

# Test 1

## Who Are You and What Are You Doing Here?

### Part I Vocabulary

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**Directions:** In this part, there are 20 incomplete sentences, each with four suggested answers. Choose the one that best completes the sentence.

- Studies show that you should not tell a child that he/she is “so smart” but instead \_\_\_\_\_ their work.  
A. commence  
B. commend  
C. command  
D. comment
- The grace of a ballerina and the \_\_\_\_\_ of a boxer hammer home the message: The future belongs to those who prepare.  
A. grit  
B. career  
C. duty  
D. skill
- Some people become diehard vegetarians, and they become \_\_\_\_\_ about fresh fruit and veggies and mock their partners for enjoying a good steak or hamburger.  
A. fanatical  
B. frantic  
C. fastidious  
D. freaky
- In recent years, in \_\_\_\_\_ with academic research achievements obtained in universities, academic corruption has come into overspreading increasingly.  
A. connection  
B. coordination  
C. company  
D. correspondence
- A considerable number of new facts \_\_\_\_\_ as a result of the careful investigation.  
A. immersed  
B. immigrated  
C. emigrated  
D. emerged
- Going to an Ivy League school does not guarantee you are a good person, neither does it promise you a \_\_\_\_\_ job.  
A. prospective  
B. dramatic  
C. prestigious  
D. clamorous

7. The century-old red-brick structure and clock tower are where the film's patriotic students \_\_\_\_\_ their plan to assassinate a traitor.  
A. hatch  
B. heel  
C. hike  
D. haul
8. In mountainous regions, much of the snow that falls is \_\_\_\_\_ into ice.  
A. extracted  
B. compressed  
C. compiled  
D. harnessed
9. Some people pointed out that the obsession for Olympic gold should not lessen the remarkable \_\_\_\_\_ of getting an Olympic medal of whatever hue.  
A. asset  
B. effort  
C. creation  
D. feat
10. \_\_\_\_\_ five years later, after a nasty recession, the country began a period of uninterrupted economic expansion matched by no other rich country.  
A. Abruptly  
B. Seldom  
C. Entirely  
D. Barely
11. In fact, as more and more nations and individuals militarize the online world, it seems likely that some major online atom bomb will \_\_\_\_\_ at some point in the near future.  
A. denote  
B. connote  
C. detonate  
D. designate
12. Only processed foods need to advertise what's natural about them, whereas an apple speaks for itself, providing wholesome nutrition without the need for marketing \_\_\_\_\_.  
A. hype  
B. boast  
C. description  
D. exaggeration
13. Generally, people look to \_\_\_\_\_ clues for gathering intelligence on you, and a big one is just someone's appearance and demeanor.  
A. insidious  
B. salient  
C. concealed  
D. popular
14. The firemen had to break down the wall in order to gain quick access \_\_\_\_\_ the house on fire.  
A. to  
B. of  
C. towards  
D. into
15. The reform will focus on increasing residents' income, narrowing the income distribution \_\_\_\_\_ and regulating the distribution order.  
A. similarity  
B. agreement  
C. uniformity  
D. disparity
16. We have heard a lot about how globalization exerts negative pressures on small cultures to \_\_\_\_\_.  
A. simulate  
B. draw  
C. assimilate  
D. attract

17. Before signing a contract, one should read it carefully, including the fine print; it requires one to act \_\_\_\_\_.  
 A. negligently B. slovenly  
 C. fussily D. discreetly
18. Many Eurasian countries face \_\_\_\_\_ tasks in developing their economies, improving people's living standards and maintaining stability.  
 A. prudent B. triumphant  
 C. discreet D. arduous
19. A decade ago researchers assumed that cells are smart: If we put the correct cell types \_\_\_\_\_ one another, they would "figure out" what to do to form their native tissues.  
 A. in proximity to B. in proportion to  
 C. in respect of D. in line with
20. A dog study shows dogs have a strong \_\_\_\_\_ to inequity when they spot that they are unfairly treated compared with other dogs.  
 A. reversion B. aversion  
 C. disillusion D. depression

## Part II Correctness and Effectiveness of Expression

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**Directions:** In this part, there are 10 sentences, each with an underlined part. Choose the answer that can replace the underlined part. Your choice should result in a correct and most effective sentence—clear and precise, without awkwardness or ambiguity.

1. To help freshmen and sophomores in selecting their courses, candid reviews of courses and instructors were compiled by juniors and seniors.
  - A. candid reviews of courses and instructors being complied by juniors and seniors
  - B. and to compile candid reviews of courses and instructors by juniors and seniors
  - C. juniors and seniors have compiled candid reviews of courses and instructors
  - D. with juniors and seniors compiling candid reviews of courses and instructors
2. The landscape artist who designed New York City's Central Park believed that providing scenic settings accessible to all would not only benefit the public's physical and mental health and also foster a sense of democracy.
  - A. as it also fosters a sense of democracy
  - B. but also foster a sense of democracy
  - C. and foster a sense of democracy also
  - D. and so that foster a sense of democracy also
3. Experts disagree about what is the definition of intelligence and how to measure it.
  - A. how to define and measure intelligence
  - B. how to define intelligence, and also its measurement
  - C. defining intelligence as well as measurement
  - D. the definition of intelligence and measuring it
4. James Barrie, the author of *Peter Pan* and other plays, is noted for portraying adulthood as unpleasant and childhood is glorified.
  - A. childhood as being glorious
  - B. childhood as glorious
  - C. childhood glorified
  - D. glorified childhood
5. Medical insurance coverage that requires high monthly premiums and that is beyond the financial means of many people.
  - A. that requires high monthly premiums and it is
  - B. requiring high monthly premiums are
  - C. with the requirements of high monthly premiums are
  - D. that requires high monthly premiums is

6. A poetic form congenial to Robert Browning was the dramatic monologue, it let him explore a character's mind without the simplifications demanded by stage productions.
  - A. monologue, which let him explore
  - B. monologue that lets him explore
  - C. monologue; letting him explore
  - D. monologue by letting him do exploration of
7. The main reasons students give for failing to participate in the political process is that they have demanding assignments and work at part-time jobs.
  - A. are demanding assignments and they work
  - B. is having demanding assignments and having to work
  - C. are that they have demanding assignments and that they work
  - D. are demanding assignments, in addition to working
8. Wild bears, when surprised in their natural habitats, can be violent, the best course of action is to avoid bears altogether.
  - A. Wild bears, surprising in their natural habitats, can be violent, therefore
  - B. Wild bears, when surprised in their natural habitats, can be violent, however
  - C. When wild bears, surprised in their natural habitats, can be violent
  - D. Because wild bears, when surprised in their natural habitats, can be violent
9. Because the pioneers had to travel across hostile lands, encountering weather, illness and injury is the reason why many were reluctant to make the journey.
  - A. Because the pioneers had to travel across hostile lands, encountering weather, illness and injury,
  - B. Pioneers had to travel across hostile lands, encountering weather, illness and injury and is the reason why
  - C. As a result of having to travel across hostile lands, encountering weather, illness and injury
  - D. The fact that the pioneers had to travel across hostile lands, encountering weather, illness and injury is why
10. Gabriel García Márquez's novel *One Hundred Years of Solitude* had the same influence as James Joyce's *Ulysses* also did: Both books changed the way we approach literature.
  - A. as that which James Joyce's *Ulysses* also did
  - B. like that which James Joyce's *Ulysses* did
  - C. as James Joyce's *Ulysses* did
  - D. like that of James Joyce's *Ulysses* did

## Part III Reading Comprehension

**Directions: In this part, there are two passages followed by some questions or unfinished statements. Choose the best answer to each of them.**

### Passage 1

The debate over homogeneous ability grouping or “leveling” in America’s schools has moved to the forefront of education reform. Although many consider education to be the great equalizing force of the nation, the disparities that may arise from this practice trouble teachers, administrators, and parents alike. Students, regardless of their race, ethnicity, or socio-economic background, learn the same basic subjects: not only genetics, geometry and geography, but also how to function responsibly in the outside world. But not all students learn at the same rate and not all classes are taught with the same vigor. The practice of leveling is employed to group students together based on past achievement, motivation, and intelligence. Questions, such as how we define intelligence and how we measure an individual’s innate talents in a system dominated by rigid guidelines, have spurred heated debate in faculty rooms and educational think tanks throughout academia.

Currently, the vast majority of school systems engage in this sort of homogeneous grouping. Students are placed in their primary classes—math, science, English and social studies—with students of similar aptitude, based on batteries of standardized tests, teacher recommendations, and pressure from parents who lobby to get their children into the top-level classes. Critics argue that most homogeneous grouping occurs along socio-economic lines, and in more diverse communities, along racial and ethnic lines. Still, its proponents point to the successes of honors and advanced placement programs and endorse the notion that when students are with others who are equally motivated and bright, they are more likely to succeed in their studies. Lower-achieving students, it is argued, can receive specific attention in a classroom that is designed to meet the challenges, both disciplinary and academic, of their particular needs.

Advocates for de-leveling, or heterogeneous grouping, argue that by mixing students of different abilities into one classroom, schools can provide a more thorough and efficient education for all and better replicate the dynamics of the real world. Heterogeneous grouping requires that teachers be trained in differentiated instruction that would enable them to motivate the brightest students while simultaneously providing enrichment for the neediest students. Detractors fear that high-achieving students will be held back from reaching their full potential unless they are grouped together with those who exhibit the same motivation and will to succeed. De-leveling, this camp argues, waters down the curriculum and forces teachers to struggle to meet the needs of too broad a spectrum of learners.

History shows us that heterogeneous grouping has a precedent in the humble beginnings of America’s schools. The archaic one-room schoolhouse, with its red clapboard exterior, nestled

in the rural outskirts, conjures up images of simpler days when students of many age groups and abilities were clustered together to learn the fundamentals. It can also be argued that the 1954 *Brown v. Board of Education of Topeka* Supreme Court decision, which stated that separate but equal public facilities violated the spirit of the Constitution, should be applied to ability grouping. This decision had a profound effect on the education system and ushered in an era of de-segregation. Today, advocates for de-leveling evoke the *Brown* decision to assert that the mere practice of separating students based on ability creates *de facto* segregation, especially in districts with diverse student populations.

What is often lost in this charged debate is the idea that the very structure of school might be outdated. We assume that students learn best in a setting that is compartmentalized into isolated subject areas and predicated on an unyielding time structure. In a typical day, a student, like a Pavlovian dog, reacts to the sound of a bell and moves from one discipline to another without making any connection to how his time in Math class relates to his time in History class. Perhaps an interdisciplinary approach to learning, one in which students are encouraged to draw correlations among subject areas, would alleviate some of the disparities that exist in our schools.

1. It can be reasonably inferred from the third paragraph that \_\_\_\_\_.
  - A. classroom management issues could emerge in a de-leveled school
  - B. low-achieving students receive more attention in mixed classes than in other classes
  - C. academic performance is affected by the behavior of students
  - D. high-achieving students cannot function when classes are mixed
2. Advocates for homogeneous grouping would most likely agree with all of the following EXCEPT \_\_\_\_\_.
  - A. de-leveling would cause a watering down of the curriculum
  - B. needy students are best served when they are grouped together
  - C. teachers are not equipped to cope with grouping that is based on ability
  - D. honors programs provide bright students with positive challenges
3. The argument that students do not benefit from heterogeneous grouping would be most weakened if \_\_\_\_\_.
  - A. grades for all students in schools increase when they are encouraged to succeed
  - B. mixed groups of students score higher on tests than non-mixed groups of students
  - C. students find homogenous grouping to be a superior classroom experience
  - D. the dynamics of the world outside of school is marked by heterogeneous groups
4. The author uses the example of a “Pavlovian dog” in the last paragraph to suggest \_\_\_\_\_.
  - A. subject areas such as Math and History have little in common
  - B. students are conditioned to respond to a predetermined schedule
  - C. interdisciplinary learning removes free will from the educational experience
  - D. rigid time management provides students with structure and discipline

5. The author's tone in the passage can be best characterized as \_\_\_\_\_.  
 A. persuasive  
 B. forceful  
 C. irresolute  
 D. balanced

## Passage 2

In 18th-century France and England, reformers rallied around egalitarian ideals, but few reformers advocated higher education for women. Although the public decried women's lack of education, it did not encourage learning for its own sake for women. In spite of the general prejudice against learned women, there was one place where women could exhibit their erudition: the literary salon. Many writers have defined the woman's role in the salon as that of an intelligent hostess, but the salon had more than a social function for women. It was an informal university, too, where women exchanged ideas with educated persons, read their own works and heard those of others, and received and gave criticism.

In the 1750s, when salons were firmly established in France, some English women, who called themselves "Bluestockings," followed the example of the *salonnières* (salon hostesses) and formed their own salons. Most Bluestockings did not wish to mirror the *salonnières*; they simply desired to adapt a proven formula to their own purpose—the elevation of women's status through moral and intellectual training. Differences in social orientation and background can account perhaps for differences in the nature of French and English salons. The French salon incorporated aristocratic attitudes that exalted courtly pleasure and emphasized artistic accomplishments. The English Bluestockings, originating from a more modest background, emphasized learning and work over pleasure. Accustomed to the regimented life of court circles, *salonnières* tended toward formality in their salons. The English women, though somewhat puritanical, were more casual in their approach.

At first, the Bluestockings did imitate the *salonnières* by including men in their circles. However, as they gained cohesion, the Bluestockings came to regard themselves as a women's group and to possess a sense of female solidarity lacking in the *salonnières*, who remained isolated from one another by the primacy each held in her own salon. In an atmosphere of mutual support, the Bluestockings went beyond the salon experience. They traveled, studied, worked, wrote for publication, and by their activities challenged the stereotype of the passive woman. Although the *salonnières* were aware of sexual inequality, the narrow boundaries of their world kept their intellectual pursuits within conventional limits. Many *salonnières*, in fact, camouflaged their nontraditional activities behind the role of hostess and deferred to men in public.

Though the Bluestockings were trailblazers when compared with the *salonnières*, they were not feminists. They were too traditional, too hemmed in by their generation to demand social and political rights. Nonetheless, in their desire for education, their willingness to go beyond the confines of the salon in pursuing their interests, and their championing of unity among women, the



Bluestockings began the process of questioning women's role in society.

1. According to the passage, a significant distinction between the *salonnières* and the Bluestockings was in the way each group regarded \_\_\_\_\_.
  - A. the value of acquiring knowledge
  - B. the role of pleasure in the activities of the literary salon
  - C. the desirability of a complete break with societal traditions
  - D. the attainment of full social and political equality with men
2. Which of the following statements is most compatible with the principles of the *salonnières* as described in the passage?
  - A. Women should aspire to be not only educated but independent as well.
  - B. Men should be excluded from groups of women's rights supporters.
  - C. Devotion to pleasure and art is justified in itself.
  - D. The duty of the educated women is to provide an active political model for less educated women.
3. The passage suggests that the Bluestockings might have had a more significant impact on society if it had not been for \_\_\_\_\_.
  - A. the competitiveness among their salons
  - B. their emphasis on individualism
  - C. the limited scope of their activities
  - D. their unwillingness to defy aggressively the conventions of their age
4. Which of the following could best be considered a 20th-century counterpart of an 18th-century literary salon as it is described in the passage?
  - A. A social sorority.
  - B. A community center.
  - C. A lecture course on art.
  - D. A humanities study group.
5. To an assertion that the Bluestockings were feminists, which of the following would the author most probably respond with?
  - A. Admitted uncertainty.
  - B. Qualified disagreement.
  - C. Unquestioning approval.
  - D. Strong disparagement.

## Part IV General Knowledge

**Directions: There are 10 multiple-choice questions in this section. Mark the best answer to each question.**

- All the following are in the United Kingdom EXCEPT \_\_\_\_\_.  
A. Buckingham Palace  
B. St. Paul's Cathedral  
C. Westminster  
D. Salt Lake City
- The United Kingdom is also known by its official name the United Kingdom of \_\_\_\_\_.  
A. Great Britain and England  
B. Great Britain  
C. British Isles  
D. Great Britain and Northern Ireland
- The second longest and most important river in Britain is \_\_\_\_\_.  
A. the Severn River  
B. River Clyde  
C. the Thames River  
D. the Mersey River
- The poem *I Heard a Fly Buzz When I Died* was written by \_\_\_\_\_.  
A. Walt Whitman  
B. Emily Dickinson  
C. William Butler Yeats  
D. T. S. Eliot
- All of the following are works by Nathaniel Hawthorne EXCEPT \_\_\_\_\_.  
A. *To Helen*  
B. *The Scarlet Letter*  
C. *Mosses from an Old Manse*  
D. *The House of the Seven Gables*
- Theodore Dreiser was one of America's greatest \_\_\_\_\_ writers.  
A. Realistic  
B. Naturalistic  
C. Modernistic  
D. Romantic
- Language is \_\_\_\_\_ in the sense that there is no intrinsic connection between a linguistic symbol and what the symbol stands for.  
A. arbitrary  
B. dualistic  
C. pragmatic  
D. vocal
- Which of the following does NOT belong to the Indo-European family?  
A. French.  
B. Chinese.  
C. Bengali.  
D. Polish.
- Who made the distinction between *langue* and *parole*?  
A. Saussure.  
B. Halliday.  
C. Lyons.  
D. Chomsky.

10. Linguistics gives priority to the spoken language instead of the written language because \_\_\_\_\_.
- A. vocal sounds are derived from writing systems
  - B. spoken language precedes written language only in Indo-European
  - C. people have recording devices to study speech
  - D. speaking precedes writing everywhere in the world

## Part V Proofreading and Error Correction

**Directions:** The following passage contains TEN errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proofread the passage and correct it.

By about age 12, students who feel threatened by mathematics start to avoid math courses, do poorly in the few math classes they do take, and earn low scores on math-achievement tests. Some scientists have theorized that kids having little math aptitude in the first place justifiable dread grappling with numbers. Moreover, it is not that simple, at least for college student, according to a study in the June edition of *Journal of Experimental Psychology: General*. According to the study, people intrusive worries about math temporarily disrupt mental processes needing for doing arithmetic and drag down math competence, report Mark H. Ashcraft and Elizabeth P. Kirk, both psychologists at Cleveland (Ohio) State University. Math anxiety exerts this effect by making them difficult to hold new information in mind while simultaneously manipulate it, the researchers hold. Psychologists regard this capacity, known as work memory, as crucial to dealing with numbers. “Math anxiety soaks in working memory resources and makes it hard to learn mathematics, probably beginning in middle school,” Ashcraft says.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## Part VI Translation

### Section A

**Directions: Translate the underlined part of the following text into English.**

不同国家、不同民族的文化，需要相互尊重、相互包容和相互学习。今天的中国，有 3 亿人在学英语，有 100 多万青年在国外留学。我们的电视、广播、出版等新闻传媒，天天都在介绍世界各地的文化艺术。正因为我们善于在交流中学习，在借鉴中收获，才有今天中国的繁荣和进步。

进入 21 世纪，经济全球化、信息化已经把世界连成一体，文化的发展将不再是各自封闭的，而是在相互影响中多元共存。一个国家、一个民族对人类文化贡献的大小，越来越取决于其吸收外来文化的能力和自我更新的能力。中国将永远坚持开放兼容的方针，既珍视传统，又博采众长，用文明的方式、和谐的方式实现经济繁荣和社会进步。

## Section B

**Directions: Translate the underlined part of the following text into Chinese.**

When one seriously studies the social orders that have had the opportunity to develop autonomously, the figure becomes no more than an exact and matter-of-fact observation. The life history of the individual is first and foremost an accommodation to the patterns and standards traditionally handed down in his community. From the moment of his birth, the customs into which he is born shape his experience and behavior. By the time he can talk, he is the little creature of his culture, and by the time he is grown and able to take part in its activities, its habits are his habits, its beliefs his beliefs, its impossibilities his impossibilities. Every child that is born into his group will share them with him, and no child born into one on the opposite side of the globe can ever achieve the thousandth part. There is no social problem that is more incumbent upon us to understand than this of the role of customs. Until we are intelligent as to its laws and varieties, the main complicated facts of human life must remain unintelligible.

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