





25. mouse \_\_\_\_\_  
27. foot \_\_\_\_\_  
29. man doctor \_\_\_\_\_
26. go-between \_\_\_\_\_  
28. Chinese \_\_\_\_\_  
30. passer-by \_\_\_\_\_

## 2. Fill in the blanks with the words in the box.

bar                      can                      slice                      pair                      dozen  
cube                      drop                      basket                      stick                      roll

31. a \_\_\_\_\_ of glasses  
33. a \_\_\_\_\_ of beer  
35. a \_\_\_\_\_ of meat  
37. a \_\_\_\_\_ of eggs  
39. a \_\_\_\_\_ of soap
32. a \_\_\_\_\_ of ice  
34. a \_\_\_\_\_ of water  
36. a \_\_\_\_\_ of chalk  
38. a \_\_\_\_\_ of paper  
40. a \_\_\_\_\_ of fruit

## 3. Choose the best answer to complete each of the following sentences.

41. Your trousers \_\_\_\_\_ dirty. You must have \_\_\_\_\_ washed.  
A. is; it                      B. are; it  
C. is; them                      D. are; them
42. On Monday morning some teachers exchanged a few \_\_\_\_\_.  
A. how-are-you                      B. how-are-yous  
C. of how-are-you's                      D. of how are you
43. No country can afford to neglect \_\_\_\_\_.  
A. an education                      B. educations  
C. education                      D. the education
44. I had my hair cut at the \_\_\_\_\_ around the corner.  
A. barber                      B. barbers  
C. barber's                      D. barbers'
45. Most of the houses in the village were burnt to \_\_\_\_\_ during the war.  
A. an ash                      B. the ash  
C. ash                      D. ashes
46. After ten years, all these youngsters became \_\_\_\_\_.  
A. grow-ups                      B. grows-up

- C. grown-up  
D. grown-ups
47. I have two \_\_\_\_\_ and three bottles of \_\_\_\_\_ here.  
A. orange; orange  
B. oranges; oranges  
C. oranges; orange  
D. orange; oranges
48. An old \_\_\_\_\_ wants to see you.  
A. people  
B. person  
C. the people  
D. the person
49. Maths \_\_\_\_\_ not easy to learn.  
A. are  
B. is  
C. was  
D. were
50. The rich \_\_\_\_\_ not always happier than the poor.  
A. are  
B. is  
C. have  
D. has

## Section II Vocabulary and structure

### 1. Fill in the blanks with the proper form of the words in the box.

set aside      approach      spare      overload      receptive  
sink in      break up      revise      gap      conquer

51. She \_\_\_\_\_ her fear and picked up the enormous spider.  
52. The scientists have found a new \_\_\_\_\_ to cancer treatment.  
53. Can you \_\_\_\_\_ me five minutes? So I can talk to you for a short time.  
54. The news was such a shock; it still hasn't really \_\_\_\_\_ yet.  
55. She \_\_\_\_\_ a little money each week for a birthday present.  
56. The frost will \_\_\_\_\_ the soil.  
57. Don't \_\_\_\_\_ the boat or it will sink.  
58. He is not very \_\_\_\_\_ to my suggestions.  
59. There are wide \_\_\_\_\_ in my knowledge of history.  
60. I'm \_\_\_\_\_ my notes for the exam on Monday.

## 2. Fill in the blanks by selecting the suitable words in the box.

with	from	in	to	as
who	of	not	even	it

“Learning a language is easy; 61)\_\_\_\_\_ a child can do it!” Most adults who are learning a second language would disagree 62)\_\_\_\_\_ this statement. For them, learning a language is a very difficult task. They need hundreds 63)\_\_\_\_\_ study and practice, and even this will 64)\_\_\_\_\_ guarantee success for every adult language learner. Language learning is different 65)\_\_\_\_\_ other kinds of learning. Some people who are very intelligent and successful in their fields find it difficult to succeed 66)\_\_\_\_\_ language learning. Conversely, some people who are successful language learners find 67)\_\_\_\_\_ difficult to succeed in other fields. Language teachers often offer advice 68)\_\_\_\_\_ language learners: “Read as much 69)\_\_\_\_\_ you can in the new language.” “Practice speaking the language every day.” “Live with people 70)\_\_\_\_\_ speak the language.” “Don’t translate—try to think in the new language.” “Learn as a child would learn; play with the language.” But what does a successful language learner do? Language learning research shows that successful language learners are similar in many ways.

## Section III Reading comprehension

**1. Skimming and scanning:** In this part, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

### What’s the language of the future?

- A) As English takes over the world, it is splinter-ing (分裂) and changing—and soon, we may not recognise it at all. No language has spread as widely as English, and it continues to spread. Internationally the desire to learn it is never satisfied.
- B) In the 21st century the world is becoming more urbanised and the adoption of English is a symptom of this, for increasingly English serves as the lingua franca of business and popular culture. It is dominant or at least very prominent in other areas such as shipping, diplomacy, computing, medicine and education. A recent study has suggested

that among students in the United Arab Emirates (阿联酋), “Arabic is associated with tradition, home, religion, culture, school, arts and social sciences,” whereas “English is symbolic of modernity, work, higher education, commerce, economics, science and technology.” In Arabic-speaking countries, science subjects are often taught in English because excellent textbooks and other educational resources are readily available in English. This is not something that has come about in an unpurposed fashion; the propagation (传播, 普及) of English is an industry, not a happy accident.

- C) English has spread because of British colonialism, the technological advances of the Industrial Revolution, American economic and political domination, and further technological developments in the second half of the 20th century. Its rise has been assisted by the massive exportation of English as a second language, as well as by the growth of the English-language mass media.
- D) In the early decades of the 20th century, H. G. Wells imagined what would become known as World English in his prophetic (预言的) novel *The World Set Free*. That term for the concept of English as an international language, a global second language, an intellectual and commercial lubricant (润滑剂), even an instrument of foreign policy on the part of the major English-speaking

nations, grew common only in the 1960s.

- E) As English continues to spread, it seems like a steamroller (压路机), squashing whatever gets in its way. True, it is often used alongside local languages and does not instantly replace them. Yet its presence shifts the cultural emphases in the lives of those who adopt it, altering their aspirations and expectations. English seems, increasingly, more important. It is possible to imagine it merely coexisting with other languages, but easy to see that coexistence turning into transcendence. As English impinges (侵犯) on the spaces occupied by other languages, linguists are increasingly finding that they need to behave like environmentalists: Instead of being scholars they have to become activists.
- F) Today it is English, rather than any created alternative, that is the world’s auxiliary tongue. There are more people who use English as a second language than its native speakers. Estimates of the numbers vary, but even the most guarded view is that English has 500 million second language speakers. Far more of the world’s citizens are eagerly jumping on board than trying to resist its progress.
- G) Yet, there are challenges to the position of English as the dominant world language in the 21st century. The main ones seem likely to come from Spanish and Mandarin Chinese. Both have more first language users

than English. There is an argument that the revitalization (新生) of minority languages is good for English, because it weakens the large rivals of English and thus removes obstacles to the spread of the language. So, for instance, the resurgence (复苏) of Catalan, Basque and Galician weakens Castilian Spanish, which is the standard literary and official form of Spanish, making it a less powerful rival to English. Apologists for English invert this argument, claiming that the advance of English is good for minority languages. The inversion is spurious (具有欺骗性的).

- H) The main challenges to English may come from within. There is a long history of people's using the language for anti-English ends—of creative artists and political figures asserting in English their distance from Englishness or Britishness or Americanness. For instance, many writers whose first language has not been English have infused their English writing with foreign flavors; this has enabled them to parade (展示) their heritage while working in a medium that has made it possible for them to reach a wide audience.
- I) At the same time, native speakers of English tend to assume that their ability in this potent language makes it unimportant to learn other languages. The reality is different. British companies often miss out on export opportunities because of a lack of relevant language skills. Moreover, there is a chance

- that a command of English will within 20 or 30 years be regarded as a basic skill for business, and native speakers of the language will no longer enjoy any competitive advantage. When polled in 2005, more than 80 percent of people in the Netherlands, Denmark and Sweden claimed to be able to speak English. The figure was around 60 percent in Finland, 50 percent in Germany, 30 percent in France and Italy, and 20 percent in Spain and Turkey. These figures can safely be assumed to have increased. In 1989, Captain Sir Richard Francis, stated that "Britain's real black gold is not North Sea oil, but the English language." That view is often played down, but the role of the British Council in promoting British English ties in with British corporate interests. Large companies such as British Petroleum have worked with the British Council, funding educational schemes to encourage foreign nationals to learn English. This is not exactly an act of altruism (利他主义). As Robert Phillipson, Research Professor at Copenhagen Business School's Department of English, says, "English for business is business for English." But while English is being pushed, it is also being pulled; it is the language, more than any other that people want to learn.
- J) The consequences are complex. Some, it would seem, are not as intended. Even as vast amounts of effort are spent on

spreading British English, the reality is that English is taking on more and more local colour in different places where it

is used. Accordingly, while the number of languages in the world is diminishing, the number of English speakers is increasing. ■

71. Before the 1960s, no one had ever expected that the notion of English as an international language would become popular so soon.
72. The major challenges to the dominant position of English come from Spanish and Mandarin Chinese.
73. The adoption of English as a global language in business and popular culture indicates that in the 21st century the world is becoming more urbanised.
74. Even though vast amounts of effort are spent to promote the spread for British English, different colours in English still exist as a result of local influences.
75. As English gradually takes over the world, people who follow the trend outnumber those who try to resist it.
76. The spread of English is a well-planned industry rather than an accidental phenomenon.
77. While maintaining their cultural heritage, many non-native English writers use English as a medium to get more readers.
78. Many factors, such as colonialism, scientific and technological advances, and political and economic dominance, have contributed to the wide spread of the English language.
79. Because of the great impact English exerts on other languages, more linguists realise that they should take actions, like environmentalists, to protect other languages.
80. As using English is becoming a basic skill for international business, the language advantage for native speakers of English will be gradually lost.

**2. Passages:** There are two passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice for each question.

### Passage 1

When I was in 7th grade, I had a lot of trouble reading. My mother used to sit by my side, and explain each paragraph of each school reading assignment to me because I didn't understand what I was reading. She would have

to read each paragraph to me, and then after each paragraph, she summarized what we just read.

In class, I tried to hide the fact that I couldn't read. My teacher gave us the last 10



minutes of class to start our reading homework, and I would sit there for the last 10 minutes of class staring at the page, pretending I was reading it. I had to wait until I got home so my mother could explain it to me. How did I ever get into Cornell University? By 8th grade I started understanding a little on my own, but I was reading at an incredibly slow rate. In 8th grade, I got hold of all the speed reading books I could get my hands on. I read them all very slowly at the time. I even went out and took a course on speed reading. Then I developed my own system which was easier and produced quicker results. I started practicing these

techniques every day, and as I started to read faster, my understanding increased. I found that I stopped daydreaming and thinking about other things while I was reading, and started getting the larger meaning. I was reading faster and comprehending better.

I found that when you read slowly, word by word, you get lost in the words, lose the bigger picture, and your comprehension drops. When you read faster, your concentration actually increases and your comprehension goes up because instead of getting lost in the words, you see the overall picture. ■

81. The main difficulty the writer had in reading in her 7th grade was that \_\_\_\_\_.
- A. she often forgot her school reading assignments
  - B. she had difficulty reading with comprehension
  - C. she had a poor vocabulary and very bad grammar
  - D. she always looked elsewhere when asked to read
82. The writer would pretend to be reading in the last 10 minutes of class because \_\_\_\_\_.
- A. she was afraid of being found out
  - B. the reading class was terrible
  - C. she had to do what others were doing
  - D. her mother told her to do so
83. The writer's reading ability improved a great deal mainly because \_\_\_\_\_.
- A. she entered Cornell University
  - B. she took a course on speed reading
  - C. her mother managed to help her out
  - D. she developed her own way of reading
84. From her own experience, the writer found that \_\_\_\_\_.
- A. one's comprehension drops if one reads too slowly
  - B. in order to understand better, one has to read slowly
  - C. one tends to neglect the detailed information if one reads fast

D. many people read fast in order to save time

85. After reading the passage, we can conclude that the writer wrote the passage in order to

\_\_\_\_\_.

A. convince the readers of the importance of higher education

B. tell a story in honor of her mother

C. give a detailed description of different reading skills

D. illustrate the necessity of fast reading

## Passage 2

Learning a foreign language is not a matter of reading some grammar rules and memorising some vocabulary words—although those are important activities not to be ignored. Acquiring a language is learning a skill, not a body of information. It's as much like learning to swim or ride a bike as it is like learning about the Second World War. That is, you must not only understand the ideas and concepts, have information at hand, but also make your body accustomed to using that information in physical activity: in this case the physical activity involved is speaking, listening, writing and reading.

You need, then, not only to memorise and understand, but also to practise!

Here are a few brief suggestions on effective practice/study techniques.

1. Make your mouth or hand do what your mind is learning. Study out loud. Do go to the lab and work on the tapes. Study with a friend,

thus involving yourself in speaking and listening.

Try to write sentences or a short paragraph using the skills you have practised orally.

2. Study day-by-day. You cannot get by in a foreign language course by cramming (临时抱佛脚) at the last minute. You may be able to “learn” vocabulary items that way, but you cannot teach your mouth to use them in sentences.

3. Occasionally go back and review “old” topics and vocabulary. Language learning is cumulative (累积的). You learn new skills on the basis of old ones. The more you “recycle” familiar information and skills, the better you will be able to absorb new ones.

4. Don't be afraid to make mistakes. Self-consciousness (害羞) can be a mighty obstacle (障碍) to learning a language. Perhaps part of the reason small children readily acquire languages is that they are not afraid of making mistakes. ■

86. The first paragraph of the passage has been written to emphasise that \_\_\_\_\_.

A. memorising vocabulary is necessary in language learning

B. learning to swim is quite similar to learning about the Second World War

C. understanding the ideas and concepts is more important than anything else

- D. language learning is a process of acquiring different language skills
87. One of the advantages of studying with a friend is that \_\_\_\_\_.
- A. it makes one talk in a particular language
  - B. it strengthens the friendship between the two friends
  - C. friends can share tapes or other learning materials
  - D. one studies better in a friendly atmosphere
88. Cramming should be avoided while learning a language because \_\_\_\_\_.
- A. it is of little use to study without a clear purpose
  - B. nothing can be learnt through cramming
  - C. anything learnt that way can hardly be put into use
  - D. one may not find enough time to use at the last minute
89. The purpose of reviewing old topics is to \_\_\_\_\_.
- A. build up a good foundation for new skills
  - B. appreciate the good ideas contained in them
  - C. throw away the old, useless information
  - D. avoid making mistakes in the future
90. Which of the following is the best title for the passage?
- A. Why children are capable of learning a language better than grown-ups?
  - B. A few brief suggestions on studying a foreign language
  - C. Why learning a foreign language is more difficult than anything else?
  - D. An introduction to language teaching and learning

## Section Ⅳ Translation

### 1. Complete the following sentences with the help of the Chinese hints.

91. He prefers to go on foot \_\_\_\_\_ (而不愿坐公共汽车).
92. Asking questions \_\_\_\_\_ (并不意味着你不同意该陈述); it simply means you are curious.
93. \_\_\_\_\_ (除非发生奇迹), he will not be back in time.
94. I got the news that \_\_\_\_\_ (他们成功地解决了那个问题).
95. \_\_\_\_\_ (只有这样你才能取得进步) in your English.

## 2. Put the following sentences into English.

96. 语言学习成功与否最终取决于你为之付出的努力。

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97. 必要时你还是需要寻求他人的建议。

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98. 很多语言学习者把自己的失败归咎于教师、环境或者教材。

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99. 想要精通一门语言，你一定要积极参与其中。

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100. 你需要和这门语言密切接触，明白它的规则。

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## 3. Translate the following paragraph into English.

掌握一门语言的方法就是要尽量多地说。一位伟人说过，反复操练是必要的。你越多地将所学到的语言知识运用到实际生活中，语言表达就会变得越自然。要运用一切感官学习英语。你必须听英语、读英语、触摸英语、闻英语，还要尝尝英语的味道。用心去感受英语。让自己沉浸在这门语言中。

## Section ⑤ Writing

In this section, you are required to write a one-paragraph composition entitled “How do I plan my daily activities?”. Complete the paragraph with 5-6 sentences. You may use the words and phrases given below.

goal

make a list of

determine

set aside

factor

enable

be aware of

occupy