

注意: ①认真阅读答题纸上的注意事项; ②所有答案必须写在答题纸上, 写在本试题纸或草稿纸上均无效; ③本试题纸须随答题纸一起装入试题袋中交回!

I. Vocabulary. (20 points)

Among the four choices, choose the one that is the closest in meaning to the *italicized* word(s).

1. Negotiations ended with the *ominous indication* of further disruption.
a. demand b. snarl
c. threat d. note
2. The child *came sideways near to* their grandmother in the hope of getting more sweets.
a. cuddled down to b. slipped up
c. tiptoed d. sidled up to
3. Mercedes is so *careful to avoid the attention of others* that, in such a large class, I expect you've barely had time to notice her.
a. self-critical b. self-absorbed
c. selfish d. self-effacing
4. The newspaper *tabulation* will show how each precinct voted.
a. chart b. taboo
c. tact d. ratio
5. The minister would not accept that his handling of the situation had been incompetent, but he did *acknowledge grudgingly* that his Department had been "remiss".
a. assent b. concede
c. accede d. permit
6. The *accompanying thing* of better housing and working conditions in Europe is the longer life of the population.
a. necessary b. association
c. concomitant d. co-existence
7. Two of my friends have decided to get married: I saw the announcement of their *betrothal* in the Times last week.
a. courtship b. engagement
c. avowal d. pledge
8. As she had been entirely responsible for the accident in which she had been severely disabled she had no legal *reparation*.

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| a. redress | b. reform |
| c. equity | d. justice |

9. The Minister's *equivocal* answer led to an outcry from the Opposition.
a. evasive b. inalienable
c. persuasive d. overriding
10. If we aim to catch the train that gets us there an hour before the ceremony, then we have some *tolerable margin* of time if there's hold up.
a. grump b. leeway
c. spare d. elbow-room
11. Neon is an *inert* gas. It will not combine chemically with anything.
a. an inactive b. an active
c. an important d. A useless
12. An *infernal* howling and shrieking filled the air.
a. A thrilling b. A mournful
c. A hellish d. A celestial
13. The *fugitive* was a bank robber who later shot himself.
a. rich man b. thief
c. prisoner d. runaway
14. The scoutmaster would tolerate no *insolence* from the boys.
a. insulting behavior b. shrieking
c. disobeying d. unlawful acts
15. Voltaire had a few days of *repose* in his home in Switzerland
a. relaxation b. suffering
c. fighting d. falling in
16. There are those who believe that churches should never *sanction* a war.
a. reject b. approve of
c. oppose d. encourage
17. The general's clever *stratagem* was successful against the enemy.
a. remarks b. maneuver
c. assault d. attempt
18. She entreated her father not leave the oppressed and endangered without counsel and *succor*.
a. submission b. funding
c. aid d. admittance

19. The football coach was a *tyrant*, but the players admired him.

- a. an amiable person b. a friendly man
c. a good teacher d. an absolute ruler

20. An *inordinate* amount of time was spent on minor details.

- a. An aggregate b. A moderate
c. An immoderate d. A fair

II. Fill each of the numbered blanks in the following passage with one suitable word.
(20 points).

A recent (1) _____ of a language learning magazine has consulted a number of experts in the (2) _____ of second language acquisition. Their advice may prove invaluable for those (3) _____ a language course. One suggestion is that you (4) _____ whether you are likely to be successful at learning a (5) _____. Did you enjoy studying languages at school, for example? Do you have enough (6) _____ to learn a language? The major (7) _____ will be your own time and effort. Therefore you must make (8) _____ that the course on offer (9) _____ to a recognized qualification. Also, be (10) _____ in your goals. If you don't set achievable aims you are more (11) _____ to give up. Do not be deceived (12) _____ thinking that the most expensive courses are the best. (13) _____ around to get the best possible value for money. You should also bear in mind that the quicker you learn a language the (14) _____ quickly you forget it. Sandra Miller, a French teacher, tried to teach herself German by enrolling on a (15) _____ course. Already fluent (16) _____ four languages and with a sound knowledge of teaching methodology her chances of (17) _____ progress were high. Three years later she remembers very (18) _____. She feels her biggest mistake was (19) _____ to follow up her first experience. "I should have consolidated what I'd learn by continuing to study, even if it (20) _____ by myself."

III. Proofreading (10 points).

Directions: The following passage contains ten errors. Each numbered line contains one 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 "^" 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 the unnecessary word and put the word in the blank provided at the end of the line.

The first three lines are given as an example.

When you ~~de~~ hear the word Mercury, what do you envision—the planet, (0) ~~de~~
a silvery liquid ^, or the ancient messenger of the Roman gods? (0) ^ metal
Actually, the planet and the metal are named after the Roman God. (0) God→god

Compared the knowledge we have amassed today, the Romans (1)
knew little astronomy. But they are keen observers of the (2)
heavens and were cognizant of the very look and movements of (3)
objects in the sky. They believed that the faster an object moved (4)
across the sky, the nearer to Earth it must. The planet Mercury (5)
moves more rapidly than the other planets, so it was named the (6)
speedy messenger of the Roman gods, frequent depicted with wings (7)
on his helmet and sandals. We know also, of course, that Mercury moves (8)
faster, not because it is closer to Earth, but that it is closer to the (9)
sun. But what did this ancient Roman god have anything to do with the (10)
liquid metal that you may see in thermometers?

IV. Reading Comprehension (30 points)

Directions: There are 4 reading passages in this part. 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 and write the corresponding letter on the Answer Sheet.

Passage 1

Arid regions in the southwestern United States have become increasingly inviting playgrounds for the growing number of recreation seekers who own vehicles such as motorcycles or powered trail bikes and indulge in hill-climbing contests or in carving new trails in the desert. But recent scientific studies show that these off-road vehicles can cause damage to desert landscapes that has long-range effects on the area's water-conserving characteristics and on the entire ecology, both plant and animal. Research by scientists in the western Mojave Desert in California revealed that the compaction of the sandy arid soil resulting from the passage of just one motorcycle markedly reduced the infiltration ability of the soil and created a stream of rain runoff water that eroded the hillside surface. In addition, the researchers discovered that the soil compaction caused by the off-road vehicles often killed native plant species and resulted in the invasion of different plant species within a few years. The native perennial species required many more years before they showed signs of returning. The scientists calculated that roughly a century would be required for the infiltration of the Mojave soil to be restored after being compacted by vehicles.

1. What is the main topic of the passage?

- (A) Problems caused by recreational vehicles.

- (B) Types of off-road vehicles.
(C) Plants of the southwestern desert.
(D) The increasing number of recreation seekers.
2. According to the passage, what is being damaged?
(A) Motorcycles.
(B) The desert landscape.
(C) Roads through the desert.
(D) New plant species.
3. According to the passage, the damage to plants is
(A) unnoticeable.
(B) superficial.
(C) long-lasting.
(D) irreparable.
4. According to the passage, what happens when the soil is compacted?
(A) Little water seeps through.
(B) Better roads are made.
(C) Water is conserved.
(D) Deserts are expanded.
5. What is happening to the desert hillsides?
(A) The topsoil is being eroded.
(B) The surface is being irrigated.
(C) There are fewer types of plants growing on them.
(D) There are fewer streams running through them.
6. According to the passage, what is happening to native plants in these areas?
(A) They are becoming more compact.
(B) They are adapting.
(C) They are invading other areas.
(D) They are dying.
7. It can be inferred that which of the following people would probably be most alarmed by

the scientists' findings?

- (A) Historians.
(B) Mapmakers.
(C) Farmers
(D) Ecologists.

Passage 2

The classic Neanderthals, who lived between about 70,000 and 30,000 years ago, shared a number of special characteristics. Like any biological population, Neanderthals also showed variation in the degree to which those characteristics were expressed. Generally, they were powerfully built, short and stocky, with the lower parts of their arms and legs short in relation to the upper parts, as in modern peoples who live in cold environments. Neanderthal skulls were distinctive, housing brains even larger on average than those of modern humans, a feature that may have had more to do with their large, heavy bodies than with superior intelligence. Seen from behind, Neanderthal skulls look almost spherical, but from the side they are long and flattened often with a bulging back.

The Neanderthal face, dominated by a projecting and full nose, differed clearly from the faces of other hominids; the middle parts appear to be pulled forward (or the sides pulled back), resulting in a rather streamlined face shape. This peculiarity may have been related to the greater importance (in cultural activities as well as food processing) of the front teeth, which are large and part of a row of teeth that lies well forward in the head; it may reflect a reduction in importance of certain jaw muscles operating at the sides of the face; or it may reflect an adaptation to cold. Whether it results from any or all of these three factors or from other, undiscovered causes, this midfacial projection is so characteristic that it unfailingly identifies a Neanderthal to the trained eye. Neanderthal teeth are much more difficult to characterize: the front teeth are large, with strong roots, but the back teeth may be relatively small. This feature may have been an adaptation to cope with heavy tooth wear.

8. What does the passage mainly discuss?

- (A) The eating habits of the Neanderthals.
(B) A comparison of various prehistoric populations.

- (C) The physical characteristics of the Neanderthals.
- (D) The effect of climate on human development.

9. The author describes the Neanderthal as being all of the following EXCEPT
- (A) short.
 - (B) swift.
 - (C) strong.
 - (D) stocky.
10. Which of the following most likely accounts for the fact that the Neanderthal brain was larger than that of the modern human?
- (A) The relatively large size of the Neanderthal's body.
 - (B) The superior intelligence of the Neanderthal.
 - (C) The swelling behind the Neanderthal's head.
 - (D) The Neanderthal's midfacial projection.
11. Where in the passage does the author specifically stress the contrast between the Neanderthal face and that of other biologically related populations?
- (A) Lines 1-4.
 - (B) Lines 7-9.
 - (C) Lines 11-12.
 - (D) Lines 18-20.
12. Which of the following explanations is NOT cited as a possible explanation of the Neanderthal's streamlined face shape?
- (A) Some jaw muscles had limited use.
 - (B) The facial features were well adapted to the cold.
 - (C) The front teeth were particularly important.
 - (D) The nose was set far back in the skull.
13. The phrase "the trained eye" in line 18 most likely refers to which of the following professionals?
- (A) An optometrist.
 - (B) A dentist.

- (C) An anthropologist.
- (D) A photographer.

14. In line 20, the author uses the expression "heavy tooth wear" to imply that the Neanderthal
- (A) had unusually heavy teeth
 - (B) used their teeth extensively.
 - (C) regularly pulled out their teeth.
 - (D) used teeth for ornamentation.
15. The paragraph following this passage most probably discusses
- (A) other features of the Neanderthal anatomy.
 - (B) cave paintings of prehistoric time.
 - (C) flora and fauna of 70,000 years ago.
 - (D) difficulties in preserving fossils.

Passage 3

In the past oysters were raised in much the same way as dirt farmers raised tomatoes—by transplanting them. First, farmers selected the oyster bed, cleared the bottom of old shells and other debris, then scattered clean shells about. Next, they "planted" fertilized oyster eggs, which within two or three weeks hatched into larvae. The larvae drifted until they attached themselves to the clean shells on the bottom. There they remained and in time grew into baby oysters called seed or spat. The spat grew larger by drawing in seawater from which they derived microscopic particles of food. Before long, farmers gathered the baby oysters, transplanted them in other waters to speed up their growth, then transplanted them once more into another body of water to fatten them up. Until recently the supply of wild oysters and those crudely farmed was more than enough to satisfy people's needs. But today the delectable seafood is no longer available in abundance. The problem has become so serious that some oyster beds have vanished entirely. Fortunately, as far back as the early 1900's marine biologist realized that if new measures were not taken, oysters would become extinct or at best a luxury food. So they set up well-equipped hatcheries and went to work. But they did not have the proper equipment or the skill to handle the eggs. They did not

know when, what, and how to feed the larvae. And they knew little about the predators that attack and eat baby oysters by the millions. They failed, but they doggedly kept at it. Finally, in the 1940's a significant breakthrough was made.

The marine biologists discovered that by raising the temperature of the water, they could induce oysters to spawn not only in the summer but also in the fall, winter, and spring. Later they developed a technique for feeding the larvae and rearing them to spat. Going still further, they succeeded in breeding new strains that were resistant to diseases, grew faster and larger and flourished in water of different salinities and temperatures. In addition, the cultivated oysters tasted better!

16. Which of the following would be the best title for the passage?

- (A) The Threatened Extinction of Marine Life
- (B) The Cultivation of Oysters
- (C) The Discoveries Made by Marine Biologists
- (D) The Varieties of Wild Oysters

17. In the first paragraph, the production of oysters is compared to what other industry?

- (A) Mining
- (B) Fishing
- (C) Banking
- (D) Farming

18. In the passage, which of the following is NOT mentioned as a stage of an oyster's life?

- (A) Debris (B) Egg (C) Larvae (D) Spat

19. When did scientists discover that oysters were in danger?

- (A) In the early part of the nineteenth century
- (B) At the beginning of last century
- (C) In the 1940's
- (D) Just recently

20. According to the passage, which of the following words best describes the efforts of the marine biologists working with oysters?

- (A) Persistent (B) Intermittent (C) Traditional (D) Fruitless

21. In the passage, the author mentions that the new strains of oyster are

- (A) cheaper (B) shaped differently (C) better textured (D) healthier

22. In what paragraph does the author describe successful methods for increasing the oyster population?

- (A) First (B) Second (C) Third (D) Fourth

23. Which of the following best describes the organization of the passage?

- (A) Step by step description of the evolution of marine biology
- (B) Discussion of chronological events concerning oyster production
- (C) Random presentation of facts about oysters
- (D) Description of oyster production at different geographic locations

Passage 4

Islamic law is a particularly instructive example of "sacred law". Islamic law is a phenomenon so different from all other forms of law—notwithstanding, of course, a considerable and inevitable number of coincidences with one or the other of them as far as subject matter and positive enactments are concerned—that its study is indispensable in order to appreciate adequately the full range of possible legal phenomena. Even the two other representatives of sacred law that are historically and geographically nearest to it, Jewish law and Roman Catholic canon law, are perceptibly different.

Both Jewish law and canon law are more uniform than Islamic law. Though historically there is a discernible break between Jewish law of the sovereign state of ancient Israel and of the Diaspora (the dispersion of Jewish people after the conquest of Israel), the spirit of the legal matter, in later parts of the Old Testament is very close to that of the Talmud, one of the primary codifications of Jewish law in the Diaspora. Islam, on the other hand, represented a radical breakaway from the Arab paganism that preceded it; Islamic law is the result of an examination, from a religious angle, of legal subject matter that was far from uniform, comprising as it did the various components of the laws of pre-Islamic Arabia and numerous legal elements taken over from the non-Arab peoples of the conquered territories. All this was unified by being subjected to the same kind of religious scrutiny, the impact of which varied greatly, being almost nonexistent in some fields, and in others originating novel

institutions. This central duality of legal subject matter and religious norm is additional to the variety of legal, ethical, and ritual rules that is typical of sacred law.

In its relation to the secular state, Islamic law differed from both Jewish and canon law. Jewish law was buttressed by the cohesion of the community, reinforced by pressure from outside; its rules are the direct expression of this feeling of cohesion, tending toward the accommodation of dissent. Canon and Islamic law, on the contrary, were dominated by the dualism of religion and state, where the state was not in contrast with Judaism, an alien power but the political expression of the same religion. But the conflict between state and religion took different forms; in Christianity it appeared as the struggle for political power on the part of a tightly organized ecclesiastical hierarchy, and canon law was one of its political weapons. Islamic law, on the other hand, was never supported by an organized institution; consequently, there never developed an overt trial of strength. There merely existed discordance between application of the sacred law and many of the regulations framed by Islamic states; this antagonism varied according to place and time.

24. The author's purpose in comparing Islamic law to Jewish law and canon law is most probably to
- (A) contend that traditional legal subject matter does not play a large role in Islamic law
 - (B) support his argument that Islamic law is a unique kind of legal phenomenon
 - (C) emphasize the variety of forms that can all be considered sacred law
 - (D) provide an example of how he believes comparative institutional study should be undertaken
25. The passage provides information to answer which of the following questions?
- (A) Does Islamic law depend on sources other than Arab legal principles?
 - (B) What secular practices of Islamic states conflicted with Islamic law?
 - (C) Are Jewish law and canon law the most typical examples of sacred law?
 - (D) Is Jewish law more uniform than canon law?
26. According to the Passage, which of the following statements about sacred law is correct?
- (A) The various system of sacred law originated in a limited geographical area.
 - (B) The various systems of sacred law have had marked influence on one another.

(C) Systems of sacred law usually rely on a wide variety of precedents.

(D) Systems of sacred law generally contain prescriptions governing diverse aspects of human activity.

27. It can be inferred from the passage that the application of Islamic law in Islamic states has
- (A) systematically been opposed by groups who believe it is contrary to their interests
 - (B) suffered irreparably from the lack of firm institutional backing
 - (C) frequently been at odds with the legal activity of government institutions
 - (D) remained unaffected by the political forces operating alongside it
28. Which of the following most accurately describes the organization of the passage?
- (A) A universal principle is advanced and then discussed in relation to a particular historical phenomenon.
 - (B) A methodological innovation is suggested and then examples of its efficacy are provided.
 - (C) A traditional interpretation is questioned and then modified to include new data.
 - (D) A general opinion is expressed and then supportive illustrations are advanced.
29. The passage implies that the relationship of Islamic, Jewish, and canon law is correctly described by which of the following statements?
- I. Because each constitutes an example of sacred law, they necessarily share some features.
 - II. They each developed in reaction to the interference of secular political institutions.
 - III. The differences among them result partly from their differing emphasis on purely ethical rules.
- (A) I only (B) III only (C) I and II only (D) I, II, and III
30. All of the following statements about the development of Islamic law are implied in the passage EXCEPT:
- (A) Pre-Islamic legal principles were incorporated into Islamic law with widely differing degrees of change.
 - (B) Although some of the sources of Islamic law were pagan, its integrity as a sacred law was not compromised by their incorporation.

(C) There was a fundamental shared characteristic in all pre-Islamic legal matter taken over by Islamic law.

(D) Although Islam emerged among the Arabs, Islamic law was influenced by ethnically diverse elements.

V. Translate the following sentences into English. (30 points)

1. 穷困潦倒的音乐家忍痛将自己的钢琴变卖了。
2. 既然找不到参考书籍, 我们得充分利用网上资源来做这个项目。
3. 各核大国正面临合理处置核废料的困境。
4. 如遇食物中毒, 幼儿尤其容易受害。
5. 进入大学后, 他一直沉迷于网络游戏, 终被校方开除。
6. 没有家庭文明作为基础, 整个社会的精神文明就根本无从谈起。

VI. Writing. (40 points)

Directions: Write an essay of about 200 words on the topic of **greed**. You must give a title to your essay.