

Test One

Part I Listening Comprehension

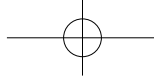
Section A

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) 7:30.
C) 7:00.
2. A) By car.
C) By subway.
3. A) They're colleagues.
C) They're friends.
4. A) He feels sorry for Angela's landlady.
C) Angela is good at telling stories.
5. A) On the 20th of October.
C) On the 28th of October.
6. A) Move to a small city.
C) Become a teacher.
7. A) Teacher and student.
C) Doctor and patient.
8. A) He's gardener.
C) He's a farmer.
9. A) He shows great enthusiasm for his studies.
C) He has no talent for tennis.
10. A) Karen is very forgetful.
C) Karen is sure to pass the interview.
- B) 8:00.
D) 6:30.
- B) By bus.
D) On foot.
- B) They're classmates.
D) They're twins.
- B) He doesn't believe Angela's excuse.
D) He is sure Angela won't be late again.
- B) On the 21st of October.
D) On the 8th of October.
- B) Go back home.
D) Work in New York.
- B) Manager and office worker.
D) Travel agent and customer.
- B) He's cleaner.
D) He's a planter.
- B) He is good at both tennis and study.
D) He does not study hard enough.
- B) He knows Karen better now.
D) The woman should have reminded Karen earlier.

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

11. A) A test on the rules of the road.
C) A motor race on streets around town.
12. A) In a commercial area.
C) In a residential district.
13. A) Crashed into another vehicle.
C) Hit a passer-by.
- B) A ride from his home to his office.
D) His road test to get his license.
- B) In a school zone.
D) On a winding trail.
- B) Forgot to signal when taking a turn.
D) Got on a pedestrian street.



14. A) He should come on Friday to take her place.
B) He'd better take more driving lessons.
C) He'd better take the test with another officer.
D) He should have his car checked thoroughly.

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

15. A) It allows him to make a lot of friends. B) It requires him to work long hours.
C) It helps him understand people better. D) It enables him to apply theory to practice.
16. A) It requires him to do washing-up all the time. B) It exposes him to oily smoke all day long.
C) It demands physical endurance and patience. D) It is intellectually challenging.
17. A) In a hotel. B) At a laundry.
C) At a coffee shop. D) In a hospital.
18. A) Knowing the needs of customers. B) Planning everything in advance.
C) Paying attention to every detail. D) Getting along well with colleagues.

Section B

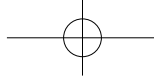
Directions: *In this section, you will hear 3 passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D).*

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

19. A) They liked traveling. B) They wanted to find a better place to live in.
C) They were driven out of their homes. D) The reasons are unknown.
20. A) They try to put up with Gypsies. B) They are envious of Gypsies.
C) They are unfriendly to Gypsies. D) They admire the musical talent of Gypsies.
21. A) Special schools have been set up for them. B) Permanent homes have been built for them.
C) They are now taught in their own language. D) They are now allowed to attend local schools.

Questions 22 to 25 are based on the passage you have just heard.

22. A) Just enough to buy a sandwich. B) Just enough to buy a drink at a pub.
C) Just enough to buy his lunch. D) Just enough to have supper in a restaurant.
23. A) He was given a raise by the boss. B) He was given a special award for his work.
C) He won a prize. D) He won a lottery (彩票).
24. A) She was pleased yet suspicious. B) She was angry and suspicious.
C) She was delighted and grateful. D) She could hardly believe it.
25. A) The woman was dishonest.
B) The couple were not rich.
C) The man had to give almost all his money to his wife every week.
D) The man had put some money aside for himself.



Questions 26 to 28 are based on the passage you have just heard.

26. A) To preserve fish.
B) To help heal wounds.
C) To punish criminals.
D) To preserve dead bodies.
27. A) For stealing salt.
B) For selling salt without permission.
C) For taking salt from the king's table.
D) For making salted fish.
28. A) He would lose his life.
B) He would lose all his salt.
C) He would lose one ear.
D) He would be heavily fined.

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) 300 people dead and seriously injured.
B) 29 people dead and 10 seriously injured.
C) 19 people dead and 20 seriously injured.
D) Not mentioned.
30. A) Sudan army.
B) Armed Arab men.
C) United Nations army.
D) American army.

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

31. A) One.
B) Two.
C) Three.
D) Four.
32. A) Close all the tourist attractions.
B) Forbid using animals as vehicles.
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) You may lose weight.
B) You may live longer.
C) You may be more energetic.
D) You may be addicted to it.
34. A) Heart disease.
B) Fever.
C) Head ache.
D) Arthritis.
35. A) Nutrient in coffee beans.
B) Caffeine in coffee and compounds in the beans.
C) Compounds in caffeine.
D) Compounds in the bean skin.

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.

Rock and roll is a genre of popular music that evolved in the United States in the late 1940s and early 1950s. Its 36 lie mainly in blues, rhythm and blues, country, folk, gospel, and jazz. The style subsequently spread to the rest of the world and developed further, leading ultimately to 37 rock music.

The term “rock and roll” now covers at least two different meanings, both in common usage. *The American Heritage Dictionary* and *The Merriam-Webster Dictionary* both 38 rock and roll as synonymous with rock music. 39, Allwords.com defines the term as referring specifically to the music of the 1950s.

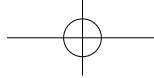
Classic rock and roll is 40 played with one or two electric guitars, a string bass or an electric bass guitar, and a drum kit. In the 41 rock and roll styles of the late 1940s, either the piano or saxophone was often the lead instrument, but these were generally 42 or supplemented by the guitar in the middle to late 1950s.

The massive popularity and eventual worldwide view of rock and roll gave it a (n) 43 social impact. Far beyond simply a musical style, rock and roll, as seen in movies and in the new medium of television, 44 lifestyles, fashion, attitudes, and language. It went on to spawn various sub-genres, often without the initially 45 backbeat, that are now more commonly called “rock music” or “rock”.

- | | | | |
|-------------|-------------------|----------------|---------------|
| A) define | B) characteristic | C) unique | D) roots |
| E) usually | F) Basically | G) earliest | H) influenced |
| I) followed | J) modern | K) explanation | L) However |
| M) replaced | N) prepare | O) seldom | |

Section B

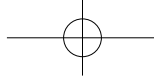
Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a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



The Interaction of Body and Mind

The concept of psychosomatic illness

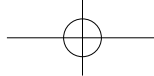
- A** Psycho, refers to mind, and soma, to body. Psychosomatic illness is the occurrence of bodily symptoms (症状) which are psychological or emotional in origin. Mind and body are not separate; one affects and is affected by the other. Who has not experienced some physical manifestation of emotional stress? Such experiences as a headache after a quarrel and urinary frequency or diarrhea before an examination are not uncommon, and for most people they are of a temporary nature. The symptoms disappear and are forgotten after the crisis has passed. No treatment may be needed, or the patient may use simple remedies to relieve the discomfort. One person may find that a leisurely walk is the best cure for a headache; another may take aspirin.
- B** Certain conditions have been considered classic examples of psychosomatic illness: peptic ulcer, eczema, colitis, and asthma. Personality profiles have been developed to describe the typical characteristics of persons who develop such illness. Another point of view is that human beings are more complex and varied in their responses than such profiles would indicate, and that the type of illness a patient develops in relation to stress varies with many additional factors, such as heredity and environment. Much remains to be learned about the relationship between stress and physical illness.
- C** Physical symptoms, such as palpitation, sweating, or disturbance of sleep, which reflect anxiety, may occur over a prolonged period. The symptoms may seem mysterious and threatening, because the patient is unaware of their cause. The patient whose heart beats more rapidly and forcefully as a manifestation of anxiety may report this symptom to his doctor, believing that something is wrong with his heart. Often the patient is not aware that he is anxious. He knows only that his heart keeps pounding for no apparent reason.
- D** Almost any symptom can have its origin in emotional stress. Some patients almost invariably have the same stress when they become anxious. One may have diarrhea, another asthma, and a third may develop hives or eczema. Some people develop two or several different symptoms; often the symptoms are experienced in an alternating fashion.
- E** The development of bodily symptoms is only one manifestation of anxiety. It may show up also symptoms that are primarily mental, such as the inability to concentrate or to remember. Such symptoms too, vary in degree. Many people occasionally experience symptoms like moodiness or depression. When such symptoms are severe or long-lasting, they interfere with the functioning of individual in daily life and with his relationship with others.
- F** Sometimes a person subconsciously develops an illness as a way of handling a desperate need, such as the need for affection. The only real cure is to satisfy the primary desire. An example is a woman who has pain in her heart, not because of organic heart disease, but because the symptom is a way of gaining, if only temporarily, the love and attention for which she longs. Her husband cannot leave her when she is so sick; her children are concerned. Her pain is just as severe as if it had a physical cause.



The reality of psychosomatic illness

- G** Is the patient with psychosomatic illness really sick, or does he merely imagine he is sick? Many people, including the families of patients and members of the health professions, believe that physical illness which is influenced by emotional stress is less real, or wholly imaginary. Acknowledging the reality of the patients' illness is important; it is the first step in helping him.
- H** Patients with psychosomatic illness are likely to be neglected. The same staff who give excellent care to other patients, not uncommonly ignore them. Some possible reasons may include the use of the term psycho as a prefix. Perhaps this conveys the idea that such patients are mentally ill, and therefore have no physical illness. Perhaps they are considered weaklings. One hears comments like, "He could snap out of (克服) it if he wanted to." Prejudice against these patients may be due to a belief that they are pretending illness in an attempt to get attention or favors.
- I** A patient with psychosomatic illness may be confused with a malingerer, one who deliberately pretends illness in order to achieve secondary gain, such as financial compensation or excuse from work. Pretending illness is considered an unhealthy and unsatisfactory solution to the problems of life. Often it adds to the patient's difficulties, as he makes elaborate attempts to avoid detection. A malingerer can be helped sometimes to find ways of coping with difficulties. The essential difference between psychosomatic illness and malingering is that the malingerer pretends symptoms. It is a conscious process and he is aware that he is pretending to be sick. The patient with psychosomatic illness develops symptoms as manifestation of largely unconscious psychic conflicts. The symptoms are real.
- J** Condemnation (责难) of the patient with psychosomatic illness can persist despite intellectual understanding of theories about its cause. The patient can sense immediately whether those who care for him are trying to help him or not. It is important to understand that: The patient with psychosomatic illness is really sick. He is not pretending or imagining his symptoms. The idea that he can "snap out of it" at will is no more true than it is of those with diseases like pneumonia, whose need for care is readily acknowledged.

46. Patients with almost any symptom may have its origin in the same emotional stress.
47. People with psychosomatic illness are likely to be given too less care than they need.
48. Such conditions as peptic ulcer, eczema, colitis, and asthma have been considered classic examples of psychosomatic illness.
49. Psychosomatic symptoms may be primarily mental, such as the inability to concentrate or to remember.
50. Mind and body cannot be separated, and the two influence each other.
51. The first and very important step in helping a psychosomatic patient is to acknowledge the patient's illness.
52. A patient whose heart beats more rapidly and forcefully may not be aware that he is anxious.
53. Psychosomatic illness and malingering are quite different, because the latter is a pretended symptom.
54. Sometimes people subconsciously develop an illness in order to handle a desperate need for affection.
55. Malingerers are those who pretend to be ill for some other purposes.



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.

The oldest and simplest method of describing differences in personality was to classify people according to types, and such a system is called Typology.

A famous example of this method was set forth in Greece about the year 400 BC. A physician named Hippocrates theorized that there were four fluids, or humors, in the body. Corresponding to each humor, he believed, there existed a definite type of personality.

The four humors were blood, yellow bile, black bile, and phlegm. A person in whom all four humors were in perfect balance had a harmonious personality. If a person had too much blood, he was called sanguine (血红色), or cheerful and optimistic. Someone with too much yellow bile was choleric, or irritable and easily angered. Too much black bile made a person melancholy, or depressed and pessimistic. An oversupply of phlegm caused a human being to be phlegmatic, or slow and unfeeling. Scientists have long since discarded Hippocrates' fluid theory. But the names of the humors, corresponding to these temperaments, have survived and are still useful, to some extent, in describing personality.

Other features of people, such as their faces and physics, have also been used to classify personality. Today, however, personality theories and classifications may also include factors such as heredity (遗传特征), the environment, intelligence, and emotional needs. Psychology, biology, and sociology are involved in these theories. Because of the complexity of human personality, present theories are often very different from one another. Psychologists vary in their ideas about what is most important in determining personality.

56. According to Hippocrates' fluid theory, a man with too much phlegm will be _____.

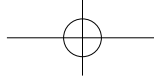
- A) optimistic
- B) easily angered
- C) unexcitable
- D) pessimistic

57. The main idea of this passage is about _____.

- A) the complicated factors in determining one's personality
- B) Hippocrates' fluid theory and its development
- C) the personality classifications and theories in the past and today
- D) different personalities and their details

58. At present, psychologists _____.

- A) have common opinions about personality theories and classifications
- B) use biology, archaeology and sociology to study personality theories
- C) have abandoned Hippocrates' fluid theory entirely
- D) all agree that human beings are characterized with complex personalities



59. The third paragraph mainly talks about _____.
- A) the development of Hippocrates' fluid theory
 - B) scientists' points of view on Hippocrates' fluid theory
 - C) Hippocrates' fluid theory and its fate
 - D) the defects in Hippocrates' fluid theory
60. According to the passage, which factor is NOT used to classify personalities?
- A) one's born features and emotional needs
 - B) one's height and weight
 - C) one's hobbies and ideals
 - D) the environment and intelligence

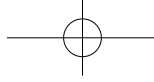
Passage Two

Questions 61 to 65 are based on the following passage.

There are two factors which determine an individual's intelligence. The first is the sort of brain he is born with. Human brains differ considerably, some being more capable than others. But no matter how good a brain he has to begin with, an individual will have a low order of intelligence unless he has opportunities to learn. So the second factor is what happens to the individual—the sort of environment in which he is reared. If an individual is handicapped environmentally, it is likely that his brain will fail to develop and he will never attain the level of intelligence of which he is capable.

The importance of environment in determining an individual's intelligence can be demonstrated by the case history of the identical twins, Peter and Mark. Being identical, the twins had identical brains at birth, and their growth processes were the same. When the twins were three months old, their parents died, and they were placed in separate foster homes. Peter was reared by parents of low intelligence in an isolated community with poor educational opportunities. Mark was reared in the home of well-to-do parents who had been to college. He was read to as a child, sent to good schools, and given every opportunity to be stimulated intellectually. This environmental difference continued until the twins were in their late teens, when they were given tests to measure their intelligence. Mark's IQ was 125, twenty-five points higher than the average and fully forty points higher than his identical brother. Given equal opportunities, the twins, having identical brains, would have tested at roughly the same level.

61. This selection can best be titled _____.
- A) Measuring Your Intelligence
 - B) Intelligence and Environment
 - C) The Case of Peter and Mark
 - D) How the Brain Influences Intelligence
62. The best statement of the main idea of this passage is that _____.
- A) human brains differ considerably
 - B) the brain a person is born with is important in determining his intelligence
 - C) the environment is crucial in determining a person's intelligence
 - D) persons having identical brains will have roughly the same intelligence
63. According to the passage, the average IQ is _____.
- A) 85
 - B) 100
 - C) 110
 - D) 125



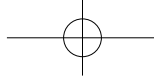
64. The case history of the twins appears to support the conclusion that _____.
- A) individuals with identical brains seldom test at the same level
 - B) an individual's intelligence is determined only by his environment
 - C) lack of opportunity blocks the growth of intelligence
 - D) changes of environment cause changes in the structure of the brain
65. This passage suggests that an individual's IQ _____.
- A) can be predicted at birth
 - B) stays the same throughout his life
 - C) can be increased by education
 - D) is determined by his childhood

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.

Who won the World Cup football game? What happened at the United Nations? How did the critics like the new play? 66 an event takes place, newspapers are on the streets to give the details. Wherever anything happens in the world, reports are on the spot to 67 the news. Newspapers have one basic 68, to get the news as quickly as possible from its source, from those who make it to those who want to 69 it. Radio, telegraph, television, and 70 inventions brought competition for newspapers. 71 did the development of magazines and other means of communication. 72, this competition merely spurred the newspapers on. They quickly made use of the newer and faster means of communication to improve the 73 and thus the efficiency of their own operations. Today more newspapers are 74 and read than ever before. Competition also led newspapers to branch out to many other fields. Besides keeping readers 75 of the latest news, today's newspapers 76 and influence readers about politics and other important and serious matters. Newspapers influence readers' economic choices 77 advertising. Most newspapers depend on advertising for their 78. Newspapers are sold at a price that 79 even a small fraction of the cost of production. The main 80 of income for most newspapers is commercial advertising. The 81 in selling advertising depends on a newspaper's value to advertisers. This 82 in terms of circulation. How many people read the newspaper? Circulation depends 83 on the work of the circulation department and on the services or entertainment 84 in a newspaper's pages. But for the most part, circulation depends on a newspaper's value to readers as a source of information 85 the community, city, country, state, nation, and world-and even outer space.

- | | | | |
|------------------|------------|----------------|--------------|
| 66. A) Just when | B) While | C) Soon as | D) Before |
| 67. A) gather | B) spread | C) carry | D) bring |
| 68. A) reason | B) cause | C) problem | D) purpose |
| 69. A) make | B) publish | C) know | D) write |
| 70. A) another | B) other | C) one another | D) the other |



- | | | | |
|-----------------------|---------------------|-------------------|------------------|
| 71. A) But | B) So | C) Nor | D) For |
| 72. A) However | B) And | C) Therefore | D) So |
| 73. A) value | B) ratio | C) rate | D) speed |
| 74. A) spread | B) passed | C) printed | D) completed |
| 75. A) inform | B) be informed | C) to informed | D) informed |
| 76. A) entertain | B) encourage | C) educate | D) edit |
| 77. A) on | B) through | C) with | D) of |
| 78. A) forms | B) existence | C) contents | D) purpose |
| 79. A) tries to cover | B) manages to cover | C) fails to cover | D) succeeds in |
| 80. A) source | B) origin | C) course | D) finance |
| 81. A) way | B) means | C) chance | D) success |
| 82. A) measures | B) measured | C) is measured | D) was measured |
| 83. A) somewhat | B) little | C) much | D) something |
| 84. A) offering | B) offered | C) which offered | D) to be offered |
| 85. A) by | B) with | C) at | D) about |

Part IV Translation

Section A

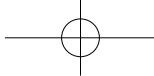
Directions: Translate the following sentences from English to Chinese.

1. (*New College English* 《全新版大学英语》)

- T1. They anticipate that deaths from AIDS will have doubled by 2012.
- T2. She was a fairly rigid person who had strong religious views.
- T3. England, Scotland and Wales compose the island of Great Britain.
- T4. Hemingway, a well-known American writer, is known for his severe writing style.
- T5. In spite of that, there are still many people who violate the law and commit crimes.

2. (*Experiencing English* 《大学体验英语》)

- T1. I don't want to get involved in the quarrel about the price.
- T2. He said it is still not possible to predict the ultimate outcome.
- T3. What every one of us needs to do is find sparkle, and then explore potential.
- T4. You have every reason to be proud of your country and nation.
- T5. Highlight your interests, passions and your personality in an interview.



Section B

Directions: Translate the following sentences from Chinese to English.

1. (*New College English* 《全新版大学英语》)

- T1. 军官命令士兵开枪射击敌人。
- T2. 管家把每天的开支记在小记事本上。
- T3. 我怎么也想不起来我把书丢在哪里了。
- T4. 许多人忘记了仪式，只把圣诞节和礼物联想在一起。
- T5. 既然你女儿已经诞生了，你就要承担起做父亲的责任。

2. (*Experiencing English* 《大学体验英语》)

- T1. 你愿意把你的学习经验与其他人分享么？
- T2. 你可以用汽油去掉新地毯上的那个污渍。
- T3. 过去这些年，中国取得了举世瞩目的发展成就。
- T4. 不要更改这个初始样本中的任何东西。
- T5. 那位老教授非常喜欢年轻人围在他左右。

Section C

Directions: Translate the following passage from Chinese into English.

元宵节是农历正月的第十五天，这是农历新年的第一次满月，象征着和睦与团圆。元宵节其实是春节的一个重要组成部分，也意味着春节假期的正式结束。关于元宵节的起源有很多传说，但目前尚没有定论。可以确定的是，汉朝时元宵节已受到重视，成为了全国性的重大节日。元宵节的习俗也有很多，而且各个地方不一样，但最为普遍的习俗便是吃元宵和赏花灯。