

阅读理解(Reading comprehension)

第一套

Passage 1

In 1939 two brothers, Mac and Dick McDonald, started a drive-in restaurant in San Bernadino, California. They carefully chose a busy corner for their location. They had run their own businesses for years, first a theater, then a barbecue restaurant, and then another drive-in. But in their new operation, they offered a new, shortened menu: French fries, hamburgers, and sodas. To this small selection they added one new concept: quick service, no waiters or waitresses, and no tips.

Their hamburgers sold for fifteen cents. Cheese was another four cents. Their French fries and hamburgers had a remarkable uniformity, for the brothers had developed a strict routine for the preparation of their food, and they insisted on their cooks' sticking to their routine. Their new drive-in became incredibly popular, particularly for lunch. People drove up by the hundreds during the busy noontime. The self-service restaurant was so popular that the brothers had allowed ten copies of their restaurant to be opened. They were content with this modest success until they met Ray Kroc.

Kroc was a salesman who met the McDonald brothers in 1954, when he was selling milk shake-mixing machines. He quickly saw the unique appeal of the brothers' fast-food restaurants and bought the right to franchise other copies of their restaurants. The agreement struck included the right to duplicate the menu. The equipment, even their red and white buildings with the golden arches.

Today McDonald's is really a household name. Its names for its sandwiches have come to mean hamburger in the decades since the day Ray Kroc watched people rush up to order fifteen-cent hamburgers. In 1976, McDonald's had over \$ 1 billion in total sales. Its first twenty-two years is one of the most incredible success stories in modern American business history.

1. This passage mainly talks about .

- A) the development of fast food services
- B) how McDonald's became a billion-dollar business
- C) the business careers of Mac and Dick McDonald
- D) Ray Kroc's business talent

2. Mac and Dick managed all of the following businesses except .

- A) a drive-in
- B) a cinema

- C) a theater
- D) a barbecue restaurant

3. We may infer from this passage that .

- A) Mac and Dick McDonald never became wealthy for they sold their idea to Kroc
- B) The location the McDonalds chose was the only source of the great popularity of their drive-in
- C) Forty years ago there were numerous fast-food restaurants
- D) Ray Kroc was a good businessman

4. The passage suggests that .

- A) creativity is an important element of business success
- B) Ray Kroc was the close partner of the McDonald brothers
- C) Mac and Dick McDonald became broken after they sold their ideas to Ray Kroc
- D) California is the best place to go into business

5. As used in the second sentence of the third paragraph, the word “unique” means .

- A) special
- B) financial
- C) attractive
- D) peculiar

Passage2

You're busy filling out the application form for a position you really need; let's assume you once actually completed a couple of years of college work or even that you completed your degree. Isn't it tempting to lie just a little, to claim on the form that your diploma represents a Harvard degree? Or that you finished an extra couple of years back at State University?

More and more people are turning to utter deception like this to land their job or to move ahead in their careers, for personnel officers, like most Americans, value degrees from famous schools. A job applicant may have a good education anyway, but he or she assumes that chances of being hired are better with a diploma from a well-known university. Registrars at most well-known colleges say they deal with deceitful claims like these at the rate of about one per week.

Personnel officers do check up on degrees listed on application forms, then. If it

turns out that an applicants lying, most colleges are reluctant to accuse the applicant directly. One Ivy League school calls them impostors; another refers to them as special cases. One well-known West Coast school, in perhaps the most delicate phrase of all, says that these claims are made by no such people.

To avoid outright lies, some job-seekers claim that they attended or were associated with a college or university. After carefully checking, a personnel officer may discover that attending means being dismissed after one semester. It may be that being associated with a college means that the job-seeker visited his younger brother for a football weekend. One school that keeps records of false claims says that the practice dates back at least to the turn of the century-that's when they began keeping records, anyhow.

If you don't want to lie or even stretch the truth, there are companies that will sell you a phony diploma. One company, with offices in New York and on the West Coast, will put your name on a diploma from any number of non-existent colleges. The price begins at around twenty dollars for a diploma from Smoot State University. The prices increase rapidly for a degree from the University of Purdue. As there is no Smoot State and the real school in Indiana properly called Purdue University, the prices seem rather high for one sheet of paper.

1. The main idea of this passage is that _____ .

- A) employers are checking more closely on applicants now
- B) lying about college degrees has become a widespread problem
- C) college degrees can now be purchased easily
- D) employers are no longer interested in college degrees

2. According to the passage, special cases refer to cases where _____ .

- A) students attend a school only part-time
- B) students never attended a school they listed on their application
- C) students purchase false degrees from commercial firms
- D) students attended a famous school

3. We can infer from the passage that _____ .

- A) performance is a better judge of ability than a college degree
- B) experience is the best teacher
- C) past work histories influence personnel officers more than degrees do
- D) a degree from a famous school enables an applicant to gain advantage over others in job petition

4. This passage implies that _____ .

- A) buying a false degree is not moral
- B) personnel officers only consider applicants from famous schools
- C) most people lie on applications because they were dismissed from school
- D) society should be greatly responsible for lying on applications

5. As used in the first line of the second paragraph, the word utter means _____ .

- A) address
- B) thorough
- C) ultimate
- D) decisive

Passage 3

Everyone has heard of the San Andreas fault, which constantly threatens California and the West Coast with earthquakes. But how many people know about the equally serious New Madrid fault in Missouri?

Between December of 1811 and February of 1812, three major earthquakes occurred, all centered around the town of New Madrid, Missouri, on the Mississippi River. Property damage was severe. Buildings in the area were almost destroyed. Whole forests fell at once, and huge cracks opened in the ground, allowing smell of sulfur to filter upward.

The Mississippi River itself completely changed character, developing sudden rapids and whirlpools. Several times it changed its course, and once, according to some observers, it actually appeared to run backwards. Few people were killed in the New Madrid earthquakes, probably simply because few people lived in the area in 1811; but the severity of the earthquakes are shown by the fact that the shock waves rang bells in church towers in Charleston, South Carolina, on the coast. Buildings shook in New York City, and clocks were stopped in Washington, D.C. Scientists now know that America's two major faults are essentially different. The San Andreas is a horizontal boundary between two major land masses that are slowly moving in opposite directions. California earthquakes result when the movement of these two masses suddenly lurches forward.

The New Madrid fault, on the other hand, is a vertical fault; at some points, possibly hundreds of millions of years ago, rock was pushed up toward the surface, probably by volcanoes under the surface. Suddenly, the volcanoes cooled and the rock collapsed, leaving huge cracks. Even now, the rock continues to settle downwards, and sudden sinking motions trigger earthquakes in the region. The fault itself, a large crack in this layer of rock, with dozens of other cracks that split off from it, extends from northeast Arkansas through Missouri and into southern Illinois.

Scientists who have studied the New Madrid fault say there have been numerous smaller quakes in the area since 1811; these smaller quakes indicate that larger ones are probably coming, but the scientists say have no method of predicting when a large earthquake will occur.

1. This passage is mainly about .

- A) the New Madrid fault in Missouri
- B) the San Andreas and the New Madrid faults
- C) the causes of faults
- D) current scientific knowledge about faults

2. The New Madrid fault is .

- A) a horizontal fault
- B) a vertical fault
- C) a more serious fault than the San Andreas fault
- D) responsible for forming the Mississippi River

3. We may conclude from the passage that .

- A) it is probably as dangerous to live in Missouri as in California
- B) the New Madrid fault will eventually develop a mountain range in Missouri
- C) California will become an island in future
- D) A big earthquake will occur to California soon

4. This passage implies that .

- A) horizontal faults are more dangerous than vertical faults.
- B) Vertical faults are more dangerous than horizontal faults
- C) Earthquakes occur only around fault areas
- D) California will break into pieces by an eventual earthquake

5. As used in the first sentence of the fourth paragraph, the word essentially means .

- A) greatly
- B) basically
- C) extremely
- D) necessarily

Passage 4

Those who welcomed the railway saw it as more than a rapid and comfortable means of passing. They actually saw it as a factor in world peace. They did not foresee that the railway would be just one more means for the rapid movement of aggressive armies. None of them foresaw that the more we are together-the more chances there are of war. Any boy or girl who is one of a large family knows that.

Whenever any new invention is put forward, those for it and those against it can always find medical men to approve or condemn. The anti-railway group produced doctors who said that tunnels would be most dangerous to public health: they would produce colds, catarrhs and consumptions. The deafening noise and the glare of the engine fire, would have a bad effect on the nerves. Further, being moved through the air at a high speed would do grave injury to delicate lungs. In those with high blood-pressure, the movement of the train might produce apoplexy. The sudden plunging of a train into the darkness of a tunnel, and the equally sudden rush into full daylight, would cause great damage to eyesight. But the pro-railway group was of course able to produce equally famous medical men to say just the opposite. They said that the speed and swing of the train would equalize the circulation, promote digestion, tranquilize the nerves, and ensure good sleep.

The actual rolling-stock was anything but comfortable. If it was a test of endurance to sit for four hours outside a coach in rain, or inside in dirty air, the railway offered little more in the way of comfort. Certainly the first-class carriages had cushioned seats; but the second-class had only narrow bare boards, while the third-class had nothing at all; no seats and no roof; they were just open trucks. So that third-class passengers gained nothing from the new mode except speed. In the matter of comfort, indeed they lost; they did, on the coaches, have a seat, but now they had to stand all the way, which gave opportunities to the comic press. This kind of thing: A man was seen yesterday buying a third-class ticket for the new London and Birmingham Railway. The state of his mind is being enquired into.

A writer in the early days of railways wrote feelingly of both second-and third-class carriages. He made the suggestion that the directors of the railways must have sent all over the world to find the hardest possible wood. Of the open third-class trucks he said that they had the peculiar property of meeting the rain from whatever quarter it came. He described them as horizontal shower-baths, from whose searching power there was no escape.

1. All boys and girls in large families know that .

- A) a boy and a girl usually fight when they are together
- B) people tend to be together more than they used to be
- C) a lot of people being together makes fights likely
- D) Railway leads the world to peace

2. According to those who welcomed the railway, the railway itself should include all the following except .

- A) the railway enables people travel fast
- B) the railway brings comfort to people
- C) the railway makes the world peaceful
- D) the railway leads the world to war as well.

3. According to the anti-railway group, all the followings are true but .

- A) tunnels are dangerous to public health
- B) the noise and the glare of the engine fire may affect people's nerves
- C) the rapid speed through the air does damage to people's lungs
- D) to those with high blood-pressure, the rapid speed of the train causes them to die

4. We may safely conclude that .

- A) the author belongs to the anti-railway group
- B) the author belongs to the for-railway group
- C) the author speaks highly of the railway
- D) the author may never take train because of its potential dangers

5. What is the tone of this passage?

- A) Practical
- B) Satirical
- C) Humorous
- D) Exaggerated

Passage 5

In 1960-1961, Chad harvested 9800 tons of cotton seed for the first time in its history, and put out the flag a little too soon. The efforts of the authorities to get the peasants back to work, as they had slacked off a great deal the previous year during independence celebrations, largely contributed to it. Also, rains were well spaced, and continued through the whole month of October. If the 1961-1962 total is back to the region of 45000 tons, it is mostly because efforts slackened again and sowing was started too late.

The average date of sowing is about July 1st. If this date is simply moved up fifteen or twenty days, 30000 to 60000 tons of cotton are gained, depending on the year. The peasant in Chad sows his millet first, and it is hard to criticize this

instinctive priority given to his daily bread. An essential reason for his lateness with sowing cotton is that at the time when he should leave to prepare the fields he has just barely sold the cotton of the previous season. The work required to sow, in great heat, is psychologically far more difficult if one's pockets are full of money. The date of cotton sales should therefore be moved forward as much as possible, and purchases of equipment and draught animals encouraged.

Peasants should also be encouraged to save money, to help them through the difficult period between harvests. If necessary they should be forced to do so, by having the payments for cotton given to them in installments. The last payment would be made after proof that the peasant has planted before the deadline, the date being advanced to the end of June. Those who have done so would receive extra money whereas the last planters would not receive their last payment until later.

Only the first steps are hard, because once work has started the peasants continue willingly on their way. Educational campaigns among the peasants will play an essential role in this basic advance, early sowing, on which all the others depend. It is not a matter of controlling the peasants. Each peasant will remain master of his fields. One could, however, suggest the need for the time being of kind but firm rule, which, as long as it cannot be realized by the people, should at least be for the people.

1. In 1960-1961, Chad had a good harvest of cotton because .
 - A) the government greatly encouraged peasants
 - B) rains favored the growth of cotton
 - C) Chad gained independence in the previous year
 - D) Both A) and B)

2. We learn from the passage that the date of sowing cotton is usually .
 - A) on June 15th
 - B) on July 15th
 - C) on July 1st
 - D) on July 20th

3. As used in the third sentence of the second paragraph, daily bread refers to .
 - A) breakfast
 - B) bread and butter
 - C) rice
 - D) millet

4. In order to help them through the difficult time between harvests the peasants

have to .

- A) sell cotton in advance
- B) be encouraged to save money
- C) sow cotton in time
- D) plant millet first

5. Which of the following is NOT true?

- A) Educational campaigns are very important to early sowing.
- B) Of all the advances that the writer hopes for, early sowing is the most important.
- C) Peasants should remain the masters of their fields.
- D) Government might as well make good and firm rule for peasants.

参 考 答 案

Passage 1

1.C 2.B 3.D 4.A 5.D

Passage 2

1.B 2.C 3.D 4.D 5.C

Passage 3

1.B 2.B 3.A 4.C 5.C

Passage 4

1.C 2.D 3.D 4.A 5.C

Passage 5

1.D 2.C 3.D 4.B 5.B

第二套

Passage 1

Tea drinking was common in China for nearly one thousand years before anyone in Europe had ever heard about tea. People in Britain were much slower in finding out what tea was like, mainly because tea was very expensive. It could not be bought in shops and even those people who could afford to have it sent from Holland did so only because it was a fashionable curiosity. Some of them were not sure how to use it. They thought it was a vegetable and tried cooking the leaves. Then they served them mixed with butter and salt. They soon discovered their mistake but many people used to spread the used tea leaves on bread and give them to their children as sandwiches.

Tea remained scarce and very expensive in England until the ships of the East India Company began to bring it direct from China early in the seventeenth century. During the next few years so much tea came into the country that the price fell and many people could afford to buy it.

At the same time people on the Continent were becoming more and more fond of tea. Until then tea had been drunk without milk in it, but one day a famous French lady named Madame de Sevigne decided to see what tea tasted like when milk was added. She found it so pleasant that she would never again drink it without milk. Because she was such a great lady her friends thought they must copy everything she did, so they also drank their tea with milk in it. Slowly this habit spread until it reached England and today only very few Britons drink tea without milk.

At first, tea was usually drunk after dinner in the evening. No one ever thought of drinking tea in the afternoon until a duchess found that a cup of tea and a piece of cake at three or four o'clock stopped her getting a sinking feeling as she called it. She invited her friends to have this new meal with her and so, tea-time was born.

1. Which of the following is true of the introduction of tea into Britain?

- A) The Britons got expensive tea from India.
- B) Tea reached Britain from Holland.
- C) The Britons were the first people in Europe who drank tea.
- D) It was not until the 17th century that the Britons had tea.

2. This passage mainly discusses_____.

- A) the history of tea drinking in Britain
- B) how tea became a popular drink in Britain
- C) how the Britons got the habit of drinking tea
- D) how tea-time was born

3. Tea became a popular drink in Britain_____.

- A) in eighteenth century
- B) in sixteenth century
- C) in seventeenth century
- D) in the late seventeenth century

4. People in Europe began to drink tea with milk because_____.

- A) it tasted like milk
- B) it tasted more pleasant
- C) it became a popular drink
- D) Madame de Sevinge was such a lady with great social influence that people tried to copy the way she drank tea

5. We may infer from the passage that the habit of drinking tea in Britain was mostly due to the influence of_____.

- A) a famous French lady
- B) the ancient Chinese
- C) the upper social class
- D) people in Holland

Passage 2

A mysterious black cloud approaches the earth-our planet's weather is severely affected.

Throughout the rest of June and July temperatures rose steadily all over the Earth. In the British isles the temperature climbed through the eighties, into the nineties, and moved towards the hundred mark. People complained, but there was no serious disaster.

The death number in the U. S. Remained quite small, thanks largely to the air-conditioning units that had been fitted during previous years and months. Temperatures rose to the limit of human endurance throughout the whole country and people were obliged to remain indoors for weeks on end. Occasionally air-conditioning units failed and it was then that fatalities occurred.

Conditions were utterly desperate throughout the tropics (热带地区) as may be judged from the fact that 7943 species of plants and animals became totally extinct. The survival of Man himself was only possible because of the caves and cellars (地窖) he was able to dig. Nothing could be done to reduce the hot air temperature. More than seven hundred million persons are known to have lost their lives.

Eventually the temperature of the surface waters of the sea rose, not so fast as the air temperature it is true, but fast enough to produce a dangerous increase of humidity (湿度). It was indeed this increase that produced the disastrous conditions just remarked. Millions of people between the latitudes of Cairo and the Cape of Good Hope were subjected to a choking atmosphere that grew damper and hotter from day to day. All human movement ceased. There was nothing to be done but to lie breathing quickly as a dog does in hot weather.

By the fourth week of July conditions in the tropics lay balanced between life and total death. Then quite suddenly rain clouds appeared over the whole globe. The temperature declined a little, due no doubt to the clouds reflecting more of the Sun's radiation back into space, But conditions could not be said to have improved. Warm rain fell everywhere, even as far north as Iceland. The insect population increased enormously, since the burning hot atmosphere was as favorable to them as it was unfavorable to Man many other animals.

1. In the British Isles the temperature_____.

- A) stayed at eighty
- B) ranged from eighty to ninety
- C) approached one hundred
- D) exceeded the hundred mark

2. Few people in the United States lost their lives because_____.

- A) the temperature was tolerable
- B) people remained indoors for weeks
- C) the government had taken effective measures to reduce the hot temperature
- D) people were provided with the most comfortable air-conditioners

3. Millions of people in Cairo and the Cape of Good Hope were subjected to a choking atmosphere because_____.

- A) the temperature grew extremely hot
- B) the temperature became damper and hotter as the humidity of the surface waters of the sea increased
- C) their conditions were too dangerous
- D) nothing could be done with the hot temperature

4. By the fourth week of July conditions in the tropics were such that_____.

- A) human survival would be impossible
- B) more and more people would lose their lives
- C) fewer people could be saved
- D) survival or death was still undecided

5. The insect population increased due to_____.

- A) the hot air
- B) the tropical climate
- C) the rain clouds
- D) the damp atmosphere

Passage 3

In a family where the roles of men and women are not sharply separated and where many household tasks are shared to a greater or lesser extent, notions of male superiority are hard to maintain. The pattern of sharing in tasks and in decisions makes for equality, and this in turn leads to further sharing. In such a home, the growing boy and girl learn to accept that equality more easily than did their parents and to prepare more fully for participation in a world characterized by cooperation rather than by the battle of the sexes.

If the process goes too far and man's role is regarded as less important - and that has happened in some cases-we are as badly off as before, only in reverse.

It is time to reassess the role of the man in the American family. We are getting a little tired of monism, - but we don't want to exchange it for a neo-popism. What we need, rather, is the recognition that bringing up children involves a partnership of equals.

There are signs that psychiatrists, psychologists, social workers, and specialists on the family are becoming more aware of the part men play and that they have decided that women should not receive all the credit-not all the blame. We have almost given up saying that a woman's place is the home. We are beginning, however, to analyze men's place in the home and to insist that he does have a place in it. Nor is that place irrelevant to the healthy development of the child.

The family is a cooperative enterprise for which it is difficult to lay down rules, because each family needs to work out its own ways for solving its own problems.

Excessive authoritarianism has unhappy consequences, whether it wears skirts or trousers, and the ideal of equal rights and equal responsibilities is connected not only with a healthy democracy, but also with a healthy family.

1. From the passage we know that the author is very concerned with the role that_____.

A) parents play in bringing up their children

B) men play in a family

C) women play in a family

D) equality plays in a family

2. The author means to tell us that _____.

A) a man's place is in the home

B) a woman's place is in the home

C) a woman should be equal to a man

D) a man should have an equal share in family matters

3. According to the author, a healthy family should be based on _____.

A) cooperation

B) monism

C) authoritarianism

D) neo-popism

4. Who will benefit most from a family pattern of sharing in tasks and decisions?

A) The children.

B) The man.

C) The woman

D) The psychologist.

5. We may safely conclude from the passage that _____.

A) male superiority maintains a healthy family

B) authority and democracy are very essential to a healthy family

C) authoritarianism does no good to a healthy family

D) women should be equal to men

Passage 4

I don't think there is anything wrong with your blood. The key to your problem is that long nap after dinner. If you didn't sleep for hours during the early part of the evening, you would be more ready to sleep at bedtime. If you didn't nap after dinner, you would not want to stay up so late, and you would not feel the need to take a sleeping pill. The pill is still working in your system when you get up in the morning. This helps account for the fact that you feel tired all day. You should get out of the habit of sleeping during the evening. Right after your evening meal, engage in some sort of physical activity - a sport such as bowling, perhaps. Or get together with friends for an evening of cards and conversation. Then go to bed at your usual time or a little earlier, and you should be able to get a good nights rest without taking a pill.

If you can get into the habit of spending your evenings this way, I am sure you will feel less tired during the day. At first it may be hard for you to go to sleep without taking a pill. If so, get up and watch television or do some jobs around your house until you feel sleepy. If you fall asleep and then wake up a few hours later, get up but do not take a sleeping pill. Read a while or listen to the radio, and make yourself a few hours' sleep that night, you will feel better in the morning than you usually feel after taking a pill. The next night you will be ready to sleep at an earlier hour.

The most important thing is to avoid taking that nap right after dinner and avoid taking pills.

1. According to the writer, it is difficult for you to go to sleep because_____.

- A) you get the habit of staying up late
- B) you haven't taken sleeping pills
- C) you sleep for hours after dinner
- D) you fail to do some exercises

2. Which of the following is NOT true if you want to get out of the habit of sleeping during the evening?

- A) Go to bed earlier than usual.
- B) Talk with friends after dinner.
- C) Stay with friends after dinner.
- D) Do some physical labor.

3. You feel tired all day probably because_____.

- A) you stay up too late
- B) you get up too early in the morning
- C) you take sleeping pills
- D) you wake up too frequently at night

4. Which of the following is true according to the passage?

- A) You mustn't take sleeping pills in order to get a good night's sleep.
- B) You should stay up if you want to sleep effectively.
- C) Food is necessary at night if you fail to go to sleep.
- D) It is very important to get out of the habit of taking a nap after dinner.

5. We may infer that the author is most probably a_____.

- A) doctor
- B) scientist
- C) reporter
- D) professor

Passage 5

Have you ever been afraid to talk back when you were treated unfairly? Have you ever bought something just because the salesman talked you into it? Are you afraid to ask someone for a date?

Many people are afraid to assert themselves. Dr. Alberti, author of *Stand Up, Speak Out, and Talk Back*, thinks it's because their self-respect is low. Our whole set up is designed to make people distrust themselves, says Alberti. There's always 'superior' around—a parent, a teacher, a boss— who 'knows better'. These superiors often gain when they chip away at your self-image.

But Alberti and other scientists are doing something to help people assert themselves. They offer assertiveness training courses—AT for short. In the AT courses people learn that they have a right to be themselves. They learn to speak out and feel good about doing so. They learn to be more active without hurting other people.

In one way, learning to speak out is to overcome fear. A group taking an AT course will help the timid person to lose his fear. But AT uses an even stronger motive—the need to share. The timid person speaks out in the group because he wants to tell how he feels.

Whether or not you speak up for yourself depends on your self-image. If someone you face is more important than you, you may feel less of a person. You start to doubt your own good sense.

You go by the other person's demand. But, why should you? AT says you can get to feel good about yourself. And once you do, you can learn to speak out.

1. As used in the first line, the phrase 'talk back' means _____.

A) persuade somebody to change his mind

B) answer showing disagreement

C) talk and go back

D) fight bravely

2. The passage mainly discusses the problem that _____.

A) people are easily cheated when they buy something

B) people are afraid to speak for themselves

C) some people think too low of the themselves

D) some people are afraid of superiors

3. We may infer from the passage that the author's attitude towards the whole set up is_____.

A) positive

B) negative

C) hostile

D) appreciative

4. One thing that Assertiveness Training does not do is_____.

A) help people overcome fear

B) show people they have a right to be themselves

C) help people to assert themselves even if others suffer

D) help people to feel good about themselves

5. A best title for this passage is_____.

A) Assertiveness Training

B) Development of Self-respect

C) The Importance of Self-image

D) How to Feel Good About Yourself

参 考 答 案

Passage 1

1.B 2.A 3.C 4.D 5.C

Passage 2

1.C 2.D 3.B 4.D 5.A

Passage 3

1.B 2.D 3.A 4.A 5.B

Passage 4

1.C 2.D 3.C 4.D 5.A

Passage 5

1.B 2.C 3.B 4.C 5.A

第三套

Passage 1

Dream is a story that a person watches or even takes part in during sleep. Dream events are imaginary, but they are related to real experiences and needs in the dreamer's life. They seem real while they are taking place. Some dreams are pleasant, others are annoying, and still others are frightening.

Everyone dreams, but some persons never recall dreaming. Others remember only a little about a dream they had just before awakening and nothing about earlier dreams. No one recalls all his dreams.

Dreams involve little logical thought. In most dreams, the dreamer cannot control what happens to him. The story may be confusing, and things happen that would not happen in real life.

People see in most dreams, but they may also hear, smell, touch, and taste in their dreams. Most dreams occur in color. but persons who have been blind since birth do not see at all in dreams.

Dreams are a product of the sleeper's mind. They include events and feelings that he has experienced. Most dreams are related to events of the day before the dream and strong wishes of the dreamer. Many minor incidents of the hours before sleep appear in dreams. Few events more than two days old turn up. Deep wishes or fears - especially those held since childhood- often appear in dreams, and many dreams fulfill such wishes. Events in the sleeper's surrounding- a loud noise, for example, may become part of a dream, but they do not cause dreams.

Some dreams involve deep feelings that a person may not realize he has. Psychiatrists often use material from a patient's dreams to help the person understand himself better.

Dreaming may help maintain good learning ability, memory, and emotional adjustment. People who get plenty of sleep-but are awakened each time they begin to dream- become anxious and restless.

1. This passage is mainly about_____.

- A) why we dream during sleep
- B) how we dream during sleep
- C) what dreams are
- D) what benefits dreams bring to people

2. According to the passage, dreams result from_____.

- A) the sleeper's wishes
- B) the sleeper's imagination
- C) the sleeper's feeling
- D) the sleeper's own mind

3. Which of the following is NOT true?

- A) Dream is a confusing story which involves little logic thought.

- B) Dream is related to the dreamer's real life.
- C) Dream is an imaginary store which seems real while taking place.
- D) Dream involves events that always happen in real life.

4. This passage suggests that psychiatrists are_____.

- A) trying to help the dreamer recall his earlier dreams.
- B) trying to make the sleeper dream logically.
- C) studying the benefits of dreams.
- D) helping the sleeper fulfill his dreams

5. We may infer from the passage that dreaming_____.

- A) is beneficial to people
- B) disturbs people's life
- C) makes people always restless
- D) deprives people of a good sleep

Passage 2

According to psychologists, an emotion is aroused when a man or animal views something as either bad or good. When a person feels like running away from something he thinks will hurt him, we call this emotion fear. If the person wants to remove the danger by attacking it, we call the emotion anger. The emotions of joy and love are aroused when we think something can help us. An emotion does not have to be created by something in the outside world. It can be created by a person's thoughts.

Everyone has emotions. Many psychologists believe that infants are born without emotions. They believe children learn emotions just as they learn to read and write. A growing child not only learns his emotions but learns how to act in certain situations because of an emotion.

Psychologists think that there are two types of emotion: positive and negative. Positive emotions include love, liking, joy, delight, and hope. They are aroused by something that appeals to a person. Negative emotions make a person unhappy or dissatisfied. They include anger, fear, despair, sadness, and disgust. In growing up, a person learns to cope with the negative emotions in order to be happy.

Emotions may be weak or strong. Some strong emotions are so unpleasant that a person will try any means to escape from them. In order to feel happy, the person may choose unusual ways to avoid the emotion.

Strong emotions can make it hard to think and to solve problems. They may prevent a person from learning or paying attention to what he is doing. For example, a student taking an examination may be so worried about failing that he cannot think properly. The worry drains valuable mental energy he needs for the examination.

1. We learn from the passage that an emotion is created by something_____.

- A) one thinks bad or good
- B) one feels in danger
- C) one faces in the outside world
- D) one tries to escape from real life

2. Which of the following is NOT true?

- A) Children learn emotions as they grow up.
- B) Babies are born with emotions.
- C) Emotions fall into two types in general.
- D) People can cope with the negative emotions in life.

3. The author's purpose of writing this passage is to_____.

- A) explain why people have emotions

- B) show how people avoid the negative emotions
- C) explain what people should do before emotions
- D) define and classify people's emotions

4. We can safely conclude that a student may fail in an exam if_____.

- A) he can not think properly
- B) he can't pay attention to it
- C) he can't pay attention to it
- D) he is not full of energy

5. As used in the last sentence, the word drains means_____.

- A) stops
- B) ties
- C) weakens
- D) flows gradually

Passage 3

Faces, like fingerprints, are unique. Did you ever wonder how it is possible for us to recognize people? Even a skilled writer probably could not describe all the features that make one face different from another. Yet a very young child-or even an animal, such as a pigeon-can learn to recognize faces. We all take this ability for granted.

We also tell people apart by how they behave. When we talk about someone's personality, we mean the ways in which he or she acts, speaks, thinks and feels that make that individual different from others.

Like the human face, human personality is very complex. But describing someone's personality in words is somewhat easier than describing his face. if you

were asked to describe what a nice face looked like, you probably would have a difficult time doing so. But if you were asked to describe a nice person, you might begin to think about someone who was kind, considerate, friendly, warm, and so forth.

There are many words to describe how a person thinks, feels and acts. Gordon Allport, an American psychologist, found nearly 18 000 English words characterizing differences in people's behavior. And many of us use this information as a basis for describing, or typing, his personality. Bookworms, conservatives, military types-people are described with such terms.

People have always tried to type each other. Actors in early Greek drama wore masks to show the audience whether they played the villain's or the hero's role. In fact, the words person and personality come from the Latin persona, meaning mask. Today, most television and movie actors do not wear masks. But we can easily tell the good guys from the bad guys because the two types differ in appearance as well as in actions.

1. The main idea of this passage is _____.

- A) how to distinguish people's faces
- B) how to describe people's personality
- C) how to distinguish people both inward and outward
- D) how to differ good persons from bad persons

2. The author is most probably a _____.

- A) behaviorist
- B) psychologist
- C) writer
- D) sociologist

3. Which of the following is NOT true?

- A) Different people may have different personalities.

- B) People differ from each in appearance.
- C) People can learn to recognize faces.
- D) People can describe all the features of others.

4. The reason why it is easier to describe a person's personality in words than his face is that_____.

- A) a person's face is more complex than his personality
- B) a person's personality is easily distinguished
- C) people's personalities are very alike
- D) many words are available when people try to describe one's personality

5. We learn from the passage that people classify a person into certain type according to_____.

- A) his way of acting and thinking
- B) his way of speaking and behaving
- C) his learning and behavior
- D) his physical appearance and his personality

Passage 4

Most young people enjoy some form of physical activity. It may be walking, cycling or swimming, or in winter, skating or skiing. it may be a game of some kind football, hockey, golf, of tennis, it may be mountaineering.

Those who have a passion for climbing high and difficult mountains are often looked upon with astonishment. Why are men and women willing to suffer cold and hardship, and to take risks on high mountains? This astonishment is caused probably by the difference between mountaineering and other forms of activity to which men give their leisure.

Mountaineering is a sport and not a game. There are no man-made rules, as there are for such games as golf and football. There are, of course, rules of a different kind which it would be dangerous to ignore, but it is this freedom from man-made rules that makes mountaineering attractive to many people. Those who climb mountains are free to use their own methods. If we compare mountaineering and other more familiar sports, we might think that one big difference is that mountaineering is not a 'team game'. We should be mistaken in this. There are, it is true, no 'matches' between 'teams' of climbers, but when climbers are on a rock face linked by a rope on which their lives may depend, there is obviously teamwork.

The mountain climber knows that he may have to fight forces that are stronger and more powerful than man. He has to fight the forces of nature. His sport requires high mental and physical qualities.

A mountain climber continues to improve in skill year after year. A skier is probably past his best by the age of thirty, and most international tennis champions are in their early twenties. But it is no unusual for a man of fifty or sixty to climb the highest mountains in the Alps. They may take more time than younger men, but they probably climb with more skill and less waste of effort, and they certainly experience equal enjoyment.

1. Mountaineering is a sport which involves_____.

- A) hardship
- B) physical risk
- C) cold
- D) all of the above

2. The main difference between a sport and a game lies in_____.

- A) uniform
- B) rules
- C) activity

D) skills

3. Mountaineering is also a team sport because_____.

A) it involves rules

B) it involves matches between teams

C) it requires mental and physical qualities

D) mountaineers depend on each other while climbing

4. Which of the following is NOT true?

A) Mountaineers compete against each other.

B) Mountaineers compete against other teams.

C) Mountaineers compete against nature.

D) Mountaineers compete against international standard.

5. What is the best title for the passage?

A) Mountaineering

B) Mountain Climbers

C) Mountaineering is Different from Golf and Football

D) Mountaineering Is More Dangerous Than Other Sports

Passage 5

There is a popular belief among parents that schools are no longer interested in spelling. No school I have taught in has ever ignored spelling or considered it unimportant as a basic skill. There are, however, vastly different ideas about how to teach it, or how much priority it must be given over general language development and writing ability. The problem is, how to encourage a child to express himself freely and confidently in writing without holding him back with the complexities of spelling?

If spelling become the only focal point of his teacher's interest, clearly a bright child will be likely to play safe. He will tend to write only words within his spelling range, choosing to avoid adventurous language. That's why teachers often encourage the early use of dictionaries and pay attention to content rather than technical ability.

I was once shocked to read on the bottom of a sensitive piece of writing about a personal experience: This work is terrible! There are far too many spelling errors and technical abilities in writing, but it was also a sad reflection on the teacher who had feelings. The teacher was not wrong to draw attention to the errors, but if his priorities had centered on the child's ideas, an expression of his disappointment with the presentation would have given the pupil more motivation to seek improvement.

1. Teachers are different in their opinions about_____.
 - A) the necessity of teaching spelling
 - B) the role of spelling in general language development
 - C) the way of teaching spelling
 - D) the complexities of the basic writing skills

2. As used in the second paragraph, the expression 'play safe' most probably means_____.
 - A) to spell correctly
 - B) to write smoothly
 - C) to avoid using words one is not sure of
 - D) to use dictionaries frequently

3. Teachers encourage the students to use dictionaries so that_____.
 - A) students will be able to write more freely
 - B) students will be more skillful in writing

C) students will be more confident in writing

D) students will be independent enough

4. The author's tone is _____.

A) ironic

B) satirical

C) practical

D) critical

5. This passage mainly discusses _____.

A) the necessity of spelling

B) the role of developing writing skills

C) the complexities of spelling

D) the relationship between spelling and the content of writing

参 考 答 案

Passage 1

1.C 2.D 3.D 4.C 5.A

Passage 2

1.A 2.B 3.D 4.B 5.C

Passage 3

1.C 2.B 3.D 4.D 5.D

Passage 4

1.D 2.C 3.D 4.C 5.A

Passage 5

1.B 2.C 3.C 4.D 5.D

第四套

Passage 6

We can make mistakes at any age. Some mistakes we make are about money. But most mistakes are about people. Did Jerry really care when I broke up with Helen? When I got that great job, did Jim really feel good about it, as a friend? Or did he envy my luck? And Paul-why didn't pick up that he was friendly just because I had a car? When we look back, doubts like these can make us feel bad. But when we look back, it's too late.

Why do we go wrong about our friends-or our enemies? Sometimes what people say hides their real meaning. And if we don't really listen we miss the feeling behind the words. Suppose someone tells you, You're a lucky dog. That's being friendly. But lucky dog? There's a bit of envy in those words. Maybe he doesn't see it himself. But bringing in the dog bit puts you down a little. What he may be saying is that the doesn't think you deserve your luck.

Just think of all the things you have to be thankful for is another noise that says one thing and means another. It could mean that the speaker is trying to get you to see your problem as part of your life as a whole. But is he? Wrapped up in this phrase is the thought that your problem isn't important. It's telling you to think of all the starving people in the world when you haven't got a date for Saturday night.

How can you tell the real meaning behind someone's words? One way is to take a good look at the person talking. Do his words fit the way he looks? Does what he says agree with the tone of voice? His posture? The look in his eyes? Stop and think. The minute you spend thinking about the real meaning of what people to you may save another mistake.

1. This passage is mainly about_____.

A) how to interpret what people say

B) what to do when you listen to others talking

C) how to avoid mistakes when you communicate with people

D) Why we go wrong with people sometimes

2. According to the author, the reason why we go wrong about our friends is that _____.

A) We fail to listen carefully when they talk

B) People tend to be annoyed when we check what they say

C) People usually state one thing but means another

D) We tend to doubt what our friends say

3. In the sentence 'Maybe he doesn't see it himself.' in the second paragraph, the pronoun it refers to.

A) being friendly

B) lucky dog

C) a bit of envy

D) your luck

4. When we listen to a person talking, the most important thing for us to do is _____.

A) notice the way the person is talking

B) take a good look at the person talking

C) mind his tone, his posture and the look in his eyes

D) examine the real meaning of what he says based on his manner, his tone and his posture

5. The author most probably is a _____.

A) teacher

B) philosopher

C) psychologist

D) doctor

Passage 2

A moment's drilling by the dentist may make us nervous and upset. Many of us cannot stand pain. To avoid the pain of a drilling that may last perhaps a minute or two, we demand the needle- a shot of novocaine (奴佛卡因)-that deadens the nerves around the tooth.

Now it's true that the human body has developed its millions of nerves to be highly aware of what goes on both inside and outside of it. This helps us adjust to the world. Without our nerves - and our brain, which is a bundle of nerves - we wouldn't know what's happening. But we pay for our sensitivity. We can feel pain when the slightest thing is wrong with any part of our body. The history of torture is based on the human body being open to pain.

But there is a way to handle pain. Look at the Indian fakir (行僧) who sits on a bed of nails. Fakirs can put a needle right through an arm, and feel no pain. This ability that some humans have developed to handle pain should give us ideas about how the mind can deal with pain.

The big thing in withstanding pain is our attitude toward it. If the dentist says, This will hurt a little, it helps us to accept the pain. By staying relaxed, and by treating the pain as an interesting sensation, we can handle the pain without falling apart. After all, although pain is an unpleasant sensation, it is still a sensation, and sensations are the stuff of life.

1. The passage is mainly about_____.

A) how to suffer pain

B) how to avoid pain

C) how to handle pain

D) how to stop pain

2. The sentence 'But we pay for our sensitivity.' in the second paragraph implies that_____.

A) we should pay a debt for our feeling

B) we have to be hurt when we feel something

C) our pain is worth feeling

D) when we feel pain, we are suffering it

3. When the author mentions the Indian fakir, he suggests that_____.

A) Indians are not at all afraid of pain

B) people may be senseless of pain

C) some people are able to handle pain

D) fakirs have magic to put needles right through their arms

4. The most important thing to handle pain is_____.

A) how we look at pain

B) to feel pain as much as possible

C) to show an interest in pain

D) to accept the pain reluctantly

5. The author's attitude towards pain is_____.

A) pessimistic

B) optimistic

C) radical

D) practical

Passage 3

Thirty-two people watched kitty Genovese being killed right beneath their windows. She was their neighbor. Yet none of the 32 helped her. Not one even called the police. Was this in gunman cruelty? Was it lack of feeling about one's fellow man?

Not so, say scientists John Barley and Bib Fatane. These men went beyond the headlines to probe the reasons why people didn't act. They found that a person has to go through two steps before he can help. First he has to notice that is an emergency.

Suppose you see a middle-aged man fall to the side-walk. Is he having a heart attack? Is he in a coma from diabetes? Or is he about to sleep off a drunk?

Is the smoke coming into the room from a leak in the air conditioning? Is it steam pipes? Or is it really smoke from a fire? It's not always easy to tell if you are faced with a real emergency.

Second, and more important, the person faced with an emergency must feel personally responsible. He must feel that he must help, or the person won't get the help he needs.

The researchers found that a lot depends on how many people are around. They had college students in to be tested. Some came alone. Some came with one or two others. And some came in large groups. The receptionist started them off on the tests. Then she went into the next room. A curtain divided the testing room and the room into which she went. Soon the students heard a scream, the noise of file cabinets falling and a cry for help. All of this had been pre-recorded on a tape-recorder.

Eight out of ten of the students taking the test alone acted to help. Of the students in pairs, only two out of ten helped. Of the students in groups, none helped.

In other words, in a group, Americans often fail to act. They feel that others will act. They, themselves, needn't. They do not feel any direct responsibility.

Are people bothered by situations where people are in trouble? Yes. Scientists found that the people were emotional, they sweated, they had trembling hands. They

felt the other person's trouble. But they did not act. They were in a group. Their actions were shaped by the actions of those they were with.

1. The purpose of this passage is_____.

- A) to explain why people fail to act in emergencies
- B) to explain when people will act in emergencies
- C) to explain what people will do in emergencies
- D) to explain how people feel in emergencies

2. Which of the following is NOT true?

- A) When a person tries to help others, he must be clear that there is a real emergency.
- B) When a person tries to help others, he should know whether they are worth his help.
- C) A person must take the full responsibility for the safety of those in emergencies if he wants to help.
- D) A person with a heart attack needs the most.

3. The researchers have conducted an experiment to prove that people will act in emergencies when_____.

- A) they are in pairs
- B) they are in groups
- C) they are alone
- D) they are with their friends

4. The main reason why people fail to act when they stay together is that_____.

- A) they are afraid of emergencies

- B) they are reluctant to get themselves involved
- C) others will act if they themselves hesitate
- D) they do not have any direct responsibility for those who need help

5. The author suggests that_____.

- A) we shouldn't blame a person if he fails to act in emergencies
- B) a person must feel guilty if he fails to help
- C) people should be responsible for themselves in emergencies
- D) when you are in trouble, people will help you anyway

Passage 4

People do not analyze every problem they meet. Sometimes they try to remember a solution from the last time they had a similar problem. They often accept the opinions or ideas of other people. Other times they begin to act without thinking; they try to find a solution by trial and error. However, when all these methods fail, the person with a problem has to start analyzing. There are six stages in analyzing a problem.

First the person must recognize that there is a problem. For example, Sam's bicycle is broken, and he cannot read it to class as he usually does. Sam must see that there is a problem with his bicycle.

Next the thinker must define the problem. Before Sam can repair his bicycle, he must find the reason why it does not work. For instance, he must determine if the problem is with the gears, the brakes, or the frame. He must make his problem more specific.

Now the person must look for information that will make the problem clearer and lead to possible solutions. For instance, suppose Sam decided that his bike does not work because there is something wrong with the gear wheels. At this time, he can look in his bicycle repair book and read about gears. He can talk to his friends at the bike shop. He can look at his gears carefully. After studying the problem, the person should have several suggestions for a possible solution. Take Sam as an illustration.

His suggestions might be: put oil on the gear wheels; buy new gear wheels and replace the old ones; tighten or loosen the gear wheels.

Eventually one suggestion seems to be the solution to the problem. Sometimes the final idea comes very suddenly because the thinker suddenly sees something new or sees something in a new way. Sam, for example, suddenly sees that there is a piece of chewing gum between the gear wheels. He immediately realizes the solution to his problem: he must clean the gear wheels.

Finally the solution is tested. Sam cleans the gear wheels and finds that afterwards his bicycle works perfectly. In short, he has solved the problem.

1. What is the best title for this passage?

- A) Six Stages for Repairing Sam's Bicycle
- B) Possible Ways to Problem-solving
- C) Necessities of Problem Analysis
- D) Suggestions for Analyzing a Problem

2. In analyzing a problem we should do all the following except_____.

- A) recognize and define the problem
- B) look for information to make the problem clearer
- C) have suggestions for a possible solution
- D) find a solution by trial or mistake

3. By referring to Sam's broken bicycle, the author intends to_____.

- A) illustrate the ways to repair his bicycle
- B) discuss the problems of his bicycle
- C) tell us how to solve a problem

D) show us how to analyse a problem

4. Which of the following is NOT true?

A) People do not analyze the problem they meet.

B) People often accept the opinions or ideas of other people.

C) People may learn from their past experience

D) People can not solve some problems they meet.

5. As used in the last sentence, the phrase in short means_____.

A) in the long run

B) in detail

C) in a word

D) in the end

Passage 5

The poverty line is the minimum income that people need for an acceptable standard of living. People with incomes below the poverty line are considered poor. Economists study the causes of poverty in order to find solutions to the problem.

As the general standard of living in the country rises, the poverty line does, too. Therefore, even with today's relatively high standard of living, about 10 percent of the people in the United States are below the poverty line. However, if these people had stable jobs, they could have an acceptable standard of living. Economists suggest several reasons why poor people do not have jobs.

For one thing, more than half of the poor people in the United States are not qualified to work. Over 40 percent of the poor people are children. By law, children less than 16 years old cannot work in many industries. A large number of poor people are old. Many companies do not hire people over 65 years old, the normal retirement age.

Some poor adults do not look for jobs for a variety of personal reasons: they are sick, they do not have any motivation. they have family problems, or they do not believe that they can find a job.

Other poor people look for a job but cannot find one. Many poor adults never went to high school. Therefore, when they look for jobs, they have few skills that they can offer.

At the present time, the government thinks it can reduce poverty in the country in the following ways.

First, if the national economy grows, businesses and industries hire more workers. Some of the poor who are qualified to look for jobs may find employment. Then they will no longer be below the poverty line.

Second, if society invests in the poor, the poor will become more productive. If the government spends money on social programs, education, and training for poor people, the poor will have the skills to offer. Then it is more likely that they can find jobs.

Finally, if the government distributes society's income differently, it raises some poor people above the poverty line. The government collects taxes from the non-poor and gives money to the poor. These payments to the poor are called welfare. In 1975 over 18 million people in the United States received welfare.

Some economists are looking for better solutions to the poverty problem. However, at the present time, many people depend on welfare for a minimally acceptable standard of living.

1. The author's main purpose to write this article is_____.

- A) to define what the poverty line is
- B) to explain why some people live the poverty line
- C) to find solutions to the problem of poverty
- D) to show sympathy for those poor people

2. Which of the following is NOT true?

- A) Ten percent of the Americans live a poor life.
- B) Poor people are those who live below the poverty line.
- C) The poverty line rises as the general standard of living rises.
- D) The poverty line tends to be at the same level.

3. More than 40 percent of the poor people are children. This is mainly because_____.

- A) they do not have enough motivation
- B) they are so young that they are deprived of chances to work
- C) they fail to get enough education
- D) they are very poor in health

4. Most of the American poor people are not qualified for employment because_____.

- A) they do not have any motivation to work
- B) they are not very self-confident
- C) they are too young or too old to work
- D) they have physical and family problems

5. We may conclude from the passage that_____.

- A) better solutions to the poverty problem are not yet found
- B) welfare will enable people to be rich
- C) poor people are bound to go out of the poverty line if they have chances to do business

D) employment is the best solution to the poverty problem

参 考 答 案

Passage 1

1.C 2.C 3.B 4.D 5.B

Passage 2

1.C 2.D 3.C 4.A 5.B

Passage 3

1.B 2.C 3.C 4.D 5.A

Passage 4

1.B 2.D 3.C 4.A 5.C

Passage 5

1.C 2.D 3.B 4.C 5.A

第五套

Passage 1

In spite of “endless talk of difference,” American society is an amazing machine for homogenizing 21 people. This is “the democratizing uniformity of dress and discourse, and the casualness and absence of consumption “launched by the 19th –century department stores that offered ‘vast arrays of goods in an elegant atmosphere. Instead of intimate shops catering to a knowledgeable elite.” these were stores “anyone could enter, regardless of class or background. This turned shopping into a public and democratic act.” The mass media, advertising and sports are other forces for homogenization.

Immigrants are quickly fitting into this common culture, which may not be altogether elevating but is hardly poisonous. Writing for the National Immigration Forum , Gregory Rodriguez reports that today’s immigration is neither at unprecedented level nor resistant to assimilation. In 1998 immigrants were 9.8 percent of population; in 1900, 13.6 percent. In the 10 years prior to 1990, 3.1 immigrants arrived for every 1,000 residents; in the 10 years prior to 1890, 9.2 for every 1,000. Now, consider three indices of assimilation-----language, home ownership and intermarriage.

The 1990 Census revealed that “a majority of immigrants from each of the fifteen most common countries of origin spoke English “well” or “very well” after ten years of residence.” The children of immigrants tend to be bilingual and proficient in English. “By the third generation, the original language is lost in the majority of immigrant families.” Hence the description of America as a graveyard” for language. By 1996 foreign-born immigrants who had arrive before 1970 had a home ownership rate of 75.6 percent, higher than the 69.8 percent rate among native-born Americans.

Foreign-born Asians and Hispanics “have higher rates of intermarriage than do U.S-born whites and blacks.” By the third generation, one third of Hispanic women are married to non-Hispanics, and 41 percent of Asian-American women are married to non-Asians.

Rodriguez not that children in remote villages around world are fans of superstars like Amold Schwarzenegger and Garth Brooks, yet “some Americans fear that immigrant living within the United States remain somehow immune to the nation’s assimilative power.”

Are there divisive issues and pockets of seething in America ? Indeed. It is big enough to have a bit of everything. But particularly when viewed against America ’s turbulent past, today’s social indices suggest a dark and deteriorating social environment.

1. The word "homogenizing" (Para 1) most probably means
 - A) identifying
 - B) associating
 - C) assimilating
 - D) monopolizing
2. According to the author, the department stores of the 19th century
 - A) played a role in the spread of popular culture.
 - B) became intimate shops for common consumers.
 - C) satisfied the needs of a knowledgeable elite.
 - D) owed its emergence to the culture of consumption.
3. The text suggests that immigrants now in the U.S.
 - A) are resistant to homogenization.
 - B) exert a great influence on American culture.
 - C) are hardly a threat to the common culture.
 - D) constitute the majority of the population.
4. Why are Amold Schwarzenegger and Garth Brooks mentioned in Paragraph 5?
 - A) To prove their popularity around the world.
 - B) To reveal the public's fear of immigrants.
 - C) To give examples of successful immigrants.
 - D) To show the powerful influence of American culture.

5. In the author's opinion, the absorption of immigrants into American society is

- A) rewarding
- B) successful
- C) fruitless
- D) harmful

Passage 2

Stratford-on-Avon, as we all know, has only one industry — William Shakespeare — but there are two distinctly separate and increasingly hostile branches. There is the Royal Shakespeare Company (ASC), which presents superb productions of the plays at the Shakespeare Memorial Theatre on the Avon. And there are the townfolk who largely live off the tourists who come, not to see the plays, but to look at Anne Hathaway's Cottage, Shakespeare's birthplace and the other sights.

The worthy residents of Stratford doubt that the theatre adds a penny to their revenue. They frankly dislike the RSC's actors, them with their long hair and beards and sandals and noisiness. It's all deliciously ironic when you consider that Shakespeare, who earns their living, was himself an actor (with a beard) and did his share of noise-making.

The tourist streams are not entirely separate. The sightseers who come by bus and often take in Warwick Castle and Blenheim Palace on the side — don't usually see the plays, and some of them are even surprised to find a theatre in Stratford. However, the playgoers do manage a little sight-seeing along with their playgoing. It is the playgoers, the ESC contends, who bring in much of the town's revenue because they spend the night (some of them four or five nights) pouring cash into the hotels and restaurants. The sightseers can take in everything and get out of town by nightfall.

The townfolk don't see it this way and local council does not contribute directly to the subsidy of the Royal Shakespeare Company. Stratford cries poor traditionally. Nevertheless every hotel in town seems to be adding a new wing or cocktail lounge. Hilton is building its own hotel there, which you may be sure will be decorated with Hamlet Hamburger Bars, the Lear Lounge, the Banquo Banqueting Room, and so forth, and will be very expensive.

Anyway, the townfolk can't understand why the Royal Shakespeare Company needs a subsidy. (The theatre has broken attendance records for three years in a row. Last year its 1,431 seats were 94 percent occupied all year long and this year they'll do better.) The reason, of course, is that costs have rocketed and ticket prices have stayed low.

It would be a shame to raise prices too much because it would drive away the young people who are Stratford's most attractive clientele. They come entirely for the plays, not the sights. They all seem to look alike (though they come from all

over)---lean, pointed, dedicated faces, wearing jeans and sandals, eating their buns and bedding down for the night on the flagstones outside the theatre to buy the 20 seats and 80 standing—room tickets held for the sleepers and sold to them when the box office opens at 10: 30 a .m.

1. From the first two paras , we learn that
 - A, the townsfolk deny the RSC ' s contribution to the town's revenue
 - B, the actors of the RSC imitate Shakespeare on and off stage
 - C, the two branches of the RSC are not on good terms
 - D, the townsfolk earn little from tourism
2. It can be inferred from Para 3 that
 - A, the sightseers cannot visit the Castle and the Palace separately
 - B, the playgoers spend more money than the sightseers
 - C, the sightseers do more shopping than the playgoers
 - D, the playgoers go to no other places in town than the theater
3. By saying "Stratford cries poor traditionally" (Paragraph 4), the author implies that
 - A, Stratford cannot afford the expansion projects
 - B, Stratford has long been in financial difficulties
 - C, the town is not really short of money
 - D, the townsfolk used to be poorly paid
4. According to the townsfolk, the RSC deserves no subsidy because
 - A, ticket prices can be raised to cover the spending
 - B, the company is financially ill-managed
 - C, the behavior of the actors is not socially acceptable
 - D, the theatre attendance is on the rise
5. From the text we can conclude that the author
 - A, is supportive of both sides
 - B, favors the townsfolk's view
 - C, takes a detached attitude
 - D, is sympathetic

Passage 3

When prehistoric man arrived in new parts of the world, something strange happened to the large animals. They suddenly became extinct. Smaller species survived. The large, slow-growing animals were easy game, and were quickly hunted to extinction. Now something similar could be happening in the oceans.

That the seas are being overfished has been known for years. What researchers such as Ransom Myers and Boris Worm have shown is just how fast things are changing. They have looked at half a century of data from fisheries around the world. Their methods do not attempt to estimate the actual biomass (the amount of living biological matter) of fish species in particular parts of the ocean, but rather changes in that biomass over time. According to their latest paper published in *Nature* , the biomass of large predators (animals that kill and eat other animals) in a new fishery is

reduced on average by 80% within 15 years of the start of exploitation. In some long-fished areas, it has halved again since then.

Dr Worm acknowledges that the figures³³ are conservative. One reason for this is that fishing technology has improved. Today's vessels can find their prey using satellites and sonar, which were not available 50 years ago. That means a higher proportion of what is in the sea is being caught, so the real difference between present and past is likely to be worse than the one recorded by changes in catch sizes. In the early days, too, long lines would have been more saturated with fish. Some individuals would therefore not have been caught, since no baited hooks would have been available to trap them, leading to an underestimate of fish stocks in the past. Furthermore, in the early days of long line fishing, a lot of fish were lost to sharks after they had been hooked. That is no longer a problem, because there are fewer sharks around now.

Dr Myers and Dr Worm argue that their work gives a correct baseline, which future management efforts must take into account. They believe the data support an idea current among marine biologists, that of the "shifting baseline". The notion is that people have failed to detect the massive changes which have happened in the ocean because they have been looking back only a relatively short time into the past. That matters because theory suggests that the maximum sustainable yield that can be cropped from a fishery comes when the biomass of a target species is about 50% of its original levels. Most fisheries are well below that, which is a bad way to do business.

1. The extinction of large prehistoric animals is noted to suggest that
 - A, large animal were vulnerable to the changing environment.
 - B, small species survived as large animals disappeared.
 - C, large sea animals may face the same threat today.
 - D, Slow-growing fish outlive fast-growing ones
2. We can infer from Dr Myers and Dr. Worm's paper that
 - A, the stock of large predators in some old fisheries has reduced by 90%.
 - B, there are only half as many fisheries as there were 15 years ago.
 - C, the catch sizes in new fisheries are only 20% of the original amount.
 - D, the number of larger predators dropped faster in new fisheries than in the old.
3. By saying these figures are conservative (paragraph 3), Dr Worm means that
 - A, fishing technology has improved rapidly
 - B, then catch-sizes are actually smaller then recorded
 - C, the marine biomass has suffered a greater loss
 - D, the data collected so far are out of date.
4. Dr Myers and other researchers hold that
 - A, people should look for a baseline that can't work for a longer time.
 - B, fisheries should keep the yield below 50% of the biomass
 - C, the ocean biomass should restored its original level.
 - D, people should adjust the fishing baseline to changing situation

5. The author seems to be mainly concerned with most fisheries'

- A, management efficiency
- B, biomass level
- C, catch-size limits
- D, technological application

Passage 4

Many things make people think artists are weird and the weirdest may be this: artists' only job is to explore emotions, and yet they choose to focus on the ones that feel bad.

This wasn't always so. The earliest forms of art, like painting and music, are those best suited for expressing joy. But somewhere in the 19th century, more artists began seeing happiness as insipid, phony or, worst of all, boring as we went from Wordsworth's daffodils to Baudelaire's flowers of evil.

You could argue that art became more skeptical of happiness because modern times have seen such misery. But it's not as if earlier times didn't know perpetual war, disaster and the massacre of innocents. The reason, in fact, may be just the opposite: there is too much damn happiness in the world today.

After all, what is the one modern form of expression almost completely dedicated to depicting happiness? Advertising. The rise of anti-happy art almost exactly tracks the emergence of mass media, and with it, a commercial culture in which happiness is not just an ideal but an ideology.

People in earlier eras were surrounded by reminders of misery. They worked until exhausted, lived with few protections and died young. In the West, before mass communication and literacy, the most powerful mass medium was the church, which reminded worshippers that their souls were in peril and that they would someday be meat for worms. Given all this, they did not exactly need their art to be a bummer³⁷ too.

Today the messages your average Westerner is bombarded with are not religious but commercial, and forever happy. Fast-food eaters, news anchors, text messengers, all smiling, smiling. Our magazines feature beaming celebrities and happy families in perfect homes. And since these messages have an agenda--to lure us to open our wallets to make the very idea of happiness seem unreliable. "Celebrate!" commanded the ads for the arthritis drug Celebrex, before we found out it could increase the risk of heart attacks.

What we forget--what our economy depends on is forgetting--is that happiness is more than pleasure without pain. The things that bring the greatest joy carry the greatest potential for loss and disappointment. Today, surrounded by promises of easy

happiness, we need someone to tell us as religion once did, Memento mori: remember that you will die, that everything ends, and that happiness comes not in denying this but in living with it. It's a message even more bitter than a clove cigarette, yet, somehow, a breath of fresh air.

1. By citing the example of poets Wordsworth and Baudelaire, the author intends to show that

- A, Poetry is not as expressive of joy as painting or music.
- B, Art grows out of both positive and negative feelings.
- C, Poets today are less skeptical of happiness.
- D, Artists have changed their focus of interest.

2. The word "bummer" (paragraph 5) most probably means something

- A, religious
- B, unpleasant
- C, entertaining
- D, commercial

3. In the author's opinion, advertising

- A, emerges in the wake of the anti-happy part.
- B, is a cause of disappointment for the general public
- C, replaces the church as a major source of information
- D, creates an illusion of happiness rather than happiness itself.

4. We can learn from the last paragraph that the author believes

- A, Happiness more often than not ends in sadness.
- B, The anti-happy art is distasteful but refreshing.
- C, Misery should be enjoyed rather than denied.
- D, The anti-happy art flourishes when the economy booms

5. Which of the following is true of the text?

- A, Religion once functioned as a reminder of misery.
- B, Art provides a balance between expectation and reality.
- C, People feel disappointed at the realities of morality.
- D, mass media are inclined to cover disasters and deaths.

参 考 答 案

Passage 1

1.C 2.A 3.C 4.D 5.B

Passage 2

1.A 2.B 3.C 4.D 5.C

Passage 3

1.C 2.D 3.C 4.D 5.B

Passage 4

1.D 2.B 3.B 4.D 5.A

第六套

Passage 1

We had been wanting to expand our children's horizons by taking them to a place that was unlike anything we'd been exposed to during our travels in Europe and the United States. In thinking about what was possible from Geneva, where we are based, we decided on a trip to Istanbul, a two-hour plane ride from Zurich.

We envisioned the trip as a prelude to more exotic ones, perhaps to New Delhi or Bangkok later this year, but thought our 11- and 13-year-olds needed a first step away from manicured boulevards and pristine monuments.

What we didn't foresee was the reaction of friends, who warned that we were putting our children "in danger," referring vaguely, and most incorrectly, to disease, terrorism or just the unknown. To help us get acquainted with the peculiarities of Istanbul and to give our children a chance to choose what they were particularly interested in seeing, we bought an excellent guidebook and read it thoroughly before leaving. Friendly warnings didn't change our planning, although we might have more prudently checked with the U.S. State Department's list of trouble spots. We didn't see a lot of children among the foreign visitors during our six-day stay in Istanbul, **but we found the tourist areas quite safe, very interesting and varied** enough even to suit our son, whose oft-repeated request is that we not see "every single" church and museum in a given city.

Vaccinations weren't needed for the city, but we were concerned about adapting to the water for a short stay. So we used bottled water for drinking and brushing our teeth, a precaution that may seem excessive, but we all stayed healthy. Taking the advice of a friend, we booked a hotel a 20-minute walk from most of Istanbul's major tourist sites. This not only got us some morning exercise, strolling over the Karakoy Bridge, but took us past a colorful assortment of fishermen, vendors and shoe shiners. From a teenager and pre-teen's view, Istanbul street life is fascinating since almost everything can be bought outdoors. They were at a good age to spend time wandering the labyrinth of the Spice Bazaar, where shops display mounds of pungent herbs in sacks.

Doing this with younger children would be harder simply because the streets are so packed with people; it would be easy to get lost.

For our two, whose buying experience consisted of department stores and shopping mall boutiques, it was amazing to discover that you could bargain over price and perhaps end up with two of something for the price of one. They also learned to figure out the relative value of the Turkish lira, not a small matter with its many zeros.

Being exposed to Islam was an important part of our trip. Visiting the mosques, especially the enormous Blue Mosque, was our first glimpse into how this major religion is practiced. Our children's curiosity already had been piqued by the five daily calls to prayer over loudspeakers in every corner of the city, and the scarves covering the heads of many women. Navigating meals can be troublesome with children, but a kebab, bought on the street or in restaurants, was unfailingly popular. Since we had decided this trip was not for gourmets, kebabs spared us the agony of trying to find a restaurant each day that would suit the adults' desire to try something new amid children's insistence that the food be served immediately. Gradually, we branched out to try some other Turkish specialties. Although our son had studied Islam briefly, it is impossible to be prepared for every awkward question that might come up, such as during our visits to the Topkapi Sarayi, the Ottoman Sultans' palace. **No guides were available so it was do-it-yourself, using our guidebook, which cheated us of a lot of interesting history and anecdotes that a professional guide could provide.** Next time, we resolved to make such arrangements in advance.

On this trip, we wandered through the magnificent complex, with its imperial treasures, its courtyards and its harem. The last required a bit of explanation that we would have happily left to a learned third party.

1. The couple chose Istanbul as their holiday destination mainly because
 - A. the city is not too far away from where they lived.
 - B. the city is not on the list of the U.S. State Department.
 - C. the city is between the familiar and the exotic.
 - D. the city is more familiar than exotic.

2. Which of the following statements is INCORRECT?
 - A. The family found the city was exactly what they had expected.
 - B. Their friends were opposed to their holiday plan.

- C. They could have been more cautious about bringing kids along.
 - D. They were a bit cautious about the quality of water in the city.
3. We learn from the couple's shopping experience back home that
- A. they were used to bargaining over price.
 - B. they preferred to buy things outdoors.
 - C. street markets were their favorite.
 - D. they preferred fashion and brand names.
4. The last two paragraphs suggest that to visit places of interest in Istanbul
- A. guidebooks are very useful.
 - B. a professional guide is a must.
 - C. one has to be prepared for questions.
 - D. one has to make arrangements in advance.
5. The family have seen or visited all the following in Istanbul EXCEPT
- A. religious prayers.
 - B. historical buildings.
 - C. local-style markets.
 - D. shopping mall boutiques.

Passage 2

Last month the first baby-boomers turned 60. The bulky generation born between 1946 and 1964 is heading towards retirement. The looming "demographic cliff" will see vast numbers of skilled workers dispatched from the labour force.

The workforce is ageing across the rich world. Within the EU the number of workers aged between 50 and 64 will increase by 25% over the next two decades, while those aged 20-29 will decrease by 20%. In Japan almost 20% of the population is already over 65, the highest share in the world. And in the United States the number of workers aged 55-64 will have increased by more than half in this decade, at the same time as the 35- to 44-year-olds decline by 10%.

Given that most societies are geared to retirement at around 65, companies have a looming problem of knowledge management, of making sure that the boomers do not leave before they have handed over their expertise along with the office keys and their e-mail address. A survey of human-resources directors by IBM last year concluded:

"When the baby-boomer generation retires, many companies will find out too late that a career's worth of experience has walked out the door, leaving insufficient talent to fill in the void." Some also face a shortage of expertise. In aerospace and defence, for example, as much as 40% of the workforce in some companies will be eligible to retire within the next five years. At the same time, the number of engineering graduates in developed countries is in steep decline.

A few companies are so squeezed that they are already taking exceptional measures. Earlier this year the Los Angeles Times interviewed an enterprising Australian who was staying in Beverly Hills while he tried to persuade locals to emigrate to Toowoomba, Queensland, to work for his engineering company there. Toowoomba today; the rest of the developed world tomorrow?

If you look hard enough, you can find companies that have begun to adapt the workplace to older workers. The AARP, an American association for the over-50s, produces an annual list of the best employers of its members. Health-care firms invariably come near the top because they are one of the industries most in need of skilled labour. Other sectors similarly affected, says the Conference Board, include oil, gas, energy and government. Near the top of the AARP's latest list comes Deere & Company, a no-nonsense industrial-equipment manufacturer based in Illinois; about 35% of Deere's 46,000 employees are over 50 and a number of them are in their 70s. The tools it uses to achieve that - flexible working, telecommuting, and so forth- also coincidentally help older workers to extend their working lives. The company spends "a lot of time" on the ergonomics of its factories, making jobs there less tiring, which enables older workers to stay at them for longer the branch of engineering science in which biological science is used to study the relation between workers and their environments) .

Likewise, for more than a decade, Toyota, arguably the world's most advanced manufacturer, has adapted its workstations to older workers. The shortage of skilled labour available to the automotive industry has made it unusually keen to recruit older workers. BMW recently set up a factory in Leipzig that expressly set out to employ people over the age of 45. Needs must when the devil drives. Other firms are polishing their alumni networks. IBM uses its network to recruit retired people for particular projects. Ernst & Young, a professional-services firm, has about 30,000 registered alumni, and about 25% of its "experienced" new recruits are former employees who return after an absence. But such examples are unusual. A survey in America last month by Ernst & Young found that "although corporate America

foresees a significant workforce shortage as boomers retire, it is not dealing with the issue." Almost three-quarters of the 1,400 global companies questioned by Deloitte last year said they expected a shortage of salaried staff over the next three to five years. Yet few of them are looking to older workers to fill that shortage; and even fewer are looking to them to fill another gap that has already appeared. Many firms in Europe and America complain that they struggle to find qualified directors for their boards - this when the pool of retired talent from those very same firms is growing by leaps and bounds.

Why are firms not working harder to keep old employees? Part of the reason is that the crunch has been beyond the horizon of most managers. Nor is hanging on to older workers the only way to cope with a falling supply of labour. The participation of developing countries in the world economy has increased the overall supply - whatever the local effect of demographics in the rich countries. A vast amount of work is being sent offshore to such places as China and India and more will go in future. Some countries, such as Australia, are relaxing their immigration policies to allow much needed skills to come in from abroad. Others will avoid the need for workers by spending money on machinery and automation.

1. According to the passage, the most serious consequence of baby-boomers approaching retirement would be
 - A. a loss of knowledge and experience to many companies.
 - B. a decrease in the number of 35- to 44- year-olds.
 - C. a continuous increase in the number of 50-to 64-year-olds.
 - D. its impact on the developed world whose workforce is ageing.

2. The following are all the measures that companies have adopted to cope with the ageing workforce EXCEPT
 - A. making places of work accommodate the needs of older workers.
 - B. using alumni networks to hire retired former employees.
 - C. encouraging former employees to work overseas.
 - D. granting more convenience in working hours to older workers.

3. "The company spends 'a lot of time' on the ergonomics of its factories" (Paragraph Seven) means that
 - A. the company attaches great importance to the layout of its factories.
 - B. the company improves the working conditions in its factories.
 - C. the company attempts to reduce production costs of its factories.

D. the company intends to renovate its factories and update equipment.

4. In the author's opinion American firms are not doing anything to deal with the issue of the ageing workforce mainly because

- A. they have not been aware of the problem.
- B. they are reluctant to hire older workers.
- C. they are not sure of what they should do.
- D. they have other options to consider.

5. Which of the following best describes the author's development of argument?

- A. introducing the issue---citing ways to deal with the issue---describing the actual status---offering reasons.
- B. describing the actual status--- introducing the issue---citing ways to deal with the issue---offering reasons.
- C. citing ways to deal with the issue---introducing the issue---describing the actual status---offering reasons.
- D. describing the actual status--offering reasons---introducing the issue---citing ways to deal with the issue.

Passage 3

The other problem that arises from the employment of women is that of the working wife. It has two aspects: that of the wife who is more of a success than her husband and that of the wife who must rely heavily on her husband for help with domestic tasks. There are various ways in which the impact of the first difficulty can be reduced. Provided that husband and wife are not in the same or directly comparable lines of work, **the harsh fact of her greater success can be obscured by a genial conspiracy to reject a purely monetary measure of achievement as intolerably crude.** Where there are ranks, it is best if the couple work in different fields so that the husband can find some special reason for the superiority of the lowest figure in his to the most elevated in his wife's.

A problem that affects a much larger number of working wives is **the need to re-allocate domestic tasks if there are children.** In *The Road to Wigan Pier* George Orwell wrote of the unemployed of the Lancashire coalfields: "Practically never ... in a working-class home, will you see the man doing a stroke of the housework. Unemployment has not changed this convention, which on the face of it seems a little unfair. The man is idle from morning to night but the woman is as busy as ever - more so, indeed, because she has to manage with less money. Yet so far as my experience

goes the women do not protest. They feel that a man would lose his manhood if, merely because he was out of work, he developed in a 'Mary Ann'."

It is over the care of young children that this re-allocation of duties becomes really significant. For this, unlike the cooking of fish fingers or the making of beds, is an inescapably time-consuming occupation, and time is what the fully employed wife has no more to spare of than her husband.

The male initiative in courtship is a pretty indiscriminate affair, something that is tried on with any remotely plausible woman who comes within range and, of course, with all degrees of tentativeness. What decides the issue of whether a genuine courtship is going to get under way is the woman's response. If she shows interest the engines of persuasion are set in movement. The truth is that in courtship society gives women the real power while pretending to give it to men.

What does seem clear is that the more men and women are together, at work and away from it, the more the comprehensive amorousness of men towards women will have to go, despite all its past evolutionary services. For it is this that makes inferiority at work abrasive and, more indirectly, makes domestic work seem unmanly, if there is to be an equalizing redistribution of economic and domestic tasks between men and women **there must be a compensating redistribution of the erotic initiative**. If women will no longer let us beat them they must allow us to join them as the blushing recipients of flowers and chocolates.

1. Paragraph One advises the working wife who is more successful than her husband to

- A. work in the same sort of job as her husband.
- B. play down her success, making it sound unimportant.
- C. stress how much the family gains from her high salary.
- D. introduce more labour-saving machinery into the home.

2. Orwell's picture of relations between man and wife in Wigan Pier (Paragraph Two) describes a relationship which the author of the passage

- A. thinks is the natural one.
- B. wishes to see preserved.
- C. believes is fair.
- D. is sure must change.**

3. Which of the following words is used literally, NOT metaphorically?
- A. Abrasive (Paragraph Five).
 - B. Engines (Paragraph Four).
 - C. Convention (Paragraph Two).**
 - D. Heavily (Paragraph One).
4. The last paragraph stresses that if women are to hold important jobs, then they must
- A. sometimes make the first advances in love.**
 - B. allow men to flirt with many women.
 - C. stop accepting presents of flowers and chocolates.
 - D. avoid making their husbands look like "Mary Anns".
5. Which of the following statements is INCORRECT about the present form of courtship?
- A. Men are equally serious about courtship.**
 - B. Each man "makes passes" at many women.
 - C. The woman's reaction decides the fate of courtship.
 - D. The man leaves himself the opportunity to give up the chase quickly

Passage 4

From Namche Bazaar, the Sherpa capital at 12,000 feet, **the long line threaded south, dropping** 2,000 feet to the valley floor, then **trudged** down the huge Sola-Khumbu canyon until it **opened** out to the lush but still **daunting** foothills of Central Nepal. It was here at Namche that one man broke rank and leaned north, slowly and arduously climbing the steep walls of the natural amphitheater behind the scatter of stone huts, then past Kunde and Khumjong.

Despite **wearing a balaclava on his head**, he had been frequently recognized by the Tibetans, and treated with the gravest deference and respect. Even among those who knew nothing about him, expressions of surprise lit up their dark, liquid eyes. He was a man not expected to be there. Not only was **his stature substantially greater than that of the diminutive Tibetans**, but it was also obvious from his bearing - and his new broad cloak, which covered a much-too-tight army uniform - **that he came from a markedly loftier station in life** than did the average Tibetan.

Among a people virtually bereft of possessions, he had fewer still, consisting solely of a rounded bundle about a foot in diameter slung securely by a cord over his shoulder. The material the bundle was wrapped in was of a rough Tibetan weave, which did not

augur that the content was of any greater value - except for the importance he seemed to ascribe to it, never for a moment releasing his grip.

His objective was a tiny huddle of buildings perched halfway up an enormous valley wall across from him, atop a great wooded spur jutting out from the lower lap of the 22,493-foot AmaDablum, one of the most majestic mountains on earth. There was situated Tengboche, the most famous Buddhist monastery in the Himalayas, its setting unsurpassed for magnificence anywhere on the planet.

From the top of the spur, one's eyes sweep 12 miles up the stupendous Dudh Kosi canyon to the six-mile-long granite wall of cliff of Nuptse at its head. If Ama Dablum is the Gatekeeper, then the sheer cliff of Nuptse, never less than four miles high, is the Final Protector of the highest and mightiest of them all: Chomolongma, the Mother Goddess of the World, to the Tibetans; Sagarmatha, the Head of the Seas, to the Nepalese; and Everest to the rest of us. And over the great barrier of Nuptse She demurely peaks.

It was late in the afternoon - when the great shadows cast by the colossal mountains were descending into the deep valley floors - before he reached the crest of the spur and shuffled to a stop just past Tengboche's entrance gomba. His chest heaving in the rarefied air, he removed his hand from the bundle--the first time he had done so - and wiped grimy rivulets of sweat from around his eyes with the fingers of his mitted hand. His narrowed eyes took in the open sweep of the quiet grounds, the pagoda-like monastery itself, and the stone buildings that tumbled down around it like a protective skirt. In the distance the magic light of the magic hour lit up the plume flying off Chomolongma's 29,029-foot-high crest like a bright, welcoming banner. **His breathing calmed, he slowly, stiffly struggled forward and up the rough stone steps to the monastery entrance.** There he was greeted with a respectful nameste -"I recognize the divine in you" - from a tall, slim monk of about 35 years, who hastily set aside a twig broom he had been using to sweep the flagstones of the inner courtyard. While he did so, the visitor noticed that the monk was missing the small finger on his left hand. The stranger spoke a few formal words in Tibetan, and then the two disappeared inside.

Early the next morning the emissary - lightened of his load - appeared at the monastery entrance, accompanied by the same monk and the elderly abbot. After a bow of his head, which was returned much more deeply by the two ochre-robed residents, he took his leave. The two solemn monks watched, motionless, until he

dipped over the ridge on which the monastery sat, and out of sight. Then, without a word, they turned and went back inside the monastery.

1. Which of the following words in Paragraph One implies difficulty in walking?

A. "threaded".

B. "dropping".

C. "trudged".

D. "daunting".

2. In the passage the contrast between the Tibetans and the man is indicated in all the following aspects EXCEPT

A. clothing.

B. height.

C. social status.

D. personal belongings.

3. It can be inferred from the passage that one can get _____ of the region from the monastery.

A. a narrow view

B. a hazy view

C. a distant view

D. a panoramic view

4. Which of the following details shows that the man became relaxed after he reached the monastery?

A. "...he reached the crest of the spur and shuffled to a stop..."

B. "...he removed his hand from the bundle..."

C. "His narrowed eyes took in the open sweep of the quiet grounds..."

D. "...he slowly, stiffly struggled forward and up the rough stone steps..."

5. From how it is described in the passage the monastery seems to evoke

A. a sense of awe.

B. a sense of piety.

C. a sense of fear.

D. a sense of mystery.

参 考 答 案

Passage 1

1.C 2.A 3.D 4.B 5.D

Passage 2

1.D 2.C 3.D 4.D 5.B

Passage 3

1.B 2.D 3.C 4.A 5.A

Passage 4

1.D 2.D 3.D 4.D 5.A