

Listening Comprehension

**Directions:** In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question 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. Then mark the corresponding letter on the Answer Sheet with a line through the center.

1. A) On the high way.  
B) At a managers' conference.  
C) In a supermarket.  
D) At a track meet.
2. A) The woman should leave the television on.  
B) The woman should watch the program too.  
C) The program will be over soon.  
D) The watch is on the top of the television.
3. A) He needs to sleep for three or four hours.  
B) He wants to buy a set of coffee cups.  
C) He will need more than one cup of coffee.  
D) He has been wide awake for some time.
4. A) The woman rejected the man's apology.  
B) The man had hurt the woman's feelings.  
C) The man had forgotten the whole thing.  
D) The woman appreciated the man's offer.
5. A) The man is seeing the woman off.  
B) They are discussing their plan for Christmas.  
C) The woman is meeting the man at the airport.  
D) They are complaining the poor airport service.
6. A) She has no desire to teach.  
B) She will graduate after the man does.



- C) She likes all her teachers equally.
- D) She has no idea where graduation will be held.

7. A) He needs another job as research assistant.

- B) He is doing research with Professor Williams.
- C) He asked Professor Williams for assistance.
- D) He assists Professor Williams with his teaching.

8. A) The show was planned a long time ago.

- B) She thought there were no tickets left for the show.
- C) The audience were deeply impressed by the show.
- D) She thought the seats on the left side were fully occupied.

9. A) Julie moved to a new address a week ago.

- B) Julie misses her family very much.
- C) They should pay Julie a visit.
- D) They should stop seeing Julie.

10. A) In a school.

- B) In a barbershop.
- C) In a clothing store.
- D) In a bank.



## Part I Vocabulary and Structure (20 points)

I. Each of the following sentences has an underlined word or phrase. Below which sentence are four other words or phrases, marked A, B, C, and D. You are to choose the ONE word or phrase which, if substituted for the underlined word or phrase, would best keep the meaning of the original sentence. (10 points)

1. She was embarrassed by her friend's bad manners.  
A: ashamed because of B: endangered by C: amazed at D: challenged
2. Archaeological discoveries strengthened the hypothesis that Troy existed.  
A: assumption B: proposition C: ideal D: concept
3. The substance of an education is its effect on your life, and is not just the ability to pass the life.  
A: purport B: nature C: essence D: feature
4. The people in the room were shocked by his blasphemous language.  
A: exaggerative B: offensive C: boastful D: thrilling
5. He found the old house in complete desolation.  
A: distinction B: devastation C: disposition D: disillusion
6. His remark are always succinct.  
A: witty B: brief C: instructive D: humourous
7. I resent his hypocritical posing as a friend for he is interested only in his own advancement.  
A: selfish B: ugly C: deceptive D: frank.
8. He managed to keep an earnest expression on his face even though he wanted to smile.  
A: a dramatic B: a neutral C: a serious D: an annoyed
9. The merit of a sales tax is that it decreases government reliance on income taxes.  
A: imposition B: surplus C: virtue D: interaction
10. Few disputes between neighbours can not be settled outside the courtroom.  
A: apologies B: bills C: anxieties D: arguments

II. For each of the following incomplete sentences there are four choices marked A, B, C, and D. You are to choose the ONE answer that best completes the sentence. (10 points)

11. Milk proteins \_\_\_\_\_ for their high nutritional content.  
A: valued B: is valued C: are valued D: are to be valued
12. I insist on \_\_\_\_\_ this small present as a token of my appreciation  
A: you to accept B: your accepting C: you accepting D: you accept
13. \_\_\_\_\_ a raining day, we gave up our plan to go for an outing.  
A: With it B: With C: Being D: It being
14. \_\_\_\_\_ the conclusion of each theatrical production, the cast customarily reappears before the audience to take a bow.  
A: Out B: Before C: At D: In
15. Some areas, \_\_\_\_\_ their severe weather conditions are sparsely populated.  
A: due to B: in spite of C: but for D: with regard to
16. I enjoyed the movie very much. I wish I \_\_\_\_\_ the book from which it was made.  
A: have read B: had read C: should have read D: am reading
17. There is no rule \_\_\_\_\_ has exceptions.  
A: but B: that C: which D: unless
18. It was presumed that he was dead; then one day he \_\_\_\_\_ in Italy.  
A: turned on B: turned up C: turned round D: turned out
19. The chemical composition of sandstone is the same as \_\_\_\_\_.  
A: that of sand B: that sand is C: sand is that D: what of sand
20. The phenomena \_\_\_\_\_ observed by astronomers throughout the world.



Part II Reading Comprehension(15 points)

Directions: *There are three 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 center.*

*Questions 1 to 5 are based on the following passage.*

One of the major problems of nuclear energy is the inability of scientists to discover a safe way to dispose of the radioactive wastes which occur throughout the nuclear process. Many of these wastes remain dangerously active for tens thousands of years, while others have a life span closer to a quarter of a million years. Various methods have been used to date, but all have revealed weaknesses, forcing scientists to continue their search.

The nuclear process involves several stages, with the danger of radioactivity constantly present. Fuel for nuclear reactors comes from uranium ore, which, when mined, spontaneously produces radioactive substances as by-products. This characteristic of uranium ore went undetected for a long time, resulting in the deaths, due to cancer, of hundreds of uranium miners.

The United States attempted to bury much of its radioactive waste material in containers made of steel covered in concrete and capable of holding a million gallons. For a long time it was believed that the nuclear waste problem had been solved, until some of these tanks leaked, allowing the radioactive wastes to seep into environment. Canada presently stores its nuclear waste in underwater tanks, with the long-term effects largely unknown.

However, plans are under consideration for above-ground storage of spent fuel from reactors. These plans include the building of three vast concrete containers, which would be two stories high and approximately the length and width of two football fields. Other suggestions include enclosing the waste in glass blocks and storing them in underground caverns, or placing hot containers in the Antarctic region, where they would melt the ice, thereby sinking down about a mile. This idea has since been abandoned because of the possible adverse effect on the ice sheets.

1. It is implied in the passage that the primary difficulty in seeking a safe way to dispose of nuclear waste is caused by \_\_\_\_\_.
  - A. the nuclear process involving the danger of radioactive at its every stage
  - B. fuel for nuclear reactors producing dangerous wastes
  - C. the weakness scientists have found in every previous methods
  - D. the nature of nuclear wastes together with their lengthy life span
2. According to the passage, uranium ore is very dangerous because \_\_\_\_\_.
  - A. it produces radioactive substances after it is dug out
  - B. it has caused deaths of many miners
  - C. the mining of it produces dangerous by-products



- D. there is a problem in mining techniques
3. According to paragraph two, scientists failed to \_\_\_\_\_.
- A. discover the characteristic of nuclear process
  - B. discover the nature of uranium ore
  - C. save the life of uranium miners
  - D. store nuclear wastes in underwater tanks
4. Hot containers of nuclear wastes to be put in Antarctic region would \_\_\_\_\_.
- A. remain above ice sheets
  - B. be safe to environment
  - C. be highly probable
  - D. remain under sea
5. The best title for the passage might be \_\_\_\_\_.
- A. Scientific Approach to Dispose Of Nuclear Wastes
  - B. Process and It Nuclear Energy and Public Safety
  - C. Uranium Ore and Its Characteristic
  - D. Nuclear Wastes

*Questions 6 to 10 are based on the following passage.*

Professor Kline concludes that competition with research in the university is so detrimental (有害的) to teaching that he recommends that the two functions be physically and financially separated by setting up research institutes. I suggest that the development of a sound program of educational research would be much more beneficial to teaching. Such a program would not only improve teaching theory and technique, it would make clear what competencies are required of a good teacher and help professors attain them. Educational research should be required to meet the same standards as scientific research, but it cannot be raised to those standards without comparable support and commitment. Competent education research is no more a part-time activity than competent scientific research. The relatively trivial educational research so common in the universities is an inevitable consequence of trivial commitment by the universities. Rather than belittle such research, the professors have an obligation to see that it is upgraded. Let no one think that educational research is easy; it is concerned with no less than unraveling the complexities of the human mind. There is no reason to believe that an effective theory and technology of instruction is any easier to achieve than controlled nuclear fusion. It is certainly every bit as worthy.

6. Professor Kline believes that competition with research in the universities \_\_\_\_\_.
- A. leads to the establishment of separate research institutes
  - B. should not be encouraged unless separate research institute is set up
  - C. functions well in the universities
  - D. is financially unsound
7. The author wants to improve \_\_\_\_\_.



- A. research institutes
- B. development programs
- C. educational research
- D. part-time activity

8. The author believes that scientific research \_\_\_\_\_.

- A. is not necessarily more difficult than educational research
- B. has standards that educational research cannot attain
- C. is trivial compared to educational research
- D. must be relegated to a part-time activity

9. According to the author educational research \_\_\_\_\_.

- A. is relatively easy
- B. is quite complex
- C. is often trivial
- D. should have lower standards

10. Educational research in most universities today \_\_\_\_\_.

- A. receives adequate support
- B. is no longer a part-time activity
- C. is easy to achieve
- D. needs more commitment

*Questions 11 to 15 are based on the following passage.*

The characteristics of student-teacher relationships on American campuses vary somewhat, depending on whether the students involved are undergraduate or graduate students, and depending on the size and nature of the school. Graduate students typically have more intense relationships with their professors than undergraduates do; at smaller schools student-teacher relationships are typically even less formal than they are at larger schools.

To say that student-teacher relationships are informal is not to say that there are no recognized status differences between the two groups. There are. But students may show their deference only in subtle ways, mainly in the vocabulary and tone of voice they use when speaking to teachers. Much of their behavior around teachers may seem disrespectful. American students will eat in class, read newspapers, and assume quite informal postures. Teachers might not enjoy such behavior, but they tolerate. Students, after all, are individuals who are entitled to decide for themselves how they are going to act. American teachers generally expect students to ask them questions or even challenge what they say. Teachers do not generally assume they know all there is to know about a subject. Nor do they that they invariably explain things clearly. Students who want clarification or additional information are expected to ask for it during the class, just after class ends, or in the teacher's office at the times the teacher has announced (宣称) as "office hours." Students who do not ask questions may be considered uninterested.

While most teachers welcome students' questions and comments about the material being covered in the course, they do not welcome student efforts to negotiate for



high grades. Teachers normally believe they have an acceptable system for determining grades, and, unless it seems possible that a mistake has been made, teachers respond very negatively to students who try to talk them into raising a grade.

11. Why do teachers normally not welcome students to negotiate for higher grades?
  - A. Because teachers don't like to admit that they have made mistakes in marking.
  - B. Because teachers normally believe they have an acceptable system for determining grades.
  - C. Because they are afraid of students' protest against them.
  - D. Because they hate students
12. The student-teacher relationships are informal in the US in the following ways except \_\_\_\_\_.
  - A. American students eat in class
  - B. American students read newspapers in class
  - C. American students assume quite informal postures in class
  - D. American students don't show respect to teachers
13. Students who ask questions are considered \_\_\_\_\_.
  - A. uninterested
  - B. troubled
  - C. interested
  - D. intelligent
14. What do you think of the main idea of the passage?
  - A. The student-teacher relationship in U.S.
  - B. American students' manners in school.
  - C. Characteristics of American university teachers.
  - D. American education system
15. Which is right according to the passage?
  - A. The student-teacher relationship is quite informal across the country
  - B. American teachers generally like students to challenge them.
  - C. Graduate students seem quite disrespectful to their teachers.
  - D. It is not easy for students to find their teachers.



### PART III Translation (10 points)

**DIRECTIONS:** Read the following text carefully and then translate the underlined sentences into Chinese. Your translation should be written clearly on ANSWER SHEET.

The idea of evolution was known to some of the Greek philosophers. By the time of Aristotle, speculation had suggested that more perfect types had not only followed less perfect ones but actually had developed from them. But all this was guessing; no real evidence was forthcoming. When, in modern times, the idea of evolution was revived, it appeared in the writings of the philosophers—Bacon, Descartes, Leibniz and Kant. 36) Spencer was preaching a full evolutionary doctrine in the years just before Darwin's book was published, while most naturalists would have none of it. Nevertheless a few biologists ran counter to the prevailing view, and pointed to such facts as the essential unity of structure in all warm-blooded animals.

The first complete theory was that of Lamarck, who thought that modifications due to environment, if constant and lasting, would be inherited and produce a new type. 37) Though no evidence for such inheritance was available, the theory gave a plausible hypothesis for naturalists to use. Many of the social and philanthropic efforts of the nineteenth century were framed on the tacit assumption that acquired improvements would be inherited.

But the man whose book gave both Darwin and Wallace the clue was the Reverend Robert Malthus, sometime curate of Albury in Surrey. 38) The English people were increasing rapidly, and Malthus argued that the human race tends to outrun its means of subsistence unless the redundant individuals are eliminated. This may not always be true, but Darwin writes:

In October 1838, I happened to read for amusement Malthus *on Population*, and being well prepared to appreciate the struggle for existence which everywhere goes on, from long continued observation of the habits of animals and plants. 39) It at once struck me that, under these circumstances, favorable variations would tend to be preserved, and unfavorable ones to be destroyed. The result of this would be the formation of new species. Here then I had a theory by which to work.

40) The hypothesis of natural selection may not be a complete explanation, but it led to a greater thing than itself—an acceptance of the theory of organic evolution, which the years have confirmed. Yet at first some naturalists joined the opposition. To the many, who were unable to judge the biological evidence, the effect of the theory of evolution seemed incredible as well as devastating, to run counter to common sense and to overwhelm all philosophic and religious landmarks. Even educated man, choosing between the Book of Genesis and the Origin of Species, proclaimed with Disraeli that he was "on the side of the Angels."

### Part Four: Composition (15 points)

**Directions:** Write a short composition of about 250 to 300 words on the following topic.

What's your opinion about the contribution of opportunity to success?