

华中师范大学 2019 级新生大学英语 摸底分级考试试卷 (A 卷)

| 题型 | 听力 | 阅读理解 | 翻译(汉译英) | 作文 | 总分 |
|----|----|------|---------|----|-----|
| 分值 | 35 | 40 | 10 | 15 | 100 |
| 得分 | | | | | |

请 注 意

所有答案请全部做在答题卡上, 写在试卷上一律无效。

1. 请首先在答题卡上填写相应的信息如: 院系、年级、姓名、学号及高考英语分数 (此分数请写在任课教师姓名一栏中。)
2. 请检查所填写的学号是否正确并核查所划的横线是否有误。
3. 请不要在答题卡上用粘胶纸或涂改液, 以免影响机器阅卷。
4. 请将听写答案填在主观题 1 处; 翻译答案写在主观题 2 处; 作文写在主观题 3 处。
5. 最后交卷时只交答题卡, 本试卷可以带走。考试完后请扫描试卷末(第 12 页)的二维码, 关注华中师范大学英语学习微信公众号。

| 得分 | 评卷人 | Part I Listening Comprehension |
|----|-----|--------------------------------|
| | | (共 35 题, 每题 1 分) |

Section A: Conversations (共 15 题, 每题 1 分)

Directions: In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken **only once**. After each question there will be a pause. During the pause, you must read the four choices marked A, B, C and D, and decide which is the best answer, then mark the corresponding letter on the Answer

Sheet with a single line through the centre.

1. A) By bike. B) By canal. C) By taxi. D) On foot.
2. A) He wanted to see a film. B) He wanted to take a plane.
C) He is a careful driver. D) He was speeding.
3. A) At seven o'clock. B) At six o'clock.
C) A quarter to seven. D) A quarter past seven.
4. A) The mother. B) The principal.
C) The teacher. D) The doctor.
5. A) Give his ankle a good rest.
B) Treat his injury immediately.
C) Continue his regular activities.
D) Be careful when climbing steps.
6. A) September 28th. B) No fixed day.
C) September 10th. D) Not mentioned.
7. A) The man will go to meet the woman this evening.
B) The woman can't finish making the jam before 7 o'clock.
C) The man and the woman have an appointment at 7 o'clock.
D) The woman won't be able to see the man this evening.
8. A) 8 dollars. B) 10 dollars.
C) 6 dollars. D) 7.5 dollars.

Questions 9 to 11 are based on the conversation you have just heard.

9. A) Beijing.
B) Shanghai.
C) Sydney.
D) New York.

10. A) Twenty-five days.
B) Twenty-four days.
C) About two weeks.
D) One day.

11. A) He will leave New York for Sydney two weeks later.
B) He doesn't want to spend too much on the trip.
C) He wants to spend two weeks in Beijing.
D) He plans to go back to Sydney at the end of this month.

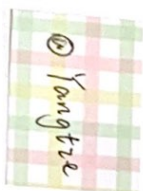
Questions 12 to 15 are based on the conversation you have just heard.

12. A) He prefers the smaller evening classes.
B) He has signed up for a day course.
C) He finds the evening course cheaper.
D) He has to work during the day.

13. A) Learn a computer language.
B) Learn data processing.
C) Buy some computer software.
D) Buy a few course books.

14. A) Thursday evening, from 7:00 to 9:45.
B) From September 1 to New Year's Eve.
C) Three hours a week, 45 hours in total.
D) Every Monday, lasting for 12 weeks.

15. A) What to bring for registration.
B) Where to attend the class.
C) How he can get to Frost Hall.
D) Whether he can use a check.



Section B: Passages (共10题, 每题1分)

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on the **Answer Sheet** with a single line through the centre.

Passage One

Questions 16 to 18 are based on the passage you have just heard.

16. A) There are mysterious stories behind his works.
B) His personal history is little known.
C) His works have no match worldwide.
D) There are many misunderstandings about him.

17. A) He once worked in a well-known acting company.
B) He moved to Stratford-on-Avon in his childhood.
C) He failed to go beyond grammar school.
D) He was a member of the town council.

18. A) People of his time had little interest in him.
B) His works were adapted beyond recognition.
C) Possible sources of clues about him were lost in a fire.
D) Writers of his time had no means to protect their works.

Passage Two

Questions 19 to 21 are based on the passage you have just heard.

19. A) Theft.
B) Air crash.
C) Cheating.
D) Road accidents.

20. A) Learn the local customs.
B) Have the right documents.
C) Book tickets well in advance.
D) Make hotel reservations.

21. A) Contact your agent.
B) Use official transport.
C) Get a lift if possible.
D) Have a friend meet you.

Passage Three

Questions 22 to 25 are based on the passage you have just heard.

22. A) Cut down production cost.
B) Refine the taste of his goods.
C) Sell inexpensive products.
D) Specialise in gold ornaments.
23. A) At a meeting of top British business people.
B) During a local sales promotion campaign.
C) During a live television interview.
D) At a national press conference.
24. A) Discouraged. B) Distressed. C) Puzzled. D) Insulted.
25. A) He is not laughed at, that laughs at himself first.
B) There should be a limit to one's sense of humour.
C) He who never learns from the past is bound to fail.
D) The words of some business people are just rubbish.

Section C: Spot Dictation (共10题, 每题1分)

Directions: In this section, you will hear a passage **three times**. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 1) to 10) with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written. (请将答案填在主题题1处)

In many western countries, 1) _____ over literacy and numeracy skills in the primary area is prompting 2) _____ to introduce radical new educational initiatives to boost those skills. The 3) _____ is to ensure that, by 2005, every nine year-old reaches a satisfactory level of 4) _____ in reading, writing and mathematics. The question going 5) _____ more than just a few minds today, however, is why that 6) _____ is not already a reality, particularly when everyone acknowledges that the changing workforce requirements in the next 7) _____ will place

greater emphasis on the accumulation of 8) _____ skills. This is an era in which the advent of an information-driven society has meant that the skills of acquiring, 9) _____ and analyzing information are as basic as reading, writing and adding. And it is certainly not possible to 10) _____ the first without being proficient in the others.

| 得分 | 评卷人 | Part II Reading Comprehension |
|--------------|-----|-------------------------------|
| (共20题, 每题2分) | | |

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter on the answer sheet with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 26 to 35 are based on the following passage.

So many people use the cell phone so frequently every day. But 26) _____ little is certain about the health effects of its use. Manufacturers 27) _____ that cell phones meet government standards for safe radio-frequency radiation emission, but enough studies are beginning to document a possible 28) _____ in rare brain tumors (肿瘤), headaches and behavioral disorders in children to cause concern. So far, the evidence isn't 29) _____ on whether the use of cell phones 30) _____ to any increased risk of cancer. In a new trial, researchers asked 47 volunteers to 31) _____ in a project to measure glucose (葡萄糖) consumption in the brain by scanning the brain to see how cells use energy. For both 50-minute scans, the volunteers had a cell phone 32) _____ to each ear. During the first scan, the devices were turned off, but for the second scan, the phone on the right ear was 33) _____ on and received a recorded-message call. Although the volume was muted (消音) so the noise wouldn't bias the results, the results of the second scan showed that the 34) _____ of the brain nearest to the device had higher rates of glucose consumption than the rest of the brain. The study shows that cell phones can change brain activity, and 35) _____ a whole new avenue for scientific inquiry, though it doesn't say anything about whether cell-phone radiation can cause cancer.

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|---------------|----------------|-------------|-----------------|----------------|
| A. conclusive | B. contributes | C. derive | D. expresses | E. fixed |
| F. immensely | G. increase | H. maintain | I. mission | J. participate |
| K. particular | L. provides | M. regions | N. surprisingly | O. switched |

Section B

Directions: There are 3 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 center.

Passage One

The standardized educational or psychological tests, which are widely used to aid in selecting, assigning or promoting students, employees and military personnel, have been the target of recent attacks in books, magazines, the daily press, and even in Congress. The target is wrong, for, in attacking the tests, critics divert attention from the fault that lies with ill-informed or incompetent users. The tests themselves are merely tools. Whether the results will be valuable, meaningless, or even misleading depends partly upon the tool itself but largely upon the user.

All informed predictions of future performance are based upon some knowledge of relevant past performance. How well the predictions will be validated by later performance depends upon the amount, reliability and appropriateness of the information used and on the skill and wisdom with which it is interpreted. Anyone who keeps careful score knows that the information available is always incomplete and that the predictions are always subject to error.

Standardized tests should be considered in this context: they provide a quick, objective method of getting some kind of information about what a person has learned, the skills he has developed, or the kind of person he is. The information so obtained has, qualitatively, the same advantages and shortcomings as other kinds of information. Whether to use tests, other kinds of information, or both in a particular situation depends, therefore, upon the empirical evidence concerning comparative validity and upon such factors as cost and availability.

In general, the tests work most effectively when the traits or qualities to be measured can be most precisely defined (for example, ability to do well in a particular course of training program) and least effectively when what is to be measured or predicted cannot be well defined, for example, personality or creativity. Properly used, they provide a rapid means of getting comparable information about many people. Sometimes they identify students whose high potential has not been previously recognized.

Questions 36 to 39 are based on the following passage.

36. In this passage, the author is primarily concerned with _____.

- A) the theoretical grounds of standardized tests.
- B) the validity of standardized tests
- C) the method used in interpreting the results of standardized tests.
- D) the necessity of standardized tests

37. We can infer from the passage that _____.

- A) standardized tests should no longer be used
- B) special methods must be applied to the result of standardized tests
- C) the value of standardized tests lies in their proper interpretation
- D) results of standardized tests accurately reflect the abilities of the testees

38. The word "empirical" (Line 5, Para.3) most probably means "_____".

- A) theoretical
- B) critical
- C) experiential
- D) indisputable

39. According to the passage, standardized tests work most effectively when _____.

- A) the user knows how to interpret the results in advance
- B) the objectives are most clearly defined
- C) they measure the traits or qualities of the tests
- D) the persons who take the test are intelligent or skillful

Passage Two

Reading leadership literature, you'd sometimes think that everyone has the potential to be an effective leader.

I don't believe that to be true. In fact, I see way fewer truly effective leaders than I see people stuck in positions of leadership who are sadly incompetent and seriously misguided about their own abilities.

Part of the reason this happens is a lack of honest self-assessment by those who aspire to (追求) leadership in the first place.

We've all met the type of individual who simply must take charge. Whether it's a

Truth is, they're nothing of the sort. True leaders don't assume that it's their divine (神圣的) right to take charge every time two or more people get together. Quite the opposite. A great leader will assess each situation on its merits, and will only take charge when their position, the situation, and or the needs of the moment demand it.

Many business executives confuse leadership with action. They believe that constant motion somehow generates leadership as a byproduct. Faced with any situation that can't be solved by the sheer force of activity, they generate a dust cloud of impatience. Their one leadership tool is volume: if they think you aren't working as hard as they think you should, their demands become increasingly louder and harsher.

True leaders understand the value of action, of course, but it isn't their only tool. In fact, it isn't even their primary tool. Great leaders see more than everyone else: answers, solutions, patterns, problems, opportunities. They know it's vitally important to do, but they also know that thinking, understanding, reflection and interpretation are equally important.

If you're too concerned with outcomes to the extent that you manipulate and intimidate others to achieve those outcomes, then you aren't leading at all, you're dictating. A true leader is someone who develops his or her team so that they can and do hit their targets and achieve their goals.

Questions 40 to 42 are based on the following passage.

40. What does the author think of the leaders he knows?

- A) Many of them are used to taking charge.
- B) Few of them are equal to their positions.
- C) Many of them fail to fully develop their potential.
- D) Few of them are familiar with leadership literature.

41. Why are some people eager to grab leadership positions?

- A) They believe they have the natural gift to lead.
- B) They believe in what leadership literature says.
- C) They have proved competent in many situations.
- D) They derive great satisfaction from being leaders.

42. What characterizes a great leader according to the author?

- A) Being able to take prompt action when chances present themselves.
- B) Having a whole-hearted dedication to their divine responsibilities.
- C) Having a full understanding of their own merits and weaknesses.
- D) Being able to assess the situation carefully before taking charge.

Passage 3

As a society we might want to rethink the time and money spent on education, so that these resources can benefit a greater percentage of the population. Ideally, both high schools and colleges can prepare individuals for the ever-changing roles that are likely to be expected of them.

High school degrees offer far less in the way of preparation for work than they might, or than many other nations currently offer, creating a growing skills gap in our economy. We encourage students to go on to college whether they are prepared or not, or have a clear sense of purpose or interest, and now have the highest college dropout rate in the world.

We might look to other countries for models of how high schools can offer better training, as well as the development of a work ethic (勤奋工作的美德) and the intellectual skills needed for continued learning and development. I recommend Harvard's 2011 "Pathways to Prosperity" report for more attention to the "forgotten half" (those who do not go on to college) and ideas about how to address this issue. Simultaneously, the liberal arts become more important than ever. In a knowledge economy where professional roles change rapidly and many college students are preparing for positions that may not even exist yet, the skill set needed is one that prepares them for change and continued learning.

Learning to express ideas well in both writing and speech, knowing how to find information, and knowing how to do research are all solid background skills for a wide variety of roles, and such training is more important than any particular major in a liberal arts college. We need to continue to value broad preparation in thinking skills that will serve for a lifetime.

Students also need to learn to work independently and to make responsible decisions. The lengthening path to adulthood appears exacerbated (恶化) by parental involvement in the college years. Given the rising investment in college education, parental concern is not surprising, but learning where and when to intervene (干预) will help students take more ownership of the outcomes of these increasingly costly educations.

Questions 43 to 45 are based on the following passage.

43. What kind of education does the author think is ideal?

- A) It benefits the great majority of the general population.
- B) It prepares students to meet the future needs of society.
- C) It encourages students to learn throughout their lives.
- D) It ensures that students' expectations are successfully fulfilled.

44. What does the author say is the problem with present high school education?

- A) Ignoring the needs of those who don't go to college.
- B) Teaching skills to be used right after graduation only.
- C) Giving little attention to those having difficulty learning.
- D) Creating the highest dropout rate in the developed world.

45. What does the author think a liberal arts college should focus on?

- A) Solid background knowledge in a particular field.
- B) Practical skills urgently needed in current society.
- C) Basic skills needed for change and lifelong learning.
- D) Useful thinking skills for advanced academic research.

| 得分 | 评卷人 | Part III Translation (共 1 题, 本题 10 分) |
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| | | |

Directions: For this part, you are allowed 30 minutes to translate a short passage from Chinese into English. You should write your answer on the **Answer Sheet**. (请将答案填在**主观题 2**处)

中国是一个农业大国,也是世界农业起源地之一。新中国成立后,政府十分重视农业生产,不断加大农业投入,加速了农业生产的现代化进程。因此,中国农业取得了辉煌的成就。中国各种农产品的产量增长很快,谷物、棉花、花生的总产量均居世界首位。中国的耕地占全球总耕地的10%,但养活超过了世界总人口20%的人。中国农业最近的发展是推进有机农业。有机

农业可以同时服务于多种目的,包括食品安全、大众健康和可持续发展。

(参考词汇: 耕地 farmland, 有机 organic, 可持续发展 sustainable development)

| 得分 | 评卷人 | Part IV Writing (共 1 题, 本题 15 分) |
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Directions: For this part, you are allowed 30 minutes to write an essay on the following topic of "Travel Broadens the Mind." You should write at least 120 words but no more than 180 words following the outline below. (请将作文写在**主观题 3**处)

1. State clearly what your view is.
2. Support your view with appropriate reasons.
3. Bring what you have written to a natural conclusion or a summary.

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