勇。

2. (*Experiencing English* 大学体验英语)

T91. 我们这个社会似乎表现出家庭职责对父亲来说并不像对母亲那么重要——似乎事业上的满足就是男人生活的全部。

T92. 与此同时，媒体上绝大多数有关父亲的故事又集中表现暴力的丈夫或没出息的父亲。

T93. 我没有看过这部影片，不过它应该是一部好片子。

T94. 在妇女解放的背后，吹着一阵顺风：在几十年的时间里，妇女控制了她们的生育能力，而经济却需要劳动力的大量增加。

T95. 我们仍然局限于传统父亲的形象，即抚养家人、制定纪律，有时还当小孩的玩伴。

Section C

Directions: *Translate the following passage from Chinese into English.*

随着经济的发展，一些大城市的交通状况变得越来越糟糕，特别是在上下班高峰期。人们在等车和上下班的路上浪费了很多时间。是时候由政府采取措施改善交通状况了。第一，应该拓宽道路，使更多的车辆能够通行。第二，应该鼓励人们搭公共汽车或者骑自行车出行，少开私人汽车，这同时也能减少空气污染。第三，应该鼓励人们在上下班高峰期选择乘坐地铁。