

2011 级本科生转专业考试试题

考试科目: 《英语》(120 分钟)

适用专业: 各专业

(注意: 请将题目 1-60 填写在答题卡上, 作文部分另写在答题纸上)

Part I. Vocabulary and Structure (20 points)

Directions: There are 20 incomplete sentences in this part. For each sentence, there are four choices marked [A], [B], [C] and [D]. Choose the ONE answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

1. By _____ computation, he estimated that the repairs on the house would cost him a thousand dollars.
[A] coarse [B] rude [C] crude [D] rough
2. When trapped in drifting sands, do not struggle, or you will be _____ in deeper.
[A] absorbed [B] pushed [C] heaved [D] sucked
3. If a person talks about his weak points, his listener is expected to say something in the way of _____.
[A] persuasion [B] remedy [C] encouragement [D] compromise
4. A budget of five dollars a day is totally _____ for a trip round Europe.
[A] inadequate [B] incapable [C] incompatible [D] invalid
5. The presidential candidate _____ his position by winning several primary elections.
[A] enforced [B] enriched [C] intensified [D] consolidated
6. Under the guidance of their teacher, the pupils are building a model boat _____ by steam.
[A] towed [B] pressed [C] tossed [D] propelled
7. Fiber-optic cables can carry hundreds of telephone conversations _____.
[A] simultaneously [B] spontaneously [C] homogeneously [D] contemporarily
8. We must look beyond _____ and assumptions and try to discover what is missing.
[A] justifications [B] illusions [C] manifestations [D] specifications
9. When the farmers visited the city for the first time, they were _____ by its complicated traffic system.
[A] evoked [B] bewildered [C] diverted [D] undermined
10. Doctors are often caught in a _____ because they have to decide whether they should tell

their patients the truth or not.

[A] puzzle

[B] perplexity

[C] dilemma

[D] bewilderment

11. 44. Everybody _____ in the hall where they were welcomed by the secretary.

[A] assembled

[B] accumulated

[C] piled

[D] joined

12. Medical doctors sometimes can make mistakes that will cost _____

[A] patients their lives

[B] patient lives

[C] patients for their lives

[D] patients with their lives

13. _____ money, she is quite rich. However this does not mean that she is happy.

[A] Concerning

[B] As to

[C] In terms of

[D] In the light of

14. He was completely _____ by the thief's disguise.

[A] taken away

[B] taken down

[C] taken in

[D] taken through

15. His tastes and habits _____ with those of his wife.

[A] combine

[B] compete

[C] coincide

[D] compromise

16. Why didn't you tell me you could lend me the money? I _____ it from the bank.

[A] haven't needed to borrow

[B] will not need to borrow

[C] needn't have borrowed

[D] didn't need to borrow

17. At last she left her house and got to the airport, only _____ the plane flying away.

[A] having seen

[B] to have seen

[C] saw

[D] to see

18. It was only after some progress _____ in the use and development of electric current that men began to realize the importance and possibilities of magnetism.

[A] was made

[B] would have been made

[C] has been made

[D] had been made

19. _____ that the trade between the two countries reached its highest point.

[A] During the 1960's

[B] It was in the 1960's

[C] That it was in the 1960's

[D] It was the 1960's

20. She didn't regret paying 200 dollars for the bookcase. As a matter of fact, she would gladly have paid _____ for it.

[A] as much twice

[B] much as twice

[C] as twice much

[D] twice as much

Part II. Cloze test (10 points)

Directions: There are 20 blanks in the following passage. For each blank there are four choices.

marked [A], [B], [C] and [D]. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

How should gifted children be identified? Parents may not be able to identify gifted children; they do not have sufficient basis for 21. Their 22 may be 23 by their ambitions. 24, they may be able to 25 details about the child's early development that indicate to the 26 teacher or psychologist the 27 of superior ability.

Teachers who are familiar 28 the characteristics of gifted children and who have a chance to observe children in an informal and challenging environment can give 29 that is 30 in identifying the gifted. Teachers have daily opportunity to observe how skillfully children use language, how quickly they see relations, how 31 they are to things in their environment, how readily they learn, how easily they remember. 32, gifted children usually show outstanding 33 and imagination, sustained attention, and wide interests.

Classroom and playground also offer opportunities to identify children who get along exceptionally well with others and 34 frustrating situations with exceptional maturity. It is most rewarding to study children's 35 in groups. However, teachers have been given little help in using these daily opportunities to identify and educate the 36 gifted.

37 parental observation, teacher observation also has its 38. Some teachers have a tendency to 39 the abilities of docile, obedient, conscientious children. Others fail to recognize potential giftedness that is 40 by emotional conflicts or by boredom with dull routinized, teacher-dominated situations.

- | | | | |
|--------------------|------------------|-----------------|-------------------|
| 21. [A] similarity | [B] exposition | [C] comparison | [D] analysis |
| 22. [A] remark | [B] observations | [C] observatory | [D] investigation |
| 23. [A] distorted | [B] transformed | [C] magnified | [D] exaggerated |
| 24. [A] However | [B] Thus | [C] But | [D] Moreover |
| 25. [A] Complement | [B] furnish | [C] ornament | [D] utilize |
| 26. [A] discerning | [B] alert | [C] watchful | [D] analytical |
| 27. [A] being | [B] possession | [C] occupation | [D] presence |

28.[A] to	[B] with	[C] about	[D] of
29.[A] illustration	[B] testimony	[C] manifestation	[D] evidence
30.[A] valueless	[B] worthless	[C] invaluable	[D] invalid
31.[A] sensitive	[B] sensible	[C] reactive	[D] responsive
32.[A] Nevertheless	[B] Conversely	[C] Likewise	[D] Moreover
33.[A] resourcefulness	[B] resource	[C] industry	[D] potentials
34.[A] deal	[B] resolve	[C] control	[D] handle
35.[A] interaction	[B] communication	[C] reaction	[D] exchange
36.[A] socially	[B] academically	[C] intellectually	[D] sociably
37.[A] Unlike	[B] Like	[C] Likewise	[D] As
38.[A] advantages	[B] pitfalls	[C] privilege	[D] merits
39.[A] overrate	[B] overestimate	[C] overlook	[D] overcharge
40.[A] suppressed	[B] depressed	[C] compressed	[D] oppressed

Part III. Reading Comprehension (40 points)

Directions: There are 4 reading 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 and mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage one

Questions 41 to 45 are based on the following passage.

Being a man has always been dangerous. There are about 105 males born for every 100 females, but this ratio drops to near balance at the age of maturity, and among 70-year-olds there are twice as many women as men. But the great universal of male mortality is being changed. Now, boy babies survive almost as well as girls do. This means that, for the first time, there will be an excess of boys in those crucial years when they are searching for a mate. More important, another chance for natural selection has been removed. Fifty years ago, the chance of a baby (particularly a boy baby) surviving depended on its weight. A kilogram too light or too heavy meant almost certain death. Today it makes almost no difference. Since much of the variation is due to genes, one more agent of evolution has gone.

This is another way to commit evolutionary suicide: stay alive, but have fewer children. Few people are as fertile as in the past. Except in some religious communities, very few women have 15 children. Nowadays the number of births, like the age of death, has become average. Most of us have roughly the same number of offspring. Again, differences between people and the opportunity for natural selection to take advantage of it have diminished. India shows what is happening. The country offers wealth for a few in the great cities and poverty for the remaining tribal peoples. The grand mediocrity of today—everyone being the same in survival and number of offspring—means that natural selection has lost 80% of its power in upper-middle-class India compared to the tribes.

For us, this means that evolution is over; the biological Utopia has arrived. Strangely, it has involved little physical change. No other species fills so many places in nature. But in the past 100,000 years even the past 100 years—our lives have been transformed but our bodies have not. We did not evolve, because machines and society did it for us. Darwin had a phrase to describe those ignorant of evolution: they "look at an organic being as a savage looks at a ship, as at something wholly beyond his comprehension." No doubt we will remember a 20th century way of life beyond comprehension for its ugliness. But however amazed our descendants may be at how far from Utopia we were, they will look just like us.

41. What used to be the danger in being a man according to the first paragraph?

- [A] A lack of mates.
- [B] A fierce competition.
- [C] A lower survival rate.
- [D] A defective gene.

42. Which of the following is true according to the second paragraph?

- [A] Modern people tend to have few children because of irresponsibility
- [B] Women reproducing fifteen children can still be found in some religious communities
- [C] Upper-middle class Indian women are more fertile than tribal women
- [D] Every year the death age amounts to the number of birth now.

43. What does the example of India illustrate?

- [A] Wealthy people tend to have fewer children than poor people.

- [B] Natural selection hardly works among the rich and the poor.
[C] The middle class population is 80% smaller than that of the tribes.
[D] India is one of the countries with a very high birth rate.
44. The author argues that our bodies have stopped evolving because _____

- [A] life has been improved by technological advance
[B] the number of female babies has been declining
[C] our species has reached the highest stage of evolution
[D] the difference between wealth and poverty is disappearing
45. Which of the following would be the best title for the passage?
- [A] Sex Ratio Changes in Human Evolution
[B] Ways of Continuing Man's Evolution
[C] The Evolutionary Future of Nature
[D] Human Evolution Going Nowhere

Passage Two

Questions 46 to 50 are based on the following passage.

Laziness is a sin, everyone knows that. We have probably all had lectures pointing out that laziness is immoral, that it is wasteful, and that lazy people will never amount to anything in life. But laziness can be more harmful than that and it is often caused by more complex reasons than simple wish to avoid work. Some people who appear to be lazy are suffering from much more serious problems. They may be so distrustful of their fellow workers that they are unable to join in any group task for fear of ridicule or fear of having their ideas stolen. These people who seem lazy may be paralyzed by a fear of failure that prevents fruitful work. Or other sorts of fantasies may prevent work; some people are so busy planning, sometimes planning great deals or fantastic achievements, that they are unable to deal with whatever "less" work is on hand. Still other people are not avoiding work; strictly speaking, they are merely rescheduling their day.

Laziness can actually be helpful. Like procrastinators, some people may look lazy when they are really thinking, planning, contemplating, researching. We should all remember that some great scientific discoveries occurred by chance or while someone was "goofing off". Newton wasn't working in the orchard when the apple hit him and he devised the theory of gravity. All of us

would like to have someone "lazy" build the car or stove we buy, particularly if that "laziness" were caused by the workers taking time to check each step of his work and to do his job right. And sometimes, being "lazy"—that is, taking time off for a rest—is good for the overworked student or executive. Taking a rest can be particularly helpful to the athlete who is trying too hard or the doctor who's simply working himself overtime too many evenings, at the clinic. So be careful when you are tempted to call somebody lazy. That person may be thinking, resting, or planning his or her next work.

46. The main idea of this passage is that ____.

- [A] laziness is a moral sin
- [B] there are advantages and disadvantages in being lazy
- [C] laziness is the sign of deep-seated emotional problem
- [D] lazy people do more careful work

47. The passage states that ____.

- [A] laziness is a disease
- [B] some people are lazy because they are insecure
- [C] laziness is more beneficial than harmful
- [D] a good definition of laziness is emotional illness

48. Which of the following conclusion does the passage support?

- [A] The word laziness is sometimes applied incorrectly.
- [B] Most of the time laziness is a virtue.
- [C] Most assembly line workers are lazy.
- [D] Most insecure people are lazy.

49. The word procrastinate means ____.

- | | |
|--------------------|--------------------|
| [A] overwork | [B] put things off |
| [C] set priorities | [D] supervise |

50. The word devised means ____.

- | | | | |
|----------------|----------------|-----------|------------|
| [A] formulated | [B] understood | [C] wrote | [D] proved |
|----------------|----------------|-----------|------------|

Passage three

Questions 51 to 55 are based on the following passage.

Crying is hardly an activity encouraged by society. Tears, be they of sorrow, anger, or joy, typically make Americans feel uncomfortable and embarrassed. The shedder of tears is likely to apologize, even when a devastating (毁灭性的) tragedy was the provocation. The observer of tears is likely to do everything possible to put an end to the emotional outpouring. But judging from recent studies of crying behavior, links between illness and crying and the chemical composition of tears, both those responses to tears are often inappropriate and may even be counterproductive.

Humans are the only animals definitely known to shed emotional tears. Since evolution has given rise to few, if any, purposeless physiological responses, it is logical to assume that crying has one or more functions that enhance survival.

Although some observers have suggested that crying is a way to elicit assistance from others (as a crying baby might from its mother), the shedding of tears is hardly necessary to get help. Vocal cries would have been quite enough, more likely than tears to gain attention. So, it appears, there must be something special about tears themselves.

Indeed, the new studies suggest that emotional tears may play a direct role in alleviating stress. University of Minnesota researchers who are studying the chemical composition of tears have recently isolated two important chemicals from emotional tears. Both chemicals are found only in tears that are shed in response to emotion. Tears shed because of exposure to cut onion would contain no such substance.

Researchers at several other institutions are investigating the usefulness of tears as a means of diagnosing human ills and monitoring drugs.

At Tulane University's Tear Analysis Laboratory Dr. Peter Kastle and his colleagues report that they can use tears to detect drug abuse and exposure to medication (药物), to determine whether a contact lens fits properly or why it may be uncomfortable, to study the causes of "dry eye" syndrome and the effects of eye surgery, and perhaps even to measure exposure to environmental pollutants.

At Columbia University Dr. Liasy Faris and colleagues are studying tears for clues to the diagnosis of diseases away from the eyes. Tears can be obtained painlessly without invading the body and only tiny amounts are needed to perform highly refined analyses.

51. It is known from the first paragraph that _____.

- [A] shedding tears gives unpleasant feelings to American
[B] crying may often imitate people or even result in tragedy
[C] crying usually wins sympathy from other people
[D] one who sheds tears in public will be blamed
52. What does "both those responses to tears" (Line 6, Para. 1) refer to?
[A] Crying out of sorrow and shedding tears for happiness.
[B] The embarrassment and unpleasant sensation of the observers.
[C] The tear shedder's apology and the observer's effort to stop the crying.
[D] Linking illness with crying and finding the chemical composition of tears.
53. "Counterproductive" (Lines 6-7, Para. 1) very probably means " ".
[A] having no effect at all
[B] leading to tension
[C] producing disastrous impact
[D] harmful to health
54. What does the author say about crying?
[A] It is a pointless physiological response to the environment
[B] It must have a role to play in man's survival.
[C] It is meant to get attention and assistance.
[D] It usually produces the desired effect.
55. What can be inferred from the new studies of tears?
[A] Emotional tears have the function of reducing stress.
[B] Exposure to excessive medication may increase emotional tears.
[C] Emotional tears can give rise to "dry eye" syndrome in some cases.
[D] Environmental pollutants can induce the shedding of emotional tears.

Passage four

Questions 56 to 60 are based on the following passage.

It is no secret among athletes that in order to improve performance you've got to work hard. However, hard training breaks you down and makes you weaker. It is rest that makes you stronger. Improvement only occurs during the rest period following hard training. This adaptation is

accomplished by improving efficiency of the heart and certain systems within the muscle cells. During recovery periods these systems build to greater levels to compensate for the stress that you have applied. The result is that you are now at a higher level of performance.

If sufficient rest is not included in a training program, imbalance between excess training and inadequate rest will occur, and performance will decline. The "overtraining syndrome(综合症)" is the name given to the collection of emotional, behavioral, and physical symptoms due to overtraining that has persisted for weeks to months. It is marked by cumulative exhaustion that persists even after recovery periods.

The most common symptom is fatigue. This may limit workouts and may be present at rest. The athlete may also become moody, easily irritated, have altered sleep patterns, become depressed, or lose the competitive desire and enthusiasm for the sport. Some will report decreased appetite and weight loss. Physical symptoms include persistent muscular soreness, increased frequency of viral (病毒性的) illnesses, and increased incidence of injuries.

The treatment for the overtraining syndrome is rest. The longer the overtraining has occurred the more rest required. Therefore, early detection is very important. If the overtraining has only occurred for a short period of time (e.g. 3-4 weeks) then interrupting training for 3-5 days is usually sufficient rest. It is important that the factors that lead to overtraining be identified and corrected. Otherwise, the overtraining syndrome is likely to recur. The overtraining syndrome should be considered in any athlete who manifests symptoms of prolonged fatigue and whose performance has leveled off or decreased. It is important to exclude any underlying illness that may be responsible for the fatigue.

56. The first paragraph of the passage tells us that _____.

- [A] the harder an athlete trains, the better his performance will be
- [B] rest after vigorous training improves an athlete's performance
- [C] strict systematic training is essential to an athlete's top performance
- [D] improvement of an athlete's performance occurs in the course of training

57. By "overtraining" the author means _____.

- [A] a series of physical symptoms that occur after training
- [B] undue emphasis on the importance of physical exertion
- [C] training that is not adequately compensated for by rest

- [D] training that has exceeded an athlete's emotional limits
58. What does the passage tell us about the "overtraining" syndrome?
- [A] It occurs when athletes lose interest in sports.
- [B] It appears right after a hard training session.
- [C] The fatigue it results in is unavoidable in the athlete's training process.
- [D] It manifests itself in fatigue which lingers even after a recovery period.
59. What does the phrase "level off" (Line 7, Para. 4) most probably mean?
- [A] Slow down. [B] Become dull.
- [C] Stop improving. [D] Be on the decline.
60. The author advises at the end of the passage that _____.
- [A] overtraining syndrome should be treated as a serious illness
- [B] overtraining syndrome should be prevented before it occurs
- [C] an athlete with overtraining syndrome should take a lengthy rest
- [D] illness causing fatigue should not be mistaken for overtraining syndrome

Part IV. Writing (30 points)

Directions: *By the end of this semester, you will have spent half a year in Wuhan and you must have experienced the traffic jams in this city. Now, please write an essay of about 250 words on the following topic:*

My View on the Transportation in Wuhan

Marks will be awarded for content, organization, grammar and appropriateness. Please write your essay in legible handwriting. You should write this composition on the Composition Sheet.