

华中科技大学 2020~2021 学年第一学期

“新生摸底考试” 试卷

Section I Writing (30 Minutes)

Directions: For this part, you are allowed thirty minutes to write a composition of no less than 120 words. Your composition is on the title ***My Expectations on the University Life***. You should base your composition on the outline below. Please remember to write your composition on ***the Answer Sheet***. (此部分答案请写在主观答题纸上)

My Expectations on the University Life

1. 大学生活翻开了人生的新篇章。
2. 我对大学生活的期待。
3. 我将如何实现这些期待。

Section I Listening Comprehension (40 分)

Directions: In this section, you will hear 2 conversations and 3 lectures. Each conversation or lecture will be spoken only once. After each conversation or lecture, you will answer some questions based on what is stated or implied by the speakers. Then on ***the Answer Card***, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen with a single line through the center.

Conversation 1

Questions 1-5 are based on Conversation 1 you have just heard.

1. A) She is having trouble finding topic for the term paper.
B) She needs his help to find resource materials.
C) She wants to ask him for an extension on a paper.
D) She wants him to approve her plans for a term paper.
2. A) She often has trouble understanding what other students are saying.
B) She is trying to change the way she speaks.
C) She is aware that her own dialect differs from those of her roommates.
D) She spent her childhood in various places where different dialects are spoken.
3. A) It is a largely subconscious process.
B) It is a process that applies only to some details.
C) It is a very uncommon phenomenon.
D) It is a topic that has not been explored extensively.
4. A) Read some articles he has recommended.
B) Present her proposal before the entire class.
C) Submit a design plan for the project.

- D) Listen to recordings of different dialects.
5. A) He thinks the topic goes beyond his expertise.
B) He thinks the topic is too broad for the student to manage.
C) He thinks the topic is not relevant for a linguistics class.
D) He thinks other students may have chosen the same topic.

Conversation 2

Questions 6-10 are based on Conversation 2 you have just heard.

6. A) To ask about a university policy regarding dorm rooms.
B) To report excessive noise in her dorm.
C) To report that room temperatures are too high in her room.
D) To inquire about the status of a request she had made for a repair.
7. A) By using an electric heater.
B) By staying in a different building.
C) By sleeping in another room in her building.
D) By exchanging rooms with a friend.
8. A) The custodian is not usually responsible for making repairs.
B) The custodian did not follow correct procedures.
C) The custodian needs permission before making repairs.
D) The custodian had reported the problem earlier.
9. A) To suggest that an electric heater is not yet necessary.
B) To show that he understands the woman's frustration.
C) To encourage the woman to move to another room.
D) To explain why it may take time to fix the woman's problem.
10. A) He will fill out a maintenance request form for her.
B) He will send a maintenance team to her room soon.
C) He will order a new heater for her room right away.
D) He will allow her to change rooms temporarily.

Lecture 1

Questions 11-15 are based on Lecture 1 you have just heard.

11. A) Different views of a type of sculpture popular in ancient Roman times.
B) Evidence that Romans had outstanding artistic ability.
C) The differences between Greek sculpture and Roman sculpture.
D) The relationship between art and politics in ancient Roman times.
12. A) The Roman public was not interested in original works of art.
B) The Roman government did not support other forms of art.
C) Roman artists did not have sufficient skill to create original sculpture.

- D) Romans wanted to imitate the art they admired.
13. A) The copies represented the idea that Roman society was similar to Greek society.
B) The copies introduced the citizens of the Roman Empire to Greek history.
C) The copies were inferior to the original statues.
D) The copies had both artistic and political functions.
14. A) To show the similarity between the likenesses of the emperor in statues and on coins.
B) To illustrate the Roman policy of distributing the emperor's image throughout the empire.
C) To imply that the citizens of the Roman Empire became quite wealthy.
D) To suggest that the Romans also copied Greek art on their coins.
15. A) Art historians frequently change their views.
B) The contemporary view is not easy to understand.
C) It is not difficult to determine why the Romans copied Greek sculptures.
D) The view of traditional art historians is probably incorrect.

Lecture 2

Questions 16–20 are based on Lecture 2 you have just heard.

16. A) To explain the government's role in the regulating assisted migration.
B) To discuss ways in which plants and animals adapt to climate change.
C) To discuss a controversial approach to conserving plant and animal species.
D) To describe a recently discovered consequence of global warming.
17. A) The diminishing amount of undeveloped land that species can migrate through.
B) The relative lack of nutrients available in cooler latitudes and higher elevations.
C) The increase in alternations between cool and warm periods.
D) Competition from other species in certain native habitats.
18. A) Translocated species sometimes die out from lack of food.
B) Translocated species may spread too quickly in their new environment.
C) Several techniques are available to achieve assisted migration.
D) Animal species are often easier to translocate than plant species are.
19. A) There are aspects of species interdependency that are unknown.
B) Some species evolve in ways that help them survive in new habitats.
C) It is difficult to know how far to move a network of species from its native habitat.
D) Many assisted-migration plans should involve the translocation of just one species.

- 20. A) The government should continue to encourage assisted migration.
- B) The government has created policies that have proved unhelpful.
- C) The government should follow the example set by other countries.
- D) The government needs to increase its involvement in the issue.

Lecture 3

Questions 21-25 are based on Lecture 3 you have just heard.

- 21. A) To give reasons for the rise in popularity of tea drinking in England.
 - B) To trace the historical development of tea drinking around the world.
 - C) To contrast Asian tea drinking practices with European ones.
 - D) To show why tea drinking developed into a formal cultural ritual.
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- 22. A) She is pleased that it was a scientist that made the discovery.
 - B) She believes that the story of the Chinese emperor is historically accurate.
 - C) She doubts that tea drinking actually had its origin in China.
 - D) She thinks that the true origin of tea drinking may never be known.
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- 23. A) The tea trade led to more efficient business practices in each country.
 - B) Tea drinking improved the health of people in all three countries.
 - C) Tea drinking became a part of each country's cultural identity.
 - D) The use of tea supported the existing class structure of each country.
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- 24. A) It was of poor quality.
 - B) Most people could not afford it.
 - C) Most people thought it was dangerous.
 - D) People did not know what to do with it.
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- 25. A) They somewhat exaggerate the importance of the tea trade in that century.
 - B) They show that demand for tea remained low until the end of the century.
 - C) They are inaccurate because so much tea was imported illegally.
 - D) They provide proof that the tea trade led to periods of economic crisis.

Section III Reading Comprehension (40 分)

Directions: There are four 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. Then on the Answer Card, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen with a single line through the center.

Passage 1

Questions 26 to 30 are based on the following passage.

What can be done about mass unemployment? All the wise heads agree: there're no quick or easy answers. There's work to be done, but workers aren't ready to

do it—they're in the wrong places, or they have the wrong skills. Our problems are "structural (结构性的)" and will take many years to solve.

But don't bother asking for evidence that justifies this bleak view. There isn't any. On the contrary, all the facts suggest that high unemployment in America is the result of inadequate demand. Saying that there're no easy answers sounds wise, but it's actually foolish: our unemployment crisis could be cured very quickly if we had the intellectual clarity and political will to act. In other words, structural unemployment is a fake problem, which mainly serves as an excuse for not pursuing real solutions.

The fact is job openings have plunged in every major sector, while the number of workers forced into part-time employment in almost all industries has soared. Unemployment has surged in every major occupational category. Only three states, with a combined population not much larger than that of Brooklyn, have unemployment rates below 5%. So the evidence contradicts the claim that we're mainly suffering from structural unemployment. Why, then, has this claim become so popular?

Part of the answer is that this is what always happens during periods of high unemployment—in part because experts and analysts believe that declaring the problem deeply rooted, with no easy answers, makes them sound serious.

I've been looking at what self-proclaimed experts were saying about unemployment during the Great Depression; it was almost identical to what Very Serious People are saying now. Unemployment cannot be brought down rapidly, declared one 1935 analysis, because the workforce is "unadaptable and untrained. It cannot respond to the opportunities which industry may offer." A few years later, a large defense buildup finally provided a fiscal stimulus (刺激) adequate to the economy's needs and suddenly industry was eager to employ those "unadaptable and untrained" workers.

But now, as then, powerful forces are ideologically opposed to the whole idea of government action on a sufficient scale to jump-start the economy. And that, fundamentally, is why claims that we face huge structural problems have been multiplying: they offer a reason to do nothing about the mass unemployment that is crippling our economy and our society.

So what you need to know is that there's no evidence whatsoever to back these claims. We aren't suffering from a shortage of needed skills; we're suffering from a lack of policy resolve. As I said, structural unemployment isn't a real problem, it's an excuse—a reason not to act on America's problems at a time when action is desperately needed.

26. What does the author think is the root cause of mass unemployment in America?

- A) Corporate mismanagement.
- B) Insufficient demand.
- C) Technological advances.
- D) Workers' slow adaptation.

27. What does the author think of the experts' claim concerning unemployment?

- A) Self-evident.
- B) Thought-provoking.
- C) Irrational.
- D) Groundless.

28. What does the author say helped bring down unemployment during the Great Depression?

- A) The booming defense industry. B) The wise heads' benefit package.
C) Nationwide training of workers. D) Thorough restructuring of industries.

29. What has caused claims of huge structural problems to multiply?

- A) Powerful opposition to government's stimulus efforts.
B) Very Serious People's attempt to cripple the economy.
C) Evidence gathered from many sectors of the industries.
D) Economists' failure to detect the problems in time.

30. What is the author's purpose in writing the passage?

- A) To testify to the experts' analysis of America's problems.
B) To offer a feasible solution to the structural unemployment.
C) To show the urgent need for the government to take action.
D) To alert American workers to the urgency for adaptation.

Passage 2

Questions 31 to 35 are based on the following passage.

Global warming is causing more than 300,000 deaths and about \$125 billion in economic losses each year, according to a report by the Global Humanitarian Forum, an organization led by Kofi Annan, the former United Nations secretary general. The report, to be released Friday, analyzed data and existing studies of health, disaster, population and economic trends. It found that human-influenced climate change was raising the global death rates from illnesses including malnutrition (营养不良) and heat-related health problems.

But even before its release, the report drew criticism from some experts on climate and risk, who questioned its methods and conclusions.

Along with the deaths, the report said that the lives of 325 million people, primarily in poor countries, were being seriously affected by climate change. It projected that the number would double by 2030.

Roger Pielke Jr., a political scientist at the University of Colorado, Boulder, who studies disaster trends, said the Forum's report was "a methodological embarrassment" because there was no way to distinguish deaths or economic losses related to human driven global warming amid the much larger losses resulting from the growth in populations and economic development in vulnerable (易受伤害的) regions. Dr. Pielke said that "climate change is an important problem requiring our utmost attention." But the report, he said, "will harm the cause for action on both climate change and disasters because it is so deeply flawed."

However, Soren Andreasen, a social scientist at Dalberg Global Development Partners who supervised the writing of the report, defended it, saying that it was clear that the numbers were rough estimates. He said the report was aimed at world leaders, who will meet in Copenhagen in December to negotiate a new

international climate treaty.

In a press release describing the report, Mr. Annan stressed the need for the negotiations to focus on increasing the flow of money from rich to poor regions to help reduce their vulnerability to climate hazards, while still curbing the emissions of the heat-trapping gases. More than 90% of the human and economic losses from climate change are occurring in poor countries, according to the report.

31. What is the finding of the Global Humanitarian Forum?

- A) Global temperatures affect the rate of economic development.
- B) Rates of death from illness have risen due to global warming.
- C) Malnutrition has caused serious health problems in poor countries.
- D) Economic trends have to do with population and natural disasters.

32. What do we learn about the Forum's report from the passage?

- A) It was challenged by some climate and risk experts.
- B) It aroused a lot of interest in the scientific circles.
- C) It was warmly received by environmentalists.
- D) It caused a big stir in developing countries.

33. What does Dr. Pielke say about the Forum's report?

- A) Its statistics look embarrassing.
- B) It is invalid in terms of methodology.
- C) It deserves our closest attention.
- D) Its conclusion is purposely exaggerated.

34. What is Soren Andreasen's view of the report?

- A) Its conclusions are based on carefully collected data.
- B) It is vulnerable to criticism if the statistics are closely examined.
- C) It will give rise to heated discussions at the Copenhagen conference.
- D) Its rough estimates are meant to draw the attention of world leaders.

35. What does Kofi Annan say should be the focus of the Copenhagen conference?

- A) How rich and poor regions can share responsibility in curbing global warming.
- B) How human and economic losses from climate change can be reduced.
- C) How emissions of heat-trapping gases can be reduced on a global scale.
- D) How rich countries can better help poor regions to cope with climate hazards.

Passage 3

Questions 36 to 40 are based on the following passage.

Reading award-winning literature may boost your ability to read other people, a new study suggests. Researchers at the New School for Social Research, in New York City, found that when they had volunteers read works of acclaimed "literary fiction", it seemed to temporarily improve their ability to interpret other people's emotions. The same was not true of nonfiction or popular" fiction, the

mystery, romance and science-fiction books that often dominate bestseller lists.

Experts said the findings, reported online in *Science*, suggest that literature might help people to be more perceptive and engaged in their lives.

“Reading literary fiction isn’t just for passing the time. It’s not just an escape,” said Keith Oatley, a professor of cognitive psychology at the University of Toronto. It also enables us to better understand others, and then take that into our daily lives.

Oatley was not involved in the new research, but worked on some of the first studies to suggest that reading literature can boost people’s empathy for others. His team has found that those who read a lot of fiction tend to show greater empathy on standard tests, but the same is not true of avid nonfiction fans.

But, the study by Oatley and his team cannot prove that literature boosts empathy—empathetic folks may just be drawn to reading fiction, whereas the new study does offer some “cause-and-effect” evidence, Oatley said. For the study, researchers set up a series of five experiments in which participants read either literary fiction, popular fiction, nonfiction or nothing at all before taking some standard tests. One of the tests is known as “Reading the Mind in the Eyes”. People have to look at photos of actors’ eyes, and then guess what emotion is being expressed in each. The test is considered a measure of empathy. Overall, study participants fared better on the test after reading literary fiction, versus the other three conditions.

It was a small improvement, according to the principal researcher David Comer Kidd, “It’s not like taking people from a (grade) ‘C’ to an ‘A’,” he said. But, Kidd added, the effect was seen after only about 10 minutes’ reading, and it was a statistically strong finding, meaning it’s unlikely to have been due to chance.

“Literary” fiction has no hard-and-fast definition. So Kidd and his colleagues chose contemporary works that have won or been finalists for outstanding literary awards. They included “The Round House” by Louise Erdrich, “Salvage the Bones”, by Jesmyn Ward and the short story “Corrie” by Alice Munro. And “popular” fiction included best-sellers like “Gone Girl” by Gillian Flynn, and Danielle Steel’s “The Sins of the Mother”.

What’s so special about literary fiction? “For one, it’s usually more focused on characters than on plot,” Kidd noted. But beyond that, he said, there is usually no single “authoritative narrator” who takes us through the story. “It demands that the reader almost become a writer and fill in the gaps. You really have to think about the characters,” Kidd said.

Oatley agreed. “Alice Munro doesn’t tell you what to think,” he said. “You, yourself, have to make inferences about characters. And that’s often what we’re doing in our real-life conversations.” Or at least that’s what people could do.

Reading literary fiction could also offer a way to “practice” your social skills and use them more in real life, according to another researcher not involved in the study. “It’s like how pilots train in a flight simulator,” said Raymond Mar, an associate professor of psychology at York University, in Toronto,

who has collaborated with Oatley. "This is a great study," Mar said of the new study. But he added that the overall research in this area is "still in its infancy" and one key question is whether literary fiction really is better than other fiction.

Mar and his colleagues recently found that fans of romance novels tended to do best on tests of empathy. Unlike the current study, Mar's study did not test people after having them read different types of fiction. So it's possible that there is something else about romance-novel readers that makes them more understanding of others.

Still, according to Mar, it's too early to tell people to trade in their Danielle Steel for Alice Munro, at least if the goal is boosting empathy.

It's also possible that plays, movies or even TV shows could build your empathy muscles, according to Kidd. But reading may be special, he said, because it provides no visuals and you have to engage your imagination more.

Everyone agreed that the findings suggest literature is important beyond entertainment or improving vocabulary. "There's a common belief that reading literature is frivolous, or not practical," Mar said. "But there's a growing body of evidence that it's important in skills that we need in our lives."

36. According to the new study, what kind of books are likely to help people better understand others' feelings?

- A) Science fiction
- B) Romance novels.
- C) Literary fiction
- D) Nonfiction.

37. In Paragraph 5, the word "**fared**" means _____ according to the context.

- A) feared
- B) tipped
- C) expressed
- D) performed

38. Which of the following statements is correct according to the passage?

- A) Oatley and his team were involved in the new study about literary fiction
- B) Mar and his team tested people after reading different types of fiction.
- C) Kidd and his team chose prestigious literary works for people to read.
- D) Mar and his team found the same thing as Oatley and his team did,

39. What is special about literary fiction?

- A) It is usually more focused on plot.
- B) There is an authoritative narrator.
- C) It demands readers' ability to infer.
- D) It provides visual aids for readers.

40. Which of the following statements is true about Raymond Mar's study?

- A) The study found that reading literary fiction could boost people's empathy.
- B) The study proved that plays and movies could boost people's empathy.
- C) The study tested people after having them read different types of fiction.
- D) The study showed that romance-novel readers did best on tests of empathy.

Passage 4

Questions 41 to 45 are based on the following passage.

Whether the human body is at rest or in motion, the vast majority of body heat is generated by the metabolic (新陈代谢的) activity of the internal organs. Moving muscles contribute a certain amount of heat, but the amount is small when compared to that contributed by the internal organs. To illustrate, the temperature of the liver is much higher than that of the body in general. The temperature of the internal organs is regulated (调节) by the circulatory system, which keeps the temperature from rising too high by transporting the extra heat away from the internal organs to the skin and lungs. Humans give off this heat into the air by sweating through the skin, the largest organ in the body, and by breathing out through the lungs.

Although the average body temperature of a human being may vary within a certain range, accepted medical wisdom determines that the body temperature of a healthy human adult at rest should be around 98.6 degrees Fahrenheit or 37.0 degrees Celsius. The body works hard to maintain a consistent (恒定的) temperature. Differences in the range of normal body temperatures in humans may be attributed to varying metabolism rates, as a higher or faster metabolism would result in a higher body temperature and a lower or slower metabolism would result in a lower body temperature. Body temperature is also influenced by such factors as time of day. An individual's body temperature is lower in the morning immediately after waking, since metabolism slows during sleep, and higher in the evening, after a full day of activity and eating. In addition, body temperature may vary depending upon the part of the body where the temperature is taken, e.g. mouth, armpit, etc. The easiest way to take a temperature is orally. An oral temperature is expected to be around 37.0 degrees Celsius, the accepted normal body temperature.

Unlike human beings, some animals do not have the benefit of automatic metabolic regulation and must actively maintain their body temperatures through physiological and behavioral adjustments. **Reptiles (爬行动物) are cold-blooded animals.** This means that reptiles are unable to maintain an ideal body temperature without constant adjustments to their surroundings. Thus, a reptile will only expose a small part of its body in the morning, bask in sunlight during midday, and hide under rocks or some other shelter when it starts to overheat. As the day starts to cool or the sun goes down, the reptile will show up again. Thus, by practicing this primitive form of temperature regulation, a reptile is able to maintain some sort of consistent body temperature.

Still other animals, especially those living in colder climates, maintain their body temperatures by minimizing the loss of body heat. For example, these animals have thicker fur to provide greater insulation. Another adaptive mechanism employed by arctic animals is regional heterothermy. Regional heterothermy is the ability to allow less insulated extremities, such as feet (or hooves), legs, or noses, to drop to temperatures much lower than the animal's

core body temperature, sometimes nearly to freezing. Thus, heat loss through the extremities is minimized, and the animal keeps body heat.

Despite all of the wonderful adaptive mechanisms developed by humans and other animals to maintain a consistent internal temperature, there are limits to what both warm and cold-blooded animals can endure and still live, although the range is more extreme for cold-blooded animals than for warm-blooded animals. Once extreme cold sets in, metabolism slows, resulting in decreased heat production. Although the animal uses less energy, it generates less energy as well. The central nervous system is the first to suffer the effects of decreased metabolism, especially the brain and other organs responsible for maintaining consciousness. As the heart rate and respiration slow, the animal experiences an uncontrollable tiredness that grows ever deeper, eventually leading to death.

41. The author mentions the temperature of the liver in order to_____
- A) show the primary source of body heat.
 - B) list different sources of body heat.
 - C) indicate that the internal organs are vital to the human body.
 - D) point out how the muscles deal with extra heat.
42. Why does the author explain the metabolism rates in the passage?
- A) To indicate how hard human body works.
 - B) To describe the range of normal body temperatures in humans.
 - C) To introduce the element influencing body temperature.
 - D) To show the medical wisdom.
43. Why does the author mention "Reptiles are cold-blooded animals." in the passage?
- A) To explain how cold-blooded animals give off extra heat.
 - B) To give an example of animals which do not have automatic metabolic regulation.
 - C) To describe the complex process that certain animals need to go through to maintain their body temperatures.
 - D) To introduce a new theory regarding controlling body temperatures through physiological and behavioral adjustments.
44. What does a reptile need to do in order to maintain its body temperature?
- A) It needs to absorb as much heat as possible during the day.
 - B) It needs to bask in sunlight throughout the day.
 - C) It needs to avoid extreme heat if possible.
 - D) It needs to be active only during the night.
45. Which of the following elements is shared by all animals?
- A) Their range of tolerance to extreme conditions.
 - B) They can maintain their internal temperatures without much effort.
 - C) Their metabolisms dramatically vary when extreme cold sets in.

D) They have limits to what they can endure.

Section IV Cloze (20 分)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D). Choose **ONE** answer that best completes the sentence. Then on the Answer Card, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen with a single line through the center.

Music produces profound and lasting changes in the brain. Schools should add music classes, not cut them. Nearly 20 years ago, a small study advanced the 46 that listening to Mozart's Sonata for Two Pianos in D Major could boost mental functioning. It was not long 47 trademarked "Mozart effect" products began to appeal to anxious parents aiming to put toddlers 48 the fast track to prestigious universities like Harvard and Yale. Georgia's governor even 49 giving every newborn there a classical CD or cassette.

The 50 for Mozart therapy turned out to be weak, perhaps nonexistent, although the 51 study never claimed anything more than a temporary and limited effect. In recent years, 52, scientists have examined the benefits of a concerted 53 to study and practice music, as 54 to playing a Mozart CD or a computer-based "brain fitness" game 55 in a while.

Advanced monitoring 56 have enabled scientists to see what happens 57 your head when you listen to your mother and actually practice the violin for an hour every afternoon. And they have found that music 58 can produce profound and lasting changes that 59 the general ability to learn. These results should 60 public officials that music classes are not a mere decoration, ripe for discarding in the budget crises that constantly 61 public schools.

Studies have shown that 62 instrument training from an early age can help the brain to 63 sounds better, making it easier to stay focused when absorbing other subjects, from literature to mathematics. The musically adept (擅长的) are better able to 64 on a biology lesson despite the noise in the classroom 65, a few years later, to finish a call with a client when a colleague in the next office starts screaming a subordinate. They can attend to several things at once in the mental scratch pad called working memory, an essential skill in this era of multitasking.

- | | | | |
|------------------|---------------|--------------|-----------------|
| 46. A) notice | B) note | C) notion | D) notification |
| 47. A) that | B) until | C) since | D) before |
| 48. A) up | B) by | C) on | D) at |
| 49. A) propelled | B) proposed | C) submitted | D) subjected |
| 50. A) witness | B) evidence | C) symptom | D) context |
| 51. A) subtle | B) elementary | C) sensitive | D) original |
| 52. A) however | B) moreover | C) then | D) therefore |

53. A) effort B) impulse C) object D) attention
54. A) opposed B) accustomed C) realter D) devoted
55. A) quite B) once C) often D) much
56. A) organisms B) techniques C) mechanisms D) mechanics
57. A) upon B) amid C) among D) inside
58. A) subjects B) models C) causes D) lessons
59. A) enhance B) introduce C) accelerate D) elaborate
60. A) contend B) convey C) conceive D) convince
61. A) trouble B) transform C) distract D) disclose
62. A) urgent B) casual C) diligent D) solemn
63. A) proceed B) process C) prefer D) predict
64. A) count B) concentrate C) insist D) depend
65. A) but B) or C) for D) so

66. **分班意向调查:** 外国语学院拟根据摸底考试成绩与学生意向, 为 2020 级学生开设托福班和雅思班。

你的意向是:

- A) 托福班 B) 雅恩班 C) 服从安排, 托福、雅思班均可 D) 不参加

请将你的意向选择按照 A)、B)、C)、D) 四个选项填涂在答题卡 66 题处, 不填涂者视同不参加。

注: 进入该班的学生只接受托福或雅思测试培训, 课堂内不学习《综合英语》教材, 但课外需自学该课程的相关教材并参加全校统一的 2020 级《综合英语》期末考试, 通过后获得学分。