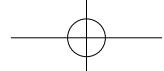


Test 1 Your College Years

Part I Vocabulary and Grammar

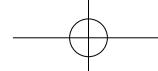
Directions: In this part there are 30 incomplete sentences, each with four suggested answers. Choose the one that best completes the sentence.

1. In our school, English and mathematics are compulsory while Western literature and second language are _____.
A. operational B. optional C. instructive D. functional
2. With the growth of the Internet, educational services provide the ability for anyone with the desire to learn to _____ the skills in a minimum amount of time.
A. retain B. gain C. achieve D. acquire
3. Terry Mead's reputation was established with the publication of his first book in 1917 and was _____ by his many subsequent contributions to zoology.
A. evaluated B. projected C. heightened D. emphasized
4. The main road through Littlebury was blocked for three hours today after an accident _____ two lorries.
A. involving B. including C. combining D. containing
5. That sound doesn't _____ in his language, so it's difficult for him to pronounce it.
A. happen B. occur C. have D. take place
6. Learning to _____ the meaning of dreams is a fascinating and highly rewarding experience, leading you on an inner journey through the hidden world of your subconscious mind.
A. enlighten B. interpret C. illuminate D. enhance
7. Stressful environments lead to unhealthy behaviors such as poor eating habits, which _____ increase the risk of heart disease.
A. in turn B. in return C. by chance D. by turns
8. Life insurance is financial protection for dependents against loss _____ the bread-winner's death.
A. at the cost of B. on the verge of C. as a result of D. for the sake of
9. Dozens of scientific groups all over the world have been _____ the goal of a practical and economic way to use sunlight to split water molecules.
A. pursuing B. chasing C. reaching D. winning



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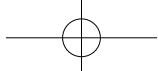
10. Whether young or _____ in age, more and more people are eating foods that not only provide nutrients for the body but also guard against the threat of diseases.
- A. inferior B. junior C. superior D. mature
11. His father's generosity to him has created a strong and sincere _____ for him in Charles's heart.
- A. affection B. aspiration C. annoyance D. arrogance
12. _____ receiving financial support from family, community or the government is allowed, it is never admired.
- A. As B. Once C. Although D. Lest
13. The review board ruled that the intern's behavior had been _____; he had violated the high standards required of members of the profession.
- A. ineffective B. usual C. normal D. unethical
14. Plenty of fresh air _____ to good health. That is why many people like to take a walk in the morning.
- A. contributes B. attributes C. benefits D. constitutes
15. This organization is completely _____ any political association, and is able to conduct its own business with foreign counterparts.
- A. inclusive of B. devoid of C. independent of D. ignorant of
16. Too many wives like to help the husband's career and are _____ when it is not appreciated.
- A. dismayed B. prejudiced C. prompted D. questioned
17. He gradually _____ that his parents had been right and his decision had to be modified.
- A. pioneered B. plagued C. transformed D. perceived
18. The final component in the involvement factor focuses broadly on workers' attitudes in _____ to motivation.
- A. proportion B. relation C. response D. addition
19. Taken in sum, the American achievement in poetry and criticism, as well as in historical and other forms of scholarship, has been _____ impressive.
- A. regularly B. specifically C. extraordinarily D. conventionally
20. Shopping addictions and _____ spending can lead to all manner of financial and personal disorder, including problems on the job and even divorces.
- A. excessive B. supplementary C. ample D. surplus
21. Chinese customs police wondered if there were some underground passages _____ the cocaine had been smuggled into China from Burma.
- A. through which B. in which C. through that D. in that
22. Just think of it! If you can memorize ten English words _____, what a big vocabulary you'll have in a year's time.
- A. everyday B. every day C. one day D. someday



Part II Error Correction

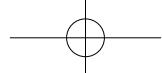
Directions: Each of the following sentences has four underlined parts marked A, B, C, and D. Identify the part of the sentence that is incorrect. Then, without altering the meaning of the sentence, mark the corresponding letter and write down the correction.

1. The boy is constantly being told not to scratch the paint off the wall, but he goes on to do it all
A B C D
the same.



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2. When Cliff was sick with the flu, his mother made him to eat chicken soup and rest in bed.
A B C D
3. Those of you who signed up for Dr. Daniel's anthropology class should get their books as
soon as possible.
A B C D
4. Ms. Amelia Earhart, like many of the world's greatest heroes, sacrificed their life for the sake
of adventure, glory and country.
A B C D
5. It soon became obviously that instead of being trained to sing she would be trained as the
astronomer's assistant.
A B C D
6. Man has used metals for centuries in gradual increasing quantities, but it was not until the
Industrial Revolution that they came to be employed in real vast quantities.
A B C D
7. Despite much research, there are still certain elements in the life cycle of the insect that is not
fully understood.
A B C D
8. Mr. Jankin regretted to blame his secretary for the mistake, for he later discovered it was his
own fault.
A B C D
9. A crowd of curious onlookers gathered on the scene of the disaster until the officers ordered
that they dispersed.
A B C D
10. Under no circumstances we should do anything that will benefit ourselves but harm the
interests of the state.
A B C D



Part III Translation

Section A

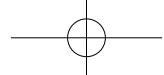
Directions: Translate the following sentences into Chinese.

1. On July 1, 1859, four men, abundantly supplied with provisions, started on a trip by balloon from St. Louis to New York. At 7:30, in the presence of thousands of spectators, the cords that kept the balloon earthbound were cut, and with considerable *velocity* (速度) it ascended to the height of two miles.

2. Convenient flats, well-run homes, “motherly” visitors, or organized entertainments cannot make up for the fundamental need which must be satisfied—the need to retain to the end of life human dignity and respect of one’s fellows.

3. America has long been considered the land of opportunity by those from other countries. Americans, too, believe that the United States provides almost limitless opportunity for those who want to open businesses on their own.

4. There is, however, a risk of children smoking just to rebel against the rules, and even in those schools which have tried to enforce no smoking by *corporal* (身体的) punishment there is as much smoking as in other schools.



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5. Over the next four years, this student, who considered herself intelligent, found herself in classes and social events in which people of other races performed as well as or more competently than she did.
-
-
-

Section B

Directions: Translate the following paragraphs into English.

1. 在我们这个时代，任何人想要在社会上起到他所希望起的作用就必须接受必要的教育。随着科学技术的进步，即使在中小学，现在也开设了越来越多的课程。与过去的教育相比，现代教育更强调其应用方面。

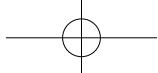
Useful words and expressions:

在社会上起作用 to play one's role in society
必要的教育 substantial education

2. 要让我们的国产名牌为世界尽可能多的消费者认可，广告创作就必须使用国际通用的语言，而不能局限于自己的传统文化和传统手法。优秀的广告能跨越语言文字的障碍，而优秀的创意总是采用国际通用语言。

Useful words and expressions:

国产名牌 domestic brands
跨越……的障碍 to surmount obstacles of
优秀的创意 good creative conception



Part IV Reading Comprehension

Directions: In this part there are two passages followed by questions or unfinished statements, each with four suggested answers marked A, B, C, and D. Choose the one that you think is the best answer.

Passage 1

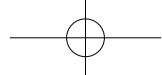
By the time I had completed my second year at college, I knew all that was important to know about the world of art. After all, hadn't I been steeped in paintings and sculptures ever since I could walk? My mother came from a family of professors, and when she married my father, she made it clear that her children would be exposed to all that New York had to offer. And so, by the tender age of seven, I had spent what seemed like years in New York's great art museums: the Metropolitan, the Frick, and the Cloisters.

"Do you see the exquisite lace and beadwork on her gown?" My mother was my constant companion and guide on these artistic expeditions. I dutifully admired the amazingly detailed work, indeed, regal and beautiful society portraits, powerful stormy seascapes, graceful Grecian sculptures—they all attracted me. I became an ardent art lover. But with a child's stubborn intensity, I insisted that good art must be *old*. In rendering judgment of any piece, I would study that small white card on each painting detailing the artist, title, and, most importantly, the year of creation. The later the date on that little card, the more contempt I heaped upon it. I was suspicious of anything from my own century, and I absolutely refused anything from my own century, and I absolutely refused anything that was not older than I was.

When I entered the university, my prejudices had not changed. With my mother's enthusiastic support, I enrolled in the art history department. For two years, I studied the old masters. I could picture the studio apprentices patiently grinding *pigments* (涂料), painstakingly creating the *palettes* (调色板) from which masterpieces would be constructed. Their meticulous and time-consuming efforts set the standard for me. What could modern artist—whose colors were simply squeezed from a tube—do to compare?

And so it was with great reluctance that I endured Ms. Wright's required contemporary art class in my junior year. For weeks, I watched slideshows of twentieth-century art celebrities and listened to Ms. Wright's commentaries with a stony indifference. I was not about to abandon my hard-earned opinions.

"Notice this painting's remarkable sense of light and color." I scoffed. How could this juvenile painting claim to compare its use of light to the luminous quality of a Johannes Vermeer (a seventeenth-century Dutch painter)? I looked at her slides, but I did not want to see. My dismay with the class only heightened when Ms. Wright announced that our class would be making a trip to a local art gallery to view a contemporary sculpture installation.

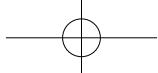


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The day arrived and I trooped off with my fellow classmates to the gallery. I could see at once that it would be exactly as I predicted. The front room of the gallery featured a series of *monochromatic* (单色的) paintings, creatures of varying shades of black or red or white. Ms. Wright then led us to the back room where the sculptures were installed. The large room was a sea of gray walls and gray carpet punctuated at intervals by the sculptures. The pieces themselves were also an uninspired gray. They were large, simple shapes, virtually unadorned. As I studied one, I was highly unimpressed—where was the detail, the figure, the work? Then Ms. Wright said something unexpected. She showed us to an area in the middle of the room and told us to sit down.

“Try not to think of each sculpture as an isolated work. Rather, consider the installation a series of pieces meant to make up a whole.” Despite myself, I found the room around me transforming. I was no longer seeing a number of disconnected and disappointing sculptures. The size and simplicity of each piece began to make sense. They worked together, perfectly placed within the empty spaces to create one of the most remarkable feats of artistic harmony I had ever experienced. I was transformed. In that one day, Ms. Wright brought down the walls of a lifetime.

1. The word “dutifully” in Paragraph 2 implies that _____.
 - A. the detailed artwork was harder for a child to admire than the Grecian sculptures
 - B. the author’s mother contributed to the formation of the author’s early opinions on art
 - C. the author would later be tested on the material he saw
 - D. the author did not like the highly detailed paintings
2. In the third paragraph the author uses the example of artists whose colors “were simply squeezed from a tube” to illustrate his contention that _____.
 - A. the colors used by modern artists were inferior to those of old masters
 - B. modern art is inferior to that of the old masters because the materials are cheaper
 - C. modern artists do not know how to make paint
 - D. a modern artist cannot be compared to an old master because the techniques and materials they use are too different
3. The phrase “I did not want to see” in Paragraph 5 suggests that _____.
 - A. the author does not like fieldtrips
 - B. the author’s dislike of Ms. Wright prevented him from seeing the art
 - C. that part of the problem was the viewer and not the art
 - D. neither the works of art nor the slides contained enough light
4. The author’s initial response to the “large, simple shapes” described in Paragraph 6 implies that the author believes that good sculpture should include all of the following EXCEPT _____.
 - A. lifelike figures
 - B. luminous use of color
 - C. close attention to detail and a degree of complexity
 - D. a high level of craftsmanship



5. The function of the last paragraph is to _____.
A. conclude an argument established in the first paragraph
B. introduce a new example of modern art
C. contrast Ms. Wright's influence with that of the artist's mother
D. reveal a change in the perception established in each of the prior paragraphs

Passage 2

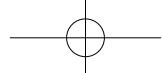
As the twentieth century began, the importance of formal education in the United States increased. The frontier had mostly disappeared and by 1910 most Americans lived in towns and cities. Industrialization and the bureaucratization of economic life combined with a new emphasis upon credentials and expertise to make schooling increasingly important for economic and social mobility. Increasingly, too, schools were viewed as the most important means of integrating immigrants into American society.

The arrival of a great wave of southern and eastern European immigrants at the turn of the century coincided with and contributed to an enormous expansion of formal schooling. By 1920 schooling to age fourteen or beyond was compulsory in most states, and the school year was greatly lengthened. Kindergartens, vacation schools, extracurricular activities, and vocational education and counseling extended the influence of public schools over the lives of students, many of whom in the larger industrial cities were the children of immigrants. Classes for adult immigrants were sponsored by public schools, corporations, unions, churches, settlement houses, and other agencies.

Reformers early in the twentieth century suggested that education programs should suit the needs of specific populations. Immigrant women were one such population. Schools tried to educate young women so they could occupy productive places in the urban industrial economy, and one place many educators considered appropriate for women was the home.

Although looking after the house and family was familiar to immigrant women, American education gave homemaking a new definition. In preindustrial economies, homemaking had meant the production as well as the consumption of goods, and it commonly included income-producing activities both inside and outside the home. In the highly industrialized early-twentieth-century United States, however, overproduction rather than scarcity was becoming a problem. Thus, the ideal American homemaker was viewed as a consumer rather than a producer. Schools trained women to be consumer homemaker—cooking, shopping, decorating, and caring for children “efficiently” in their own homes, or if economic necessity demanded, as employees in the homes of others. Subsequent reforms have made these notions seem quite out-of-date.

1. It can be inferred from the first paragraph that one important factor in the increasing importance of education in the United States was _____.
A. the growing number of schools in frontier communities
B. an increase in the number of trained teachers



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