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|--------------------|------------------|-------------------|----------------|
| 19. A. banker | B. tourist | C. guide | D. customer |
| 20. A. deciding | B. understanding | C. confirming | D. explaining |
| 21. A. remind | B. inform | C. assure | D. convince |
| 22. A. consumes | B. continues | C. competes | D. completes |
| 23. A. designers | B. producers | C. advertisers | D. sellers |
| 24. A. naïve | B. experienced | C. realistic | D. indifferent |
| 25. A. located | B. visited | C. owned | D. missed |
| 26. A. courage | B. confidence | C. urge | D. energy |
| 27. A. impractical | B. practical | C. impossible | D. possible |
| 28. A. point out | B. figure out | C. complain about | D. argue about |
| 29. A. allows | B. forces | C. requires | D. hurries |
| 30. A. evidence | B. ambition | C. pleasure | D. conclusion |

III. PARAPHRASING

Choose the closest paraphrased version after each of the following sentences or the italicized part. Blacken the letter corresponding to your choice on the ANSWER SHEET. (1 point each, 10 points in all)

31. "*We are slaves to nothing but the clock,*" it has been said.
- We work so hard not to waste our precious time.
 - We are no longer ourselves with time passing by.
 - We must strictly follow time arrangement in our life.
 - We lose our freedom living under the great pressure of time.
32. And the closet is usually so tightly packed with clothes that I can barely squeeze in my jacket.
- The jacket in the closet is so tight that I cannot put it on.
 - The closet is usually too full to have room for my jacket.
 - I can hardly find my jacket in the closet because it is too full.
 - There are many tight clothes in the closet and my jacket does not fit in.
33. "*An artist's heart is his head,*" replied Trevor; "and besides, our business is to show the world as we see it, not to make it better."
- "Artists show the world in both rational and emotional ways," ...
 - "An artist's thinking is usually controlled by his emotion," ...
 - "A work of art is the expression of the artist's emotion," ...
 - "Artists are usually rational rather than emotional," ...

34. I could not rest easy in my bed because of the wash.
- A. I could not fall asleep after washing all those clothes.
 - B. I could hardly find a place to relax after a long shower.
 - C. I could not lie in bed without worrying about all the washing to be done.
 - D. I could hardly find time to rest with all the washing waiting for me to finish.
35. There is more genuine satisfaction from life in the humble cottages of the poor than in the palaces of the rich.
- A. Rich people are proud of their luxurious life and social status.
 - B. Without grand palaces, the poor are more ambitious than the rich.
 - C. Despite their bad living conditions, the poor are truly happier than the rich.
 - D. Rich people's living conditions are more satisfactory than those of poor people.
36. He lifted his voice against the whirlwind, shouting louder and louder in a vain desire to hear himself speak.
- A. It was useful for him to raise his voice in the whirlwind.
 - B. His desire to hear his own voice grew stronger and stronger.
 - C. He finally succeeded in hearing himself speak despite the whirlwind.
 - D. No matter how high he raised his voice, he couldn't hear himself speak.
37. Most of the Wades' friends thought *they were being rather fancy in sending Laura there* [the school].
- A. ... it was fantastic to send Laura to that school.
 - B. ... it was not sensible to send Laura to that school.
 - C. ... they wanted Laura to be a fashionable girl in that school.
 - D. ... they dreamed that Laura would be admitted to that school.
38. The comparisons [between John and me] were, without exception, to my disadvantage.
- A. The comparisons they made were surely unreliable.
 - B. The comparisons were usually embarrassing to both of us.
 - C. They used to compare me with John in order to humiliate me.
 - D. Whenever they compared us, I always appeared to be inferior to John.
39. Coming as a guest into an American home, *the European visitor finds no visible landmarks*.
- A. ... the European visitor is eager to find out about the code of behavior.
 - B. ... the European visitor can't find clues as to how to behave appropriately.
 - C. ... the European visitor gets confused about American family relationships.
 - D. ... the European visitor is greatly interested in the unspoken rules for a guest.

40. I bowed to superior will and entered journalism with a heavy heart.
- A. I followed my mother's guidance and took a challenging job of a reporter.
 - B. I accepted my mother's stubbornness and seriously started my work as a reporter.
 - C. I had no choice but to obey my mother and began my journalist career reluctantly.
 - D. I respected my mother's decision and began my journalist career with appreciation.

IV. READING COMPREHENSION

Read the two passages and choose the most likely answer to each of the questions. Blacken the letter corresponding to your choice on the ANSWER SHEET. (2 points each, 20 points in all)

Passage 1

In the year 787 began a series of events which were to have a great effect upon the history of the English language. For it was in that year, according to the records that have come down to us, that the Scandinavians made their first attack on the English coast. It is not known exactly why, after centuries of peace, the Scandinavians suddenly began their attacks on all the lands along the North Sea and the Baltic. But in the eighth century some development, perhaps economic or perhaps political, caused these people to leave their homes and seek adventure at sea. These daring sea-warriors are commonly known as Vikings, and the period of their great activity, starting in the eighth century and extending to the beginning of the eleventh, is popularly called the Viking Age.

As a result of these events, large numbers of Scandinavians settled in England, becoming farmers and often marrying English women. Some idea of their numbers may be gained from the fact that more than 1400 places in England still have Scandinavian names. Most of the new inhabitants were Danes, though there were also considerable Norwegian settlements, particularly in the northwest.

With the gradual and peaceful union of Scandinavians and English, it was only natural that the two peoples would begin to borrow words from each other's language—the languages being quite similar to begin with. Indeed, because of this similarity it is often very difficult to determine whether a particular word in Modern English is a native or a borrowed word. And if we expect to find that the borrowed Scandinavian words fall into any special classes, we shall be disappointed. The civilization of the Danes was very much like that of the English themselves, and so the words that were borrowed by the English tend to be of a simple, everyday character. Their varied nature can best be shown by a few examples. Among the nouns which English acquired from Scandinavian are birth, dirt, egg, guess, kid, seat, skin, sky, want, and window. The borrowed verbs include call, die, get, give, lift, raise and take.

Quite obviously the words in the above lists do not represent new objects and ideas which the English received from the Scandinavians. Rather, the Scandinavian and English words for these and many other everyday objects, actions, and ideas must have been used side by side for a while, and the survival of one or the other of them in English must often have been a mere matter of chance.

Altogether about nine hundred words in present-day Standard English are definitely known to have been borrowed from Scandinavian. And quite likely there are at least an equal number for which Scandinavian origin is probable or which show some Scandinavian influence. In addition, scholars tell us that thousands of Scandinavian words are still used in the everyday speech of the people who live in the north and east of England—words which have never entered the standard language but which have been handed down from generation to generation of English-speakers within certain regions of the country.

As for the hundreds upon hundreds of Scandinavian personal names and place names which have been taken into English, it is not possible in this brief survey to do more than give a few examples. To illustrate the former, we may refer to personal names ending in -son, such as Johnson, Thompson, and Wilson. Such names, showing a typical Scandinavian formation, appear as far back as the records of late Old English times. In similar fashion, English place names ending in -by, such as Derby and Rugby, clearly come to us from Scandinavian, where the ending signified a town or settlement.

41. What do we know about the reasons for the Scandinavians to attack the English coast?
- A. They are not fully understood.
 - B. They have been recently found out.
 - C. They are related to the fertile lands.
 - D. They are more political than economic.
42. Which of the following is a clear evidence that Scandinavians settled in England in large numbers?
- A. Many farmers in England are of Scandinavians origin.
 - B. Many places in England still have Scandinavian names.
 - C. Quite a number of Scandinavians married English women.
 - D. Quite a number of places in England were occupied by Scandinavians.
43. What is the impact of Viking invasion on the development of the English language?
- A. Many English words have been chosen to be replaced by Scandinavian words.
 - B. The borrowed words represent new objects and ideas from the Scandinavians.
 - C. English has borrowed a number of Scandinavian words of special classes.
 - D. Many simple everyday words have been borrowed from Scandinavian.

44. According to the passage, which statement is true about the personal or place names?
- A. Place names ending in -by are used to refer to streets.
 - B. Personal names ending in -son are of a typical Scandinavian style.
 - C. Personal names ending in -son are relatively new in the history of English.
 - D. Place names of Scandinavian origin did not enter English until the late Old English times.
45. Which of the following might be the best title for the passage?
- A. Scandinavian Impact on English
 - B. History of Viking Language
 - C. Scandinavian Settlement in England
 - D. Reason Behind Viking Invasion

Passage 2

Honesty may be the best policy, but lying has its merits—even when we are deceiving ourselves. Numerous studies have shown that those who are practiced in the art of self-deception might be more successful in the spheres of sport and business. They might even be happier than people who are always true to themselves. But is there ever a downside to believing our own lies?

A study by Zoe Chance of Yale University tested the idea, by watching what happens when people cheat on tests.

Chance and her colleagues ran experiments which involved asking students to answer IQ and general knowledge questions. Half the participants were given a copy of the test paper which had—apparently “in error”—been printed with the answers listed at the bottom. This meant they had to resist the temptation to check or improve their answers against the real answers as they went along.

As you’d expect, some of these participants couldn’t help but cheat. Collectively, the group that had access to the answers performed better on the tests than participants who didn’t—even though both groups of participants were selected at random from students at the same university, so were, on average, of similar ability. We can’t know for sure who was cheating—probably some of the people who had answers would have got high scores even without the answers—but it means that the average performance in the group was partly down to individual smarts, and partly down to having the answers at hand.

The crucial question for Chance’s research was this: did people in the “cheater” group know that they’d been relying on the answers? Or did they attribute their success in the tests solely to their own intelligence?

The way the researchers tested this was to ask the students to predict how well they’d do on a follow-up test. They were allowed to quickly glance over the second test sheet so that they

could see that it involved the same kind of questions—and, importantly, that no answers had been “mistakenly” printed at the bottom this time. The researchers reasoned that if the students who had cheated realized that cheating wasn’t an option the second time around, they should predict they wouldn’t do as well on this second test.

Not so. Self-deception won the day. The people who’d had access to the answers predicted, on average, that they’d get higher scores on the follow-up—equivalent to giving them something like a 10-point IQ boost. When tested, however, they scored far lower.

The researchers ran another experiment to check that the effect was really due to the cheaters’ inflated belief in their own abilities. In this experiment, students were offered a cash reward for accurately predicting their scores on the second test. Sure enough, those who had been given the opportunity to cheat overestimated their ability and lost out—earning 20% less than the other students.

The implication is that people in Chance’s experiment—people very much like you and me—had tricked themselves into believing they were smarter than they were. There may be benefits from doing this—confidence, satisfaction, or more easily gaining the trust of others—but there are also disadvantages. Whenever circumstances change and you need to accurately predict how well you’ll do, it can cost to believe you’re better than you are.

That self-deception has its costs has some interesting implications. Morally, most of us would say that self-deception is wrong. But aside from whether self-deception is undesirable, we should expect it to be present in all of us to some degree (because of the benefits), but to be limited as well (because of the costs).

Self-deception isn’t something that is always better in larger doses—there must be an amount of it for which the benefits outweigh the costs, most of the time. We’re probably all self-deceiving to some degree. The irony being, because it is self-deception, we can’t know how often.

46. Which of the following can best explain the underlined word “downside” in Paragraph 1?

- A. Benefit.
- B. Disadvantage.
- C. Possibility.
- D. Disconnection.

47. Which of the following is true about the first experiment?

- A. It was to see how intelligence affected the results.
- B. All the students with the answers cheated on the test.
- C. The answers were put at the bottom of the test paper by mistake.
- D. The group with the answers got higher scores on average on the first test.

48. What is the purpose of giving the students a follow-up test?
- A. To prove the dishonesty of the “cheater” group students in the first test.
 - B. To find whether the cheaters felt guilty of their behavior on the first test.
 - C. To check how the “cheater” group students evaluate their own intelligence.
 - D. To see whether the students could give better answers to the similar questions.
49. Why did the students in the “cheater” group earn less than the other group?
- A. Cheating again on the follow-up test.
 - B. Too low prediction of their own performance.
 - C. Too high prediction of their own performance.
 - D. Scoring averagely poorer than the other group.
50. Which of the following best represents the author’s opinion of self-deception?
- A. Inevitable as it is, self-deception should be restricted to a moderate degree.
 - B. Widespread as it is, self-deception must be done away with.
 - C. Self-deception is desirable in spite of its heavy costs.
 - D. Self-deception is more beneficial than honesty.

非选择题部分

注意事项：

用黑色字迹的签字笔或钢笔将答案写在答题纸上，不能答在试题卷上。

V. WORD DERIVATION

Complete each of the following sentences with a (compound) word derived from the one(s) given in brackets. Write your word on the ANSWER SHEET. (1 point each, 10 points in all)

51. The bike my brother has recently bought is _____ but it’s still in good condition.
(second, hand)
52. “Snow White and the Seven Dwarfs,” the 1937 Disney classic, has lost none of its _____ charm through the years. (origin)
53. “All right, I can manage to get there before 5 o’clock,” he agreed, but with _____.
(reluctant)
54. There was a noisy _____ at the back of the hall before the speaker began his speech.
(disturb)
55. I asked the _____ to put me through to the manager’s office. (operate)

56. Although Mark didn't like working outdoors, the high salary made the job _____ to him. (resistible)
57. He appeared _____ and ill at ease with the sustained applause that greeted him. (embarrass)
58. No snake known will _____ attack human beings unless its life is threatened. (habitual)
59. He was hopeful that the next round of talks would be more _____. (produce)
60. Farmers are advised to use the newly developed fertilizer to _____ the soil. (rich)

VI. SENTENCE TRANSLATION

Translate the following sentences into English and write your sentences on the ANSWER SHEET. (3 points each, 15 points in all)

61. 这个世界变化快，我们必须不断去适应。
62. 如果我们早一点来的话，肯定能找到观看足球赛更好的座位。
63. 一位优秀的老师不应该把自己的观点强加给学生，而应鼓励他们独立思考。
64. 尽管电子书已经非常普及，但纸质书仍然不可替代。
65. 这些机器可是从美国远道运来的，我们得好好利用。

VII. WRITING

Write a composition on the ANSWER SHEET in about 150 words, basing yourself on one of the texts you have learned. (15 points)

TOPIC: What is your understanding of "culture shock"? Use the outline given below.

- Define culture shock;
- Explain the causes and symptoms;
- Give your advice.