

Section 1: Vocabulary and Grammar (60 points)

This section consists of 3 parts. Read the directions for each part before answering the questions.

Part 1 Vocabulary Selection

In this part, there are 20 incomplete sentences. Below each sentence, there are 4 choices marked by letters A, B, C and D respectively. Choose the word or phrase which best completes each sentence. There is only ONE right answer. Blacken the corresponding letter as required on your Machine-scoring ANSWER SHEET.

1. All the students of this university have free _____ to the Internet via a broadband connection.
A. access
B. entrance
C. permission
D. passageway
2. It is rumored that Mr. Smith, the grandson of the founder of the university and a professor of philosophy, will be _____ as president in March.
A. indulged
B. inaugurated
C. induced
D. integrated
3. When I visited the area after the hurricane, I became _____ by what I saw and heard there.
A. stressed
B. compressed
C. impressed
D. distressed
4. When the actor appeared on the stage again, shouts and cheers broke _____ from the crowd and continued for about five minutes.
A. in
B. off
C. forth
D. up
5. The _____ value of a coin, i.e. the value of the metal in it, is usually less than the value of what it will buy.
A. external
B. interior

- A. henpecked
C. unmitigated
- B. garnished
D. onerous

20. The Central Bank is interested in how much money is in _____ in the economy.
- A. circulation
C. reserve
- B. circle
D. rotation

Part 2 Vocabulary Replacement

This part consists of 20 sentences. In each of them one word or phrase is underlined, and below each, there are 4 choices marked by letters A, B, C and D respectively. Choose the word or phrase that can replace the underlined part without causing any grammatical error or changing the basic meaning of the sentence. There is only ONE right answer. Blacken the corresponding letter as required on your Machine-scoring ANSWER SHEET.

21. Tom felt sure he would get the post, but he was never even considered for it. That was a smack in the eye for him.
- A. nothing serious
C. a humiliating rebuff
- B. nothing important
D. an expected disappointment
22. Our neighbors are so reserved and unfriendly that they never speak to us.
- A. aloof
C. airy
- B. relieved
D. resistant
23. Security men believe the tit-for-tat murders were the result of the bombing which had occurred in the city center.
- A. furious
C. malevolent
- B. retaliatory
D. chain
24. The conclusion reached at the workshop was that the manufacturing process was obsolete.
- A. dilapidated
B. extant

C. messenger

D. vanguard

31. Justices of the Peace have jurisdiction over the trials of some civil suits and of criminal cases involving minor offenses.

A. supremacy

B. authority

C. guidance

D. administration

32. What these young men and women need to do now is to develop a mentality to reconcile their ideals with reality.

A. interact

B. interface

C. harmonize

D. pair

33. The search for eternal youth is no less fervent now than it was 2,000 years ago. People are trying practically anything.

A. prolonged

B. external

C. protracted

D. excessive

34. SD Memory Cards are versatile, high-capacity storage cards that are extremely small — about the size of a postage stamp.

A. adaptable

B. adoptable

C. variable

D. veritable

35. This book comes as a revelation to one who was nourished in his youth on the enlightened English socialist tradition represented by George Bernard Shaw.

A. replacement

B. discovery

C. representation

D. resolution

36. Johnson was so absorbed in his novel that he forgot about his dinner cooking in the oven.

A. obtained

B. enlivened

C. obliged

D. engrossed

- A. carry out
C. carried out
- B. carrying out
D. to carry out
42. The examiner failed some candidates, and 15 of them being students without work experience.
A. 15 being
C. 15 of them were
- B. among 15 were
D. 15 of whom were
43. Despite of their opposition, he went his own way and started his preparations.
A. Despiting of
C. Despite
- B. Despited of
D. Despited
44. Network television, magazine, and direct mail — that will be the big gainers in advertising revenues next year.
A. which
C. they
- B. these
D. all
45. I hear that he knows four languages, such as Chinese, French, German and Japanese.
A. for example,
C. like
- B. namely,
D. as
46. The more people you know, the less you have time to see them but you can always reach them on the Internet.
A. less you have the time
B. the less time you have
C. the less time do you have
D. less the time you have
47. Having heard the weather forecast, the boat was stopped in the harbour.
A. the boat did not sail out of
B. they did not sail out of

54. The government has hardly taken measures to crack down on these crimes when new ones occurred.
- A. Hardly had the government taken
 - B. The government took hardly
 - C. Hardly the government had taken
 - D. The government is hardly taking
55. The general manager demanded that the job will be completed before the summer holidays.
- A. would be
 - B. must be
 - C. be
 - D. had to be
56. Our company will provide you with free transportation as you requested and charge the installation.
- A. installation with a charge
 - B. in the installation
 - C. freely installation
 - D. installation in charge
57. Doctors warned sun-starved tourists who received too much sunlight that they were at serious risk than others of contracting skin cancer.
- A. with more serious
 - B. at seriously
 - C. at more serious
 - D. seriously with
58. We have sent an order slip to all that we have reason to believe are interested in our books.
- A. who are believed by us
 - B. with who we have reason to believe
 - C. who we have reason to believe
 - D. with whom we believe
59. As an English major student at one of the most famous universities in China, I strongly believe that business English is more practical than other fields.

- A. a student in English
C. an English major
- B. a major English student
D. an English student major

60. The engineers are going through with their highway project, in spite that the expenses have risen.

- A. just because
C. as though
- B. even though
D. now that

Section 2: Reading Comprehension (30 points)

In this section you will find after each of the passages a number of questions or unfinished statements about the passage, each with 4 (A, B, C and D) choices to answer the question or complete the statement. You must choose the one which you think fits best. Blacken the corresponding letter as required on your Machine-scoring ANSWER SHEET.

Questions 61-70 are based on the following passage.

Next door to a lunch counter advertising a grilled cheese special is a gallery where Van Gogh's "Irises" shares the walls with Monet landscapes and works from the Italian Renaissance.

They are all fakes. They are all for sale. "A forger? Yes. We're expert forgers you could say. But we make no attempt to deceive. We don't pretend to sell original works. We have all the thrill of being a forger, but no risk."

With prices for original art rising into the tens of millions, some art lovers are turning to high-quality copies done by expert artists. In addition, some museums confronting skyrocketing insurance premiums are considering stashing the authentic pieces and displaying a reproduction.

No major U.S. art museum is known to be displaying reproductions in place of originals. Such a practice would raise questions about why people visit museums in the first place. But museum security has become a growing concern.

Bids for paintings have climbed at auction houses. But prices for fakes run only from about \$1,000 to \$10,000 for paintings of paintings, depending on the size and complexity of the original.

In Europe where copying masterpieces is a centuries-old craft, painters often use pigments and brushes typical of the period of the original. The painting is placed in a frame closely resembling its era. Sometimes the gallery purchases 17th century furniture to use the wood for frames. The final step is the antiquing process using chemicals and heat and humidity. “We can make special types of cracks from little spider-web types to long splits.”

61. This passage is most probably taken out of a/an _____.
- A. court confession by a person suspected of making fakes
 - B. commercial advertisement for a new profession in arts
 - C. feature story in a newspaper, magazine, or a web page
 - D. industrial profile for a museum promoting a new show
62. The word “Monet” underlined in Paragraph 1 refers to a _____.
- A. master artist
 - B. master forger
 - C. famous dealer
 - D. rich collector
63. Both quotes in the passage are probably from a person who is a/an _____.
- A. master artist
 - B. art piece forger
 - C. museum director
 - D. artworks thief
64. The third sentence in the last paragraph implies that the gallery _____.
- A. carries 17th-century furniture as sideline exhibits
 - B. is part of the process in making fake paintings
 - C. provides the space only for forgers to produce fakes
 - D. manufactures wooden frames for paintings as a sideline
65. Obviously, the phrase “expert artists” underlined in Paragraph 3 refers to people who are _____.
- A. experts in evaluating art works
 - B. painters decorating the museums

- C. makers of faked famous paintings
D. experts who can identify forgeries
66. “Such a practice” underlined in Paragraph 4 refers to the display of _____.
A. forged works in place of genuine artwork
B. original productions in place of their copies
C. both fake productions and original paintings
D. real reproductions and original masterpieces
67. According to the passage, the word “stashing” underlined in Paragraph 3 is synonymous with _____.
A. slashing
B. smashing
C. stacking
D. storing
68. As repeatedly stated in the passage, _____ was certainly the major reason why forgeries are sold.
A. insurance
B. security
C. quality
D. price
69. The word “copies” underlined in Paragraph 3 does **NOT** refer to _____.
A. fakes
B. forges
C. reproductions
D. non-authentic works
70. According to this passage, which of the following statements is true?
A. The works on display are meant to sell as originals.
B. The works meant to sell as originals are on display.
C. Here you may purchase a masterpiece for \$1,020.
D. Here one may buy fast food any time and eat it there.

Questions 71-80 are based on the following passage.

No revolutions in technology have as visibly marked the human condition as those in transport. Moving goods and people, they have opened continents, transformed living standards, spread diseases, fashions and folk around the world. Yet technologies to transport ideas and information across long distances have arguably achieved even more: they have spread knowledge, the basis of economic growth.

The most basic of all these, the written word, was already ancient by 1000. By then China had, in basic form, the printing press, using carved woodblocks. But the key to its future, movable metal type, was four centuries away. The Chinese were hampered by their thousands of ideograms. Even so, they quite soon invented the primitive movable type, made of clay, and by the 13th century they had the movable wooden type. But the real secret was the use of an easily cast metal.

When it came, Europe — aided by simple Western alphabets — leapt forward with it. One reason why Asia's civilizations, in 1000 far ahead of Europe's, then fell behind was that they lacked the technology to reproduce and diffuse ideas. On Johannes Gutenberg's invention in the 1440s were built not just the Reformation and the Enlightenment, but Europe's agricultural and industrial revolutions too.

Yet information technology on its own would not have got far. Literally: better transport technology too was needed. That was not lacking, but here the big change came much later: it was railways and steamships that first allowed the speedy, widespread dissemination of news and ideas over long distances. And both technologies in turn required people and organizations to develop their use. They got them: for individual communication, the postal service; for wider publics, the publishing industry.

Throughout the 19th century, the postal service formed the bedrock of national and international communications. Crucial to its growth had been the introduction of the stamp, combined with a low price, and payment by the sender. Britain put all three of these ideas into effect in 1840.

By then, the world's mail was taking off. It changed the world. Merchants in America's eastern cities used it to gather information, enraging far-off cotton growers and farmers, who found that New Yorkers knew more about crop prices than they did. In the American debate about slavery, it offered abolitionists a low-cost way to spread their views, just as later technologies have cut the cost and widened the scope of political lobbying. The post helped too to integrate the American nation, tying the newly opened west to the settled east.

Everywhere, its development drove and was driven by those of transport. In Britain, travellers rode by mail coach to posting inns. In America, the post subsidized road-building. Indeed, argues Dan Schiller, a professor of communications at the University of California, it was the connection between the post, transport and national integration that ensured that the mail remained a public enterprise even in the United States, its first and only government-run communications medium, and until at least the 1870s, the biggest organization in the land.

The change has not only been one of speed and distance, though, but of audience. About 200 years ago, a man's words could reach no further than his voice, not just in range but in whom they reached. But, for some purposes, efficient communication is mass communication, regular, cheap, quick and reliable. When it became possible, it transformed the world.

71. According to the passage, which of the following statements is true?

- A. Transporting goods and people is the most important technology in the history of mankind.
- B. Technology in transporting goods and people has changed human conditions more than anything else.
- C. Technology in spreading information has changed human conditions more than transportation technology.
- D. Technology in spreading information can't change the economic development of society.

72. According to the passage, Asian civilizations, which were ahead of Europe's, fell behind because _____.
- A. Asian languages were more difficult to learn
 - B. European languages had simple alphabets
 - C. they didn't have the technology to spread ideas
 - D. people's communication skills were not good enough
73. Johannes Gutenberg's invention probably refers to _____.
- A. printing technology
 - B. transportation technology
 - C. the Reformation and the Enlightenment
 - D. industrial revolution
74. The word "dissemination" underlined in Paragraph 4 means _____.
- A. plantation
 - B. distribution
 - C. reception
 - D. direction
75. Which of the following statements is **NOT** true about the postal service?
- A. American abolitionists were not happy about it.
 - B. The stamp was invented in Britain.
 - C. It helped the independence of America.
 - D. In the 1840s it was the major means of national communications in Britain.
76. What can the postal service do?
- A. Collecting market prices of goods.
 - B. Spreading ideas at a low cost.
 - C. Promoting political lobbying.
 - D. All of the above.
77. In the United States, the postal service belongs to _____.
- A. a private company
 - B. the government
 - C. road-building enterprises
 - D. national integration

78. The words “its development” underlined in Paragraph 7 refer to the development of _____.
- A. the American nation B. the mail coach
C. road building D. the postal service
79. The words “the change” underlined in Paragraph 8 refer to _____.
- A. time change B. technology change
C. change in spreading ideas D. change of human abilities
80. Which of the following statements is **NOT** true about mass communication?
- A. It can reach no further than human voice.
B. It can reach a large audience.
C. It is rapid and efficient.
D. It can be trusted.

Questions 81-90 are based on the following passage.

Is test anxiety destructive? Can we make test anxiety work for us? The answer to both of these questions is yes. Test anxiety often interferes with student performance but this same test anxiety, if channeled correctly, can help improve performance.

In order to lessen the destructive elements of test anxiety, the approach should be to develop improved confidence and knowledge. As your knowledge of the course material increases, your confidence in your ability to succeed will increase. As your confidence increases, your anxiety will go down, allowing your knowledge to come through more efficiently. The way you prepare for a test can reduce anxiety during the test.

You will be surprised how confident you will feel if you know the material. Studies of memory show if you want to be able to recall information from text or lecture you have to review that material several times. It is important to know your own abilities and operate accordingly. If you know that you learn best by listening, prepare a tape of significant material and listen to the tape.

Study partners or study groups are often useful for self-testing. Experience in stressful situations tends to lessen anxiety in those situations. One way to help yourself retrieve material is through the use of mnemonic codes. Learn a code that lets you remember complex material. Developing an outline for an essay question that you know will be on the test or memorizing a formula are forms of code development.

Students are often frustrated by the sheer volume of material that has to be studied in college. Many instructors conduct reviews, give hints, identify what is important to study, use handouts or overhead transparency outlines. These materials should be at the top of your study list. If the instructor took the time to identify them, you should assume that they will play an important part of the test. While knowledge acquired during test preparation can help reduce anxiety, it is another thing to take the test itself. Following are a few suggestions to help reduce anxiety during the test.

When I arrive at a test, I often find students flipping text pages at the last minute trying to cram it all in at the end. You would be better off trying to relax, meditating a little, and clearing your mind to allow yourself the ability to concentrate on the questions that are coming.

As soon as the instructor gives you the signal to start, dump out formulas, codes, outlines from your memory onto the test answer sheets so that you will not have to worry about whether you will remember the codes long enough until you get to the appropriate test question.

You can build your confidence if you go through the test and answer all of the questions that you know first. Go back and work on those questions that need greater analysis, or that need to be worked out or need to be guessed at and your anxiety will not kick in until later in the test.

For those of you whose anxiety increases as study and preparation increase, your goal should be to start concentrating on things that take your mind off the test, i.e., television, books, hobbies, movies, etc. Meditation and aerobic exercise have proven to be very useful methods for reducing undesirable effects of stress.

The solution to reducing the destructive influences of stress is to plan to

84. Which of the following test preparation ways cannot help one reduce anxiety during the test?
- A. You should know your own abilities and operate accordingly and learn as much as you can.
 - B. Study partners or study groups are useful for self-testing.
 - C. You can retrieve materials by using mnemonic codes.
 - D. You should pay more attention to the materials identified by the teacher.
85. What should be at the top of your study list when you prepare a test?
- A. The most complex materials.
 - B. The questions asked by students.
 - C. The materials reviewed and hints given by the teacher.
 - D. The materials mastered by most students.
86. The suggestions to help reduce anxiety during the test are _____.
- A. relaxing, mnemonic codes and easy questions first
 - B. relaxing, dumping and easy questions first
 - C. relaxing, easy questions first and extreme anxiety
 - D. aerobic exercise, relax and dumping
87. According to the passage, useful means for reducing undesirable effects of stress are _____.
- A. knowledge and confidence
 - B. learning ability and instructor's hints
 - C. meditation and aerobic exercise
 - D. rest and meditation
88. The author's attitude toward reducing the test anxiety is _____.
- A. negative
 - B. positive
 - C. neutral
 - D. pessimistic

89. According to the passage, your study plan probably does **NOT** include _____.
- A. identifying the areas of the material that you have had problems with
 - B. identifying the specific topics that you'll study each day
 - C. mapping out a schedule of when you'll study each day
 - D. mapping out a schedule of when you will meditate and do aerobic exercise
90. What's the main idea of the passage?
- A. It introduces some benefits of test anxiety and useful methods to reduce test anxiety.
 - B. Test anxiety is our foe, not friend.
 - C. The confidence and knowledge can reduce test anxiety.
 - D. Focus on your task at hand and you'll not have the problem of test anxiety.

Section 3: Cloze Test (10 points)

In the following passage, there are 20 blanks representing words that are missing from the context. Below the passage, each blank has 4 choices marked by letter A, B, C and D respectively. There is only ONE right answer. Blacken the corresponding letter as required on your Machine-scoring ANSWER SHEET.

Next fall, when you see geese heading south for the winter, flying along in “V” formation, you might consider what science has discovered as to why they fly that way. As each bird flaps its wings, it creates an up-lift for the bird immediately following. By flying in “V” formation, the whole flock adds at least 71 percent greater flying _____(91) than if each bird flew on its own.

People who share a common direction and _____(92) of community can get _____(93) they are going more quickly and easily, because they are traveling _____(94) the thrust of one another.

When a goose falls out of _____(95), it suddenly feels the drag and

resistance _____(96) trying to go it alone and quickly gets back into the formation to take _____(97) of the lifting power of the bird _____(98) front.

If we have as much sense as a goose, we will _____(99) in formation with those people who are _____(100) the same way we are.

When the head goose gets tired, it _____(101) back in the wing and another goose flies to the _____(102).

It is _____(103) to take turns doing demanding jobs, whether with people or with geese _____(104) south. Geese honk from behind to encourage those _____(105) front to keep up their speed.

Finally, and this is important, when a goose gets sick or is _____(106) by gunshot, and falls out of formation, two other geese fall _____(107) with that goose and follow it down to _____(108) help and protection. They stay with the fallen goose until it is able to fly or _____(109); and only then do they launch out on their own, or with another formation to catch up with their group.

If we have the sense of a goose, we will stand by each other _____(120) that.

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|------------------|--------------|--------------|----------------|
| 91. A. range | B. distance | C. span | D. dimension |
| 92. A. idea | B. concept | C. sense | D. sensibility |
| 93. A. when | B. where | C. whenever | D. wherever |
| 94. A. at | B. in | C. on | D. for |
| 95. A. form | B. format | C. formation | D. formula |
| 96. A. at | B. of | C. off | D. to |
| 97. A. overall | B. control | C. vantage | D. advantage |
| 98. A. at | B. of | C. in | D. to |
| 99. A. stand | B. stick | C. stay | D. stuck |
| 100. A. head | B. heads | C. headed | D. heading |
| 101. A. rotates | B. revolves | C. rewinds | D. retreats |
| 102. A. front | B. head | C. top | D. upfront |
| 103. A. sensible | B. sensitive | C. sensory | D. sensuous |

104. A. fly B. flies C. flying D. flight
105. A. at B. in C. to D. up
106. A. shot B. wound C. wounded D. killed
107. A. down B. behind C. out D. between
108. A. aid B. extend C. lend D. supply
109. A. die B. dead C. dies D. death
110. A. as B. at C. like D. with