

华东政法学院

2004 年港、澳、台硕士研究生入学考试

考试科目： 英语

考试日期： 2004 年 月 日

注意：答题请写在答题纸上，写在本试题册上无效。

选择题答题方式： a b ● d

Part One Vocabulary and Structure (25 points)

Directions: *In this part there are 25 incomplete statements. Each of them is followed by four choices marked a, b, c and d. You are required to decide on the best choice that makes the statement meaningfully and structurally correct. Then blacken the corresponding letter on the ANSWER SHEET.*

- _____ the opportunity, everyone of us will be a success.
a. Giving b. Given c. Give d. Gave
- I cannot give you the information you ask for, for the simple reason _____ I don't know it myself.
a. because b. that c. why d. which
- When asked by news reporters, the Prime Minister _____ that he would visit France next month.
a. discovered b. confirmed c. ascertained d. inquired
- There was a terrible _____ as they waited to hear who had been killed in the plane crash.
a. diffusion b. impression c. stimulation d. tension
- When people are _____ they are put away in mental hospitals to be cured..
a. lucrative b. peculiar c. insane d. irritable
- What will happen to the children if their parents Jim and Mary _____?
a. break out b. break away c. break up d. break off
- We were delighted to find the trees planted a year before _____ very tall.
a. grown b. being grown c. to have been growing d. growing
- The cook's face turned pale _____ he saw the food was burned.
a. while b. so that c. the minute d. meanwhile
- _____ the importance of wearing seat belts while driving.
a. Little they realize b. They little do realize
c. Do they realize little d. Little do they realize
- The government wants to _____ farm prices at their present levels.
a. keep up b. flare up c. bring up d. stay up

11. The notes he took at the lecture were so brief that I found them completely _____.
 a. astonishing b. misleading c. cautiously d. evenly
12. They were _____ their military strength for a counterattack.
 a. running up b. building up c. taking up d. pulling up
13. It is now universally accepted that smoking _____ health.
 a. affects b. effects c. concerns d. influences
14. Though _____, her clothes were certainly not stylish.
 a. respectable b. respectful c. respected d. respecting
15. Once or twice, I found myself _____ my own judgment.
 a. doubt b. doubted c. to doubt d. doubting
16. As soon as the conference was over, all the participants went their _____ ways.
 a. relative b. homely c. perspective d. respective
17. I struggled out of the ditch and my jeans were _____.
 a. spoiled b. spilled c. scattered d. spotted
18. A new product should be judged not by the promises made in advertisements, but by the results _____.
 a. demonstrated b. appeared c. suggested d. contained
19. Eminent physicists from all over the world came to the U.S. to _____ the centennial of Einstein's birth.
 a. congratulate b. observe c. celebrate d. participate
20. Success in diving requires not only skill and balance but also _____ alertness and concentration.
 a. mental b. manual c. nervous d. masculine
21. Mr. Smith is a good teacher, but he often gives _____ lectures.
 a. excellent b. sound c. extensive d. tedious
22. Since everyone would like to find an apartment near the university, there are very few _____ apartments in the area.
 a. free b. vacant c. empty d. reserved
23. After criminals were caught, they were accused and put on _____.
 a. death b. trial c. torture d. sentence
24. That matter is so _____ that it must not be discussed outside this office.
 a. confidential b. confident c. private d. mysterious
25. The doctors came to the conclusion that the patient's blindness was _____.
 a. contemporary b. temperate c. consist d. temporary

Part Two Reading Comprehension (40 points)

Directions: *In this part there are 4 reading passages. Each passage is followed by some questions or unfinished statements. There are four choices marked a, b, c and d after each question or statement. You are required to decide on the best choice and then blacken the corresponding letter on the ANSWER SHEET.*

Questions 26 to 30 are based on the following passage.

The government statistics indicate that there is an oversupply of college-trained workers and that this oversupply is increasing. Already there is an overabundance of teachers, engineers, physicists, aerospace experts, and other specialists. Yet colleges

and graduate schools continue every year to turn out highly trained people to compete for jobs that aren't there. The result is that graduates cannot enter the professions for which they were trained and must take temporary jobs which do not require a college degree. These "temporary" jobs have a habit of becoming permanent.

On the other hand, there is a tremendous need for skilled workers of all sorts: carpenters, electricians, mechanics, plumbers, TV repairmen. These people have more work than they can handle, and their annual incomes are often higher than those of college graduates. The old distinction that white-collar workers make a better living than blue-collar workers no longer holds true. The law of supply and demand now favors the skilled workman.

The reason for this situation is the traditional myth that college degree is a passport to a prosperous future. A large segment of American society equates success in life with a college degree. Parents begin indoctrinating their children with this myth before they are out of grade school. High school teachers play their part by acting as if high school education were a preparation for college rather than for life. Under this pressure the kids fall in line. Whether they want to go to college or not doesn't matter. Everybody should go to college, so of course they must go. And every year college enrollments go up and up, and more and more graduates are overeducated for the kinds of jobs available to them.

One result of this emphasis on a college education is that many people go to college who do not belong there. Of the sixty per cent of high school graduates who enter college, half of them do not graduate with their class. Many of them drop out within the first year. Some struggle on for two or three years and then give up.

26. Which of the following statements is true?
- Skilled workers often make more money than college graduates.
 - Skilled workers such as carpenters and electricians cannot handle their work.
 - Skilled workers have to compete with college graduates for jobs.
 - Skilled workers and college graduates have equal opportunity in the job market.
27. What is implied but not stated in the passage is that in the past _____.
- blue-collar workers made a better living than white-collar workers
 - white-collar workers made a better living than blue-collar workers
 - blue-collar workers were looked down upon
 - white-collar workers were looked up to
28. The word "myth" in the passage means _____.
- true
 - a false belief
 - a strong argument
 - theory
29. By saying that "many people go to college who do not belong there", the author means that _____.
- many people who are not fit for college education go to college
 - many people who do not have adequate financial support go to college
 - many people who go to college drop out within the first year
 - many people who go to college have their hopes shattered
30. We can infer from the passage that the author believes that _____.
- every young man and woman should go to college
 - college education is a bad thing
 - people with a college education should receive higher pay
 - fewer people should go to college while more should be trained for skilled jobs

Questions 31 to 35 are based on the following passage.

Peter stood in the very middle of the cornfield now, and the sun came beating down. He could feel the sweat running over his back, and his face was burning. He sat down and looked over at the dark line of trees on the edge of the wood. The fields around him were absolutely still.

When he first saw the crow, he took no notice. There had been several crows, but this one glided down into the corn on its enormous, ragged, black wings. He began to be aware of it when it rose up suddenly, circled overhead, and dived, to land not very far away from him. Peter could see the feathers on its head, shining black in between the butter-colored cornstalks. Then it rose again, circled and came down, this time not quite landing but flapping about his head, beating its wings and making a sound like flat leather pieces being slapped together. It was the largest crow he had ever seen. As it came down for the third time, he looked up and, noticing its beak open wildly, saw that the inside of its mouth was bright red. It had small glinting eyes.

Peter got up and waved his arms and, for a moment, the bird retreated a little way off and higher up in the sky. He began to walk rather quickly back through the path in the corn looking ahead of him. Stupid to be scared of a bird, he thought. What could a bird do? But he felt his own extreme isolation, high up the mountain in the cornfield.

31. When did Peter begin to be aware of the crow?
 - a. When it rose into the air.
 - b. When it made a loud noise.
 - c. When it flew near his head.
 - d. When he saw how large it was.
32. From the passage it can be seen that the story took place _____.
 - a. before dawn
 - b. in the evening
 - c. on a hot fine day
 - d. before a storm
33. As the crow came down for the third time, Peter noticed _____.
 - a. its large size
 - b. the red inside of its mouth
 - c. its black feathers
 - d. its beating wings
34. Peter waved his arms in order to _____.
 - a. hit the crow
 - b. frighten off the crow
 - c. attract the crow
 - d. catch the crow
35. Peter walked quickly back through the cornfield because he was _____.
 - a. afraid of the bird
 - b. eager to know what the crow would do
 - c. feeling very lonely
 - d. in a hurry to go home

Questions 36 to 40 are based on the following passage.

Anne Whitney, a sophomore at Colorado State University, first had difficulty taking tests when she began college. "I was always well prepared for my tests. Yet I would go in to take the test, but I could not answer the questions correctly. I was always so nervous that my mind would go blank. I couldn't think of the answer. My low grades on the tests did not show what I knew to the teacher." Another student in microbiology has similar experiences. He said, "my first chemistry test was very difficult. Then, on the second test, I sat down to take it, and I was so nervous that I was shaking, my hands were moving up and down so quickly that it was hard to hold my pencil. I knew the material and I knew the answers, yet I couldn't even write them down!"

These two young students were experiencing something called test anxiety. Because a student worries and is uneasy about a test, his or her mind does not work as well as it usually does. The student cannot write or think clearly because of the extreme tension and nervousness. Although poor grades are often a result of poor

study habits, sometimes test anxiety causes the low grades. Recently, test anxiety has been recognized as a real problem, not just an excuse or a false explanation of lazy students.

Special university counseling courses try to help students. In these course, counselors try to help students by teaching them how to manage test anxiety. At some universities, students take tests to measure their anxiety. If the tests show their anxiety is high, the students can take a short course to help them deal with their tension. These courses teach students how to relax their bodies. Students are trained to become calm in very tense situations. By controlling their nervousness, they can let their minds work easily. Learned information then comes out without difficulty on a test.

Anne Whitney saw immediate results after taking the courses. She is very enthusiastic about the relaxation methods. "Mostly, what I do is imaging myself in a very relaxed place. Then I imagine myself taking a test, I went from C's to A's in two of my courses. This relaxation method works not only on tests but in the rest of my life as well."

An expert at the University of California explains, "with almost all students, relaxation and less stress are felt after taking our program."

36. Anne Whitney's low grades were caused by _____.
 - a. a poor educational background
 - b. her poor study habits
 - c. too much worrying
 - d. her failure to express herself fluently
37. Whenever taking a test, Anne got so nervous that _____.
 - a. she would go out before answering any question
 - b. her mind would become a complete blank
 - c. she would fall down in a faint
 - d. wrong answers would fill her mind
38. Which of the following is not the physical symptom of test anxiety?
 - a. The student can't recall what he has learned.
 - b. The student's hands shake.
 - c. The student is at a loss how to answer the question correctly.
 - d. The student moves up and down quickly.
39. The purpose of the special university counseling courses is _____.
 - a. to help students study more effectively for exams
 - b. to persuade teachers to reduce the level of tension in the classroom
 - c. to help nervous students become less tense
 - d. to convince lazy students that exams are important
40. Anne Whitney's relaxation technique was _____.
 - a. to imagine herself in a very relaxed place
 - b. to sleep more than usual the night before a test
 - c. to imagine herself taking a more difficult test
 - d. to control her thoughts

Questions 41 to 45 are based on the following passage.

In old days, when a glimpse of stocking was looked upon as something far too shocking to distract the serious work of an office, secretaries were men.

Then came the First World War and the male secretaries were replaced by women. A man's secretary became his personal servant, charged with remembering his wife's birthday and buying her presents; taking his suits to the dry-cleaners; telling lies on

the telephone to keep people he did not wish to speak to; and, of course, typing and filing and taking shorthand.

Now all this may be changing again. The microchip(集成块) and high technology is sweeping the British office, taking with it much of the routine clerical work that secretaries did.

“Once office technology takes over generally, the status of the job will rise again because it will involve only the high-powered work—and then men will want to do it again.”

That was said by one of the executives (male) of one of the biggest secretarial agencies in this country. What he has predicted is already under way in the US.

Once high technology has made the job of secretary less routine, will there be a male takeover? Men should beware of thinking that they can walk right into the better jobs. There are a lot of women secretaries who will do the job as well as they—not just because they can buy negligees(妇女长睡衣) for the boss's wife, but because they are as efficient and well-trained to cope with word processors and computers, and men.

41. Before 1914 female secretaries were rare because they _____.
a. were less efficient than men b. were not as serious as men
c. wore stockings d. would have disturbed the other office workers
42. A female secretary has been expected, besides other duties, to _____.
a. be her boss's memory
b. clean her boss's clothes
c. do everything her boss asked her to
d. telephone her boss's wife
43. Secretaries, until recently, had to do a lot of work now done by _____.
a. machines b. other staff c. servants d. wives
44. A secretary in the future will _____.
a. be better paid
b. have higher status
c. have less work to do
d. have more work to do
45. The writer believes that before long _____.
a. men and women will be secretaries
b. men are better than machines
c. men will take over women's jobs as secretaries
d. women will operate most office machines

Part Three Cloze (10 points)

Directions: *In this part there is a passage with 20 blanks in it followed by 20 questions. For each question there are four choices marked a, b, c and d. You are required to identify the ONE choice that best fits into the blank. Then blacken the corresponding letter on the ANSWER SHEET.*

Television, it is often said, keeps one _46_ about current events, allows one to follow the _47_ developments in science and politics, and _48_ and endless series of programs which are both _49_ and stimulating. The most distant _50_ and the strangest customs are brought right _51_ one's sitting room. It could be argued that

the radio performs this _52_ just as well; but on television everything is much more living, much more _53_. Yet here is a danger. The television screen itself has a terrible, almost physical fascination for us. We get _54_ used to looking at its movement, so _55_ on its flickering pictures, that it begins to _56_ our lives. A friend of _57_ told me the other day that his television set had broken _58_ and that he and his family had suddenly found that they had far more time to do things, and that they had _59_ begun to talk to each other again. It makes one think, _60_ it!

There are many other arguments for and against television. The poor _61_ of its programs is often criticized. But it is undoubtedly a great comfort to many _62_ elderly people. And does it corrupt or instruct our children? I think we must realize that television _63_ is neither good nor bad. It is the uses _64_ which it is put that determined its _65_ to society.

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|--------------------|----------------|-----------------|-----------------|
| 46. a. informative | b. informed | c. knowing | d. familiar |
| 47. a. latter | b. late | c. latest | d. later |
| 48. a. offers | b. awards | c. rewards | d. avails |
| 49. a. teaching | b. instructive | c. constructive | d. illuminating |
| 50. a. nations | b. powers | c. states | d. countries |
| 51. a. up to | b. into | c. down | d. inside |
| 52. a. business | b. aid | c. service | d. duty |
| 53. a. true | b. vivid | c. actual | d. real |
| 54. a. quite | b. much | c. so | d. rather |
| 55. a. dependable | b. dependent | c. reliable | d. relying |
| 56. a. dominate | b. master | c. rule | d. ruin |
| 57. a. me | b. my | c. mine | d. I |
| 58. a. down | b. up | c. off | d. out |
| 59. a. truly | b. actually | c. genuinely | d. really |
| 60. a. does | b. doesn't | c. isn't | d. is |
| 61. a. quantity | b. quality | c. character | d. grade |
| 62. a. lonely | b. alone | c. single | d. solitary |
| 63. a. by itself | b. of itself | c. in itself | d. itself |
| 64. a. into | b. to | c. on | d. toward |
| 65. a. price | b. worth | c. merit | d. value |

Pat Four Translation from English into Chinese (10 points)

Directions: *In this part there is a short paragraph. You are required to put it into Chinese. Remember to write your translation on the ANSWER SHEET.*

In the last decade or two we have seen movements toward equality as well as defiance(蔑视) of authority. Jeans, now worn by everybody, can be said to symbolize these changes for the better. In the past, only men wore jeans, and these men were at the bottom-socially and economically. Jeans were worn by truck drivers, farm and factory workers. Today, jeans no longer are looked down upon. They are worn by both men and women, by both skilled and unskilled workers, by both employees and employers. This common way of dressing symbolizes respect for individuality, no matter what your occupation or sex. In the fight against authority, young people have been the leaders. So it is natural that teenagers would defy parents and school administrators over the right to wear jeans to class – and win. Jeans are the typical dress of civil rights marchers, fans at rock concerts, “hippies” returning to nature, and

serious college students.

Part Five Writing (15 points)

Directions: *For this part, you are required to write a composition entitled “The Importance of Improving My English Writing” in no less than 120 words. Remember to write your composition on the ANSWER SHEET.*