

A. brings in
C. turns in

B. gets in
D. hands in

II. Structure 10%

Choose the best one answer to each of the sentences:

21. Li Ming and I are going to attend the lecture; ____ the rest of you going to do?
A. what is B. what are
C. where is D. where are

22. The committee ____ divided in opinion about education reform.
A. being B. is
C. be D. are

23. Since the path leading to the peak had become very slippery, we decided ____ to the base and wait for the storm to go down.
A. to return B. to return back
C. returning D. to returning

24. Health is of more value than money; ____ can't give such true happiness as that.
A. which B. what
C. that D. this

25. Some kinds of composition are factual. ____ kinds of composition allow you to express your own idea.
A. Another B. The other
C. Other D. Others

26. There are three times as many graduate students in our university ____ in yours.
A. as the same B. as
C. like D. than

27. We sincerely trust, therefore, that the credit ____ you by the time you read this letter.
A. safely reaches B. will have safely reached
C. would reach safely D. has reached safely

28. He persisted in ____ the conference before any further disturbance occur.
A. our leaving B. our leave
C. we leaving D. us leaving

29. He ____ the experiment, the teacher drew diagrams on the board.
A. explained B. was explaining
C. explaining D. had explained

30. You find yourself reading over the same paragraph and ____ it in; that's a sign you've reached

the top for the day and have to stop.

- | | |
|----------------|----------------|
| A. not to take | B. not take |
| C. not taking | D. didn't take |

31. Dr. Smith is one of the foremost heart-transplant surgeons in the world ____ such operations.

- | | |
|----------------------|---------------------|
| A. performing | B. to perform |
| C. to have performed | D. having performed |

32. ____ the beginning of the 19th century that the creation of more universities was seen either necessary or desirable.

- | | |
|-----------------|---------------------|
| A. It was until | B. Not was it until |
| C. Not it was | D. It was not until |

33. ____ intelligent a person may be, he won't succeed without hard work.

- | | |
|--------------|-----------------|
| A. However | B. Nevertheless |
| C. No matter | D. In spite of |

34. ____ he likes this flat, he can't afford it.

- | | |
|-------------|-------------|
| A. As much | B. Much as |
| C. Too much | D. Much too |

35. I'm right, and so ____ you, at least to some extent.

- | | |
|--------|--------|
| A. do | B. is |
| C. are | D. did |

36. It's a pity that you should have lost so much money. But can you remember ____ that you lost it?

- | | |
|-----------------|-----------------|
| A. where was it | B. it was where |
| C. where it was | D. it where was |

37. I'd just as soon ____ rudely to him.

- | | |
|-------------------------|---------------------|
| A. you not speaking | B. you not speak |
| C. that you won't speak | D. you didn't speak |

38. It's just the time ____ her a severe lecture for her absent-mindedness.

- | | |
|---------------|--------------|
| A. we give | B. we gave |
| C. we'll give | D. we giving |

39. Only by next by year ____ for 30 years.

- | | |
|--------------------------------|--------------------------------|
| A. they will be married | B. they will have married |
| C. they will have been married | D. will they have been married |

40. Their move was that the construction of the new guest house ____.

- | | |
|-------------------|------------------------|
| A. was called off | B. would be called off |
|-------------------|------------------------|

C. be called off

D. should be called out

III. Reading 30%

Directions: *There are 5 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 mark the corresponding letter on the Answer Sheet with a single line through the centre*

Questions 41 to 45 are based on the following passage:

We have seen that all living things must take in and use energy to maintain their bodies, to grow, to obtain more energy, and to reproduce. Since the evolutionarily successful individual is one that leaves descendants in future generations, natural selection favors those individuals that can channel the most energy into producing offspring. The use of energy in other activities such as feeding, fighting, or growing is selectively advantageous only so far as these activities result in the organism's accumulating more energy to produce offspring.

Each individual has an energy income----all of the energy that it acquires during its lifetime. It also has an energy budget, its allotment of different amounts of energy to various activities. The most evolutionarily successful organisms are those which are most effective in conversion of energy to offspring. This does not mean that organisms use all their energy directly to produce offspring. For example, suppose a tree converts some of its energy into growing a large root system, the energy thus spent cannot be used to produce-offspring. Its large root system may enable the tree to obtain a great deal of water and minerals from the soil and so to produce more leaves, another diversion of energy away from the production offspring. However, all of the leaves that the tree produces may then enable the tree to synthesize more food than it would have otherwise, and so allow it to make up for some of its previous energy expenditure by producing more offspring in the end. Thus organisms make energy investment which may ultimately yield energy gains that can be reinvested in the production of offspring. Sometimes these investments will turn out to be selectively disadvantageous because they postpone production of offspring. If the organism meets an early death, it will never get a chance to reproduce. So any item in an organism's energy budget must have the potential to produce an ultimate productive gain that is equal to the risks involved in diverting energy away from the immediate production of offspring.

41. What is the main ideas of the passage?

- A. Each individual has an energy income and an energy budget as well.
- B. Sometimes the investment of energy can be disadvantageous to organisms.
- C. The most evolutionarily successful individual is one that directs the most energy to reproduction.
- D. Any item in an organism's energy budget must have the potential of reproduction that is equal to the risks involved in diverting energy away from the reproductive process.

42. What does the word "allotment" in the second paragraph most probably mean?

- A. reservation
- B. division
- C. production
- D. accumulation

43. According to the passage, the use of energy in feeding, fighting or growing would be

selectively disadvantageous when ____.

- A. these activities don't lead to the accumulation of more energy of the organism to produce offspring.
- B. these activities result in the organism's accumulating more energy to produce offspring.
- C. these activities convert some of their energy into the production of offspring.
- D. these activities enable the organism to synthesize more food than it would have otherwise.

44. Which of the following can be inferred from the passage?

- A. It would be a waste of energy for organisms to use energy in non-productive activities.
- B. Organisms derive most of their energy ultimately from their parents.
- C. Any organism should use as little energy as possible in its non-productive activities.
- D. Not all energy of an organism is used in reproduction.

45. What is the ultimate significance of a tree's growing a large root system?

- A. It can thus obtain more water and nutrients from the soil.
- B. It can thus produce more offspring.
- C. It can thus synthesize more foods.
- D. It can thus produce more leaves.

Questions 46 to 50 are based on the following passage.

Our multimillion nerve-cell central nervous system has its roots in the scattered nerve cells of tiny, lowly organisms that lived in water half a billion years ago. Nerve cells evidently first appeared in coelenterates --- "hollow-gutted organisms like hydra and the sea anemone. A coelenterate's nerve network lacks any kind of centralized control. This probably began with flatworms---the first creatures to possess a head, specialized sense cells help flatworms respond more flexibly than sea anemones to outside stimuli. But like most animals without a backbone, flatworms act mostly by instinct and reflex.

Intelligent behavior remained impossible until the appearance of relatively big, complex types of brain---the types we find among the backboned animals, or vertebrates. The tiniest fish has a larger brain than the largest insect. But the development of a fish's three-part brain reflects that beast's unintellectual priorities. Much of the forebrain deals only with smell. The midbrain handles vision, the hindbrain, balance.

With early mammals the brain grew larger and more complex. Sense coordination shifted from the midbrain to the forebrain, a developing structure capped by a folded cerebrum to handle memory and learning. Meanwhile the hindbrain gained a large cerebellum to coordinate complicated movements.

Advanced mammals such as monkeys, apes, and humans (the primates) have brains derived from ancestors that book to living in the trees, when vision mattered more than smell. Accordingly the once-big "smell" part of the forebrain grew smaller, while the part that handles vision grew much larger.

46. With what topic is the passage mainly concerned?

- A. The sensory organs of invertebrates.
- B. The anatomy of tiny organisms.

- C. The origin of the brain and central nervous system.
D. The importance of vision for fish and advanced mammals.

47. The hydra is a kind of ____.

- A. flatworm B. coelenterate
C. sea anemone D. nerve cell

48. It can be inferred from the passage that insects do not have ____.

- A. brains B. backbones
C. nerve cells D. reflexes

49. According to the passage, what helps to coordinate the complex physical activity of a mammal?

- A. The cerebellum B. The forebrain
C. The cerebrum D. The midbrain

50. In the last paragraph, the phrase "took to" could best be replaced by which of the following?

- A. began B. fled to
C. carried to D. became friendly toward

Questions 51 to 55 are based on the following passage:

We need enemies to help define ourselves and our lives; they help us to know who we are not or who we do not want to be. Just as animal and insect predators need prey in order to survive, so we need enemies. Survival in nature requires successful searches for food and a mate, and the ability to tell us from them ---- friend from foe. Those species and individuals who cannot adapt to their environments this way or adapt their environments to themselves, die.

58 Not only in obvious situations such as wars and revolutions are enemies necessary and very useful as a way to focus the attention and energy of our friends and followers, but in our every day activities as well. It reminds us of what we believe and what we do not believe, what we need and what we want as a group. By portraying the enemy as the other, the threat, the danger to our stability and to our sense of order and value, we willingly come together to resist and to reassert our oneness with the group we belong to. We cooperate in order to rid ourselves of the threat from the unfamiliar, the different --- **them**. In the process, we share our ideas, feelings, resources and willingly face threats to suppress our narcissistic urges and desires for the good of all. We become involved in our community of hate and, like good soldiers, obey orders by persuading ourselves that unless we do so our way of life --- our values and beliefs --- will be destroyed and we will have to embrace the values, beliefs, practices of those we have just made unfamiliar, unlike ourselves----the enemy. This will require change and we all know how utterly disruptive that can be to a well-ordered, habitual way of life. No wonder we are so angry and so eager to remove this threat.

51. It is necessary for us to have enemies in that ____.

- A. they can help us define who we are and what kind of lives we want
B. they are animal and insect hunters and eaters

- C. they can assist us to look for food and mates
- D. they can't survive in nature and thus they can become our food

52. What do we need in order to survive and develop in the nature according to the author?

- I. The ability to find food and mate successfully.
- II. the ability to kill our enemies and make them our prey.
- III. The ability to distinguish between friend and enemy.
- IV. The ability to adapt to the environments or adjust the environments to ourselves.
- A. Both I and II.
- B. Both I and III.
- C. Both II and IV.
- D. I, III and IV.

53. Under the enemies pressure, we will do all of the following except to ____.

- A. concentrate our attention and energy of our friends and followers
- B. come together reluctantly to resist and fight against the enemies
- C. cooperate willingly to get rid of the enemies and their values etc.
- D. forbid us to do things according to our own desires and wishes

54. What does the word "them" in black in the second paragraph mean?

- A. wars
- B. revolutions
- C. enemies
- D. ourselves

55. Why are we "so angry and so eager to remove this threat" according to the passage?

- A. Because we don't want to share our ideas, feelings and resources among ourselves.
- B. Because otherwise the enemies will change us into uncivilized human beings.
- C. Because if we do not remove this threat our values and beliefs will be replaced by those of the enemies.
- D. Because if not we will need a completely disruptive change to build a better ordered way of life.

Questions 56 to 60 are based on the following passage:

Even before Historian Joseph Ellis became a best-selling author, he was famous for his vivid lectures. In his popular courses at Mount Holyoke College in Massachusetts, he would often make classroom discussions lively by describing his own combat experience in Vietnam. but as Ellis's reputation grew-his books on the Founding Fathers have won both the prestigious National Book Award and the Pulitzer Prize---the history professor began to entertain local and national reporters with his memories of war. Last year, after The Boston Globe carried accounts of Ellis's experience in the Vietnam war, someone who knew the truth about Ellis dropped a dime. Last week The Boston Globe revealed that Ellis, famous for explaining the nation's history, had some explaining to do about his own past.

"Even in the best of lives, mistakes are made," said a wretched Ellis. It turned out that while the distinguished historian had served in the Army, he'd spent his war years not in the jungles of Southeast Asia, but teaching history at West Point. He'd also overstated his role in the antiwar

movement and even his high-school athletic records. His admission shocked colleagues, fellow historians and students who wondered why someone so accomplished would beautify his past. But it seems that success and truthfulness don't always go hand in hand. Even among the distinguished, achievers, security experts say, one in ten is deceiving—indulging in everything from empty boasting to more serious offenses such as plagiarism(剽窃), fictionalizing military records, making up false academic certificates or worse. And, oddly, prominent people who beautify the past often do so once they're famous. says Ernest Brod of Kroll Associates, which has conducted thousands of background checks. Says Brod: "It's not like they use these lies to climb the ladder."

Then what makes them do it? Psychologists say some people succeed, at least in part, because they are uniquely adjusted to the expectations of others. And no matter how well-known, those people can be haunted by a sense of their own shortcomings. "From outside, these people look anything but fragile." says Dennis Shulman, a New York psychoanalyst. "But inside, they feel hollow, empty."

56. Which of the following is true about Ellis?
- A. He has told students and reporters about his own experience of war.
 - B. He has written a best-seller for a newspaper --- The Boston Globe.
 - C. He is famous professor of history at West Point.
 - D. His book on the Vietnam war has won two important prizes.
57. While Ellis served in the Army, he ____.
- A. exaggerated his part as a historian
 - B. made mistakes in the antiwar movement
 - C. combated in Vietnam
 - D. taught at a military school
58. What did Ellis lie about?
- A. His role in the antiwar movement
 - B. His athletic records in high school.
 - C. His war experience in Vietnam.
 - D. All of the above.
59. What does "to climb the ladder" in the second paragraph mean?
- A. To cover one's serious offenses.
 - B. To go further in beautifying one's past.
 - C. To become more successful.
 - D. To inquire into one's background.
60. According to psychologists, successful people who lie about themselves ____.
- A. think nothing of others
 - B. look weak to others
 - C. take pride in their weaknesses
 - D. feel weak in their hearts

Questions 61 to 65 are based on the following passage:

John Grisham was born on February 2, 1955, in Jonesboro, Arkansas, in the USA. His father was a construction work and moved his family all around the southern states of America, stopping wherever he could find work. Eventually they settled in Mississippi. Graduating from law school in 1981, Grisham practiced law for nearly a decade in Southaven, specializing in criminal defense and personal injury litigation (诉讼). In 1983, he was elected to the state House of Representatives and served until 1990.

One day at the Desso County courthouse, Grisham heard the horrifying testimony of a 12-year-old rape victim. He decided to write a novel exploring what would have happened if the girl's father had murdered her attackers. He proceeded to get up every morning at 5 a.m. to work on the novel, called *A Time to Kill*, which was published in 1988. Grisham's next novel, *The Firm*, was one of the biggest hits of 1991, spending 47 weeks on *The New York Times* bestseller list. Grisham was then able to give up law and concentrate on writing. Grisham lives with his wife and two children, dividing their time between their Victorian home on a 67 acre farm in Mississippi and a 204 acre plantation near Charlottesville, Virginia.

When he's not writing, Grisham devotes time to charitable causes, including mission trips with his church group. As a child he dreamt of becoming a professional baseball player, and now serves as the local Little League commissioner. He has built six ballfields on his property and host children from 26 Little League team.

61. John Grisham is ____ at present.
 - A. a professional baseball player
 - B. a congressman
 - C. a writer
 - D. a lawyer
62. What inspired Grisham to write his first novel?
 - A. His father's experience.
 - B. His life on the farm.
 - C. A case of murder.
 - D. A case of rape.
63. The story of the novel *A Time to Kill* would probably focus on _____.
 - A. how the girl's father took revenge
 - B. how the case of rape was settled
 - C. how the girl was attacked
 - D. the circumstances of the rape
64. Which of the following is NOT true of the novel *The Firm*?
 - A. It brought Grisham wealth.
 - B. It was carried by *The New York Times* as a series.
 - C. It was popular at the time of publication.
 - D. It earned Grisham great fame.

65. It can be inferred from the passage that Grisham has built ballfields on his property ____.
- A. to see his childhood dream being realized in the children
 - B. to provide facilities to baseball training
 - C. to achieve his life's goal as a professional baseball player
 - D. to coach children in baseball

IV. Cloze 10%

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. Then mark the corresponding letter on the ANSWER SHEET with a single line through the centre.

By late middle age many workers are looking forward to retirement, and millions of those who have retired are 66) ____ glad to exchange the routine of work 67) ____ the satisfaction that a more leisured life may bring. Many other workers are 68) ____ to give up their jobs. The desire to continue working often 69) ____ harsh economic reality, for retirement usually brings a sharp drop in income. Some workers fear the loss of social identity that can result from 70) ____ a job. They may be left with "nothing to do", and may find that they are 71) ____ a life with significant meaning and fulfillment. Those old people who would like to continue working are too often victims of 72) ____ is perhaps the most striking example of age discrimination: the practice of mandatory (强制的) retirement, 73) ____ people are forced to give up their jobs 74) ____ they reach a certain age. Until recently the practise age for mandatory retirement 75) ____ from job to job. The usual mandatory retirement age in the U.S.A., however, was sixty-five.

The objection to mandatory retirement is that it throw people out of their jobs at a 76) ____ arbitrary age, without any regard to their individual abilities. There is no 77) ____ to suggest that most people over the age of sixty-five or seventy are 78) ____ working at the turn of the century, in face, 70 percent of men over sixty-five were 79) ____ in the labour force. Mandatory retirement 80) ____ implies that people are capable of productive labour 81) ____ the day before their seventieth birthday, then 82) ____ become physically or mentally incapable of 83) ____ their jobs. It also implies that we treat all members of the same age group 84) ____ they had identical competence or incompetence at their jobs when, in fact, the mental and the physical abilities of any group of people 85) ____ at the same time become more dissimilar, not more similar, as they grow older.

- | | | | |
|--------------------|-----------------|------------------|-------------------|
| 66. A. only too | B. too | C. very too | D. not |
| 67. A. in | B. for | C. to | D. with |
| 68. A. willing | B. anxious | C. reluctant | D. voluntary |
| 69. A. traces back | B. results in | C. tracks down | D. stems from |
| 70. A. have not | B. not having | C. having not | D. not to have |
| 71. A. assured of | B. reminded of | C. robbed of | D. convinced of |
| 72. A. what | B. at | C. that | D. which |
| 73. A. in which | B. at which | C. of which | D. under which |
| 74. A. quickly | B. presently | C. immediately | D. promptly |
| 75. A. ranged | B. varied | C. shifted | D. turned |
| 76. A. hardly | B. purely | C. scarcely | D. rarely |
| 77. A. event | B. incident | C. evidence | D. indication |
| 78. A. improper to | B. incapable to | C. unsuitable to | D. incompetent of |

79. A. active B. ignored C. inactive D. useless
 80. A. absurdly B. wisely C. reasonable D. scientifically
 81. A. on B. for C. up D. until
 82. A. awfully B. abruptly C. awkwardly D. suspiciously
 83. A. carrying B. getting C. performing D. obtaining
 84. A. even though B. though C. as D. as though
 85. A. born B. bred C. borne D. given birth

Paper Two

V. Translation 25%

1. Translate the following into English 13%

在现代世界中信息灵通是非常重要的。许多领域里的成功取决于能否获取最新信息。同时，决策的失败往往由于缺乏必要的信息。因此，我们称这个时代为信息时代。随着社会的发展，人们可以预见，在未来社会中信息的作用更为重要，没有信息我们就如同盲人，寸步难行。

2. Translate the following into Chinese 12%

With the economic development and population growth, the earth---our common home is confronted with two big problems: the deteriorating global environment and the exhausting natural resources, which are said to be the direct adverse impact brought about by the human activities especially over the past several centuries.

It is high time for all the countries in the world to think about the adjustment of our strategies for economic development. Instead of attaching too much emphasis to the growth rate, the concept of "sustainable development" should be given the first priority in our economic planning. Renewable resources should be developed while the existing natural resources should be used in a more reasonable and economical way. Firm and effective measures have to be taken to control the growth rate of world population.

Many thoughtful people believe that human survival on our earth in the future depends on the joint efforts of both developed and developing countries all over the world. Of course, as individuals, we can also do much in our daily life to make our common home cleaner and more beautiful.

VI. Writing 15%

A Past Event Which Caused Me to Pursue Graduate Study