

第二章 笔试模拟题及答案

Model Test 1

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C, or D on your Answer Sheet I.

1. A. He thinks the idea is not original.
B. He supports the idea, but thinks it won't do any good.
C. He doesn't care about the issue.
D. He thinks she should just accept the bad food.
2. A. She is very upset with the new circumstance.
B. Maggie is quick to adapt to the new circumstance.
C. Maggie will be affected but not her.
D. She is not affected now but she will be in the future.
3. A. The woman doesn't want the man to leave it there.
B. The woman wants to use it while the man is gone.
C. The woman wants the man to show her how to ride it.
D. The woman will keep it safe and not use it.
4. A. He should think of another plan.
B. He should find a suitable time for the ceremony.
C. He should find a suitable place for the ceremony.
D. He should be more optimistic.
5. A. At a bank.

- B. At the registration desk.
 C. At a bookstore.
 D. At a library.
6. A. She's not sure whether to get a credit card or not.
 B. She's not sure how to use a credit card.
 C. She's not sure what kind of credit card to choose.
 D. She's not sure how many credit cards she needs.
7. A. They agree to meet in the alley to study.
 B. They agree to tutor each other.
 C. They agree to study poetry together.
 D. They agree to study Biology together.
8. A. The man wants the woman to wash the dishes.
 B. The man flares up at the woman at the slightest provocation.
 C. The man wants the woman to kick a ball with him.
 D. The man was given permission to stay alone.
9. A. There is possibility for him to get back together with Cathy.
 B. He was just emotional at that moment.
 C. There are other girls he can have a relationship with.
 D. He is sick and tired of fishing.
10. A. She is trying to help and encourage the man.
 B. She is turning down the man.
 C. She is taking a chance to express her love.
 D. She is keeping everything to herself.

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your Answer Sheet II for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about medical disorder.

You now have 30 seconds to read Questions 11 to 15.

11. The medical disorder named as SAD refers to seasonal _____.
12. Depression may result from the continuing _____ of two kinds of substances in the body.
13. The _____ may be disturbed because of the decrease in the amount of sunlight the body receives.
14. Doctors suggest that patients with SAD sit in front of a special _____.
15. In the Scandinavian countries, the _____ rate is relatively high.

You now have 30 seconds to check your answers to Questions 11 to 15.

Questions 16 to 20 are based on a talk about Stanford University.

You now have 30 seconds to read Questions 16 to 20.

16. Stanford University is sometimes called "the Harvard of the _____".
17. Students are selected from the _____ of their high school classes.
18. The drinks and the atmosphere in Student Union's coffee house have a strong European _____.
19. The university has established overseas branch study centers for _____ students.
20. Government grants have helped advanced studies in the fields of history, psychology, education and _____.

You now have 30 seconds to check your answers to Questions 16 to 20.

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your Answer Sheet II, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Question 21: What makes it easier for people to travel now?

Question 22: What are the problems associated with tourism industry?

Question 23: What is the problem that scientists are increasingly concerning about?

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

Question 24: What is the disadvantage of telecommuting?

Question 25: What benefit can telecommuting bring for workers?

Question 26: What will telecommuting contribute to traffic?

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Question 27: What is the important test discussed in the passage?

Question 28: What would happen if a small part of the plane were to fail?

Question 29: What can engineers discover during the explosion?

Question 30: When does the most dangerous test happen?

Part II Use of English and Reading Comprehension (55 minutes, 40 points)

Section A

Directions: There are 15 blanks in the following passage. Read the passage carefully and fill in each of the blanks by choosing the right word or phrase from the list given below. Write your answer on the Answer Sheet II. Capitalize the word when it is necessary. The words and phrases listed are twice as many as the blanks. Once a word or phrase is chosen, it must be used only once.

reject, maintain, happiness, other, complete, how, negative, beneficial, enlarge, rather, therefore, because, extensive, continuously, why, productively, increase, humane, refine, adjust, so that, honorable, sympathies, antipathies, miseries, wonders, achievements, alleviate, critical, relieve

Criticism is judgment. A critic is a judge. A judge must study and think about the material presented to him, accept it, correct it, or 31 it, after thinking over what he has read; watched or heard. That sort of 32 reading might well be called creative reading 33. I am thinking along with the writer, asking him questions, seeing whether he answers the questions and 34 well he answers them. I mark the good passages to store them in my memory and ask myself about every other part and about the 35 piece of writing, where, how and why could or should I improve upon it? Don't believe those who say that bad reading cannot hurt a person. How do they know what will hurt others? Wouldn't you 36 believe the experience of the ages that says "A man is what he has read" and "Our reading and studies carry over into our lives"? Let's get back to the 37 effects of thinking while reading. It helps us to 38 our minds. We understand more about the universe, its people and many of its 39. We learn to think and observe in new ways. We certainly do get a feeling for the language we are reading. All good writers in any language have been readers who read critically and creatively and 40. Reading critically also helps me develop and 41 my emotions to the point where I can tell whether a report, a story or a poem is genuinely 42 or not, whether the writer is an honest writer. Finally, reading will and must broaden my 43, expand my love for others and set it in action. How can a person who has a bit of kindness in his heart read about all the 44 and tragedies that people

and notions have and not want to do and actually do what he can to 45 those people in every way he can and as much as he can?

Section B (30 minutes, 15 points)

Directions: Read the following passages carefully and then select the best answer from among the four choices given to answer each of the questions or complete each of the statements that follow each passage. Mark the letter of your choice on your Answer Sheet I.

Passage 1

To live an aware life, the individual must begin with an awareness of self. He must conduct a running examination and periodic reexaminations of the self – in language, the medium of farthest reaches, deepest driving, most complicated windings. The sorting through might well begin with the ordinary, everyday experience of life. A diary or journal enables one to examine and evaluate experiences, as well as to come to understand them and their significance – or insignificance. Most of us do this examination and evaluation in moments of dreaming or in that state of mental wandering just before sleep. There is some (even great) advantage, however, in subjecting ourselves to the discipline of written language; in which the vague and the confusing and the poorly defined give way to the specific, the firm, and the clearly formulated.

Writing is discovery. The language that never leaves our head is like colorful yarn, which endlessly spins out **multicolored threads** dropping into an emptiness, momentarily compacted, entangled, fascinating, and elusive. We have glimpses that seem brilliant but quickly fade; we catch sight of images that tease us with connections and patterns that too-soon flow on; we hold in momentary view a comprehensive arrangement (insight) that dissolves rapidly and disappears.

Writing that is discovery forces the capturing, the retrieving, the bringing into focus these stray and random thoughts. Examining them, we form ideas that are as much about the self as about language. Indeed, writing is largely a process of choosing, among alternatives from the images and thoughts of the endless flow, and this choosing is the matter of making up one's mind, and this making up one's mind becomes, in effect the making up of one's self. In this way writing that is honest and genuine and serious constitutes the discovery of the self.

46. According to the passage, the self should be examined
- A. in a diving medium.
 - B. in an off-and-on way.
 - C. in a loose manner.
 - D. in a language with the richest implications.
47. The author recommended the form of a diary or journal because
- A. it is indispensable in understanding our everyday life.
 - B. it is important to record everyday experience.
 - C. it helps people improve their ability to express themselves.

47. D. It enables people to concentrate on the significant thing in life.
48. “Multicolored threads” (in Para. 2) is used to refer to
A. silks.
B. ideas.
C. writing passages.
D. parts of a textile machine.
49. Writing a diary can be regarded as a process of
A. decision making.
B. recalling what one has done during the day.
C. making a plan for the future.
D. evaluating one’s performance.
50. Which of the following statements can best summarize the main idea of the passage?
A. The discovery of the self is the essence of one’s life.
B. Language is all we need to evaluate our everyday experience.
C. Writing can help us understand language and therefore understand ourselves.
D. Keeping a diary or a journal can guarantee the full discovery of the self.

Passage 2

What should we think of the global euphoria over “dotcom” companies? Undoubtedly, Internet technology will change the way we live, work, communicate and do business. But beware of those who proclaim this to be a New Era of profitability. As in the so-called New Eras of the past — brought on by earlier technological breakthroughs — this one carries the seeds of its own destruction. The phenomenal growth of Internet businesses is already fueling a Klondike-style gold rush, with far too many diggers looking for far too little gold. Economics teaches us that it is hard to make money with a basically free commodity. Think of ice in the Arctic, sand in the desert, seawater in the ocean or, for that matter, the seemingly unlimited “hot air” on the Net.

In the 20th century, the proliferation of cars, radios, movies, televisions, mass retailers and computers all inspired a sense that we had begun a New Era. Each breakthrough promised new riches and unprecedented prosperity for the innovators. But in the long run, they always failed to deliver to investors the expected rewards.

Why the letdowns? In part because every great innovator invariably attracted great imitators, who competed with the original and eventually depressed his “excessive” profit margin by commoditizing the invention. Furthermore, great inventions have always been followed by greater innovations, which, through the process known as creative destruction, render the previous new technology obsolete. And when inventions become vital to the economy, they are frequently brought under the control of governments via regulation, nationalization and, in extreme cases, expropriation.

Take the Erie Canal, which was completed in 1825. Its success led to the great American canal boom of the 1830s. It ended just a few years later in a tremendous bust, as most of the other canals

failed to make money. The Erie, too, began to suffer from competition, first from railroads and, eventually, from trucks. In the end, the railroad industry — which helped create an unprecedented industrial boom — proved to be disastrous for most investors. By 1895, most U.S. railroads had to be restructured.

Now-familiar technologies like cars, radios, cash registers and mainframe computers were all at some point new and revolutionary. But the spread of the technologies led inevitably to the demise of their creators' "excessive" profits, as each became just another commodity. Don't think for a minute that the Internet will be any different.

51. The author writes this passage in order to
 - A. justify the profitability of Internet business.
 - B. analyze why Internet industry is developing so quickly.
 - C. pour cold water on the booming Internet industry.
 - D. make some predictions about the development of Internet industry.
52. Why does the author mention "ice in the Arctic, sand in the desert, seawater in the ocean"?
 - A. They are free of charge and the amount is huge.
 - B. People failed to get rich from making use of them.
 - C. They are comparable to the amount of news that Internet provides.
 - D. One can hardly get rich overnight with something free of charge.
53. Which of the following should NOT be responsible for the letdowns of New Eras of the past?
 - A. Further innovation after innovation.
 - B. Exclusive intervention by the government.
 - C. The emergence of imitation of innovation.
 - D. The competition between imitation and innovation.
54. What is the main idea of the last paragraph?
 - A. Internet will become a commodity.
 - B. Internet can bring some people profits.
 - C. People cannot expect to make profits from Internet in the long run.
 - D. People will become familiar with Internet as with cars, radios, cash registers and mainframe computers.
55. What is the writing style of this passage?
 - A. Persuasive.
 - B. Informative.
 - C. Comparative.
 - D. Narrative.

Passage 3

We used to have simple, unsophisticated tastes and looked with suspicion at anything more exotic than hamburgers. Admittedly, we did adopt some foods from the various immigrant groups

who flicked to ours shores. We learned to eat Chinese food, pizza, and bagels. But in the last few years, the international character of our diet has grown tremendously. We can walk into any mall in Middle America and buy pita bread, quiches, and tacos. Such foods are often changed on their journey from exotic imports to ordinary "American" meals (no Pakistani, for example, eats frozen-on-a-stick boysenberry-flavored yogurt), but the imports are still a long way from hamburger on a bun.

Why have we become more worldly in our tastes? For one thing, the television blankets the country with information about new food products and trends. Viewers in rural Montana know that the latest craving in Washington, D. C. is Cajun cooking or that something called tofu is now available in the local supermarket. Another reason for the growing international flavor of our food is that many young Americans have traveled abroad and gotten hooked on new tastes and flavors. Backpacking students and young professional vacationing in Europe come home with craving for authentic French bread or German beer. Finally, continuing waves of immigrants settle in the cities where many of us live, causing significant changes in what we eat. In time, the new food will become Americanized enough to take its place in our national diet.

Our growing concern with health has also affected the way we eat. For the last few years, the media has warned us about the dangers of our traditional diet, high in salt and fat, low in fiber. The media also began to educate us about the dangers of processed foods and manufacturers started to change some of their products. Many foods, such as lunch meat, canned vegetables, and soups were made available in low-fat, low-sodium versions. Whole grain cereals and high fiber breads also began to appear on the grocery shelves. Moreover, the food industry started to produce all natural products — everything from potato chips to ice cream — without additives and preservatives. Not surprisingly, the restaurant industry responded to this switch to healthier foods, luring customers with salad bars, broiled fish, and steamed vegetables.

56. The main idea of the first paragraph is that Americans

- A. have changed their eating habits.
- B. have no national food.
- C. have imported lots of food from abroad.
- D. have hamburgers as their food only.

57. Which of the following statements is NOT the reason for the increasingly international flavor of American food?

- A. People from different parts of the world have immigrated into America.
- B. A lot of information about food on TV has had influences on the Americans.
- C. Many travelers from other parts of the world have brought new tastes and flavor to America.
- D. Many young Americans have come back from abroad with very strong desires for foreign food.

58. According to the passage, traditional American food

- A. is of high nutrition.

- B. is very healthy.
C. is too salty and fat.
D. has potential dangers to health.
59. Consumers' demand for healthier foods resulted directly from
A. the education about changes of processed foods from the media.
B. their growing concern with their own health.
C. their dislikes of chemical additives in foods.
D. their concern with the quality rather than the tastes of the food.
60. What is the best title for the passage?
A. American Food.
B. Americans and Food.
C. Americans' Eating Habits.
D. Shift in American Food Habits.

Section C (10 minutes, 10 points)

Directions: In the following passage, five sentences have been removed from the original text. They are listed from A to F and put below the passage. Choose the most suitable sentence from the list to fill in each of the blanks numbered 61 to 65. There is one sentence that does not fit in any of the blanks. Mark your answers on your Answer Sheet I.

Freud was born on May 6, 1856, in the Moravian town of Freiberg, then a part of the Austro-Hungarian Empire, today a part of Czechoslovakia. The family settled in Vienna in 1860, where as a Jew he enjoyed potential and respect only recently gained with the opening of the Hapsburg Empire's liberal era. Encouraged to think grandly, he poured his energy and gifts into school. At age seventeen, he entered the University of Vienna, where he studied in the faculty of medicine. Engrossed in his studies, he did not graduate until 1881. 61.

Over the winter of 1885-1886, Freud studied in Paris with a French professor of neurology, Jean-Martin Charcot. 62 Freud went on to make nervous ailments his specialty, concentrating on hysteria. Freud's years of work put a new way of thinking into the head of society, and challenged the assumptions and suppositions of a changing world.

A period of intense work and self-analysis, further inspired by the death of his father, led Freud to his publication of *The Interpretation of Dreams* in 1900, and of *Psychopathology of Everyday Life* in 1901. 63 By 1902, he finally gained the position of associate professor at the University of Vienna.

In 1908, he transformed a Wednesday-night club of Viennese physicians into the Vienna Psychoanalytic Society, and his new field began to gain wider acceptance. This period was marked by extensive case studies and theoretical work; as well, he published papers on religion, literature, sculpture, and other non-scientific fields.

Despite some contentious internal politics, psychoanalysis continued to flourish, until World War I took the subjects to the front lines and the analysts to the medical corps. But Freud was not idle: in 1915, he delivered a series of introductory lectures at the University of Vienna, lectures which, when published in 1917, secured him a wide popular audience. A flurry of work, inspired by the death of his daughter Sophie, resulted in the 1920 *Beyond the Pleasure Principle* and the 1923 *The Ego and the Id*. The latter work contained a final formulation of his structural theory of the mind.

Even while he became a household word, while his ideas were absorbed by an eager populace, Freud was undergoing painful surgery for cancer in late 1923. 64

He remained in Vienna despite the rumblings of this catastrophe, as Hitler rose to power and Anti-Semitism swept Europe. 65 There, he continued to write, until on September 23, 1939, he finally demanded of his physician a lethal dose of morphine.

- A. Though he did not die, the rest of his life was marked by pain and discomfort.
- B. Brought up in a non-religious household, he graduated a stronger atheist than he had entered, convinced of the strictly scientific nature of the world.
- C. Only the 1938 invasion of Vienna could inspire him to emigrate, and within three months he was on his way to Paris, then to London.
- D. Under him, Freud practiced and observed hypnosis as a clinical technique, and began to formulate the beginnings of his theory on the mind.
- E. The latter work found a wide audience for his still-coalescing theories of the mind.
- F. By 1895, the year he published Studies on Hysteria with Josef Breuer, he had made significant progress in mapping out and defining his own theory of the mind.

PAPER TWO

Part III Writing (60 minutes, 30 points)

Section A (20 minutes, 10 points)

Directions: Read the following article and write a summary of no more than 150 words on your Answer Sheet II.

There are not many exceptions to the marketing rule, that ideas that are good are not new, and those that new are not good. But last week I discovered one in a Seattle company called Amazon.com, which sells books over the Internet. Before revealing this good new marketing idea, it might be worth explaining something about its inventor, since Amazon.com is one of the few genuinely useful shopping services on the World Wide Web.

The company runs a Web site, accessible from any PC with a browser, that contains a

catalogue of two thirds of the 1.5m English books in print. Finding a title using a search engine, customers can check its availability online, and then order it immediately with a credit card.

Shipping prices start at 43 plus 95 cents per book, with higher charges for international and overnight services. But the company discounts 300,000 titles, so most US customers will find that delivery is effectively free. These elements, together with a stock list six times larger than any physical bookseller in the world, make Amazon.com the quickest and most convenient way to buy books I have encountered.

It is also good for presents: sending a book to someone, buyers can choose from three different wrapping papers and type a message. Such a service is not easy to deliver. The key is that Amazon.com has live electronic links to a dozen wholesalers. Apart from 500 bestsellers, the company keeps zero inventories.

When a customer orders a book, Amazon.com orders it from the wholesaler, and when the book arrives in its Seattle warehouse it is barcoded and sent by the company's computer to a bin where the customer's order is being assembled. When all the books in an order have arrived, usually the same day, a manifest is printed and the books are packed for shipping.

The company's founder Jeff Bezos, 31, is a former investment banker. He says his company is now in an explosive growth stage, doubling in size every 2.4 months. But it cannot continue like this for long. If it did, Amazon.com's sales would exceed US GDP in two years.

Until recently, its site was as alluring as a copy of "books in print." "It astounds me how many books we sell," says Bezos, "given that we didn't offer people enough information to make decisions." The first step to remedying this has been to add blurbs, delivered electronically by publishers, to 170,000 of the listings. The company also invites customers to write reviews, which are then linked by hypertext to the books. And it links book listings to "interviews" with authors themselves written by filling out a form on a Web page. In future Amazon.com will make these truly interactive, so that readers can ask their favorite authors questions over the Web without having to attend a signing.

Another service is that the company is planning to put customers in touch with each other. Bezos admits that in a physical bookstore, he rarely has the nerve to look over a fellow's shoulder and recommend a book. "Online, I'd do it in a heartbeat." So the company will allow buyers to become "visible" if they choose, and to chat online with others browsing electronically in the same subject areas.

And the new marketing idea is called associates. By filling in a form on the Amazon Web site, owners of other sites can sign up for a scheme that pays them commissions for referring their own users to the online bookstore. Users will see a page of recommended books on their favorite Web site. Clicking on a title will jump them straight to Amazon.com's order form for that book. If they buy it, the referring Web site gets 8% of the gross. I see it more as a new kind of network marketing, in which Amazon.com has the potential to sign up millions of owners of special-interest Web sites in a vast electronic sales force.

Section B (40 minutes, 20 points)

Directions: Write an essay of no less than 250 words on the topic given below. Use the proper space on your *Answer Sheet II*.

Topic: What is your idea of "Attitude is everything"?

Argree or disagree.

Model Test 2
NON-ENGLISH MAJOR DOCTORATE
ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: *In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C, or D on your Answer Sheet I.*

1. A. She wants a registration form.
B. She wants a copy of the schedule.
C. She wants the man to tell her the fees.
D. She wants a paper about aerobics.
2. A. The world is very competitive and often unfair.
B. There are over 300 jobs for you to apply for.
C. People are very kind to dogs and give them a lot to eat.
D. Dogs run everywhere in the world.
3. A. To do some creative work at home.
B. To spend the weekend at home.
C. To enjoy the conveniences of modern life at home.
D. To stay at home and do nothing.
4. A. She will find a teacher for him.
B. She will teach the man how to ski.
C. She wants to learn how to ski.
D. She thinks skiing is difficult.
5. A. Boss and secretary.
B. Teacher and student.
C. Customer and waitress.
D. Doctor and patient.
6. A. He has some pet apes in his apartment.

- B. He's worried the chicken he left out will spoil.
C. He's worried his roommates will worry about him.
D. He's worried he will miss out in his dinner.
7. A. She has her own money.
B. She wouldn't be able to get a loan.
C. She prefers to be independent.
D. Her tuition fees are too high.
8. A. Tooth pain can't be that bad.
B. The man tries to avoid the plague.
C. Eating a chicken will help reduce the tooth pain.
D. The man refuses to see the dentist.
9. A. The man knows someone who's had plastic surgery.
B. The man thinks woman shouldn't keep attractive by plastic surgery.
C. The woman had a breast enlargement.
D. The woman agrees what the man said.
10. A. The woman sympathized with the man and gave him an advice.
B. The air-conditioner of the car was checked carefully.
C. The man knew very well about cars.
D. The car was broken, so it was taken to the garage to be repaired.

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your **Answer Sheet II** for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about desert.

You now have 30 seconds to read Questions 11 to 15.

11. In the desert, many plants have _____.
12. In _____, people introduced rabbits into Australia.
13. Land is likely to_____, when a drought lasts one or two years in dry areas.
14. In some developing countries, people use wood for _____ and provide heating.
15. To stop the sand, Algeria is planting _____ of trees.

You now have 30 seconds to check your answers to Questions 11 to 15.

Questions 16 to 20 are based on a talk about "electronic eye".

You now have 30 seconds to read Questions 16 to 20.

16. When Miller Browstein arrived for an interview recently, he found himself sitting in front of _____.
17. In this passage, VIP refers to _____ Portal.
18. Undoubtedly, more and more companies are using _____ when they recruit new members.
19. At Boston University's Law school, the VIP method works in part as _____.
20. The founder and chief technology officer said that this kind of interview greatly expands the pool of _____.

You now have 30 seconds to check your answers to Questions 16 to 20.

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your Answer Sheet II, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Question 21: How can government decrease traffic jams caused by the growing number of private cars?

Question 22: When will commuters probably take buses or trains instead of driving cars?

Question 23: What kind of public transport will attract its passengers?

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

Question 24: Why women are better than men in child-rearing?

Question 25: With whom do girls identify themselves?

Question 26: What is most important in raising children?

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Question 27: What did Joanna and Henry notice about their older son?

Question 28: According to Mark, when will his daughter cuddle up with him on the sofa and talk?

Question 29: According to Michael Riera, who will the teenagers talk to first?

Question 30: Why is it necessary to give children a mental break?

Part II Use of English and Reading Comprehension (55 minutes, 40 points)

Section A

Directions: There are 15 blanks in the following passage. Read the passage carefully and fill in each of the blanks by choosing the right word or phrase from the list given below. Write your answer on the **Answer Sheet II**. Capitalize the word when it is necessary. The words and phrases listed are twice as many as the blanks. Once a word or phrase is chosen, it must be used only once.

better, ethnic, instruct, initiatives, concept, designed, entitled, pursuits, compiled, national, meet, emphasize, pace, subside, corporations, stride, available, encourage, scope, liberal, twilight, unrestrained, apart from, procedures, among, residential, fortnight, dwelling, establishments, wider

It is becoming increasingly recognized that education is a process which continues throughout adult life. The 31 of adult and continuing education has widened in recent years and now included, in addition to the development of the individual through cultural, physical and craft 32, such subjects as basic education: education for disadvantaged groups and those with special needs such as 33 minorities or the disabled, consumer education, health education, and pre-retirement education. Continuing education includes training for those in employment, to enable them to keep 34 with technological change. The British government has taken a number of recent 35 to improve opportunities for both adult and continuing education. In 1982 it launched a *Professional, Industrial and Commercial Updating Programmer*, 36 to help colleges and universities to 37 the need to up-date and broaden the skills of those in mid-career in industry, commerce and the professions. A three-year programmer to 38 the expansion of educational opportunities for the adult unemployed was launched in 1984.

39 provision for mature students at universities, courses are provided by further education colleges, adult education centers, 40 colleges, the Open Universities and various other bodies including a number of voluntary organizations. Most of the provision is made by the local education authorities in a wide variety of 41, including schools used for adult evening classes and community schools which provide educational, social and cultural opportunities for the 42 community. Most courses are part-time. Local authorities also maintain or aid many courses lasting between a weekend and a 43. Long-term residential colleges, grant-aided by central government departments, provide courses of one or two years and aim to provide a 44 education without academic entry tests. Most students admitted are 45 to



full maintenance grants.

Section B (30 minutes, 15 points)

Directions: Read the following passages carefully and then select the best answer from among the four choices given to answer each of the questions or complete each of the statements that follow each passage. Mark the letter of your choice on your **Answer Sheet I**.

Passage 1

PTV interviewed students who had obtained top positions in the matriculation examination in the country. One hafiz of Koran who had obtained top position said that in Israel children were only taught religion in the first 15 years, but in Pakistan the syllabi were being purged of Islam and Islamic seminaries were being closed down. A boy from Isakhel said that his area needed more colleges especially women's colleges. In the girls college in Isakhel there was only one teacher and the girls had to sit on the floor.

The information given by the hafiz boy on Israel is not correct. Israel is 97 per cent literate and girls' literacy is 93 per cent. The state-run institutions are not religious. There is a parallel system of religious schools run by the orthodox Jews but that is a minority. In state-run schools, there is no system of 15 years of purely religious education. The state of Israel has not yet been declared a religious state. It doesn't yet have a constitution. For all practical purposes it is a secular state with a strong presence of the religious parties in the Knesset because of Israel's proportional representation system.

One girl from Peshawar said that private schools had better quality because they taught from imported books. All the students agreed that in English medium schools science education was of better quality because science could not be translated into Urdu. In any case after matriculation students had to convert to English and thus English medium schools were essential. The boy from Isakhel confessed that Urdu did not help in science and that English was essential for which better teachers should be provided. The top students were more interested in saving the Islamic values.

The girl from Peshawar put her finger on a very important issue. What should we do about the English medium schools? Most politicians who want to change Pakistan and make it better want the English medium schools abolished in favor of equality. There is confusion here on two points. Do we want equality or uniformity? The ideologue wants uniformity of thought and most of us are for ideology as that would enable us better to combat the world. Do we want economic advancement from education or formation of personality? If both, then how do we maintain the balance? Urdu medium schools are at a disadvantage not only because they are less well resourced but also because their science students have to convert to English after matriculation. Across the border, India is less tortured over this issue.

46. Which of the following can best replace "were being purged of" in the first paragraph?

- A. Were aware of.
 - B. Were got rid of.
 - C. Were paid attention to.
 - D. Were ignorant of.
47. Which of the following statements is true according to the second paragraph?
- A. Religious schools are not run by the government.
 - B. Religious schools are established because of its proportional representation system.
 - C. In Israel children were only taught religion in the first 15 years.
 - D. There are as many religious schools as non-religious schools in Israel.
48. What can be inferred from the third paragraph?
- A. English is not important for students in Israel.
 - B. The local language hinders the development of education.
 - C. English medium schools can provide education because of the better teachers.
 - D. Science education is given much emphasis in private schools.
49. What does “it” stand for in the last paragraph?
- A. Inequality.
 - B. Education.
 - C. English.
 - D. Pakistan.
50. Compared with Israel, what is the advantage of India in education?
- A. Girl students are treated equally with boy students.
 - B. Students in India don't have to convert to English.
 - C. There is no distinction between religious schools and non-religious schools.
 - D. Indian schools are better resourced than Israeli schools.

Passage 2

Lahorites can never run out of ideas. Be it brands like Hang Ten and Levis, eateries like Cuckoo's cafe and Gunsmoke, there's always something new happening. Giordano is good news for all those who wish to keep themselves updated with the latest trends. The brand is doing well in the cosmopolitan city. But then, what doesn't do well **there**? A famous name, a bit of style...that is all you need to make a place run successfully. Lahore is a different kind of market. Brands here need to offer something more than just their names. Established in 1981, Giordano places emphasis on good fabric and clean cuts, and thus has a relatively good chance of capturing the Lahori market.

The quiet opening ceremony was held on July 30th and that is probably the reason why most people don't even know Giordano has opened. Is that a marketing gimmick or just a blunder on their behalf? The outlet, located in a basement, is usually hard to find. It literally took me four rounds of the market before I could spot that GIORDANO board. When you think of a basement, you think of a dark gloomy place with spider webs all over. But walking down the stairs to this outlet makes you feel fresh and bright. The shop's interior is done in white,



with big posters all over.

The idea is the outcome of a partnership between Mr. Janjua and Mr. Majid who own the sole distribution of Giordano in Lahore. According to them, the shop has been very successful so far, with the male customers proving to be much more responsive than the female ones. Could this be because our men have all the time in the world and are forever “on the round”?

When asked about Giordano’s competitors in the market, Janjua said that the brand did not have any as such. He feels that Levis and Nike cater to a completely different segment and unless brands like GAP come into the market, Giordano faces no threat. Now that might be called living in a fools’ paradise. People here normally have a perception that all international brands are good and alike. Giordano will have to offer something more than just the name and that might take time and effort.

The start could have been more exciting. People hardly know about the outlet, where it is, what they offer, etc. One billboard is not enough for a market that is surrounded by advertisements. We hope Giordano understands the Lahori psyche, which feels big is better!

51. What does “there” refer to in the first paragraph?

- A. Lahore.
- B. Hang Ten.
- C. Levis.
- D. Cuckoo.

52. What is out of the author’s expectation?

- A. The decoration and environment of the outlet.
- B. The location of the outlet.
- C. The marketing gimmick.
- D. The date of the opening ceremony.

53. Why Giordano has more male customers than female customers?

- A. It offers more clothes for male than female.
- B. Men have more time doing shopping.
- C. The author does not give a reason.
- D. Men like its style more than women do.

54. What is the potential competitor of Giordano, according to its owner?

- A. Levis.
- B. Nike.
- C. GAP.
- D. Clarks.

55. What can be concluded from the last paragraph?

- A. Giordano should not put its advertisements on billboard.
- B. People in Lahori prefer to shop in big stores.
- C. Advertisements are important than the opening ceremony.

D. Giordano in Lahori does not quite understand the local psyche.

Passage 3

It is in the nature of things that the target text displays only the translator's final decisions. Readers perceive an end-product, a result of a decision making process; they do not have access to pathways leading to decisions, to the dilemmas to be resolved by the translator. What is available for scrutiny is the end-product, the result of translation practice rather than the practice itself. In other words, we are looking at translation as product instead of translating as process. Bell suggests that the tendency to ignore the process involved in the act of translating lies behind the relative stagnation of translation studies in recent years. If we treat text merely as a self-contained and self-generating entity, instead of as a decision-making procedure and an instance of communication between language users, our understanding of the nature of translating will be impaired.

The view that underlies this book, then, is of translation as a process, involving the negotiation of meaning between producers and receivers of texts. In other words, the resulting translated texts are to be seen as evidence of a transaction, a means of retracing the pathways of the translators, decision-making procedures. In the same way, the source text is an end product and again should be treated as evidence of a writer's intended meaning rather than as the **embodiment** of the meaning itself. In translating metaphor, for example, there is little point in seeking to match target-language words with those in the source-language in isolation from a consideration of the writer's whole worldview. Occurrence of metaphor has a cumulative effect which suggests a particular perception of reality and it is this which the translator seeks to capture.

In this sense, texts can be seen as the result of motivated choice: producers of texts have their own communicative aims and select lexical items and grammatical arrangement to serve those aims. Naturally, in translating, there are potentially two sets of motivations: those of the producer of the source text and those of the translator.

56. According to the author, what is neglected by the readers?

- A. The source text.
- B. The process of translation.
- C. The final result of translation.
- D. The translators' unique understanding of the source text.

57. According to Bell, what is the reason for people's ignoring the process of translation?

- A. People's understanding of the nature of translating is not adequate.
- B. People think translation is the communication between language users.
- C. There is no obvious development in translation studies over the years.
- D. There is a tendency for people to put more emphasis on the result rather than on the process.

58. Which word can best replace the word "embodiment" in Para. 2?

- A. Expression.
- B. Significance.

- C. Symbolism.
D. Intention.
59. What is important in translating metaphor?
A. To fully understand the original meaning.
B. To capture the special understanding of reality.
C. To avoid adding the translator's own point of view.
D. To achieve the best effect in the target language.
60. Which word will the author use to describe the process of translation?
A. Passive.
B. Motivated.
C. Self-contained.
D. Self-generating.

Section C (10 minutes, 10 points)

Directions: In the following passage, five sentences have been removed from the original text. They are listed from A to F and put below the passage. Choose the most suitable sentence from the list to fill in each of the blanks numbered 61 to 65. There is one sentence that does not fit in any of the blanks. Mark your answers on your Answer Sheet I.

Carnivorous animals have many unique characteristics which set them apart from all other members of the animal kingdom. They all possess a very simple and short digestive system — only three times the length of their bodies. 61 Meat-eating animals that hunt in the cool of the night and sleep during the day when it is hot do not need sweat glands to cool their bodies; they therefore do not perspire through their skin, but rather they sweat through their tongues. On the other hand, vegetarian animals spend much of their time in the sun gathering their food, and they freely perspire through their skin to cool their bodies. 62 Along with sharp claws, all meat-eaters, since they have to kill mainly with their teeth, possess powerful jaws and pointed, elongated, "canine" teeth to pierce tough hide and to spear and tear flesh. They do NOT have molars (flat, back teeth) which vegetarian animals need for grinding their food. Unlike grains, flesh does not need to be chewed in the mouth to predigest it; it is digested mostly in the stomach and the intestines. 63

Grass-and-leaf-eating animals live on grass, herbs, and other plants, much of which is coarse and bulky. 64 For this reason, grass-and-leaf eaters have 24 special "molar" teeth and a slight side-to-side motion to grind their food, as opposed to the exclusively up-and-down motion of carnivores. They have no claws or sharp teeth; they drink by sucking water up into their mouths. Since they do not eat rapidly decaying foods like the meat eaters, and since their food can take a longer time to pass through, they have much longer digestive systems — intestines which are ten times the length of the body.

Interestingly, recent studies have shown that a meat diet has an extremely harmful effect on

these grass-and-leaf eaters. If a half pound of animal fat is added daily over a long period of time to a rabbit's diet, after two months his blood vessels become caked with fat and the serious disease called atherosclerosis (动脉粥样硬化) develops. 65

- A. But the most significant difference between the natural meat-eaters and other animals is their teeth.
- B. The diet of these apes consists mostly of fruit and nuts.
- C. This is because flesh decays very rapidly, and the products of this decay quickly poison the bloodstream if they remain too long in the body.
- D. A cat, for example, can hardly chew at all.
- E. These foods must be chewed well and thoroughly mixed with ptyalin in order to be broken down.
- F. Human digestive systems, like the rabbit's, are also not designed to digest meat, and they become diseased the more they eat it.

PAPER TWO

Part III Writing (60 minutes, 30 points)

Section A (20 minutes, 10 points)

Directions: Read the following article and write a summary of no more than 150 words on your Answer Sheet II.

Sympathetic interpreters of the beat generation or the beatniks have described them as "taking a revenge on society". The hero of a recent novel "undertakes an alcoholic strike against humanity". But the phrase "an alcoholic strike", like "a revenge on society", seems to me merely comic. It suggests the popular saying about "biting off your nose to spite your face", that being precisely what some intellectuals (including many somewhat above the beatnik level) are doing — as though turning into a dope addict does not hurt oneself even more than it hurts anyone else. It seems only slightly less obvious that the more responsible intellectuals who devote themselves exclusively to exploring and exploiting their "alienation" are doing much the same thing. Surely it is more productive of personal happiness and even "more useful to society" to be a candle throwing its beam into a naughty world than a beatnik crying "revenge, revenge" from the gutter. We hear a great deal about the responsibility of society toward the individual. The individual also has a responsibility toward society. And if things are as bad as the alienated say, the only way one can discharge that responsibility is by being an honorable man.

I am not preaching universal indifference to society and social action as the highest wisdom. I am saying simply that if and when one individual feels (as so many articulate people do seem to



feel) that the world is hopeless, then it is wiser to see what one can do about oneself than to give up all hope of that. I will go so far as to suggest the possibility that society may be in a bad way partly because we have laid so much stress on public education and so little upon self-education.

Perhaps the most curious and shocking result of the exclusive stress upon social rather than upon private ethics is the disappearance of the concept of honor as distinct from that of morality. One of the difference between the two is simply that honor is relevant to the individual only. True, society may be more affected than some social scientists seem to think by the prevalence or scarcity of honor in the code of the individuals who make it up. But the man of honor always asks first whether or not an action would dishonor him personally, and he is not influenced by an argument that his dishonorable act would have no bad (perhaps even some good) effect upon society and is therefore "moral" even if dishonorable.

The world would not now be profoundly shocked as it was a generation ago by the phrase "a scrape of paper". We are used to having promises so treated, as if there was nothing immoral in a broken oath. Many college students see nothing wrong about cheating on examinations. "Everybody does it and it does not really hurt anyone."

When some scandal breaks in government or journalism or business or broadcasting, the usual reaction of even that part of the public which is shocked by it is to say that it could not have happened if there had been adequate laws supervising this or that activity. But usually, is it not equally true that it could not have happened if a whole group of men, often including the supposed guardians of public morality, had not been devoid of any sense of the meaning and importance of individual integrity? May one not go further and ask whether any amount of "social consciousness" and government control can make decent a society composed of people who have no conception of personal dignity and honor? It was a favorite and no doubt sound argument among early twentieth-century reformers that "playing the game" as the gentleman was supposed to play it was not enough. But has the time not come to add that it is, nevertheless, indispensable?

Section B (40 minutes, 20 points)

Directions: Write an essay of no less than 250 words on the topic given below. Use the proper space on your **Answer Sheet II**.

Topic: Many young people nowadays like to live in big cities like Beijing and Shanghai. Do you think it's good to stay in large modern cities?

Model Test 3

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C, or D on your Answer Sheet I.

1. A. Prof. Johnson is often late.
B. Prof. Johnson is quite different from other professors.
C. Prof. Johnson is always punctual.
D. Prof. Johnson seldom gives lectures.
2. A. Accept what they are told.
B. Ask questions at all times.
C. Think more about their studies.
D. Think where progress will lead them.
3. A. His wife likes roses.
B. His wife is younger than him.
C. His marriage isn't satisfactory.
D. It's impossible to keep a long-time marriage fresh.
4. A. It has been nasty for months.
B. It is changeable.
C. It is the first day of his vacation.
D. He has to put off his vacation.
5. A. They will increase.
B. They will be lower for poor students.
C. Fees will remain the same.
D. Fees may vary in different universities.
6. A. He wants to assure the woman that he can finish the paper.



- B. He doubts whether he can finish the paper.
C. He has some trouble finishing the paper.
D. He needs more time to finish the paper.
7. A. They are going to buy some drink.
B. They are going to visit some friends.
C. They are going to a bar.
D. They are planning to drop in on a family.
8. A. To play with a toy.
B. To try the walking machine.
C. To play on the walking machine.
D. To buy the walking machine.
9. A. The mobile phone doesn't work.
B. The mobile phone fails to work in rural areas.
C. The man wants to have the mobile phone repaired.
D. The man hopes the mobile phone can be returned.
10. A. He is lying.
B. She is not young any longer.
C. He should do the work by himself.
D. He has done the work excessively well.

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your Answer Sheet II for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about living a long life.

You now have 30 seconds to read Questions 11 to 15.

11. In order to live a long life, people need to keep _____.
12. If we are _____, we may not have enough chemical substances.
13. In speaking of exercises, jogging is a good method to _____.
14. To avoid a bad mood, we need to _____.
15. According to the speaker, we should have _____ to welcome everything.

You now have 30 seconds to check your answers to Questions 11 to 15.

Questions 16 to 20 are based on a talk about ocean storms.

You now have 30 seconds to read Questions 16 to 20.

16. This year, weather scientists anticipated _____ of ocean storms.
17. Half of the storms had winds of at least _____ kilometers an hour.
18. Great ocean storms in the Northern Hemisphere usually develop near _____.
19. The storms gather strength from _____ waters as they move west toward the Caribbean Sea and North America.
20. If the storms happen in parts of the Pacific west of the dateline, they are called _____.

You now have 30 seconds to check your answers to Questions 16 to 20.

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Question 21: What is the subject for this week?

Question 22: What are the members from the public asked to do with the possible list?

Question 23: What will possibly happen for a designed stamp?

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

Question 24: Why did they want to sleep with the windows open?

Question 25: Why were they worried about leaving the windows open?

Question 26: How did they construct an alarm system?

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Question 27: What are the two colors of Helsinki ?

Question 28: What is the usual way to see Helsinki for the first time?

Question 29: When will passengers have a slightly sad film feeling?

Question 30: What makes Helsinki the most modern city in northern Europe? List at least 2 things.

Part II Use of English and Reading Comprehension (55 minutes, 40 points)

Section A

Directions: There are 15 blanks in the following passage. Read the passage carefully and fill in each of the blanks by choosing the right word or phrase from the list given below. Write your answer on the **Answer Sheet II**. Capitalize the word when it is necessary. The words and phrases listed are twice as many as the blanks. Once a word or phrase is chosen, it must be used only once.

intrinsic, that, theoretical, even, technical, personal, equally, conceive, exclusive, just, autonomy, navigate, except, not to mention, recall, defining, take, suspicion, general, credibility, still, curiosity, migrate, imagination, introduce, predominance, regarding, separates, distinguishes, about which

For me, scientific knowledge is divided into mathematical sciences, natural sciences or sciences dealing with the natural world (physical and biological sciences), and sciences dealing with mankind (psychology, sociology, all the sciences of cultural achievements, every kind of historical knowledge). Apart from these sciences is philosophy, 31 we will talk later. In the first place, all this is pure or 32 knowledge, sought only for the purpose of understanding, in order to fulfill the need to understand what is 33 and consubstantial (同质的) to man. What 34 man from animal is that he knows and needs to know. If man did not know that the world existed, and that the world was of a certain kind, that he was in the world and that he himself was of a certain kind, he wouldn't be man. The 35 aspects or applications of knowledge are 36 necessary for man and are of the great importance, because they also contribute to 37 him as man and permit him to pursue a life increasingly more truly human.

But 38 while enjoying the results of technical progress, he must defend the primacy and 39 of pure knowledge. Knowledge sought directly for its practical applications will have immediate and foreseeable success, but not the kind of important result whose revolutionary scope is in large part unforeseen, 40 by the imagination of the Utopians. Let me 41 a well-known example. If the Greek mathematicians had not applied themselves to the investigation of conic (圆锥的) sections, zealously and without the least 42 that it might someday be useful, it would not have been possible centuries later to 43 far from shore. The first men to study the nature of electricity could not imagine that their experiments, carried on because of mere intellectual 44, would eventually lead to modern electrical technology, without which we can scarcely 45 of contemporary life. Pure knowledge is valuable for its own sake, because the human spirit cannot resign itself to ignorance. But, in addition, it is the foundation for practical

results that would not have been reached if this knowledge had not been sought disinterestedly.

Section B (30 minutes, 15 points)

Directions: Read the following passages carefully and then select the best answer from among the four choices given to answer each of the questions or complete each of the statements that follow each passage. Mark the letter of your choice on your Answer Sheet I.

Passage 1

Those who find Christmas stressful and joyless could be suffering a hormonal imbalance identified by scientists as Seasonal Affective Disorder (SAD).

The symptoms are an urgent desire to pack off mad Aunt Maude for another year, turn off the television and the oven and then hibernate.

Dr. Malcolm Carruthers, director of the Positive Health Centre in Harley Street, London, said that for many, Christmas came at the wrong time of the year.

"At precisely the time they're supposed to be getting up and having a good time, all they really want to do is curl up in a ball and go to sleep. When they can't do that they get depressed."

Cold weather can trigger another hormonal effect. This gives people more energy to keep warm, but renders them more vulnerable to a heart attack when they wind down.

Christmas produces stress for everyone, rushing around doing the shopping and, often for women, doing the cooking.

"It is when people relax after the exertion that the effects of the stress catch up with them," said Dr. Carruthers.

Despite being the season of goodwill Christmas is the peak period for depression, heart attacks and suicide.

Prof. Cary Cooper of Manchester University's Institute of Science and Technology said that it was a period when families spent more time together.

"When there is no daily routine, families are thrust back into their own company and adapting to that can be very stressful."

His views were supported by Dr. Robin Skynner, a consultant psychiatrist, who wrote a book with the comedian John Cleese on surviving family life.

"People are led to expect too much of Christmas. They are led to imagine it will be a time of happiness and goodwill," he said.

Dr. Skynner recommends lowering expectations as the key to handling the festive season.

"If people accept that and don't expect too much they will probably end up having a whale of a time."

Peter Pallot, Health Service Staff, writes: More than 3,000 marriages end in divorce every week and that process is more likely to start at Christmas than at any other time of the year. According to Relate, formerly the National Marriage Guidance Council, "The long Christmas period with all the traditional expectations of family closeness makes warring couples feel specially

unhappy."

46. Which of the following is NOT mentioned as the cause of SAD during Christmas period?
- A. Cold weather.
 - B. Cooking.
 - C. Shopping.
 - D. Financial difficulty.
47. When do people feel stressed?
- A. Before Christmas comes.
 - B. After Christmas celebrations are over.
 - C. During Christmas period.
 - D. When the family members are separated.
48. What suggestion does Dr. Skynner give in dealing with SAD?
- A. Do not expect too much from the festive season.
 - B. Spend more time with family.
 - C. Do less shopping and cooking.
 - D. Avoid spending too much money.
49. What does Dr. Skynner mean when he says "they will probably end up having a whale of a time"?
- A. People will have a good time.
 - B. People will have more time for sleep.
 - C. People will enjoy more staying with their families.
 - D. People will become more energetic.
50. Couples are more likely to have a divorce during Christmas because
- A. they have more time to spend with each other.
 - B. they have different opinion on what to buy.
 - C. their expectations of family closeness make them unhappy.
 - D. the husband is lazy about the increasing amount of housework.

Passage 2

Water is a prerequisite to all forms of life. The growing lack of access to it has therefore become a serious development concern. UN agencies estimate that there are 1.3 billion people around the world without access to safe drinking water and nearly twice that number lacking adequate sanitation. The disturbing consequence of this situation is 3 million deaths per year, which the World Health Organization attributes to water-related diseases.

Development practitioners emphasize that inadequate access to water is directly linked to poverty. The lack of safe water supplies damages the health, food security and livelihoods of the poor. Although, water should be available to all people regardless of their income or social status, this is not the way things are. An average person in developed nations uses an average of

400-500 liters of water per day, whereas in developing countries the average is around 20 liters per day. In addition to citing this **glaring** inequality, the United Nations Development Program points out that a majority of people who are affected by contaminated water are found living in the swarming slums of mega-cities and in the marginalized rural areas across developing countries.

Water shortages are particularly severe in South Asia, the Middle East and North Africa. According to the Carnegie Institute in the US, Pakistan is facing the most serious water shortage in South Asia. The warning is based on a projection that Pakistan will require 335 billion cubic meters of water per annum by 2025, but will have no more than 236 billion cubic meters available, resulting in a serious shortfall of over one billion cubic meters. Besides the looming threat of severe water shortages —which various other sources estimate will occur even sooner — there is the evident problem of deteriorating water quality.

In dealing with the issue of water scarcity, it is necessary also to think at the micro level. The government could certainly use more NGO help in this regard. Some NGOs are already promoting traditional conservation methods like rainwater harvesting and creating awareness about the effects of water scarcity and contamination. All relevant stakeholders need to give more attention to the prevailing lack of awareness and sensitivity amongst the people in both urban and rural areas, which becomes a major handicap in rational use of water and in safeguarding its pollution. It is unfortunate that the judicious use of an invaluable commodity like water is nowhere to be seen, particularly amongst those fortunate enough to have easy access to it.

51. What is the consequence of lacking access to safe-drinking water?

- A. It has killed many people.
- B. It hinders the development of the country.
- C. It has caused some conflicts among nations.
- D. It enlarges the differences between the rich nations and the poor nations.

52. It can be inferred from the second paragraph that

- A. water shortage is a problem for all countries.
- B. most people who suffer from water scarcity are among poor people.
- C. water supply has nothing to do with income or social status.
- D. people in developing countries are more conscious of water saving than those in developed countries.

53. Which word can best replace the word “glaring” in Para.2?

- A. Obvious.
- B. Glistening.
- C. Bright.
- D. Angry.

54. Pakistan is mentioned as an example of a country



- A. which suffers most from water shortage in South Asia.
B. which has the most serious problem in water safety.
C. which has the largest number of people killed by water shortage.
D. which has the largest number of poor people.
55. What is NOT mentioned as the solution to the problem of water shortage?
- A. The government can turn to NGO for help.
B. People can try traditional conversation methods to save water.
C. The developed countries should give more help to the developing countries.
D. Awareness of saving water and safeguarding water safety should be promoted.

Passage 3

What extent do men go to in order to look good? Interestingly, a great deal now. Gone are the days when they thought of self-care as a waste of time, **atrophying** of budget and most importantly, a threat to their masculinity. “Makeover” was a term associated exclusively with females and the gradual change came along courtesy of models and actors. Many believed (and continue to do so even today) that the idea of a man going to a beauty salon sounded bizarre and unmanly and thus, often associated to males who were effeminate. The fact however remains that men are becoming increasingly conscious of the way they look.

While women are eager try out Bipasha Basu’s hair extensions and Aishwarya Rai’s tangled curls, the men derive their inspiration from David Beckham. From the Mohican to a ponytail and from a crew cut and a shaggy mop, this British footballer has sported it all at some time or the other. Closer home, the trend is just starting out and picking up. While many salons are trying to capture a significant percent of the market, few are beginning to enjoy a hidden monopoly, which becomes evident by their growing client base and mounting revenues.

Prince is named after the man who, as well as owning the salon, brings along 14 years of hair-cutting experience with him. Young and enthusiastic, Prince understands the importance of male styling. He, and others like him, cater mostly to the upper crust of society who can easily afford to pay anything from 150 rupees to 600 per cut, which is still better than what many of our A-list stylists are charging. Over a short span, such small, seemingly humble places have become the choice for many of the models and trendsetters of the town who come to get their hair done for parties and social gatherings. A cross between the local and the swanky up-market salons that charge an arm and a leg for a trim, Prince and its counterparts are using their homey feel, less intimidating atmosphere and lower prices to attract a loyal following.

Times certainly have changed. For women, going to a salon is therapeutic and has transformed from a luxury to a need over the years. Interestingly, men too have become dependent on treatments to look attractive. Stylish haircuts have become the hallmark of a man’s taste. For people like me it might be too late already but for all the young men in search of an opportunity to look better, hair it is!

56. The word “atrophying” most probably means
- A. applying.
 - B. balancing.
 - C. decreasing.
 - D. making full use of.
57. What can be inferred from the first paragraph?
- A. Haircut in the past cost more than today.
 - B. People think self-care is a waste of time.
 - C. Males spend more money on their appearance than women do.
 - D. People’s idea about males going to beauty has not changed much.
58. David Beckham is mentioned because
- A. he is a famous football player.
 - B. he sets an example of males paying attention to their facial appearance.
 - C. he gives some ideas for males who are aware of their hairstyles.
 - D. what he does is in agreement with the conventional beliefs.
59. All the following is true about Prince EXCEPT that
- A. Prince is the owner of a salon.
 - B. Prince is an experienced hair-cutter.
 - C. Prince is a name of a salon.
 - D. Prince is an A-list stylist.
60. It can be inferred from the passage that
- A. A-list stylists charge less than Prince.
 - B. some local fashionable salons charge too much.
 - C. many salons have a growing number of clients.
 - D. going to salon can do harm to health.

Section C (10 minutes, 10 points)

Directions: In the following passage, five sentences have been removed from the original text. They are listed from A to F and put below the passage. Choose the most suitable sentence from the list to fill in each of the blanks numbered 61 to 65. There is one sentence that does not fit in any of the blanks. Mark your answers on your Answer Sheet I.

Unlike most of the other non-foolish holidays, the history of April Fools’ Day, sometimes called All Fools’ Day, is not totally clear. There really wasn’t a “first April Fools’ Day” that can be pinpointed on the calendar. Some believe it to be evolved simultaneously in several cultures at the same time, from celebrations involving the first day of spring.

The closest point in time that can be identified as the beginning of this tradition was in 1582, in France. 61 The celebration culminated on April 1. With the reform of the

calendar under Charles IX, the Gregorian Calendar was introduced, and New Year's Day was moved to January 1.

However, communications being what they were in the days when news traveled by foot, many people did not receive the news for several years. Others, the more obstinate crowd, refused to accept the new calendar and continued to celebrate the new year on April 1. 62 They were subject to some ridicule, and were often sent on "fools' errands" or were made the butt of other practical jokes.

This harassment evolved, over time, into a tradition of prank-playing on the first day of April. The tradition eventually spread to England and Scotland in the eighteenth century. It was later introduced to the American colonies of both the English and French. 63

In Scotland, for example, April Fools' Day is actually celebrated for two days. The second day is devoted to pranks involving the posterior region of the body. It is called Taily Day. The origin of the "kick me" sign can be traced to this observance.

Mexico's counterpart of April Fools' Day is actually observed on December 28. 64 It eventually evolved into a lighter commemoration involving pranks and trickery.

Pranks performed on April Fools' Day range from the simple (such as saying, "Your shoe's untied!"), to the elaborate. Setting a roommate's alarm clock back an hour is a common gag. Whatever the prank, the trickster usually ends it by yelling to his victim, "April Fool!"

Practical jokes are a common practice on April Fools' Day. Sometimes, elaborate practical jokes are played on friends or relatives that last the entire day. The news media even gets involved. 65

April Fools' Day is a "for-fun-only" observance. Nobody is expected to buy gifts or to take their "significant other" out to eat in a fancy restaurant. Nobody gets off work or school. It's simply a fun little holiday, but a holiday on which one must remain forever vigilant, for he may be the next April Fool!

- A. April Fools' Day thus developed into an international fun fest, so to speak, with different nationalities specializing in their own brand of humor at the expense of their friends and families.
- B. The first of April is the day we remember what we are the other 364 days of the year.
- C. Prior to that year, the New Year was celebrated for eight days, beginning on March 25.
- D. For instance, a British short film once shown on April Fools' Day was a fairly detailed documentary about "spaghetti farmers" and how they harvest their crop from the spaghetti trees.
- E. These backward folk were labeled as "fools" by the general populace.
- F. Originally, the day was a sad remembrance of the slaughter of the innocent children by King Herod.

PAPER TWO

Part III Writing (60 minutes, 30 points)

Section A (20 minutes, 10 points)

Directions: Read the following article and write a summary of no more than 150 words on your Answer Sheet II.

Language, uncontestedly, reveals the speaker. Language, also, far more dubiously, is meant to define the other — and, in this case, the other is refusing to be defined by a language that has never been able to recognize him.

People evolve a language in order to describe and thus control their circumstances or in order not to be submerged by a situation that they cannot articulate. What joins all languages, and all men, is the necessity to confront life, in order, not inconceivably, to outwit death: The price for this is the acceptance, and achievement, of one's temporal identity. So that, for example, though it is not taught in the schools the south of France still clings to its ancient and musical Provencal, which resists being described as a "dialect". And much of the tension in the Basque countries, and in Wales, is due to the Basque and Welsh determination not to allow their languages to be destroyed. This determination also feeds the flames in Ireland for among the many indignities the Irish have been forced to undergo at English hands is the English contempt for their language.

It goes without saying, then, that language is also a political instrument, means, and proof of power. It is the most vivid and crucial key to identity. It reveals the private identity, and connects one with, or divorces one from, the larger, public, or communal identity. There have been, and are, times and places, when to speak a certain language could be dangerous, even fatal. Or, one may speak the same language, but in such a way that one's antecedents are revealed, or hidden. This is true in France, and is absolutely true in England: The range of accents on that damp little island makes England coherent for the English and totally incomprehensible for everyone else. To open your mouth in England is to "put your business in the street". You have confessed your parents, your youth, your school, your salary, your self-esteem, and, alas, your future.

Now, I do not know what white Americans would sound like if there had never been any black people in the US, but they would not sound the way they sound. *Jazz*, for example, is a very specific sexual term, as in *Jazz me, baby*, but white people purified it into the Jazz Age. There are so many cases like this that some people even attempt to penalize black people for having created a black language that "pollutes" the American English.

Black English is the creation of the black diaspora. Blacks came to the United States chained to each other, but from different tribes. Neither could speak the other's language. If two black people, at that bitter hour of the world's history, had been able to speak to each other, the institution of chattel slavery could never have lasted as long as it did. Subsequently, the slave was given, under



the eye, and the gun, of his master, Congo Square, and the Bible – or, in other words, and under those conditions, the slave began the formation of the black church, and it is within this unprecedented tabernacle that black English began to be formed. This was not, merely, as in the European example, the adoption of a foreign tongue, but an alchemy that transformed ancient elements into a new language: A language comes into existence by means of brutal necessity, and the rules of the language are dictated by what the language must convey.

There was a moment, in time, and in this place, when my brother, or my mother, or my father, or my sister, had to convey to me, for example, the danger in which I was standing from the white man standing just behind me, and to convey this with a speed and in a language, that the white man could not possibly understand, and that, indeed, he cannot understand until today. He cannot afford to understand it. This understanding would reveal to him too much about himself and smash that mirror before which he has been frozen for so long.

Section B (40 minutes, 20 points)

Directions: Write an essay of no less than 250 words on the topic given below. Use the proper space on your Answer Sheet II.

Topic: People have different expectations for jobs. Some people prefer to do the same job for the same company, others change their jobs frequently. Please give your opinion about job-hopping.

Model Test 4

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C, or D on your *Answer Sheet I*.

1. A. Someone who was looking for work.
B. Someone who was asking for money.
C. Someone who was looking for the hospital.
D. Someone who was visiting his friends.
2. A. It is as animate as Earth.
B. It may have water.
C. People might live on Mars one day.
D. A lot of work needs to be done about it.
3. A. How to use a bicycle pump.
B. How to advertise for each part of a bicycle pump.
C. How to make the handle easy to hold.
D. How to enable people to use a bicycle pump.
4. A. Biology.
B. Biochemistry.
C. Life sciences.
D. Sociology.
5. A. Started at university.
B. Begun a new job.
C. Finished university study.
D. Finished work.
6. A. 10:30.

- B. 11:30.
C. 12:30.
D. 2:00.
7. A. There are strict limits on food.
B. Foods can be brought into Australia without any check.
C. People arriving into Australia don't have to declare foodstuffs at all.
D. Anything will be checked if you are in Australia for the first time.
8. A. It is decent.
B. It is profitable.
C. It is honorable.
D. It is promising.
9. A. The tie is old so it cannot be changed.
B. The woman cannot show the receipt.
C. The tie has been worn.
D. The warranty has run out.
10. A. The man is not very sick.
B. The man needs a good rest.
C. The man is too sick for work but OK for football.
D. It takes him at least 3 days to recover.

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your **Answer Sheet II** for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about the pyramids.

You now have 30 seconds to read Questions 11 to 15.

11. According to the text, the pyramids were probably built by _____.
12. The best time for building pyramids was when the Nile was _____ and the fields were covered with water.
13. Having not understood how the stones could be lifted with _____ at the time, the exact technique of erecting the pyramids has not yet been established.
14. In order to misguide thieves, the interior of the pyramids is complicated, with _____ leading nowhere.
15. The summit of the pyramids' exterior was covered with _____.

You now have 30 seconds to check your answers to Questions 11 to 15.

Questions 16 to 20 are based on a talk about Ireland.

You now have 30 seconds to read Questions 16 to 20.

16. Ireland remained insulated _____ in the outside world for a long time.
17. Globalization is one of the characteristics of the present Ireland, whereas _____ was the one in the past.
18. Ireland is now _____ for immigrants.
19. Thanks to the access to the _____ Ireland leapt to the top of the European table in income and GDP levels.
20. Major multinationals _____ Ireland's proximity to important countries on the Continent.

You now have 30 seconds to check your answers to Questions 16 to 20.

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Question 21: How does a flock of birds know when to change direction?

Question 22: According to the recording, what are scientists not sure about birds?

Question 23: Which bird in the flock steers the course of flying?

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

Question 24: What does it mean by genius in its real sense?

Question 25: Who can help preserve children's inborn capacities?

Question 26: What should be responsible for the repression of children's genius qualities?

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Question 27: According to the talk, what seems to be able to persuade a consumer to buy the product?

Question 28: Apart from the product, what else is involved in buying a product?

Question 29: Which word today can keep food prices going up?

Question 30: What feelings do circle-shaped products bring the consumers?

Part II Use of English and Reading Comprehension (55 minutes, 40 points)

Section A

Directions: There are 15 blanks in the following passage. Read the passage carefully and fill in each of the blanks by choosing the right word or phrase from the list given below. Write your answer on the **Answer Sheet II**. Capitalize the word when it is necessary. The words and phrases listed are twice as many as the blanks. Once a word or phrase is chosen, it must be used only once.

central, arises, demand, involved, command, post, rarely, duty, holds, consulted, concurred, grand, consumed, take up, contrast, largely, comparison, simply, asserts, usually, appear, either, attached, neither, concentrated, arrive, generates, marginal, move up, vast

If sustainable competitive advantage depends on work-force skills, American firms have a problem. Human-resource management is not traditionally seen as 31 to the competitive survival of the firms in the United States. Skill acquisition is considered an individual responsibility. Labour is 32 another factor of production to be hired – rented at the lowest possible cost – much as one buys raw materials or equipment.

The lack of importance 33 to human-resource management can be seen in the corporate hierarchy. In an American firm the chief financial officer is almost always second in 34. The 35 of head of human-resource management is usually a specialized job, off at the edge of the corporate hierarchy. The executive who 36 it is never 37 on major strategic decisions and has no chance to 38 to Chief Executive Officer. By way of 39, in Japan, the head of human-resource management is central — 40 the second most important executive, after the CEO, in the firm's hierarchy.

While American firms often talk about the 41 amounts spent on training their work forces, in fact they invest less in the skills of their employees than do 42 Japanese or German firms. The money they do invest is also more highly 43 on professional and managerial employees.

As a result, problems emerge when new breakthrough technologies 44. If American workers, for example, take much longer to learn how to operate new flexible manufacturing stations than workers in Germany (as they do), the effective cost of those stations is lower in Germany than

it is in the United States. More time is required before equipment is up and running at capacity, and the need for extensive retraining 45 costs and creates bottlenecks that limit the speed with which new equipment can be employed.

Section B (30 minutes, 15 points)

Directions: Read the following passages carefully and then select the best answer from among the four choices given to answer each of the questions or complete each of the statements that follow each passage. Mark the letter of your choice on your Answer Sheet I.

Passage 1

Here's my simple test for a product of today's technology: I go to the bookstores and check the shelves for remedial books. The more books, the more my suspicions are raised. If computers and computer programs supposedly are getting easier to use, why are so many companies still making a nice living publishing books on how to use them?

Computers manipulate information, but information is invisible. There's nothing to see or touch. The programmer decides what you see on the screen. Computers don't have knobs like old radios. They don't have buttons, not real buttons. Instead, more and more programs display pictures of buttons, moving even further into abstraction and arbitrariness. I like computers, but I hope they will disappear, that they will seem as strange to our descendants as the technologies of our grandparents appear to us. Today's computers are indeed getting easier to use, but look where they started: so difficult that almost any improvement was welcome.

Computers have the power to allow people within a company, across a nation or even around the world to work together. But this power will be wasted if tomorrow's computers aren't designed around the needs and capabilities of the human beings who must use them – a people-centered philosophy, in other words. That means retooling computers to mesh with human strengths – observing, communicating and innovating – instead of asking people to conform to unnatural behavior computer demands. That just leads to error.

Many of today's machines try to do too much. When a complicated word processor attempts to double as a desktop publishing program or a kitchen appliance comes with half a dozen attachments, the products are bound to be unwisely and burdensome. My favorite example of a technological product on just the right scale is an electronic dictionary. It can be made smaller, lighter and far easier to use than a print version, not only giving meanings but even pronouncing the words. Today's electronic dictionaries, with their tiny keys and barely legible displays, are primitive but they're on the right track.

46. According to the author, companies can make a living by publishing books on how to use computers because _____.

A. few companies are publishing such books

- B. computers manipulate invisible information
C. it is not easy to learn how to use computers and computer programs
D. books on how to use computers are cheaper
47. The author hopes that _____.
A. the elderly can learn new technologies if they need
B. future generations can use something better than computers
C. he himself can get rid of computers as quickly as possible
D. radios will be made as complicated as computers
48. According to the passage, today's computers should be _____.
A. improved to conform to international conventions
B. designed with more buttons
C. based on people-centered philosophy
D. made with more information shown on the screen
49. The word "retooling" in Para. 3 can best be replaced by _____.
A. recovering
B. replacing
C. rearranging
D. reproaching
50. Which seems to be the author's conclusion?
A. It is burdensome to learn the arbitrary ways of the computer.
B. It is a mistake to invent computer technology.
C. Primitive machines are easier to manipulate.
D. Products of today's technology are on the right track.

Passage 2

Technological characteristics of the factory of the future will be influenced by both "science push" and "market pull". Science push relates to the many scientific developments that are being announced from laboratories around the world.

The manufacturing community is alert to these developments and when creative people visualize opportunities to solve major problems with new scientific developments, they are responsive to initiate major projects to attempt to capture a competitive edge. Market pull is the other dimension. The manufacturing community sees opportunities to gain a competitive edge by drawing existing or emerging technologies on to the shop floor, and they are willing to invest in the future. The driving force in both cases is the desire to increase productivity and quality. History has demonstrated that both phenomena are at work in the manufacturing environment.

Underlying the future of the manufacturing environment of tomorrow are the strategic technologies that we recognize today as playing an important role in our planning in industrial and university research laboratories. Let me elaborate on what I consider the strategic technologies in the laboratory with both medium and long-range perspectives on the future. My strategic

technologies include: new materials (including polymers, alloys, ceramics and composites, and superconductors), computer engineering, microelectronics, micro fabrication, photonics, and manufacturing system (automation for machines and processes, new processes, engineering management).

The reality of the impact of the strategic technologies which I have mentioned is not an issue. What are the issues include: how rapidly will their impact be felt, how will the capital investments required be justified, and how will we educate the workforce to implement and manage them. I believe these issues will be resolved in an evolutionary way rather than as a new industrial revolution. There are already unfortunate examples of failure in attempts to implement individual views of factories of the future. The underlying problems will surface when we attempt too much, too soon, and without a thorough knowledge of all of the important features of strategic technologies and of whether they are fit for an effective manufacturing facility. The lack of standards has been recognized as a major **deterrent** to integration, and major steps have been taken on a national and worldwide basis to correct the situation. We cannot overestimate the power of the human being to adapt and to succeed. We have not yet duplicated this power with the computer. However, we have achieved the ability to use the computer to make the human more productive, more reliable and more powerful. This is perhaps the beginning for developing a more focused view of what we mean by the factory of the future. The issue of strategic technologies is of great importance to the development of the factory of the future. It is a matter of survival.

51. When the manufacturing community sees opportunities to solve major problems with new scientific development, it will
 - A. be alert and willing to invest in the future.
 - B. stop drawing existing or emerging technologies on to the shop floor.
 - C. quickly undertake new projects to capture the competitive edge.
 - D. wait and see if it has "science push" and "market pull".
52. Which of the following is probably a controversial issue on strategic technologies?
 - A. Influence over the manufacturing community.
 - B. Difficulty in teaching strategic technologies to workers.
 - C. Functions and lasting periods of the strategic technologies.
 - D. Acceptable explanations given for capital investments.
53. The implementation of new strategic technologies will most probably not succeed if we
 - A. treat the strategic technologies in an evolutionary way.
 - B. attempt to resolve the issue of strategic technologies too soon in a revolutionary way.
 - C. do not realize the impact of new strategic technologies.
 - D. can not make the computer more productive, reliable and powerful.
54. The word "deterrent" (Para. 4) most probably refers to
 - A. advantage.
 - B. shortcoming.

- C. disadvantage.
D. handicap.
55. The most suitable title of the passage would be
A. The Factory of the Future: Technological Aspects.
B. Science Push and Market Pull.
C. The Impact of Strategic Technologies.
D. The Future of the Manufacturing Environment.

Passage 3

The computer was taken Wednesday — the same day the jury was seated — from the apartment of M. Gerald Schwartzbach, who is defending the actor against charges that he murdered his wife, Bonny Lee Barkley, in 2001.

Superior Court Judge Darlene Schempp held a quick hearing on the issue. Noting that all parties had not gotten much sleep, she postponed a motions hearing until Monday, when opening statements had been scheduled. She did not say whether those statements would proceed.

James E. Blatt, appointed by the judge to **oversee** the police investigation of the burglary, said after the hearing, "Certain items were taken that could have a very negative effect if they get in the wrong people's hands."

Schwartzbach declined to comment on whether he had copies of the material on the computer missing from his Sherman Oaks apartment, which was serving as his office.

Appearing shaken as he spoke outside the courthouse, the defense attorney said that no matter what results from the investigation, "We intend to try this case as soon as we possibly can."

"We are satisfied that we have a fair jury and we want this trial," Schwartzbach said.

He declined to speculate on who might have committed the burglary, as did district attorney spokeswoman Sandi Gibbons.

The judge appointed Blatt, an attorney, to oversee any searches by officers investigating the burglary, to make sure attorney-client privilege was not threatened.

"I believe there will be a very intense and thorough investigation," Blatt said. "In that computer was the heart and soul of the defense case." The judge will decide Monday whether to postpone the case or go forward, he said.

Blatt said the main thing taken was a computer, **but golf clubs were also stolen**, and an apartment adjacent to Schwartzbach's was entered. He said it appeared that the doors were forced with a crowbar or screwdriver.

Blake, the 71-year-old star of the old "Baretta" TV series, married Barkley after DNA tests showed he was the father of her baby. Barkley was shot May 4, 2001, in a car parked near a restaurant where she and Blake had just dined. He is charged with murder and solicitation of murder.

The jurors were sworn in Wednesday after a prosecutor and defense attorney used numerous challenges to remove panelists from the jury box. They did not have to state a reason for the

peremptory challenges.

The seven men and five women range in age from 24 to 78. Six alternates also were selected Wednesday.

56. What kind of role did the computer play in the case mentioned?

- A. Superior Court had to hold a hearing with the computer.
- B. The computer documented important files that may help Blake.
- C. DNA tests by the computer might point out a murdering case.
- D. One of the jury had to use the computer to get information.

57. What's the probable meaning of "oversee" in the 3rd paragraph?

- A. Overlook.
- B. Help.
- C. Supervise.
- D. Foresee.

58. According to the passage, when will the trial be held?

- A. It's not decided until Monday.
- B. It's about to be delayed.
- C. It will be held on schedule.
- D. It will be suspended till police find out the burglar.

59. What does it imply by "but golf clubs were also stolen"?

- A. The only purpose of the burglary was to get the computer.
- B. The burglar probably had nothing to do with the murdering case.
- C. The one who wanted the computer only did not have to break in.
- D. Golf clubs were deceptive in the murdering case.

60. According to the author, what is probably a standard to choose a jury?

- A. The possible jurors are confronted with difficult questions.
- B. A jury must be composed of people from different social layers.
- C. Twelve jurors and two alternates are chosen.
- D. The jurors have to be in different age groups.

Section C (10 minutes, 10 points)

Directions: In the following passage, five sentences have been removed from the original text. They are listed from A to F and put below the passage. Choose the most suitable sentence from the list to fill in each of the blanks numbered 61 to 65. There is one sentence that does not fit in any of the blanks. Mark your answers on your Answer Sheet I.

Deep Blue and Garry Kasparov are taking chess to new levels of excellence. Both have shown what can be done with hard work and talent and imagination. Fortunate to have been born a genius, no one works harder to be champion than Garry Kasparov; the Deep Blue team is composed of the cream of scientific talent, and they too work with a passion and dedication to their mission.

In the last year, Garry Kasparov has played some of his finest chess and is coming to New

York at the top of his career. 61 The match promises to be an outstanding contest. We are going to witness dramatic history at the chess table.

62 Science is filled with surprises and developing a chess program has had its share. Researchers in the 1950s and 1960s felt that if computers were to play chess at the level of the best humans — a task many said required intelligence — they should be programmed to play like grandmasters. Many maintained that computers should be programmed in sophisticated programming languages that would make it easy for programmers to incorporate the thought process of grandmasters into their programs.

In addition, computers should be programmed to carry out some sort of selective search as we envision grandmasters do. But Deep Blue has followed a different path. 63

This is not to say that we haven't learned a lot about human intelligence and solving complex problems. First, we realize that the sheer power of computers, combined with our creative mind, will permit us to solve many problems that have seemed beyond our reach.

Second, we have learned that the definition of intelligence is elusive. 64 When computers of the future prove mathematical theorems that have stymied the greatest human minds thus far, will they then display intelligence?

Third, we have learned something about learning itself. While there have been many attempts to program machine learning, there have been no great successes to date. 65

As computers will remain our partners for the foreseeable future, it is important that we design them in ways that improve our own lives. This partnership has just begun, but if the last half-century is any indication of what is to come, as reflected in achievements such as those of Deep Blue, we may be in for many more pleasant surprises.

- A. Although computers are playing grandmaster-level chess, does it follow that they have any intelligence?
- B. Deep Blue will be significantly stronger too, searching twice as many positions per second and searching them with enhanced chess knowledge.
- C. But more than an exciting battle, this match will be remembered as a landmark in the evolution of mankind's powerful new tool.
- D. Computers have been taught to play chess, but learning how to improve their own play as we do is centuries away.
- E. It is programmed in C, a language that looks more like assembly language than anything fit for chess, and the brute force approach taken by Deep Blue's alpha-beta search is apparently in vivid contrast with the search done by grandmasters.
- F. We have witnessed a million-fold increase in computer power over the last 40 years, and we are beginning to understand the implications of another million-fold increase.

PAPER TWO

Part III Writing (60 minutes, 30 points)

Section A (20 minutes, 10 points)

Directions: Read the following article and write a summary of no more than 150 words on your Answer Sheet II.

Football is a sport in which body injury is one of the leading convention. Indeed, it is arguable that body shattering is the very point of football, as killing and mainning are of war. To grasp some of the more conspicuous similarities between football and war, it is instructive to listen to the imperatives most frequently issued to the players by their coaches, teammates and fans. "Hurt 'em!" "Level 'em!" "Take 'em apart!" "Kill 'em!" Just as in Hockey, where a fight will bring fans to their feet more often than a skillful play, so in football the mouth waters most of all for the really crippling block or tackle.

The family resemblance between football and war is striking. Their language is similar: "field general", "front line", "good hit" and so on. Their principles and practices are alike: absolute command and total obedience, territorial aggression, blackboard maneuvers and strategies, drills, uniforms, formations, marching bands and training camps. And the virtues they celebrate are almost identical: hyper-aggressiveness, coolness under fire and suicidal bravery. All this has been implicitly recognized by such jock-loving Americans as media stars General Patton and President Nixon, who have talked about war as a football game. Patton wanted to make his Second World War tank men look like football players. And Nixon was fond of comparing attacks on Vietnam to football plays and drawing coachly diagrams on a blackboard TV war fans.

Of course, it would be a mistake to suppose that there is more blind acceptance of brutal practices in organized football than elsewhere. On the contrary, a recent Harvard Study has approvingly argued that football's characteristics of "impersonal acceptance of inflicted injury", an overriding "organization goal", the "ability to turn oneself on and off" and being, above all, "out to win" are of "inestimable value" to big corporations. Clearly, our sort of football is no sicker than the rest of our society. Even its organized destruction of physical well-being is not anomalous. A very large part of our wealth, work and time is, after all, spent in systematically destroying and harming human life. Competitive, organized injuring is integral to our way of life, and football is simply one of the more intelligible mirrors of the whole process.

Now it is fashionable to rationalize our collaboration in all this by arguing that, well, man likes to fight and injure his fellows and such games as football should be encouraged to discharge this original-sin urge into less harmful channels than, say, war.

As an ex-player in the seasonal coast-to-coast drama, I see little to recommend such a view. What organized football did to me was make me suppress my natural urges and re-express them in

an alienating, vicious form. Spontaneous desires for free bodily exuberance and fraternization with competitors were shamed and forced under and in their place were demanded armored mechanical moves and cool hatred of all opposition. The players never speak of these things because everybody is so anxious to appear tough.

The claim that men like seriously to battle one another to some sort of finish is a myth. It only endures because it wears one of the oldest and most propagandized of mask — the romantic combatant. I sometimes wonder whether the violence all around us doesn't depend for its survival on the existence and preservation of this tough-guy disguise.

As for the effect of organized football on the spectator, the fan is not released from supposed feelings of violent aggression by watching his athletic heroes perform it so much as encouraged in the view that people-smashing is an admirable mode of self-expression. Indeed, it seems likely that the whole show just further develops and stimulates the North American addiction for violent self-assertion. Perhaps, as well, it helps explain why the greater the zeal of U.S. political leaders as football fans, the more enthusiastic the commitment to hard-line politics.

Watching well-advertised strong men knock other people round, make them hurt, is in the end like other tastes. It does not weaken with feeding and variation in form. It grows.

Section B (40 minutes, 20 points)

Directions: Write an essay of no less than 250 words on the topic given below. Use the proper space on your **Answer Sheet II**.

Topic: Some people say that books are the most important source of knowledge. Do you agree with this opinion? What is your idea of the knowledge gained through experience?

Model Test 5

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C, or D on your Answer Sheet I.

1. A. A business talk.
B. A family talk.
C. A private talk.
D. A formal talk.
2. A. The man wants some suggestions.
B. The man is the boss.
C. The man must have offered some valuable suggestions.
D. The man must be very jealous now.
3. A. The man is very grateful for the woman's help.
B. The man is ready to face any problem.
C. The woman does not want to help at all.
D. The man is not satisfied with the woman's advice.
4. A. \$3. B. \$4. C. \$6. D. \$12.
5. A. The man really wants to settle down.
B. The man wants to have a quiet life.
C. The man thinks there is always a better place.
D. The man really loves a place with green grass.
6. A. He liked the dinner last night.
B. He had dinner with his girlfriend at a restaurant last night.
C. He was happy because his girlfriend's parents liked him.
D. His girlfriend's parents were too kind to him.



7. A. In a hotel.
B. In a supermarket.
C. In a restaurant.
D. In a self-service shop.
8. A. One of the man's old friends is very rich now.
B. The woman does not know who the man is talking about.
C. The man enjoys his life now and does not want to be rich at all.
D. The man used to be very rich, but now he is poor.
9. A. The women must be Doctor Croat's wife.
B. The man can see the doctor tomorrow.
C. There is something wrong with the man's teeth.
D. The doctor is out for a vacation.
10. A. Father and daughter.
B. Teacher and student.
C. Boss and secretary.
D. Husband and wife.

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your **Answer Sheet II** for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about rabies.

You now have 30 seconds to read Questions 11 to 15.

11. Rabies is _____, because the death rate is 100%.
12. Other than dogs, _____ are the chief sources of rabies.
13. Even if the dogs look healthy, we should not _____.
14. Slaughtering and eating animals carrying the virus may also _____.
15. _____ for humans include the fear of light and water, especially water.

You now have 30 seconds to check your answers to Questions 11 to 15.

Questions 16 to 20 are based on a talk about Arabian camels.

You now have 30 seconds to read Questions 16 to 20.

16. The Arabian camel's height is about _____.

17. The camel's hump consists of _____ and can carry a food reserve in it.
18. The camel is able to survive on _____ like thorny plants in the desert for long periods.
19. The camel can consume _____ when coming across water.
20. In pre-modern times, the camel's manure was used for _____ after being dried.

You now have 30 seconds to check your answers to Questions 16 to 20.

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

- Question 21: What was the reality for the speaker's grandparents when they were eighty years old?
- Question 22: What does "golden years" mean to some old Americans?
- Question 23: What's the speaker's focus on the issue of aging population?

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

- Question 24: What does it mean by "the principle of reciprocity"?
- Question 25: How did other monkeys react when one monkey could trade rocks for grapes?
- Question 26: What will primates do if the food they get by cooperation cannot be distributed fairly?

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

- Question 27: Why is critical thinking important to us?
- Question 28: What will you tend to do if you are a critical thinker?
- Question 29: What is considered to be a measure of intelligence for some people nowadays?
- Question 30: Why did Albert Einstein try to put Hoffman at ease?

Part II Use of English and Reading Comprehension (55 minutes, 40 points)

Section A

Directions: There are 15 blanks in the following passage. Read the passage carefully and fill in each of the blanks by choosing the right word or phrase from the list given below. Write your answer on the **Answer Sheet II**. Capitalize the word when it is necessary. The words and phrases listed are twice as many as the blanks. Once a word or phrase is chosen, it must be used only once.

expectations, called for, distinction, prestige, thus, aggravating, dispassion, virtually, on the contrary, along with, sign up, focus, exaggerating, convicted, understated, confirmed, opportunities, destructive, bias, except for, threats, prosecution, salary, devastated, inspection, but, sensationalized, visually, attention, because

World War II marked another sharp reversal in the course of Chicano history, renewing hope where the Depression had brought despair. The Depression had left in its wake a population decline, 31 communities, and shattered dreams; the war brought population growth, resurgent communities, and rising 32.

World War II caused a tremendous labor shortage. When the military forces 33 recruits, Mexican Americans responded in great number and went on to serve with 34. Some 350,000 Chicanos served in the armed services and won 17 medals of honor. The war also brought industrial expansion, further 35 the labor shortage caused by growth of the armed forces. Chicanos 36 managed to gain entry to jobs and industries that had been 37 closed to them in the past. These new 38 liberated many Chicanos from dependence on such traditional occupations as agriculture.

39 opportunities, World War II also brought increased tensions between Chicanos and law-enforcement agencies. Two events in Los Angeles brought this issue into 40. In the Sleepy Lagoon case of 1942-1943, 17 Chicano youths were 41 of charges ranging from assault to first-degree murder for the death of a Mexican American boy discovered on the outskirts of the city. Throughout the trial, the judge openly displayed 42 against Chicanos, and allowed the 43 to bring in racial factors. Further, the defendants were not permitted haircuts or changes of clothing. In 1944, the Sleepy Lagoon Defense Committee obtained a reversal of the convictions from the California District Court of Appeals, 44 the damage had been done. Los Angeles newspapers 45 the case and helped create an anti-Mexican atmosphere. Police harassed Chicano youth clubs, and repeatedly rounded up Chicano youth "under suspicion."

Section B (30 minutes, 15 points)

Directions: Read the following passages carefully and then select the best answer from among the four choices given to answer each of the questions or complete each of the statements

that follow each passage. Mark the letter of your choice on your *Answer Sheet I*.

Passage 1

Earlier this summer, Mike Trevino, 29, slept nine hours in nine days in his quest to win a 3,000-mile, cross-country bike race. For the first 38 hours and 646 miles, he skipped sleep entirely. Later he napped — with no dreams he can remember — for no more than 90 minutes a night. Soon he began to imagine that his support crew was part of a bomb plot. “It was almost like riding in a movie. I thought it was a complex dream, even though I was conscious,” says Trevino, who finished second.

Trevino’s case may be extreme, but it raises important questions: If we don’t sleep (or sleep enough), what happens to our dreams? And if we don’t dream, what happens to us? These are not purely academic questions. Nearly 40 percent of Americans report getting fewer than seven hours sleep on weekdays and nearly 60 percent say they experience some kind of insomnia at least several nights a week, according to a National Sleep Foundation poll. “Sleep may be essential for life,” says Jerry Siegel, a neuroscientist at UCLA’s Center for Sleep Research. “It’s certainly essential for optimum brain function.”

For those of us who are stressed, anxious and working too hard, insomnia only makes things worse. When our worries wake us in the middle of a REM cycle, issues that might have been resolved through dreams are left hanging. Dreams tend to get more positive as the night wears on, and waking up too soon interrupts this process. “People who are sleep deprived are often irritable,” says Rosalind Cartwright, chairman of psychology at Rush University Medical Center in Chicago. “They haven’t worked through the bad feelings.”

Depression interferes with healthy sleeping — and dreaming. In a study published this month, several experts at the University of Pittsburgh stated that “The brain of depressed dreamers doesn’t shut off, it keeps ruminating about things, which makes it hard for the person to get to sleep — or if they do, it wakes them up in the middle of the night to work on all the problems they have.”

If you have trouble sleeping, here’s what to do: Find out if you have a physical problem such as sleep apnea. If you’re physically fine, go to bed and get up at a regular time every day, stay away from caffeine and alcohol before bedtime, and avoid bright lights in the bedroom. Good sleep produces good dreams. “You’ll work better, feel sharper, actually be more creative,” says Cartwright. No wonder they say that dreams are sweet.

46. Which of the following is true about Mike Trevino?

- A. He couldn’t remember any dreams in the race.
- B. He got the second prize without any sleep.
- C. He was conscious when dreaming.
- D. He slept for no more than 90 minutes per day.

47. According to the passage, how about the current sleep situations of Americans?

- A. Less than half of them developed some kind of insomnia.

- B. Their sleep hours were far less than enough.
C. Most of them slept over 7 hours on weekends.
D. Dreams are necessary for better brain function.
48. When people are worried, they will probably
A. lose their temper easily.
B. fail to solve some issues.
C. experience more nightmares.
D. stay up and work.
49. What would happen if a depressed dreamer felt asleep?
A. His brain wouldn't keep on thinking about problems.
B. His brain would not shut off.
C. He would have sweet dreams.
D. He would wake up in the middle of the night by depression.
50. Which one is the best way to have good dreams?
A. Going to bed regularly.
B. Having a drink before bed time.
C. Taking a sleeping pill.
D. Staying away from work.

Passage 2

The mental health movement in the United States began with a period of considerable enlightenment. Dorothea Dix was shocked to find the mentally ill in jails and almshouses and crusaded for the establishment of asylums in which people could receive humane care and treatment which might help restore them to sanity. By the mid 1800s, 20 states had established asylums, but during the late 1800s and early 1900s, in the face of economic depression, legislatures were unable to appropriate sufficient funds for decent care. Asylums became overcrowded and prison-like. Additionally, patients were more resistant to treatment than the pioneers in the mental health field had anticipated, and security and restraint were needed to protect patients and others. Mental institutions became frightening and depressing places in which the rights of patients were all but forgotten.

These conditions continued until after World War II. At that time, new treatments were discovered for some major mental illnesses heretofore considered untreatable (penicillin for syphilis of the brain and insulin treatment for schizophrenia and depressions), and a succession of books, motion pictures, and newspaper exposés called attention to the plight of the mentally ill. Improvements were made and Dr. David Vail's Humane Practices Program is a beacon for today. But changes were slow in coming until the early 1960s. At that time, the Civil Rights movement led lawyers to investigate America's prisons, which were disproportionately populated by blacks, and they in turn followed prisoners into the only institutions that were worse than the prisons — the hospitals for the criminally insane. The prisons were filled with angry young men who, encouraged

by legal support, were quick to demand their rights. The hospitals for the criminally insane, by contrast, were populated with people who were considered “crazy” and who were often kept obediently in their place through the use of severe bodily restraints and large doses of major tranquilizers. The young cadre of public interest lawyers liked their role in the mental hospitals. The lawyers found a population that was both passive and easy to champion. These were, after all, people who, unlike criminals, had done nothing wrong. And in many states, they were being kept in horrendous institutions, an injustice, which once exposed, was bound to shock the public and, particularly, the judicial conscience. Patients’ rights groups successfully encouraged reform by lobbying in state legislatures.

Judicial interventions have had some definite positive effects, but there is growing awareness that courts cannot provide the standards and the review mechanisms that assure good patient care. The details of providing day to day care simply cannot be mandated by a court, so it is time to take from the courts the responsibility for delivery of mental health care and assurance of patient rights and return it to the state mental health administrators to whom the mandate was originally given. Though it is a difficult task, administrators must undertake to write rules and standards and to provide the training and surveillance to assure that treatment is given and patient rights are respected.

51. Which of the following happened in mental institutions after economic depression?

- A. Patients became inflexible and insensitive.
- B. Fewer patients led to shortage of funds and inhumane care.
- C. More patients were reluctant to get help from physicians.
- D. Patients were disappointed to live in asylums.

52. It can be inferred that, had the Civil Rights movement not prompted an investigation of prison conditions,

- A. states would never have established asylums for the mentally ill.
- B. new treatments for major mental illness would have likely remained untested.
- C. the Civil Rights movement in America would have been politically ineffective.
- D. conditions in mental hospitals might have escaped judicial scrutiny.

53. According to the passage, mental hospital conditions were radically changed because of

- A. a group of young angry men in the 1900s.
- B. active young lawyers in the 1960s.
- C. innocent insane patients’ protest.
- D. powerful court interventions.

54. According to the passage, who is responsible for surveillance of good patient care?

- A. The state courts.
- B. The public interest lawyers.
- C. The state mental health administrators.
- D. The hospitals.

55. The main purpose of the passage is to

- A. provide an historical perspective on problems of mental health care.
- B. increase public awareness of the plight of the mentally ill.
- C. shock the reader with vivid descriptions of asylums.
- D. describe the invention of new treatments for mental illness.

Passage 3

The rise of “temp” work has further magnified the decreasing rights and alienation of the worker. It is common corporate practice to phase out full time employees and hire temporary workers to take on more workload in less time. When facing a pressing deadline, a corporation may pay — per hour for a temp worker, but the temp worker will only see part of that money. The rest goes to temp agency, which is usually a corporate chain, such as Kelly Services, that blatantly makes its profits off of other people’s labor. This increases profits of the corporations because they can increase a workload, get rid of the employee when they’re finished, and not worry about paying benefits or unemployment for that employee. I have had to work with temps a few times in my current position, and the workers only want one thing — a full time job with benefits. We really wanted to hire one temp I was working with, but we could not offer her a full time job because it would have been a breach in our contract with the temp agency that employed her. To hire a temp full time, we would have had to pay the agency over a thousand dollars. Through this practice and policy, the temp agency locks its temporary workers into a horrible new form of servitude from which the worker cannot break free.

Furthermore, corporate powers push workers to take on bigger workloads, work longer hours, and accept less benefit by instilling paranoia in their workforce. The capitalist bosses assume dishonesty, disloyalty, and laziness amongst workers, and they breed a sense of guilt and fear through their assumptions where guilt doesn’t seep in, bitterness, anger, and depression take over, the highest priorities of Big Business are to increase profits and limit liabilities. Personal relations and human needs are last on their list of priorities. So what we see is a huge mass of people who are alienated, disempowered, overworked, mentally and physically ill and who spend the vast majority of their time and energy on their basic survival. They are denied a chance to really “live”, because they are forced to make profits for the capitalists in power.

56. Which of the following can NOT be listed as a reason for corporations’ hiring temporary workers and phasing out full time employees?

- A. Corporations intend to leave more workload to temporary workers.
- B. Temp workers are generally well trained and can achieve high efficiency.
- C. Corporations can reduce their production cost by employing temp workers.
- D. Corporations can benefit a great deal from keeping a small full time work force.

57. In the first paragraph, which statement is true about temp workers?

- A. Temp workers seem to be satisfied with their conditions.
- B. Temp workers have to work for temp agencies only.

- C. Temp workers are fairly paid by their agencies.
 D. Temp workers can hardly be employed as full time workers.
58. The main purpose of the last paragraph is to
 A. show how much the capitalist bosses distrust temp workers.
 B. reveal that temp workers are living in misery.
 C. arouse readers' hatred for the capitalists.
 D. criticize severely the ignorance of the temp workers.
59. The author's attitude toward the temp workers can be described as
 A. amicable.
 B. depressed.
 C. sympathetic.
 D. hostile.
60. The word "liabilities" in the last paragraph is closest in meaning to
 A. risks in hiring temp workers.
 B. duties distributed to workers.
 C. responsibilities shared by temp workers.
 D. considerations offered to temp workers.

Section C (10 minutes, 10 points)

Directions: In the following passage, five sentences have been removed from the original text. They are listed from A to F and put below the passage. Choose the most suitable sentence from the list to fill in each of the blanks numbered 61 to 65. There is one sentence that does not fit in any of the blanks. Mark your answers on your Answer Sheet I.

The history of coffee is as rich as the brew itself, dating back more than a thousand years. The first coffee plants came from the Horn of Africa. Native tribes would grind the coffee cherries together, mixing the paste with animal fat. Rolled into little balls, the mixture was used to give warriors energy for battle.

During these ancient times, coffee's stimulating properties were thought to be a sort of religious ecstasy. The drink earned a mystical reputation, shrouded in secrecy and associated with priests and doctors. 61

According to one story, a goat-herder noticed his herd became friskier after consuming the red cherries of a wild coffee shrub. Curious, he tasted the fruit himself. 62 Soon the monks began to boil the beans themselves and use the liquid to stay awake during all-night ceremonies.

The other story is that a Muslim dervish was condemned by his enemies to wander in the desert. In his delirium, the man heard a voice instructing him to eat the fruit from a nearby coffee tree. 63 Interpreting his survival and energy as a sign of Allah, he returned to his people, spreading the faith and the recipe.

Coffee cultivation began in the 15th century. For many centuries, Arabia's Yemen province



was the world's only source. The demand was very high, and beans leaving the Yemeni port of Mocha were highly guarded. No fertile plants were allowed to leave the country.

Despite the restrictions, Muslim pilgrims to Mecca smuggled coffee plants back to their homelands, and coffee crops soon took root in India. 64 Many European merchants grew accustomed to drinking coffee overseas and brought it back with them. The beverage gained popularity when street vendors began selling it.

65 In the 17th century, the Dutch introduced it to their colonies in Indonesia, and the French were the first to start planting it in the Americas. Today, coffee is the second most traded commodity on the planet – only petroleum outranks it!

Coffee is grown all around the world, but only on a belt between the Tropic of Cancer and the Tropic of Capricorn. The region where coffee is grown plays a big role in determining its taste – the native soil, climate, elevation and processing methods used in cultivation all impart a distinctive flavour to the beans. A French winemaker would call this “goût de terroir” – the “taste of the place.”

Geographically, there are three global coffee-growing regions: East Africa and the Arabian Peninsula, Southeast Asia and the Pacific, and Latin America.

- A. Coffee also made its way to Europe through Venice, where fleets traded perfumes, teas, dyes and fabrics with Arabic merchants along the Spice Route.
- B. The demand for coffee ensured that it would flourish outside its original homeland.
- C. Two prominent legends emerged to explain the discovery of this magic bean.
- D. He tried to soften the beans in water, and when this failed, he simply drank the liquid.
- E. There are two commercially important coffee species: *coffea arabica* and *coffea canephora* (*robusta*).
- F. Delighted by its invigorating effects, he was spotted dancing with his goats by a group of monks.

PAPER TWO

Part III Writing (60 minutes, 30 points)

Section A (20 minutes, 10 points)

Directions: Read the following article and write a summary of no more than 150 words on your *Answer Sheet II*.

Though the most common meaning of “criticism” is something like “finding fault”, critics often see excellence as well as weaknesses. Good criticism draws our attention to things that are worth attending to. Critical writing has to do with the value of literature, its goodness or badness. In a sense, literary criticism is a natural response to literature, a discourse about a work that interests us, though it is not expressed in a casual, unorganized, or subjective manner.

There are three common ways of writing a critical paper: explication, analysis, comparison / contrast. Whether long or short, a paper of explication is a close study of the work by itself. It can be a line-by-line commentary on the meaning of a poem by emphasizing the implication of words, the function of rhymes, the shifts in point of view, the development of contrasts, and any other contributions to the meaning. An explication of a poem, such as Robert Frost's "Design", is a detailed examination of the whole and can be much longer than the work itself. The method is also suited to a paper that deals only with short passage or section of a story, an important scene in a novel, or a speech or two in a play. Thus, explication is not paraphrase, which is a re-expression of something written or said in different words.

Analysis can be of two kinds: one is to analyze a work into its several elements but only focus on one or two of them; the other is to analyze a story or a novel in its entirety. Analysis is a more common approach than explication in writing about works longer than a page or two, though both are often-used ways in formalist criticism. When the word limit of the writing task makes it impossible to study all of the elements in a work, the scope of analysis is confined to just one element, though we will not stop there but will go on to suggest its relation to the whole story. The general principle in choosing a topic is to decide on something you can analyze thoroughly rather than something so big that the discussion must be superficial. "The character of Hester Prynne" would be a topic for a very long paper, while "The Effects of Alienation on Hester Prynne" would be for a shorter paper.

In writing an analysis we are advised to organize details in a logical order, moving from the lesser material to the greater or from the least important to the most. If the paper is a discussion of the roles of three characters in a story, it must be best to build up to the one of the three that you think is the most complicated.

An essay of comparison and contrast is much more difficult to handle in organization. When we study two authors or two works of fiction by the same or different authors, it is very natural for us to think about them in terms of similarities or differences. For instance, reading Faulkner's "Barn Burning" will make us recall Hawthorne's "My Kinsman Major Molineux", and the image of Emily Grierson in "A Rose for Emily" will remind us of Joanna Burden in *Light in August* by the same author. Since comparison/contrast is a mode of our thinking, we need to learn the skill well to make the method more effective. Writing an essay of comparison and contrast is a matter of putting random, associative ideas in order. There are two ways to arrange our thoughts, whether we use comparison, placing two things side by side and pointing out their similarities, or we use contrast, listing out their differences. One way is to examine one thing thoroughly and then turn to the other in similar aspects put down in the same order. This method is called block comparison or block contrast. The other way is to write about the two objects at the same time, discussing them point by point, with the points arranged in a certain order. And the method is called alternating comparison or alternating contrast. What we must avoid doing is to write two separate commentaries of the two objects based on casual items.

Section B (40 minutes, 20 points)

Directions: Write an essay of no less than 250 words on the topic given below. Use the proper space on your **Answer Sheet II**.

Topic: In this highly competitive society, what do you think of the relationship between competition and cooperation?

Model Test 6

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C, or D on your *Answer Sheet I*.

1. A. The woman managed to give the police a wrong dog.
B. The woman was caught by the police because she didn't have a driving license.
C. The woman was very sad because she could not find her lovely dog.
D. The woman tried very hard to find a new dog to make her parents happy.
2. A. 9:45.
B. 9:15.
C. 8:45.
D. 8:15.
3. A. The woman is sad because her eyes get hurt.
B. The woman is sad because her boyfriend abandoned her.
C. The woman is happy because she dumped a guy she didn't like.
D. The woman feels much better after this conversation.
4. A. \$ 60.
B. \$ 75.
C. \$ 90.
D. \$ 50.
5. A. Very accidental.
B. Very easy.
C. Without any reason.
D. Very lucky.
6. A. In a bank.



- B. In a stock exchange company.
C. In a business negotiation.
D. In an import-export company.
7. A. 998.
B. 899.
C. 989.
D. 988.
8. A. The woman is a college student in a medical school.
B. The woman works very hard to find a job.
C. The woman looks nice because she has just passed the examination.
D. The woman works very hard to enter the medical school.
9. A. John has already found a well-paid job on newspaper.
B. John didn't want to help her find a job on the web.
C. John didn't get the job by himself.
D. John has not found any job because he does not have to.
10. A. He is a soldier in Afghanistan.
B. He always likes to tell others of his own life plan.
C. He has made a big and shocking decision recently.
D. He has a stable personality.

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your **Answer Sheet II** for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about the function of cells.

You now have 30 seconds to read Questions 11 to 15.

11. A cell contains all the _____ and molecules that help support an organism's life.
12. Cells are thought of as _____ of organisms.
13. It is commonly believed in the scientific world that humans are _____ of a single cell.
14. Single cells are able to carry out certain biological functions on their own to _____.
15. Cell membranes function as a partition between the _____ of the cell and the outside environment.

You now have 30 seconds to check your answers to Questions 11 to 15.

Questions 16 to 20 are based on a talk about acid rain.

You now have 30 seconds to read Questions 16 to 20.

16. Pollution _____ into the air by power stations, factories, houses and cars contains sulphur dioxide and nitrogen oxides.
17. Before they fall to the earth in rain, snow or hail, acids can be _____ by the wind.
18. Acid rain can have _____ on freshwater lakes and the wildlife that depend upon them.
19. Governments have brought in international laws to _____ pollution from power stations and plants.
20. To help reduce air pollution, we can _____ instead of using our car for short journeys.

You now have 30 seconds to check your answers to Questions 16 to 20.

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your Answer Sheet II, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Question 21: In what way can one benefit if he/she can forgive?

Question 22: Why one can expect to wait a long time for apologizing?

Question 23: What is the last suggestion offered by the speaker?

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

Question 24: What are the advantages for the social science major?

Question 25: What are social science graduates good at?

Question 26: According to the text, what has made it easy for social science graduates to find jobs?

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Question 27: How long will a student spend in attending lectures?

Question 28: What is important in attending lectures?

Question 29: What do students do in the discussion section?

Question 30: Who read and write more, students of chemistry or students of literature?

Part II Use of English and Reading Comprehension (55 minutes, 40 points)

Section A

Directions: There are 15 blanks in the following passage. Read the passage carefully and fill in each of the blanks by choosing the right word or phrase from the list given below. Write your answer on the Answer Sheet II. Capitalize the word when it is necessary. The words and phrases listed are twice as many as the blanks. Once a word or phrase is chosen, it must be used only once.

accustomed, still, hopes, order, primary, time and again, distant, made up, at one time, biological, variable, biblical, noble, took up, honorable, even, yet, operated, contributed to, far, practiced, records, scribbled, disks, known, come across, granted, misspelled, motionless, form

Collecting one's family or genealogy is fast becoming as popular as collecting stamps, coins or baseball cards. Now, with computers and the Internet, it's easy to "surf the net" in 31 of finding someone who will share their family information. Most of this information is undocumented and needs to be checked against 32 sources to make sure it is correct. But it still can be fun especially if you find a long lost and 33 cousin in California who knows who your great great grandfather was.

Along with the information may come some strange names that look like they are 34. They aren't. Just like the names used today, 35 they were just as popular. In the 1700s and 1800s our ancestors named their children after 36 figures, like Elihu or Alihu, which is a male name that means "He is my God." In the Bible, Elihu was a young friend of Job.

Here are some more... Orlando is a 37 of Roland which is Latin meaning "golden or yellow." Orlando was the nephew of King Charles of England. Alonzo or Alonza comes from the Old English for "38" and Latin for "funds" and means "a nobleman's estate." Children were sometimes named for noted people of the time and area or 39 the maiden name of their mother or grandmother. In the late 1900's it was common to name a child after the local doctor such as Dr. Charles Gladstone who 40 on the Islands.

Nicknames or pet names were also used in the 41. Sedonias which in Hebrew meaning "entice" became Donies. Marys were 42 as Manies and Sophronias which in Greek means "knowledge" became Floras and Hesters were Hessys.

Today, we have become 43 to the written word. Some of the older names are not used today, or sometimes 44. If you 45 a name that is foreign to you, a little research will no

doubt prove that it is a name and that it does mean something.

Section B (30 minutes, 15 points)

Directions: Read the following passages carefully and then select the best answer from among the four choices given to answer each of the questions or complete each of the statements that follow each passage. Mark the letter of your choice on your Answer Sheet I.

Passage 1

Many people seem to think that science fiction is typified by the covers of some of the old pulp magazines, the Bug Eyed Monster, embodying every trait and feature that most people find repulsive, is about to grab, and presumably ravish, a sweet, blonde, curvaceous, scantily clad Earth girl. This is unfortunate because it demeans and degrades a worthwhile and even important literary endeavor. In contrast to this unwarranted stereotype, science fiction rarely emphasizes sex, and when it does, it is more discreet than other contemporary fiction. Instead, the basic interest of science fiction lies in the relation between man and his technology and between man and the universe. Science fiction is a literature of change and a literature of the future, and while it would be foolish to claim that science fiction is a major literary genre at this time, the aspects of human life that it considers make it well worth reading and studying for no other literary form does quite the same things.

What is science fiction? To begin, the following definition should be helpful: science fiction is a literary sub-genre which postulates a change (for human beings) from conditions as we know them and follows the implications of these changes to a conclusion. Although this definition will necessarily be modified and expanded, it covers much of the basic groundwork and provides a point of departure.

The first point — that science fiction is a literary sub-genre — is a very important one, but one which is often overlooked or ignored in most discussions of science fiction. Specifically, science fiction is either a short story or a novel. There are only a few dramas which could be called science fiction, with Karel Capek's RUR (Rossum's Universal Robots) being the only one that is well known, the body of poetry that might be labeled science fiction is only slightly larger. To say that science fiction is a sub-genre of prose fiction is to say that it has all the basic characteristics and serves the same basic functions in much the same way as prose fiction in general, that is, it shares a great deal with all other novels and short stories.

Everything that can be said about prose fiction, in general, applies to science fiction. Every piece of science fiction, whether short story or novel, must have a narrator, a story, a plot, a setting, characters, language, and theme. And like any prose, the themes of science fiction are concerned with interpreting man's nature and experience in relation to the world around him. Themes in science fiction are constructed and presented in exactly the same ways that themes are dealt with in any other kind of fiction. They are the result of a particular combination of narrator, story, plot, character, setting, and language. In short, the reasons for reading and enjoying science fiction, and the ways of studying



and analyzing it, are basically the same as they would be for any other story or novel.

46. Science fiction is different from other literary forms because it
- A. is more discreet than other types of prose fiction.
 - B. is a literature of the future and emphasizes sex.
 - C. deals with the different aspects of human life.
 - D. follows changes without any conclusion.
47. According to the author, the popular image of science fiction is
- A. prejudiced.
 - B. impartial.
 - C. worthy.
 - D. admiring.
48. What does it mean by saying that “science fiction is a literary sub-genre”?
- A. It shares characteristics with other types of prose fiction.
 - B. It does not cover the whole body of poetry.
 - C. It is neither a short story nor a novel in a sense.
 - D. It can be studied but not appreciated.
49. The last sentence in the passage implies that
- A. the reader should turn next to commentaries on general fiction.
 - B. there is no reason for any reader not to like science fiction.
 - C. the reader should compare other novels and stories to science fiction.
 - D. those who can appreciate prose fiction can appreciate science fiction.
50. An appropriate title for this passage would be
- A. On the Inaccuracies of Pulp Magazines.
 - B. Toward a Definition of Science Fiction.
 - C. A Type of Prose Fiction.
 - D. Beyond the Bug Eyed Monster.

Passage 2

Many objects in daily use have clearly been influenced by science, but their form and function, their dimensions and appearance were determined by technologists, artisans, designers, inventors, and engineers — using nonscientific modes of thought. Many features and qualities of the objects that a technologist thinks about cannot be reduced to unambiguous verbal descriptions; they are dealt with in the mind by a visual, nonverbal process. In the development of Western technology, it has been nonverbal thinking, by and large, that has fixed the outlines and filled in the details, and rockets exist not because of geometry or thermodynamics, but because they were first a picture in the minds of those who built them.

The creative shaping process of a technologist’s mind can be seen in nearly every artifact that exists. For example, in designing a diesel engine, a technologist might impress individual ways of nonverbal thinking on the machine by continually using an intuitive sense of rightness and fitness. What would be the shape of the combustion chamber? Where should be the valves placed? Should it have a long or short piston? Such questions have a range of answers that are supplied by

experience, by physical requirements, by limitations of available space, and not least by a sense of form. Some decisions, such as wall thickness and pin diameter, may depend on scientific calculations, but the nonscientific component of design remains primary.

Design courses, then, should be an essential element in engineering curricula. Nonverbal thinking, a central mechanism in engineering design, involves perceptions, the stock in trade of the artist, not the scientist. Because perceptive processes are not assumed to entail "hard thinking," nonverbal thought is sometimes seen as a primitive stage in the development of cognitive processes and inferior to verbal or mathematical thought. But it is paradoxical that when the staff of the Historic American Engineering Record wished to have drawings made of machines and isometric views of industrial processes for its historical record of American engineering, the only college students with the requisite abilities were not engineering students, but rather students attending architectural schools.

If courses in design, which in a strongly analytical engineering curriculum provide the background required for practical problem solving, are not provided, we can expect to encounter silly but costly errors occurring in advanced engineering systems. For example, early models of high speed railroad cars loaded with sophisticated controls were unable to operate in a snowstorm because a fan sucked snow into the electrical system. Absurd random failures that plague automatic control systems are not merely trivial aberrations; they are a reflection of the chaos that results when design is assumed to be primarily a problem in mathematics.

51. According to the author, what is the use of nonscientific thinking?

- A. Critical thinking may be derived from nonscientific thinking.
- B. Many features and qualities of an object can be imagined.
- C. Many objects are created with clear verbal descriptions.
- D. People from different trades may benefit from nonscientific thinking.

52. The second paragraph deals mainly with

- A. a technologist can conceive the form and function of an artifact in his own way.
- B. a diesel engine is a complex instrument designed by technologists using only nonverbal thought.
- C. a designer may use many scientific calculations in making a new machine.
- D. non-verbal communication should be used when an engineer is busy at work.

53. It can be inferred that the engineering curricula

- A. are strong despite the absence of nonscientific modes of thinking.
- B. should not emphasize nonverbal thinking in all courses.
- C. are thought to include verbal or mathematical courses.
- D. can be strengthened when they include courses in design.

54. By saying "paradoxical" in the third paragraph, the author points out that

- A. the engineering students do not understand the history of American engineering.
- B. the engineering students should know more than architectural students.
- C. the engineering students should perceive and design better than architectural students do.

- D. the engineering students neglect the importance of drawings.
55. Which of the following is probably in accordance with the author's idea?
- A. Mathematical thinking is essential to any design course.
 - B. Nonverbal thinking has its advantage over other perceptive processes.
 - C. Engineering design demands scientific thought.
 - D. Artists play a primitive role in engineering work.

Passage 3

For those who made their way West generations ago, the experience must have been both terrible and exhilarating. This land seemed to exclude the human, certainly was inhospitable to all but those the early American settlers described as savage, the Indian — the pioneer determined to fight oblivious nature, to change it, to dam the waters, to bleed the earth of oil, to chop down the trees, even at Mount Rushmore to deface the rock like teenage taggers today with proof of our existence. Who fears the wilderness anymore? This harsh desert of the American Southwest is, after all, not so far from desert resorts and swimming pools. Just a few decades ago, before air conditioning, most Americans would never have considered living in such an inhospitable spot. Because of technology, it is easier for us to be environmentalists. Because earlier generations hacked their way across the land, it is easy for us to get into our cars, drive to edge of a national park, and hike through meadows, oblivious of a mountain lion lurking. The division, the tear in the American heart, may now be over the issue of land — skinheads, joggers, environmentalists, ranchers, loggers, miners — the West is full of voices contending over the meaning of land. But the greatest debate may be generational — modern Americans in conflict with generations past.

Some weeks ago when a huge portion of Utah was protected by presidential signature, most modern — that is to say, most urban Americans approved the notion of wilderness protected. Earlier generations of Americans, on the other hand, did not so readily believe in wilderness so much as they did the farm. The farm conformed to the best — the biblical sense of the human within nature — planting, tilling, harvesting. In the early American imagination, the city was neighbor to the farm. Beyond the farm was wilderness, where the savage lived, where danger lurked, and death. Earlier generations idealized an American life like Abraham Lincoln's being shaped on the farm. Not today. Today all over the West, settlers were spilling onto farmland, small farmers going out of business. Nobody much cares. I date the change from Teddy Roosevelt, who was our first modern President, because he changed our sense of the land, urging us to protect the wilderness. Roosevelt became the most important American who traveled into wilderness to restore himself, to recreate himself. At the root of all the questions about land is the question about the place of the human. In the Bible, it is the fate of the human to tend the land. In the Bible there are stories about humans who flee into the desert to find God. God lives in the desert. God is not the desert. Today many Americans are moving away from Judeo Christian notions of tending the land. I meet increasing numbers who travel from desert to tundra, between hot and cold, seeking their meaning in the silence — this huge silence that terrified their ancestors.

56. The experience of exploring the West seemed exciting to
A. both early and modern explorers.
B. Abraham Lincoln and Teddy Roosevelt.
C. teenage taggers trying to prove their existence.
D. early pioneers determined to conquer the nature.
57. Travel to the wilderness is becoming an easier experience mainly because
A. earlier explorers paved the way for modern Americans.
B. modern Americans are more courageous.
C. such modern facilities as air conditioners are available.
D. dangerous animals like lions have disappeared from the mountains.
58. Americans from different layers disagree with the meaning of land in that
A. wilderness seemed to be a paradise to early Americans.
B. beautiful landscape is the greatest attraction to Americans.
C. early and modern Americans have different views over land.
D. modern Americans want to make profits from the land.
59. The early generations had special preference for farms because
A. farms provided a hospitable shelter for living.
B. people feel satisfied in farms to return to nature.
C. farms embody a Biblical meaning to people's existence.
D. people can find a balance between city and wildness.
60. What does the author mean by saying that "this huge silence that terrified their ancestors?"
A. Early Americans were not accustomed to the climate and soil in the West.
B. Early Americans held God and the Bible in great reverence.
C. Modern Americans were encouraged by a new sense of protecting wildness.
D. Modern Americans did not believe the relation between God and desert.

Section C (10 minutes, 10 points)

Directions: In the following passage, five sentences have been removed from the original text. They are listed from A to F and put below the passage. Choose the most suitable sentence from the list to fill in each of the blanks numbered 61 to 65. There is one sentence that does not fit in any of the blanks. Mark your answers on your Answer Sheet I.

It has already been well established that changes in pupil size are clearly associated with changes in attitude. In a typical example, when viewing photographs of food, hungry subjects experience a much greater increase in pupil diameter than do sated subjects. However, it now appears that enlarged or constricted pupils can also affect the response of the person who observed them.

Studies of the pupil as an indicator of attitude point to the possibility that one person uses another person's pupil size as a source of information about that person's feelings or attitudes. 61 The

photographs were identical except that in one the woman's pupils had been retouched to make them larger and in the other they had been retouched to make them smaller. None of the men reported noticing the difference in pupil size, but when they were asked to describe the woman, they said that the woman in the picture with the large pupils was "soft", "more feminine" or "pretty". The same woman in the picture with the small pupils was described as being "hard", "selfish" or "cold". ⁶² It seems that what is appealing about large pupils in a woman, is that they are an indicator of interest, which can be interpreted as sexual interest. However, when men view a picture of a woman with large pupils, their own pupils dilate. ⁶³ Interestingly, men and women showed almost no increase in pupil size when viewing photographs of members of the same sex with dilated pupils.

That the dilation response is in fact learned rather innate is supported by experiments with children. In one experiment, subjects aged 6 to 22 were shown drawings of female faces that had different sized pupils, and asked to choose the one which was "happier". ⁶⁴

Of particular interest was another finding by McLean: blue-eyed subjects were more likely to judge large pupils as being happy and than brown-eyed subjects. This finding was confirmed when another group of subjects were asked to fill in the pupils on drawings of happy faces and angry ones. ⁶⁵

Blue-eyed people have also been found to have a stronger pupil response than brown-eyed people when they view a picture that causes pupil dilation or constriction. To be more precise, with respect to the smallest pupil size to the largest, the range is greater for blue-eyed people than it is for brown-eyed people.

- A. In addition, when viewing a picture that normally causes dilation or constriction, blue-eyed people show a greater change in pupil size.
- B. The blue-eyed subjects drew larger "happy" pupils and smaller "angry" pupils than the brown-eyed subjects.
- C. In one experiment two photographs of an attractive young woman were shown to a group of men.
- D. In other words, seeing large pupils gives rise to larger pupils.
- E. There could be little doubt that the large pupils made the woman more attractive to the men.
- F. The results showed that, up the age of 14, a person does not necessarily perceive larger pupils as being happier than smaller pupils.

PAPER TWO

Part III Writing (60 minutes, 30 points)

Section A (20 minutes, 10 points)

Directions: Read the following article and write a summary of no more than 150 words on your

Answer Sheet II.

Donation of organs like hearts and livers are regulated zealously, but when it comes to human tissues — ligaments, tendons, bones, skin and other body parts — there is little oversight. This situation worries a growing number of experts, who fear that improperly handled tissue can transmit dangerous or even lethal infections.

A 23-year old student in Minnesota, Brian Lykins, died in November, after being given donor knee tissue the Centers for Disease Control and Prevention later determined was infected with Clostridium sordellii, a close relative of the bacteria that cause gas gangrene. Since his death, the centers have turned up six more cases of clostridia infections in knee surgery patients around the country.

Dr. Warren King, an orthopedic surgeon in Palo Alto, Calif., said he knew of four people in California alone who developed life-threatening clostridia infections after surgery involving donor tissue. One was a patient referred to him, Alan Monvielle of Aptos, Calif., who almost died of gangrene after an earlier operation to repair an injured knee. Antibiotics saved him, but Mr. Monvielle now has a limp and cannot handle the big cement trucks he once drove for a living. His only hope for a full recovery is a knee replacement, but doctors advise against it — the bacteria that cause his gangrene may be dormant in his tissue, and more surgery might activate them and kill him.

Officials from companies that provide donor tissue generally attribute the infections to ambient bacteria in hospital operating rooms. But other experts say the cases point to serious holes in the system to monitor the trade in donor tissue.

Whole organs like hearts, kidneys and livers can be taken from only a small number of donors who are brain-dead but on life support. Organ procurement organizations work closely with hospitals to match donors and recipients, following strict federal guidelines.

By contrast, tissue banks obtain bone, skin, blood vessels and valves, corneas and other body parts from many organizations, including universities, hospitals, morgues and even funeral homes. Many of the banks are highly reputable national or regional organizations, which take great care to recover tissue from donors who are free of disease. Some are small local charities working with a single hospital or university. But, increasingly, donor tissue is being collected, processed and sold by subsidiaries of for-profit companies, in a rapidly growing industry that is largely unregulated.

There is no central registry of people who receive this tissue, so it is not clear how many tissue transplant recipients are being harmed. Last year, tissue banks distributed more than 750,000 grafts, and there were few reports of serious complications. Donor tissue unquestionably saves lives and helps thousands of people each year with a growing list of life-enhancing products like knee ligaments and bone cement.

But the lack of oversight is worrisome, according to experts like Dr. George F. Grob, a deputy inspector general at the Department of Health and Human Services, who testified on the issue before Congress last year.

Though an industry group sets voluntary guidelines, most tissue banks are not members and many set their own guidelines. As a result, Dr. King of Palo Alto said, tissue may be obtained by poorly trained technicians who may not keep it germ-free. Some of the standard treatments used to kill bacteria in processed tissues are not effective against clostridia, the major problem in knee surgery cases.

It is illegal to sell body parts. But it is legal to charge “reasonable” fees for collecting, shipping, processing, marketing and implanting them. Reasonable fees are nowhere defined by any federal agency, but a typical human body is now widely estimated to be worth as much as \$220,000 in useful parts.

According to Senator Susan Collins, Republican of Maine, who was chairwoman of a hearing on tissue-bank practices in May, a decade ago tissue industry revenues were \$20 million a year. By 2003, she said, revenues are expected to reach \$1 billion. In 1994, 6,000 people became tissue donors; in 1999 there were 20,000. Tissue from one donor, she said, can be used by 50 to 100 people.

The engine driving this growth is biomedical innovation. A handful of companies have patented techniques for turning tissues into extremely useful products, like bones that are tooled into special shapes or ground into powders and pastes. Manufacturers market these products aggressively to hospital purchasing agents.

Section B (40 minutes, 20 points)

Directions: Write an essay of no less than 250 words on the topic given below. Use the proper space on your **Answer Sheet II**.

Topic: Is Google a blessing or a curse?

Model Test 7

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C, or D on your *Answer Sheet I*.

1. A. A formal suit for her graduation ceremony.
B. A casual dress for a small gathering.
C. A fantastic dress for her performance.
D. A warm coat for cold days.
2. A. To help their friend do something voluntarily.
B. To travel in a group for sightseeing.
C. To list some places and get information for them.
D. To write some travel articles.
3. A. In the hall of a hotel.
B. In their room of a hotel.
C. In their relative's house.
D. In a restaurant.
4. A. The woman has lost a cat recently when he carried it in a bag.
B. The woman doesn't want the other people to celebrate his birthday.
C. The woman almost told Josh the secret in advance.
D. The woman was sorry for the lost cat.
5. A. An insurance agent.
B. A saleswoman of furniture.
C. A bank teller.
D. An architect.
6. A. He's bought a stereo with a lower price.

- 中国科学院博士学位英语考试指南
- B. His new stereo has a good sounding system.
C. He's happy because he's just got an expensive stereo.
D. The woman doesn't know why he's so glad.
7. A. The man is lucky and he's passed his exam.
B. The man has cleaned his sweater.
C. The man finally finished his test on time.
D. The man put on his sweater in a hurry.
8. A. To give a present to the dean.
B. To give a party for the dean's retirement.
C. To give a birthday party for John.
D. To give a party for John's retirement.
9. A. The expenses of their tour.
B. The professor's plan of the concert.
C. The way of their traveling.
D. The places they're going to travel to.
10. A. He is asking for an absence for his math class.
B. He has a sore throat and cannot call the professor himself.
C. He lives two doors down from the professor.
D. He feels ashamed for talking to the professor about his problem.

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your **Answer Sheet II** for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about British people.

You now have 30 seconds to read Questions 11 to 15.

11. Even if your manners are _____ in your own culture, you may sometimes upset people in Britain.
12. British people probably don't know much about your country or culture, and fear they might _____ you by speaking inappropriately.
13. The easiest way for British people to avoid embarrassment is not to _____ and start speaking to you.
14. British people may worry about _____ your own personal space.
15. If you are a woman, a British man may worry that if he starts speaking to you, you will feel _____.

You now have 30 seconds to check your answers to Questions 11 to 15.

Questions 16 to 20 are based on an introduction of Nobel Prize.

You now have 30 seconds to read Questions 16 to 20.

16. The Nobel Prizes are awarded to those who shall have conferred _____ on mankind during the preceding year.
17. Nobel was a conscientious _____.
18. Nobel contributed to the inventions of synthetic rubber, _____ and synthetic leather.
19. Winning a Nobel Prize is a _____.
20. The award leads to worldwide recognition highlighting one's life work and _____ to continue and further the mission.

You now have 30 seconds to check your answers to Questions 16 to 20.

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Question 21: According to parapsychologists, what natural ability do humans have?

Question 22: In the first experiment, how long did Baker stare at the unknowing people in public?

Question 23: What did Baker ask the subjects to do in the second experiment?

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

Question 24: What makes up the 70 percent of communication?

Question 25: What should men do before they are introduced to someone important?

Question 26: What is common in introduction in the East?

Questions 27 to 30 are based on Mini-talk Three:



Mini-talk Three

Question 27: What is harmful to both nature and human life?

Question 28: What is one of the main causes of the large amount of dangerous waste?

Question 29: Why are industries unwilling to deal with the dangerous waste problem?

Question 30: How much of the waste can be reduced by using existing technologies and methods?

Part II Use of English and Reading Comprehension (55 minutes, 40 points)

Section A

Directions: There are 15 blanks in the following passage. Read the passage carefully and fill in each of the blanks by choosing the right word or phrase from the list given below. Write your answer on the Answer Sheet II. Capitalize the word when it is necessary. The words and phrases listed are twice as many as the blanks. Once a word or phrase is chosen, it must be used only once.

approach, ethic, verbal, above all, convinced, while, effort, strength, meant, better, achieve, propelled, struck, set up, although, accounts for, figures out, strive to, go in for, distinguished, set apart, estranged, sight; perspective, ethnic, since, spoken, by contrast, status, expectations

I don't view my important characteristics as different from those my family has imparted on me throughout the years. The pride, care, dedication, effort, and hard-working attitude that I view as critical to any success I may 31 have all descended upon me courtesy of my close-knit, Italian family.

When I was born as the child of two immigrants who came here with nothing, only one possessing a college degree, the importance of a good work 32 was stressed by my parents from day one. Through their actions in their jobs and through the 33 lessons on life I began to get from the moment I could communicate, they set an example for me to follow, one of being proud of what I do, no matter what it was, and 34, to care about everything I do as if everything had a big impact. This 35 that everything had to be done right and be done well. Undoubtedly, following their own advice carried my parents from their 36 as blue-collar immigrants who labored as factory workers to white-collar citizens, one of whom owns his own business 37 the other works as a bank officer. Those ascensions from nothing only served as other examples for me to follow, examples that delineated the ability for a person to improve through 38.

Another quotation from my father 39 me from the time I started school to today, "No matter what you do, you have to be the best." This 40 the inner drive that motivates all my actions. It was what forced me to try hard in school 41 I didn't know English well enough to always understand the teacher. It's the reason why I have developed my skills. It 42 my

dedication to all activities, and to the hard work. I put into all of them as I 43 lead both in class and out. Essentially, my parentage was the first quality that 44 me as a leader. Despite all the talk of being a leader, I have never lost 45 of the importance of my family. I know I owe my family everything, and, as a result I'll always be close with it.

Section B (30 minutes, 15 points)

Directions: Read the following passages carefully and then select the best answer from among the four choices given to answer each of the questions or complete each of the statements that follow each passage. Mark the letter of your choice on your **Answer Sheet I**.

Passage 1

That experiences influence subsequent behavior is evidence of an obvious but remarkable activity called remembering. Learning could not occur without the function popularly named memory. Constant practice has such an effect on memory as to lead to skillful performance on the piano, to recitation of a poem, and even to reading and understanding these words. So-called intelligent behavior demands memory, remembering being a primary requirement for reasoning. The ability to solve any problem or even to recognize that a problem exists depends on memory. Typically, the decision to cross a street is based on remembering many earlier experiences.

Practice (or review) tends to build and maintain memory for a task or for any learned material. Over a period of no practice what has been learned tends to be forgotten; and the adaptive consequences may not seem obvious. Yet, dramatic instances of sudden forgetting can be seen to be adaptive. In this sense, the ability to forget can be interpreted to have survived through a process of natural selection in animals. Indeed, when one's memory of an emotionally painful experience leads to serious anxiety, forgetting may produce relief. Nevertheless, an evolutionary interpretation might make it difficult to understand how the commonly gradual process of forgetting survived natural selection.

In thinking about the evolution of memory together with all its possible aspects, it is helpful to consider what would happen if memories failed to **fade**. Forgetting clearly aids orientation in time, since old memories weaken and the new tend to stand out, providing clues for inferring duration. Without forgetting, adaptive ability would suffer; for example, learned behavior that might have been correct a decade ago may no longer be. Cases are recorded of people who (by ordinary standards) forgot so little that their everyday activities were full of confusion. Thus forgetting seems to serve the survival of the individual and the species.

Another line of thought assumes a memory storage system of limited capacity that provides adaptive flexibility specifically through forgetting. In this view, continual adjustments are made between learning or memory storage (input) and forgetting (output). Indeed, there is evidence that the rate at which individuals forget is directly related to how much they have learned. Such data offer gross support of contemporary models of memory that assume an input-output balance.

46. According to the passage, memory is a prerequisite for us to
- A. identify suspicious behavior.
 - B. test adaptive ability in an evolutionary process.
 - C. learn and understand new knowledge.
 - D. forget the previous experiences.
47. From the evolutionary point of view,
- A. forgetting for lack of practice tends to be obviously inadaptive.
 - B. if a person gets very forgetful of a sudden he must be very adaptive.
 - C. the gradual process of forgetting is an indication of an individual's adaptability.
 - D. sudden forgetting may bring about adaptive consequences.
48. Which is the proper explanation of the word "fade" (L.2, para.3)?
- A. Disappear.
 - B. Decrease.
 - C. Demonstrate.
 - D. Declare.
49. According to the passage, if a person never forgot,
- A. he would survive best.
 - B. he would have a lot of trouble.
 - C. his ability to learn would be enhanced.
 - D. the evolution of memory would stop.
50. From the last paragraph we know that
- A. forgetfulness is a response to learning.
 - B. the memory storage system is an exactly balanced input-output system.
 - C. memory is a compensation for forgetting.
 - D. the capacity of a memory storage system is limited because forgetting occurs.

Passage 2

No very satisfactory account of the mechanism that caused the formation of the ocean basins has yet been given. The traditional view supposes that the upper layer of the earth behaves as a liquid when it is subjected to small focus for long periods and that differences in temperature under oceans and continents are sufficient to produce movements in the upper layer of the earth with rising currents under the mid-ocean ridges and sinking currents under the continents. Theoretically, these movements would carry the continental plates along as though they were on a **conveyor belt** and would provide the forces needed to produce the split that occur along the ridge. This view may be correct; it has the advantage that the currents are driven by temperature differences that themselves depend on the position of the continents.

On the other hand, the theory is unconvincing because the movements do not normally occur along lines, and it certainly does not occur along lines broken by frequent changes in direction, as the ridge is. Also, it is difficult to see how the theory applies to the plate between the Mid-Atlantic

Ridge and the ridge in the Indian Ocean. This plate is growing on both sides, and since there is no intermediate trench, the two ridges must be moving apart. An alternative theory is that the sinking part of the plate, which is denser than the hotter surroundings, pulls the rest of plate after it. Again it is difficult to see how this applies to the ridge in the South Atlantic, where neither the African nor the American plate has a sinking part.

Another possibility is that the sinking plate cools the neighboring mantle and produces motion currents that move the plates. This last theory is attractive because it gives some hope of explaining the neighboring mantle and produces motion currents that move the plates. This last theory is attractive because it gives some hope of explaining the enclosed seas. These seas have a typical oceanic floor, except that the floor is overlaid by several kilometers of sediment. Their floors have probably been sinking for long periods. It seems possible that a sinking current of cooled material on the upper side might be the cause of such deep basins. The enclosed seas are an important feature of the earth's surface and seriously require explanation.

51. According to the traditional view of the origin of the ocean basins, which of the following is sufficient to move the continental plates?
- A. Spreading of ocean trenches.
 - B. Movements of mid-ocean ridges.
 - C. Sinking of ocean basins.
 - D. Differences in temperature under oceans and continents.
52. The author refers to a "conveyor belt" in the first paragraph in order to
- A. illustrate the effects of movements in the upper layer of the earth.
 - B. show how temperature differences depend on the positions of the continents.
 - C. describe the complicated motions made possible by the ocean currents.
 - D. account for the rising currents under mid-ocean ridges.
53. Which of the following, if it could be demonstrated, would most support the traditional view of ocean basin formation?
- A. The upper mantle of the earth behaves as a dense solid.
 - B. Movements usually occur along lines.
 - C. Sinking plates cool the surface of the earth.
 - D. The rising motion currents keep exact pace with them.
54. Which of the following does the author seem to prefer?
- A. The traditional view of the origin of the ocean basin is totally wrong.
 - B. The temperature of the sinking plate is lower than its surrounding.
 - C. That the earth behaves as a liquid results in the division of the waters.
 - D. Neither the African nor the American plate moves according to the alternative theory.
55. Which of the following would be the best title?
- A. Several Theories of Ocean Basin Formation.
 - B. The Traditional View of the Oceans.

- C. Motions and Ocean Currents.
D. Temperature Differences Among the Oceans.

Passage 3

Teaching about diversity is synonymous with a quality education in health care. The focus on diversity is not a separate aspect of quality teaching in and of itself. Rather, it is a key attribute for the development of clinical reasoning skills. However, incorporating diversity concepts into the curricula of the health professions may be more difficult for many faculty members than delivering pathophysiology content. Moreover, ethnically diverse minority and underserved vulnerable populations require health care professionals that are knowledgeable of components inherent in the delivery of their health care. To achieve the goal of integrating diversity concepts into existing courses requires institutional support and faculty commitment.

Over the past decades, there have been three emerging population trends in the United States. First, the minority population is increasing at higher rates than the white population. Guhde's article highlights the growth of the Hispanic and Asian populations and the need to facilitate the progression and graduation of the English as a Second Language student. This article is significant because of the tremendous need for health professionals who are bilingual. In many urban hospitals and other health care delivery agencies, thirty to fifty percent of the patients may not speak English. Moreover, when demographic data are linked to health indicators, minorities are worse off than whites. For example, Hispanics have a disproportionate burden for cancer deaths compared to the white population. According to the Institute of Medicine, a key component that affects health disparities is cultural competency. Being culturally competent potentially improves care and may aid in reducing the burden of health disparities. Implementing fundamental change requires that health care professionals understand these disparities and make a personal commitment to make a difference.

A second trend in the United States is an increasing rate of poverty among its children. Access to care is a significant problem for low-income populations and contributes to disparities in health for this population. Providing health care to the nation's vulnerable populations is hampered by both a limited number of culturally competent providers as well as a significant shortage of health care providers.

The third trend is the under representation of minorities in schools of nursing and medicine. The lack of representation of minorities in these professional schools leads to a lack of diversity in the nursing and medical workforce. Studies indicate that minority nurses are more likely to work with minority populations and participate in community-based health promotion programs with vulnerable populations.

56. Which of the following describes the importance of diversity concepts in clinical education?
- A. Teaching about diversity is a separate part of quality teaching.
B. Diversity concepts help improve clinical reasoning skills.

- C. Diversity concepts provide relief for vulnerable populations.
D. Diversity concepts are very difficult to master than clinical skills.
57. What can we infer from Guhde's article?
A. The minority population is larger than the white population.
B. Many Asian students need better chances to learn English.
C. Less than 30 percent of health professionals are bilingual.
D. Minorities need improvement in health care.
58. How do Hispanics compare with the white population in terms of health indicators?
A. Minorities are much financially poorer than the whites.
B. They have to pay much more than the whites for every treatment.
C. More Hispanics die of cancer than the whites.
D. Hispanics are becoming less proficient in English.
59. What does the phrase "make a difference" in the second paragraph probably mean?
A. Discriminate against.
B. Widen the gap.
C. Distinguish oneself.
D. Exert influence.
60. Vulnerable populations would probably get better treatment if
A. a number of culturally diverse care providers would be available.
B. medical workforce would not discriminate for minorities.
C. disparities between minorities and whites would be ignored.
D. more minorities would go to the whites' hospitals for treatment.

Section C (10 minutes, 10 points)

Directions: In the following passage, five sentences have been removed from the original text. They are listed from A to F and put below the passage. Choose the most suitable sentence from the list to fill in each of the blanks numbered 61 to 65. There is one sentence that does not fit in any of the blanks. Mark your answers on your Answer Sheet I.

Since the early work of Halberg (1960), the existence of human "circadian rhythms" has been well-known to biologists and psychologists. Circadian rhythms dictate that there are certain times of the day when we are at our best both physically and psychologically. At its simplest, the majority of us feel more alive and creative in the mornings, while come the evenings we are fit only for collapsing with a good book or in front of the television. 61

Irrespective of our personal rhythms, most of us have a productive period between 10 a. m. and noon, when the stomach, pancreas, spleen and heart all appear to be in their most active phases. 62 The simple rules here are: don't waste too much prime time having a coffee break around 11a. m. when you should be doing some of your best work, and don't make the after-lunch period even less productive by overloading your digestion. A short coffee or tea break is, in fact, best taken on



arrival at the office, when it helps us start the day in a positive mood, rather than mid-morning when it interrupts the flow of our activities. Lunch is best taken early, when we are just beginning to feel hungry, and we are likely to eat less than if we leave it until later. 63

Changes in one's attitude can also enhance personal time management. For example, the notion of pro-action is eminently preferable to reaction. 64 To react, on the other hand, means to have little anticipation and do something only when events force you to do so. Pro-actors tend to be the people who are always one step ahead of other people, who always seem to be in the right place at the right time, and who are always better informed than anyone else. Many of us like an easy life, and so we tend to be reactors. 65 We can train ourselves in pro-action by regularly taking the time to sit down and appraise the likely immediate future, just as we sit down and review the immediate past.

- A. To pro-act means to anticipate events and be in a position to take appropriate action as soon as the right moment arrives.
- B. This means that we aren't alert to the challenges and opportunities coming our way, with the consequence that challenges bother us or opportunities pass us by before we're even properly aware they're upon us.
- C. Others of us note that in the morning we take a great deal of time to get going physically and mentally, but by the evening are full of energy and bright ideas, while a very few of us feel most alert and vigorous in the late afternoon.
- D. Certainly, there are occasions when other people are more responsible for our time loss than we are, but for most of us, and for most of the time, the blame must fall fairly and squarely upon ourselves.
- E. Conversely, the majority of us experience a low period in the hour or two after lunch (a time when people in some societies sensibly take a rest), as most of our energy is devoted to the process of digestion.
- F. An early lunch also means that we can get back into our productive stride earlier in the afternoon.

PAPER TWO

Part III Writing (60 minutes, 30 points)

Section A (20 minutes, 10 points)

Directions: Read the following article and write a summary of no more than 150 words on your Answer Sheet II.

In the annals of consumer electronics, certain devices have proven so compelling that they have created consumer cults: Mac heads. Palm freaks. TiVoholics.

Among the white-collar crowd, though, one particular gizmo has earned a street nickname all its own: BlackBerry. That's a reference to the RIM BlackBerry, an addictive wireless palmtop that displays your e-mail in real time, as it arrives.

The airports and commuter trains on both coasts are filled with BlackBerry fanatics, hunched over, eyes glazed, flailing at its microscopic alphabet keyboard with their thumbs callused in funny places.

But for all its popularity among executives and financial-industry types, the BlackBerry is virtually unknown to everyone else. RIM hopes to change all that with the BlackBerry 7,100t, which it unveiled on Sept. 8. The device, with phone service from T-Mobile, will go on sale next month.

RIM believed that everyday consumers avoided the original BlackBerry for two reasons. First, the price was way too high: \$500 for the BlackBerry, plus about \$30 a month for Internet service on top of a voice plan. That one was easy to fix; the 7,100t costs \$200, plus \$60 a month for both unlimited Internet and 1,000 anytime phone minutes.

The second reason is that the BlackBerry's Thumbelina keyboard is nearly 3 inches, or 7.6 centimeters wide. Recent BlackBerry models are also cellphones, and 3 inches is awfully wide for a phone. As you walk down the street, you feel as if you're talking into a frozen waffle.

The new 7,100t is a narrower 2.3 inches. In fact, it's nearly the same size and shape as a standard non-folding cell phone.

But what about the keyboard? A full set of alphabet keys wouldn't fit; for proof, RIM's designers had to look no farther than the popular Treo 600, the BlackBerry's main rival. The Treo has a full alphabet keyboard — but even though the phone itself is wider, its keys are the size of hydrogen atoms.

A standard 10-key phone keypad was out of the question, too; trying to compose e-mail on number-dialing keys is like trying to mow the grass in a sports stadium with fingernail scissors.

So once again, RIM devised something nobody had ever tried before: a keyboard with 20 keys.

The payoff is obvious; compared with standard cell phone keys, these are positively gargantuan. There are only five keys on each row, so even the beefy of thumb will have no trouble hitting the right keys. Of course, now the screaming question is: How do you produce 26 letters and all the numbers when you have only 20 keys?

RIM's solution was to double up. Most of the keys have two letters painted on them; for example, the top four keys are labeled QW, ER, TY and OP. You just hammer away at the keys you want, ignoring the gibberish that may appear at first.

By the time you complete each word, the phone's software has consulted its database of 35,000 words and deduced your intentions. It's a crazy, way-out plan, but it actually works.

Three factors conspire to make the typing process tolerable and — once you're rolling along — even enjoyable. First, the BlackBerry learns new words once you've corrected them, and preferred interpretations after you've corrected the phone twice.

Second, the BlackBerry's software saves you time in myriad little ways. You can omit periods, apostrophes and capitalizing the first words of sentences. Just hit the space bar twice after a



sentence to supply both the period and the initial capital.

Finally, all of this typing takes place on one of the brightest, highest-contrast color screens you've ever seen on a cell phone. You even have a choice of font and size for all the text displays, which, together with the unusually broad, brightly lit keys, makes this gadget especially friendly to the over-40 set.

As on existing BlackBerry models, the screen isn't touch-sensitive; instead, you roll the thumb dial to select a menu or icon, and push inward to select it. Navigation is foolproof, thanks to the dedicated Back button on the side.

Corporate e-mail users really have it made; their BlackBerrys, backed at the office by something called enterprise server software, are real-time mirrors of their PC in-boxes. Reply on the BlackBerry, find the reply in your Sent Mail box back at the office.

Everyone else will have to settle for a system in which your e-mail is wirelessly auto-forwarded, every 15 minutes, to your phone.

When you return to your Mac or PC, you'll have no indication that you replied, composed, filed or deleted messages on your BlackBerry.

On the other hand, you can open up Word, Excel and PDF files right on the phone.

Section B (40 minutes, 20 points)

Directions: Write an essay of no less than 250 words on the topic given below. Use the proper space on your **Answer Sheet II**.

Topic: Do you think corporal punishment is justifiable in disciplining children? Give your reasons.

Model Test 8

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part 1 Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C, or D on your Answer Sheet I.

1. A. To ask people who sells newspapers and magazines for directions.
B. To ask people in the tourist guidance center for directions.
C. To ask a police officer where the news stand is.
D. To ask a police officer where the new store is.
2. A. To advertise on school radio stations.
B. To collect money for the concert through the school radio station.
C. To ask the school radio station to broadcast their concert.
D. To provide some free public services to students.
3. A. To check the typing mistakes by herself.
B. To ask someone else to check her papers.
C. To type her papers by herself.
D. To have her papers sent out and typed.
4. A. Because she had worked at the school post office before.
B. Because she is a student in economics department as well.
C. Because she used to be a teaching assistant before.
D. Because she had been interviewed by Professor Jameson.
5. A. He has to finish one million tasks in 20 days.
B. He thinks he will finish his job definitely.
C. He thinks that it would be a wonder if he could finish all the things.
D. He is very upset because it's really hard to finish all the things.
6. A. She taught the psychology course herself.

- 中国科学院博士学位英语考试应试指南
- B. She persuaded the man not to take the psychology course.
C. She persuaded the man to take the sociology course.
D. She thought the sociology course wasn't helpful.
7. A. Don't expect too much to postpone the project.
B. Don't push the professor to give them more chances.
C. Don't rely on the project to be canceled.
D. Don't always believe in others' words.
8. A. He has been very abnormal recently.
B. He is afraid of his parents a lot.
C. He has lots of things to do before his parents come.
D. He regrets that he's moved to a new apartment.
9. A. They asked Margaret to take care of their kids.
B. They found a job of baby-sitting for Margaret.
C. They invited Margaret to live in their house.
D. They asked Margaret to do some of the housework for them.
10. A. To inform the woman that his bill is very high.
B. To inquire about details of his electricity bill.
C. To complain about the mistakes made by the woman.
D. To tell the woman about his account number.

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your Answer Sheet II for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about Snoopy and Woodstock.

You now have 30 seconds to read Questions 11 to 15.

11. Snoopy regards his master as "that _____".
12. Snoopy manages to express everything necessary in _____ and thought balloons.
13. Snoopy has created various _____ like Joe Cool and World War I Flying Ace.
14. Woodstock can type and _____ and usually is game for anything Snoopy wants to do.
15. Being a bird, Woodstock feels a little _____ around Thanksgiving.

You now have 30 seconds to check your answers to Questions 11 to 15.

Questions 16 to 20 are based on a talk about origin of Easter.

You now have 30 seconds to read Questions 16 to 20.

16. The ancient Saxons commemorated _____ Eastre with an uproarious festival.
17. The Christian missionaries attempted to _____ the tribes of the north to Christianity when encountering with their pagan celebrations.
18. It would have been fatal for the early Christians to celebrate their _____ with observances, different from the existing pagan celebrations.
19. As it happened, the pagan festival of Eastre and the Christian observance of the Resurrection of Christ took place at _____ of the year.
20. Before A.D. 325, Easter was celebrated on _____ of the week, including Friday, Saturday, and Sunday.

You now have 30 seconds to check your answers to Questions 16 to 20.

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once. While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Question 21: What do the yard-sale shoppers search for?

Question 22: According to the speaker, what are the three reasons for people to buy used goods?

Question 23: What do antique dealers do to learn what items are worth buying?

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

Question 24: Why is saying “no” very difficult for most of us?

Question 25: Why should we say “no” sometimes?

Question 26: According to the talk, what are the two proper ways to say “no”?

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Question 27: According to the speaker, what is the number-one problem for the American government?

Question 28: What was the wage of the average worker in 1978?

Question 29: What are the two taxes that increase with inflation?

Question 30: Which type of workers is more likely to join the tax revolt movements?

Part II Use of English and Reading Comprehension (55 minutes, 40 points)

Section A

Directions: There are 15 blanks in the following passage. Read the passage carefully and fill in each of the blanks by choosing the right word or phrase from the list given below. Write your answer on the **Answer Sheet II**. Capitalize the word when it is necessary. The words and phrases listed are twice as many as the blanks. Once a word or phrase is chosen, it must be used only once.

specify, on the contrary, dependent, failure, smuggling, harvest, move, elimination, center, none, some, blink, moreover, trapped, expelled, complied, insisted, utter, illumination, strong, hardly, escape, excelled, evade, on the other hand, savaged, then, merely, limit, enough

Bearing in mind, again, that the distinction between military and civilian targets is not relevant in discussing victims of US/UK aggression in Afghanistan, we can still ask whether there is any evidence to support the claim that the US/UK do their utmost to avoid civilian casualties. Of course the US/UK spokespersons say they do, but that is 31 evidence. Are there any facts that support the claim? Not a single one. 32, there is a wealth of evidence that shows the opposite. One single terrible example will suffice.

Well before the bombing started, all foreign aid agencies in Afghanistan said that seven million Afghans were completely 33 on external food aid, due to crop 34 and war. Most of the aid coming into the country was coming from Pakistan. On 16th Sept. 2001 the New York Times reported that “Washington has also demanded [from Pakistan] a cutoff of fuel supplies...and the 35 of truck numbers that provide much of the food and other supplies to Afghanistan’s civilian population.” The Pakistan government 36. On 27th Sept., the same NYT correspondent reported that officials in Pakistan said today that “they would not relent in their decision to seal off the country’s 1,400-mile border with Afghanistan, a(n) 37 requested by the Bush Administration because they wanted to be sure that 38 of Mr. Bin Laden’s men was hiding among the huge tide of refugees”. So Washington demanded that Pakistan consign massive numbers of Afghans, millions of men, women and children, already on the 39 of starvation, to a cruel death by famine. Foreign aid missions withdrew or were 40 under the threat of bombing. Huge numbers of people fled in terror after Washington’s threat to bomb, and even more when

bombing started. If they even managed to reach the sealed borders, the refugees were 41 to die in silence. The few reports from aid workers of the suffering in camps across the borders have been harrowing in their descriptions of bereaved parents mourning their dead children and the 42 deprivation. But we know that these are the lucky people who were able to 43 before the borders were closed.

So, there is no evidence that the US government tries to avoid civilian casualties and on the other hand we know for sure that they have ordered the death by starvation of huge numbers of people. We can ask ourselves, 44, why do people believe Tony Blair when he claims that "We do all we can to 45 civilian casualties."

Section B (30 minutes, 15 points)

Directions: Read the following passages carefully and then select the best answer from among the four choices given to answer each of the questions or complete each of the statements that follow each passage. Mark the letter of your choice on your Answer Sheet I.

Passage 1

Abortion, euthanasia, and capital punishment are all controversial issues in today's society. Just as important of an issue to many people is gun control. Gun control lobbyists believe that there should be more control over firearms while anti-lobbyists believe there is already enough. Although many people are killed or seriously injured by firearms which are improperly stored, statistics show that assaults with firearms have been progressively lowered since 1975. Therefore, Justice Minister Alan Rock, the person imposing more restriction, is running on scare tactics. I thoroughly believe that if more gun control laws are imposed upon Canadians, there will be more havoc than necessary.

One of the problems that many people have concerning their opinion on gun control is that they are not fully informed. Therefore, the people who are not fully informed are making decisions on only the information they know. Many people do not understand what exactly is being changed in Charter 85. The existing law states that in order to purchase a firearm, the buyer must possess a FAC (Firearm Acquisition Certificate). The buyer also must go through a home schooling course and pass a test. If anybody owns a firearm, it has to be stored properly, by means of a cabinet or trigger lock. Under the proposed law, police officials can enter premises without consent if they suspect an illegal gun is being hidden there. These new laws conflict with the existing laws and most people make a decision on only what they are told.

The proposed law that Alan Rock has created has many people upset. Anti-gun lobbyists believe that more restrictions breach personal freedom. In 1993, statistics were taken in Edmonton concerning assaults. The statistics showed that firearms were used in six percent of all assaults while knives were used in eight. Therefore, knives were the weapon of choice? Most people are upset over the laws because doctor/patient confidentiality privilege will be revoked. These new laws are improper and offend many people.

On the other hand, gun lobbyists believe that the social welfare of an area is more important

than the freedom of the individual. Therefore, they believe that more laws should be made. These gun lobbyists are usually people who have lost loved ones due to firearms. Justice Minister Alan Rock has no proof that more restrictions are needed and is running from his personal opinion.

Gun lobbyists and anti-gun lobbyists have opposite opinions on gun control. Even though gun control is a touchy situation, many people believe there should be more restrictions while others oppose the idea. Many people do not understand why they have to suffer for the actions of others. Gun control is a two sided issue and the outcome will show one winner and one loser.

46. According to the author, what is probably true on gun control?
- A. Justice Minister is wrong in scaring people.
 - B. Assauits with guns are not so serious because they have become fewer.
 - C. Gun control laws mess up the situation.
 - D. Private guns should be exterminated.
47. Many people who insist on gun control probably have
- A. acquisition certificates to buy a gun.
 - B. partial knowledge of the gun control laws.
 - C. more restrictions on their personal freedom.
 - D. conflict with the police over gun acquisition.
48. The purpose of mentioning “doctor/patient confidentiality” is to
- A. contend that guns should be replaced by knives for sake of safety.
 - B. suggest that doctors be more dexterous in dealing with wounds by knives.
 - C. explain why offensive acts should be severely punished.
 - D. illustrate that the new laws are detrimental to personal freedom.
49. The author thinks Justice Minister Alan Rock’s proposed law is
- A. soundly based.
 - B. not justified.
 - C. intrinsically frightening.
 - D. statistically proved.
50. According to the author, in “gun control is a two-sided issue”, two sides may refer to the following EXCEPT
- A. those gun lobbyists and anti-gun lobbyists.
 - B. those who are in favor of gun ownership and those who are not.
 - C. those who use guns to hurt and those who are hurt by guns.
 - D. those who hide guns and those who execute laws.

Passage 2

Affirmative action is wrong and will not help solve the problems minorities face. The reason it is wrong is it's discrimination. It has no place in today's society because it does more bad than good. In addition to that most people don't enjoy the presence of affirmative action. Also, it appears that

affirmative action can actually be detrimental to employees' health.

First of all, affirmative action is discrimination, and there is no hiding for it. When an employer hires anyone because he or she is a minority, even if someone else is more qualified to do the job, it is discrimination. Just because it is reverse discrimination, when whites are discriminated against and minorities are being discriminated for, doesn't make it right. Affirmative action legalizes discrimination. "I thought discrimination was illegal in this country." Also, if this discrimination continues racism in the United States may become worse. Imagine what you would feel like if you couldn't get a job just because you are a white man and not a Hispanic man. The racism will become worse because of it, and that is the very thing it is trying to prevent. It is possible that because of affirmative action, racism will grow and continue to grow until our history repeats itself and we end up living under Jim Crow laws again. That is an extreme possibility to end up under Jim Crow laws again, but it is a definite possibility to end up somewhere close to Jim Crow laws again.

In addition to that, people say affirmative action is OK because it cures past discrimination. Discrimination wasn't OK when blacks were the ones **getting the short end of the stick**. Therefore it's not OK when whites are discriminated against. Two wrongs don't make a right. Therefore, affirmative action doesn't make discrimination OK just because it's against blacks instead of whites.

Affirmative action in college is the most discriminating thing this country has ever seen since the Jim Crow laws many years ago. At Ivy League colleges the median GPA of applicants is close to 4.0 and SAT's are close to 1,300, minorities are let in with GPA's less than 3.0 and SAT's less than 1,000.

The only way for colleges to achieve ethnic proportionalism is to downplay or abandon merit criteria and to accept students from typically under represented groups, such as blacks, Hispanics, and American Indians, over better qualified students from among whites and Asian Americans.

51. According to the author, affirmative action is wrong because

- A. it brings about more harm than it provides benefit.
- B. people don't resent the existence of affirmative action.
- C. it may not do harm to people's health.
- D. it can eradicate the problem of discrimination.

52. What does "reverse discrimination" probably refer to in the context?

- A. Revenge on minorities.
- B. Privilege enjoyed by minorities.
- C. Racism against blacks.
- D. Protection of white people.

53. It can be inferred that Jim Crow laws

- A. put those who make and execute laws in an advantageous position.
- B. come back to life periodically.
- C. will never stage a comeback for good.

- D. discriminate against blacks.
54. “Get the short end of the stick” in the second paragraph is closest in meaning to
- A. repeat the mistake.
 - B. be treated unfairly.
 - C. last for only a short time.
 - D. take the risk.
55. What role does affirmative action play in colleges nowadays?
- A. It puts more stress on GPA than SAT of the applicants.
 - B. It insists that two negative things put together means positive.
 - C. It discriminates against blacks and minorities.
 - D. It would probably lower the quality of the education.

Passage 3

One of the curiosities of our arguments over the environment is how often those who deny the damage manage to portray themselves as victims: big corporations inhibited from making an honest profit, caring politicians prevented from helping the hungry, lonely academics who suffer character assassination when they express scepticism about global warming. The green lobby is all-powerful, and even acts as a conspiracy, we are led to believe. Public opinion is in thrall to it; scientists can get research funding only if they subscribe to what Professor Lomborg calls the Litany of environmentalism; the media lap up scare stories.

All this is more or less the opposite of the truth. Green issues increasingly struggle for political or media attention (in this month’s UK cabinet reshuffle, the end of the antiquated position of Lord Chancellor commanded far more attention than the sacking of an expert environment minister who had served for six years), while a moment’s reflection will tell you that, if they need funds, scientists are better off getting money from big business and telling the corporate suits what they want to hear. Only GM crops get serious attention in the tabloid press, and then only because they arouse the traditional British suspicion of “mucked-about” food. Governments still expect to win elections on their success in delivering economic growth and individual prosperity, not on their contribution to planetary health.

There are, to be sure, many uncertainties in the forecasts made by environmental scientists, whether of species extinction, the health effects of pesticides or global warming. The US administration deliberately exploits these, implying that, since scientists are divided over the environment, it is wrong to take any steps that might reduce corporate profits or curtail consumer freedom. Republican Party strategists forbid the use of the term “global warming”, preferring the more neutral “climate change”. Much is made of **how some scientists in the 1970s worried about a new Ice Age** (a worry that never amounted to more than brief minority speculation), and about oil and other natural resources running out (an argument made by the Club of Rome in 1972, only to be modified two years later and abandoned by the early 1980s). The scientific consensus on the broad facts, if not the detailed effects, of global warming is now overwhelming, however. In sharp

contrast to the 1970s, scientists have strengthened their warnings, not weakened them, and the reputable dissenters have become fewer. It is as hard now to deny that carbon dioxide emissions and other results of human activity cause global warming as it is to deny that smoking causes lung cancer or that HIV leads to Aids — both denied, for some years, by a few, highly publicised **maverick** scientists.

56. What is implied in the first paragraph?

- A. Scientists do not always tell the truth.
- B. Scientists are richer than journalists.
- C. Media always get the latest news about the scientific development.
- D. Press pays greatest attention to the healthfulness of food.

57. What is the US administration's position about the global warming?

- A. It accentuates the seriousness of the problem.
- B. It plays down the whole complexion.
- C. It focuses on its solution at the expense of profit.
- D. It goes to great lengths to face it.

58. The purpose of mentioning "how some scientists in the 1970s worried about a new Ice Age" is to

- A. illustrate the US Administration's mitigation of the serious problem.
- B. exemplify the consequences of advanced technological development.
- C. compare the differences between the 1970s and 1980s.
- D. stress the detailed effects of global warming.

59. An analogy is made between dioxide emissions and smoking in order to

- A. support that global warming should be neglected.
- B. substantiate that scientists are wielding great power.
- C. illustrate that scientists are taking an environmentalist idea.
- D. show that scientists are on the side of the government.

60. The word "maverick" in the last paragraph is closest in meaning to

- A. grandiose.
- B. presumptuous.
- C. puzzled.
- D. unusual.

Section C (10 minutes, 10 points)

Directions: In the following passage, five sentences have been removed from the original text. They are listed from A to F and put below the passage. Choose the most suitable sentence from the list to fill in each of the blanks numbered 61 to 65. There is one sentence that does not fit in any of the blanks. Mark your answers on your Answer Sheet I.



To resolve a dispute means to turn opposing positions into a single outcome. The two parties may choose to focus their attention on one or more of three basic factors. They may seek to reconcile their interests, determine who is right, and/or determine who is more powerful.

Interests are needs, desires, concerns, and fears – the things one cares about or wants. They provide the foundation for a person’s or an organization’s position in a dispute. 61 For example, the director of sales for an electronics company gets into a dispute with the director of manufacturing over the number of TV models because her interest is in selling TV sets; more models mean more choices for consumers and hence increased sales. The director of manufacturing, however, wants to produce fewer models. His interest is in decreasing manufacturing costs and more models mean higher costs.

Reconciling such interests is not easy. It involves probing for deeply rooted concerns, devising creative solutions, and making trade-offs and compromises where interests are opposed. 62 Another interests-based procedure is mediation, in which a third party assists the disputes, the two sides in the dispute, in reaching agreement.

By no means do all negotiations (or mediations) focus on reconciling interests. 63 Other negotiations focus on determining who is more powerful, such as when quarrelling neighbors or nations exchange threats and counter threats. Often negotiations involve a mix of all three — some attempts to satisfy interests, some discussion of rights, and some references to relative power. It is often complicated to attempt to determine who is right in a dispute. Although it is usually straightforward where rights are formalized in law, other rights take the form of unwritten but socially accepted standards of behavior, such as reciprocity, precedent, equality, and seniority.

There are often different — and sometimes contradictory — standards that apply to rights. Passage agreement on rights, where the outcome will determine who gets what, can often be so difficult that the parties frequently turn to a third party to determine who is right. The most typical rights procedure is adjudication, in which disputants present evidence and arguments to a neutral third party who has the power to make a decision that must be followed by both disputants. (In mediation, by contrast, the third party does not have the power to decide the dispute.) 64 Private adjudication is provided by arbitrators.

A third way to resolve a dispute is on the basis of power. We define power, somewhat narrowly, as the ability to pressure someone to do something he would not otherwise do. 65 The exercise of power takes two common forms: acts of aggression, such as physical attack, and withholding the benefits that derives from a relationship, as when employees stop working in a strike.

- A. Determine who is the more powerful party without a decisive and potentially destructive power contest is difficult because power is ultimately a matter of perceptions.
- B. Exercising power typically means imposing costs on the other side or threatening to do so.
- C. Some negotiations focus on determining who is right, such as when two lawyers argue about whose case has the greater merit.

- D. In a dispute, not only do the interests of one party not coincide with those of the other party, but they are in conflict.
- E. The most common procedure for doing this is negotiation; the act of communication intended to reach agreement.
- F. Public adjudication is provided by courts and administrative agencies.

PAPER TWO

Part III Writing (60 minutes, 30 points)

Section A (20 minutes, 10 points)

Directions: *Read the following article and write a summary of no more than 150 words on your Answer Sheet II.*

Although British food has never been known for its subtlety, what has traditionally been produced in the home has without doubt provided the energy needed for a largely industrial workforce and, at the same time, ensured an adequate mix of nutrients and fiber. There is a fear that this, however, is now changing. The post-war period has seen a gradual decrease in the quantity of fresh ingredients used in the home, with a growing use of canned food in the 1950's, then frozen food from the 1960's onwards. This trend has continued to the present day, with the growing popularity of TV-dinners, and of take-away restaurants. This essay will attempt an overview of the reasons for the growth of this "fast-food culture", and to outline some of the effects.

Greenwood and Leslie (199^o) argue that there are perhaps two main causes for the increase in fast-food consumption, particularly over the past thirty years; changes in commercial practice, and changes in lifestyle.

One change regarding commercial practice in this period which Greenwood and Leslie (*ibid.*) stress, has been the increased power of the advertiser. Advertising has been with us for over a century, but the growth of transnational companies, with great spending power and access to increasingly pervasive and persuasive media, has taken place only recently. Assailed from all sides by expensively-produced images in magazines, on television, and via sport sponsorship, it is little wonder that the consumer often chooses a "brand", rather than a more traditional source of food or drink.

Another change in commercial practice highlighted by Greenwood and Leslie has been the loss of local shops. In the recent past, most communities had access to fresh food via a butcher, baker, greengrocer or fishmonger. From the 1970's onwards many of these local food outlets have had to close, unable to compete with the large, out-of-town shopping centers; fresh food still exists, of course, and there is wider choice, but these foods are often accessible only to those with use of a car. The loss of this local resource has contributed considerably to the increased use of canned,

frozen and ready-to-eat food.

Let us now turn to the second principal reason for the growth of fast-food consumption, i.e. changes in lifestyle. A typical working week has been growing steadily over the past two decades, with a significant minority of employees working a fifty-hour week. It is hardly surprising in such circumstances that people lack the time either for serious cooking, or for a search for fresh ingredients. Alongside this general erosion of free time has been the more specific loss of time on the part of the mother, the member of the family traditionally associated with shopping and cooking. Greenwood and Leslie (*ibid*: 66) cite figures to show that over 50% of mothers in Britain now work, and not all are able to combine their traditional role as food-preparer with their new role as food-provider.

Having looked at the causes for the increase in fast-food consumption in the UK, let us now look at its three main effects: nutrient deficiencies, obesity, and the loss of what Geoffrey (2000) has termed a “food culture”.

There has been growing evidence of nutrient deficiency in recent years, particularly among children, whose need for a balanced diet is of course greatest (HMSO, 1996, cited by Ridge 1997). Consumption of crisps and soft drinks, high in salt and sugar content, is growing, to the detriment of consumption of foods higher in nutrient value. As Ridge (*ibid*) points out, such foods may allow quick peaks of energy, but are unsuitable for the gradual energy release needed to sustain the body through the long school day.

Linked to this change in eating habits has been the increase in obesity, among children as well as adults: according to Banff (1998) this negative development has not been restricted to the United Kingdom. In the United States, over 30% of the population is now officially classed as obese, and more recently developed countries such as China are reporting similar problems. The results of this, Banff warns, are twofold. Firstly, an overweight workforce is less productive. Secondly, people with a weight problem will require increased healthcare, and will die younger, than the non-obese. The economic implications of this for a nation are clear.

A final effect of the increase in fast-food consumption is the gradual loss of a “food culture”. The skills of cooking have been handed down from one generation to another (most traditionally from mother to daughter). If people become dependent upon ready-made meals from the freezer, or upon take-away meals, there is a danger that these skills will be lost. This is the “cultural” aspect to the increase in fast-food consumption, and its importance should not be underestimated; as Geoffrey (*ibid*: 88) points out, “once this chain from generation to generation is broken, it may be very difficult to repair.”

Section B (40 minutes, 20 points)

Directions: Write an essay of no less than 250 words on the topic given below. Use the proper space on your Answer Sheet II.

Topic: What if school sports were dropped?

Model Test 9

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C, or D on your Answer Sheet I.

1. A. Because she may not be able to finish her work before the deadline.
B. Because she might be missing an appointment with Sarah.
C. Because she has broken her neck and feels very painful.
D. Because she doesn't like coffee at all.
2. A. Because he has no money to buy a new car.
B. Because he needs to go to work in weekend.
C. Because he needs to do something to kill time in weekend.
D. Because he loves his old car very much.
3. A. The woman thinks the man should make an issue of the damage.
B. The woman complained about the damage to the man.
C. The man complained about his tiredness to the woman.
D. The man caused the damage.
4. A. The director agreed to their plans completely.
B. The director objected to their plan.
C. The director partially agreed with them.
D. The director didn't say anything.
5. A. It was kept in the refrigerator.
B. It was bought yesterday.
C. It was not preserved well.
D. Someone has eaten it up.
6. A. The man forgot to connect his phone yesterday.

- 中国科学院博士学位英语考试应试指南
- B. The woman tried to connect the man last night.
C. The man's telephone has broken last night.
D. Nobody called the man last night.
7. A. Because he has failed in the exam.
B. Because he is afraid of taking exams.
C. Because he is not ready for the exam yet.
D. Because he has no time to finish the work.
8. A. He has cut his fingers this morning.
B. He has drunk too much beer and got a red face.
C. He has cut his face when shaving.
D. He has grown mature and sophisticated.
9. A. Because he is eating something delicious.
B. Because he has bought two tickets for an excellent show.
C. Because he is telling a joke.
D. Because he has got free tickets for the trip to Hawaii.
10. A. He wants to buy an apartment.
B. He wants to rent an apartment.
C. He wants to book a room in a hotel.
D. He wants to find a safe place to live.

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your Answer Sheet II for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about Benjamin Spock's book.

You now have 30 seconds to read Questions 11 to 15.

11. The first lines of the book are “_____ . You know more than you think you do”.
12. In the past, mothers had been told to reject their _____ about their babies.
13. John B. Watson's book “Psychological Care of Infant and Child” advocates _____ in dealing with children.
14. Doctor Spock said that his book was _____ to help parents trust their own natural abilities in caring for their children.
15. Doctor Spock's book discusses the _____ development of children.

You now have 30 seconds to check your answers to Questions 11 to 15.

Questions 16 to 20 are based on a lecture of earthquakes.

You now have 30 seconds to read Questions 16 to 20.

16. During an earthquake, energy is _____ in several forms, including movement, heat, and seismic waves.
17. Earthquakes take place from the _____ of the earth's outermost layer of crust and upper mantle.
18. The rates of plate movements range from about _____ per year.
19. The "Ring of Fire" circling the Pacific Ocean is one of the most _____ in the world.
20. At present, it is not possible to predict earthquakes or to specify _____ their exact date, time and location.

You now have 30 seconds to check your answers to Questions 16 to 20.

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once. While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Question 21: Which period in history is called "The Age of Genius"?

Question 22: According to this mini-talk, what is Leonardo de Vinci famous for?

Question 23: What is Michelangelo's best-known work?

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

Question 24: What is one of the most surprising things about football in England?

Question 25: What does education mean in England?

Question 26: Why is football a game in every school in England?

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Question 27: What is a mystery according to the talk?

Question 28: According to the speaker, why did men invent sounds and words?

Question 29: What is the power of words?

Question 30: What is a real poet considered as?

Part II Use of English and Reading Comprehension (55 minutes, 40 points)

Section A

Directions: There are 15 blanks in the following passage. Read the passage carefully and fill in each of the blanks by choosing the right word or phrase from the list given below. Write your answer on the **Answer Sheet II**. Capitalize the word when it is necessary. The words and phrases listed are twice as many as the blanks. Once a word or phrase is chosen, it must be used only once.

exhilarant, changed, looked for, discouraged, coast, but, roads, supported, welfare, occurrences, populous, with, as, escape, history, adventures, and, disappointed, diamond, turned to, local, frightening, society, curious, native, gold, avenue, popular, events, accidents

The North American West has meant adventure since the journalist Horace Greeley said his famous words, “Go West, young man!” The West means long straight 31 or trails, open spaces and amazing views.

The story of the West is the story of American lives and the important 32 in history that changed them. 33 Americans who lost their lands in the East went west after the “white man” arrived. Cowboys went west for jobs on huge ranches in Texas. African-Americans left their homes in the South and 34 new lives in the West after the Civil War.

In the nineteenth century, people went west for 35, work, and good homes for their families. Tourism in the West was not 36 in those days. In fact, many people thought the West was ugly and 37. One disgusted visitor from the East saw the Grand Canyon and said, “It’s no place for a gentleman, sir!”

These feelings 38 completely in the twentieth century. Route 66, the road from Chicago to California, became the trail people followed to new and exciting 39. In the 1950s, the West offered an escape for young people who were not satisfied with American 40. In 1957, Jack Kerouac wrote *On the Road*, a book that described this 41 for the beat generation of the 1950s. In the 1960s, San Francisco became a center for the hippy generation. Many of these “flower children” were 42 in the United States government because it 43 the Vietnam War.

These days, many people who go west are buying expensive homes in states like Arizona and Montana. The West which we know today is not very wild anymore. 44 it is very beautiful, 45 a colorful history that holds magic for many people.

Section B (30 minutes, 15 points)

Directions: Read the following passages carefully and then select the best answer from among the four choices given to answer each of the questions or complete each of the statements that follow each passage. Mark the letter of your choice on your **Answer Sheet I.**

Passage 1

To be sure, the times and the setting differ. While we may still have Cleons and Cleophons vying for power on the political scene, and competing for elected office, there are also other ways through which influence and power can be gained in our age, ways offered by the modern media of communication. These include newspapers, radio, and television. The first have some tradition of a detached analysis and evaluation of political issues, a tradition which is still continued in some publications. The other two, due to their very nature, are more likely to generate intellectual bubbles than serious reflection. This may be particularly true of television. Moreover, the interviewers on these media wield considerable power in setting up the discussion, in selecting the interviewees, in directing the talk with them, and between them and the public. This transpires on the proliferating "talk-shows," which captivate the attention of the American public. According to one report, one half of American adults listen to such talks at least once a week, and some talk-show hosts, like Rush Limbaugh, reach an audience of 20 million people.

All this involves the political ascendancy of the assorted journalists, television personalities, talk-radio hosts and the like. The gate is open to entertainers, ex-politicians, adventurers, to enter the arena of politics-ostensibly to provide information and to stimulate healthy discussion, but all too often to manipulate and control public opinion. Some of these new elites may be genuinely committed to an ideal, while others are self-seeking individuals trying to gain fame and power for themselves with little concern for the public weal. Moreover, the more popular personalities of the media can be of great help to political officials and candidates, and thus exert an indirect influence on the composition of the elected government.

Thus there is a possibility that in American democracy the leadership will at least partly slip into the hands of unelected and technically extra-constitutional individuals, eager for popularity and personal success and oblivious of public responsibility. This opens the door for demagoguery and may undermine the authority and stature of elected officials. Even if it would be an exaggeration to expect that this media elite will replace the official people's representatives, and make the latter completely dependent on the former, the ascendancy of the mediocracy threatens the present institutions and may facilitate the degeneration of representative democracy. We may well follow the pattern of decline of ancient Athens in our own peculiar modern way.

46. What can be inferred about the modern media of communication?

- A. Radio programs evoke deep thinking in audience.
- B. Television talk shows expose more serious social problems with deep insight.



- C. Newspapers tend to be more objective review of problems.
- D. Audience are more in favor of real competition on the political scene not represented via media.
47. Talk shows are mentioned to illustrate that
- A. the interviewees can express their own ideas as freely as possible.
 - B. they can provide information and stimulate healthy discussion.
 - C. the interviewer manipulates public idea to a great extent.
 - D. television plays a greater role in promoting knowledge spread.
48. How does the new elite influence the elected government?
- A. They stick to an ideal and fight for it.
 - B. They can be constructive to those political officials in their campaigns for election.
 - C. They stealthily modify the constitution.
 - D. They unambiguously provide information without bias.
49. The new elite may temper the democracy in a bad way by
- A. devoting to a public cause.
 - B. forgetting public interest.
 - C. striving for a public position.
 - D. appealing to a public institution.
50. What is the relationship between mediocracy and democracy according to the author?
- A. Mediocracy may displace representative democracy.
 - B. They facilitate each other.
 - C. Representative democracy may be upgraded by mediocracy.
 - D. Mediocracy may be manipulated by representative democracy.

Passage 2

It may seem extraordinary that, with two spectacular election victories under his belt and a third likely, there should be so much speculation about whether Tony Blair can survive 2004 — to the extent that our cover story this week explores his alternative job prospects. Yet every day, it becomes clearer that the Prime Minister's error over Iraq was so catastrophic, so patent an example of bad judgement, so contrary to the spirit of his party as to pollute the entire new Labour project. Nobody should shed tears for Saddam Hussein or doubt that most Iraqis rejoice at his downfall and subsequent capture. But what supposedly made Saddam different from dozens of other brutal dictators around the world (of whom some are treated as friends of the west) was the threat he posed to British and American security. Not a scrap of support for the existence of such a threat has been found. If, as Mr. Blair says, there is now "massive evidence of a huge system of clandestine laboratories", why can the laboratories themselves not be found? The claim seemed so absurd to Paul Bremer, America's equivalent of a colonial governor in Iraq, that until told that it had been made by the PM, he suggested it was part of some devious attempt to undermine US and British policy.

Most political claims can be justified one way or another with sufficient massage of facts and figures; alternatively, it can be denied the claims were ever made in the form that people thought they were made. But Mr. Blair was unequivocal. Saddam had weapons of mass destruction; no ifs and buts; the PM knew more than he could tell us. Now the news from Iraq is just as unequivocal. Nobody is bothering to look for WMDs any more. Mr. Blair's insistence that he really meant "programmes" or just "intentions to acquire" makes him look both comic and pathetic.

The result is that everything else his government says and does becomes suspect. Are the figures that show progress towards eradicating child poverty also sexed up? Can we believe anything we are told about improvements in health or education? Are the imminent terrorist attacks of which ministers warn as illusory as Saddam's WMDs? Mr Blair's authority is now so eroded that he does not get a hearing even when he deserves it. For top-up university fees, for example, there is a strong social democratic case to be made. But nobody would listen to Mr. Blair making it, even if he were capable of doing so. The whole issue has become so bound up with the political fallout from Iraq that there is almost no chance of a serious public debate.

51. Why does the cover story explore Tony Blair's alternative job prospects?

- A. People suspect that he can not serve a third term.
- B. His grand election victories find him a way into other fields.
- C. People suspect that he cheated in the former elections.
- D. He did underhanded things so as not to be worthy of trust.

52. According to the author, what did Tony Blair NOT do?

- A. He committed a serious mistake concerning the problem of Iraq.
- B. He misinterpreted the situation in Iraq.
- C. He undermined the image of his party.
- D. He showed sympathy to Saddam Hussein.

53. What is Bremer's idea of Blair's claim of "massive evidence of a huge system of clandestine laboratories"?

- A. It is a new way to reinforce the American security.
- B. It condemns America to danger.
- C. It is intended to work against American policy.
- D. It is indeed invaluable because it is secret.

54. What is implied about political claims?

- A. They are usually confirmed by solid evidence.
- B. They are often proved by adequate information.
- C. Statistics are often made deceptively reasonable.
- D. Close examination often crystalize the truth.

55. What can be inferred about Tony Blair in the last paragraph?

- A. He lost trust from the public.
- B. He is trying to compensate in other fields.

- C. He is preoccupied with election campaigns.
- D. He merits being listened to.

Passage 3

Although all states have laws and services in place to detect domestic elder abuse, only about one in five actual cases is reported and substantiated. How cases are detected and dispatched differs significantly across the nation because laws and regulations vary greatly.

In particular, a University of Iowa, Ames, study found that states that demand mandatory reporting and tracking of domestic elder abuse have much higher investigation rates than those without these requirements.

Domestic elder abuse is the victimization of adults or dependent/ vulnerable adults age 60 and older — age 65 and older in California, Maryland, and Nebraska; age 55 and older in Alabama — who live in private residences, not care facilities. Dependent adults are unable to care for themselves as a result of a physical or mental condition and depend on others to help them with tasks of daily living.

“Our findings suggest that improvements and standardization are needed nationwide in how information on elder abuse is collected and how state laws are created,” says Gerald Jogerst, associate professor and interim head of family medicine in the Roy J. and Lucille A. Carver College of Medicine and lead investigator in the study.

A “report” is an allegation or suspicion of maltreatment received by a state’s adult protective service; an “investigation” involves actually going to a potential victim’s home to see whether abuse is taking place; and “substantiation” is the finding of offenses as defined by that state’s law.

The researchers found that domestic elder abuse reports varied from 4.5 per 1,000 elders in New Hampshire to 14.6 in California. “The range of reporting rates is very high, and is one of the indicators that there is high variability in how states document elder abuse.” Investigation rates ranged from 0.5 per 1,000 in Wyoming to 12.1 in Texas. Substantiations ranged from 0.1 per 1,000 in Wyoming to 8.6 in Minnesota. Forty-five percent of cases investigated were classified as actual abuse according to state laws.

“The National Association of Adult Protective Services has a model reporting system for states to mimic. However, some states are hindered in implementing the model because their adult and child protection services share a computerized system,” points out Jeanette Daly, geriatric nurse researcher in family medicine and the study’s co-principal investigator.

The researchers also found that states where investigators handle only elder abuse cases had a nearly 50% substantiation ratio compared to 34% where investigators handle both child and elder abuse cases. “This substantiation difference may exist because investigators devoted to one type of abuse probably acquire more expertise by doing more elder abuse investigations,” Jogerst concludes.

56. It can be inferred from the first paragraph that

- A. strict laws are brought into effect concerning treatment of the elderly.
B. mistreatment of the elderly is dealt with effectively in the States.
C. substantial abuses of the elderly are detected all over the country.
D. maltreatment of the elderly is not complained about as it should be.
57. What is one of the findings of the cited study?
A. Senior people are more vulnerable to mistreatment if they have many requirements.
B. It is difficult to keep better records of domestic abuse.
C. Compulsory reporting contributes to higher incidence of investigation.
D. Abuse of adults over 60 is reported more than that of those under 55.
58. What can be said about domestic elder abuse?
A. People are often abused because of bad mental condition.
B. Adults are better treated at home than at care facilities.
C. Those senior people who are weak physically or mentally sometimes become a victim to family abuse.
D. It renders old people more dependent on others for their daily living.
59. What is the drawback of the elder abuse reporting system?
A. The information collecting and laws concerning elder abuse are not consistent.
B. Reports of elder abuse received by the states are often alleged to be true.
C. The investigation and substantiation tend to be time-consuming.
D. It only aims to deal with some mistreatment of the elder that takes place at home.
60. It can be inferred from the last two paragraphs that the model elder abuse reporting system
A. is not shared by both adults and children.
B. does not apply effectively everywhere.
C. deals with children abuse more accurately.
D. works better with elder abuse.

Section C (10 minutes, 10 points)

Directions: In the following passage, five sentences have been removed from the original text. They are listed from A to F and put below the passage. Choose the most suitable sentence from the list to fill in each of the blanks numbered 61 to 65. There is one sentence that does not fit in any of the blanks. Mark your answers on your Answer Sheet I.

There are still significant gaps between women and men in terms of their involvement in family life, the tasks they perform and the responsibilities they take. Yet, at least in developed Western countries, both women and men express a desire for greater equality in family life. It is evident that in terms of attitudes and beliefs, the problem cannot simply be thought of in terms of women wanting men to share more equally and men being reluctant to do so. 61 These are becoming key concerns of researchers, policy makers, community workers and, more importantly, family members themselves.



Despite the significant increase in the number of women with dependent children who are in the paid workforce, Australian research studies over the last 15 years are consistent in showing that divisions of labor for family work are very rigid indeed. 62

Divisions of labor for family work are particularly problematic in families in which both parents are employed outside the home. Employed mothers adjust their jobs and personal lives to accommodate family commitments more than employed fathers do. 63 Mothers spend less time on personal leisure activities than their partners, a factor that often leads to resentment.

The parental role is central to the stress-related anxiety reported by employed mothers, and a major contributor to such stress is their taking a greater role in child care. 64 A mother's wanting her partner to do more housework and child care is a better predictor of poor family adjustment than is actual time spent by fathers in these tasks. It is this desire, together with its lack of fulfillment in most families, which bring about stress in the female parent.

65 Yet, a father accepting responsibility for behavior problems is linked with positive outcomes.

- A. Greater equality in the performance of family work is associated with lower levels of family stress and higher self-esteem.
- B. Family therapists and social work researchers are increasingly defining family problems in terms of a lack of involvement and support from fathers and are concerned with difficulties involved in having fathers take responsibility for the solution of family and child behavior problems.
- C. The challenge now is to develop policies and practices based on a presumption of shared responsibility between men and women.
- D. In terms of time, women perform approximately 90 per cent of child care tasks and 70 per cent of all family work, and only 14 per cent of fathers are highly participant in terms of time spent on family work.
- E. Edgar and Glazer found that close to 90 per cent of both husbands and wives agreed that the man should share equally in child care, yet 55 per cent of husbands and wives claimed that the men actually did this.
- F. Mothers are less likely to work overtime and are more likely to take time off work to attend to children's needs.

PAPER TWO

Part III Writing (60 minutes, 30 points)

Section A (20 minutes, 10 points)

Directions: Read the following article and write a summary of no more than 150 words on your Answer Sheet II.

ALL over the world, more boys are born than girls. Evolutionary biologists believe that this is because boys (and, indeed, males in general) are more likely to die at a given age than are their female contemporaries. The imbalance at birth thus means that the sex ratio balances at the age when people are reproducing. But for decades there has been a puzzling trend in the boy/girl ratio. In Britain, as well as in the United States and Canada, the proportion of boys being born is dropping. No one knows why, although it has been suggested, somewhat controversially, that the trend is due to chemical pollutants that are mimicking the effects of sex hormones.

And yet there is another recent trend that may have something to do with it. During the same period, the proportion of single mothers has been increasing. The reasons for this are less puzzling, but as the Italian nominee to the European commission, Rocco Buttiglione, found out this week when he apparently suggested that single mothers were not very good as parents, it is no less controversial. The question is, could the two trends be linked? Can household arrangements affect the human sex ratio?

According to Karen Norberg, of the National Bureau of Economic Research in Cambridge, Massachusetts, they can. In a review of data from almost 60,000 American families, Dr. Norberg found that the chance of a woman giving birth to a boy rather than a girl is higher if she has been living with a man before the child was conceived. To be specific, for parents who were living together, boys were born 51.5% of the time, while when the parents were not cohabiting only 49.9% of births were male. This difference may seem small, but statistically it is highly significant, which suggests it is the result of evolution. Dr. Norberg's paper was published this week in the *Proceedings of the Royal Society*.

Actually, as with so much else in biology, Charles Darwin got there first. In "The Descent of Man", he referred to studies showing that among children born out of wedlock there were more girls than boys. Dr. Norberg's work reinforces the point, and also shows that it is not formal marriage, but actual cohabitation, that is the decisive factor. What neither Darwin's nor Dr. Norberg's work shows, though, is why.

There are some clues. In work on other mammals, researchers have found an association between hormones, the frequency of copulation, and the sex of the offspring. In other words, there is a way the body might "know" if it is cohabiting with someone by the amount of sex it is getting, since copulation changes the levels of various hormones.

It is easy to speculate. Perhaps same-sex children are easier for a lone parent to rear. Perhaps parents pass on different kinds of benefits to same-sex offspring and opposite-sex offspring. Perhaps a father helps his son to learn sex-specific skills, as in bird songs. Perhaps boys are simply more costly to raise than girls, and would thus overtax the resources of a lone parent. However, a more controversial possibility is that — in a Darwinian sense only — Mr Buttiglione is right that two parents are sometimes better than one.

It is well established, in both humans and other species, that successful males have lots of offspring, while unsuccessful ones have few or none. Females, by contrast, show a smaller range of reproductive output, with most having some offspring, but none having as many as the most

successful males. The upshot is that it makes evolutionary sense to have sons when circumstances favor them becoming big, strong, clever and handsome (and therefore attractive to women), but when they do not, it is better for a woman to have daughters, most of whom will find a mate even in tough times. That way, a woman will maximize the number of grandchildren she has. In the case of humans, circumstances favoring the raising of strong, healthy children could include having two parents around, since humans are unusual among mammals in that fathers are often involved in parental care.

Of course, even if this evolutionary explanation of Dr. Norberg's result does turn out to be correct, it probably does not carry any lessons for the modern world. Such biological patterns would have been established hundreds of thousands — or possibly millions — of years ago. Bringing up children alone in a rich, industrialized society is a rather different proposition from bringing them up in a hunter-gatherer band, and there is no reason to suppose they would be at a disadvantage now. Except, perhaps, that with a surplus of women around, it will be even harder than it is today for a girl to find a suitable husband when she grows up.

Section B (40 minutes, 20 points)

Directions: Write an essay of no less than 250 words on the topic given below. Use the proper space on your Answer Sheet II.

Topic: Effects of Living in a Foreign Country

Model Test 10**NON-ENGLISH MAJOR DOCTORATE
ENGLISH QUALIFYING EXAMINATION (DET)****PAPER ONE****Part I Listening Comprehension (35 minutes, 30 points)****Section A**

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C, or D on your **Answer Sheet I**.

1. A. He will be writing a report.
B. He will be driving to the airport.
C. He will be having a rest.
D. He will be attending a staff meeting.
2. A. Patrick has bought a quite apartment.
B. Patrick has bought an expensive house.
C. Patrick has left the place because he lacks money.
D. Patrick used to live in a noisy place.
3. A. Because he can't get into the classroom.
B. Because he may fail the course.
C. Because he may not be able to register a class.
D. Because he can't find an empty seat in the classroom.
4. A. He is going to give some tips to the waitress.
B. He is going to pay the fares for the bus.
C. He wants to borrow some money from the woman.
D. He wants to change a bus route.
5. A. He suggests that the woman dress well.
B. He suggests that the woman show her good personality.
C. He advises her to emphasize her experience.
D. He advises her to be punctual that day.
6. A. There are too many people everywhere.



- B. She doesn't want to leave her job.
C. She is too busy to go for a vacation.
D. There are no good places to go.
7. A. He is actually very rich.
B. He doesn't want to lend the woman any money.
C. He has used up his money already.
D. He has broken his jacket and lost some money.
8. A. He couldn't find his car.
B. His girlfriend drove his car away.
C. He couldn't get into his car until his girlfriend helped him.
D. He was caught in the way by the traffic jam.
9. A. She kept contact with very few of her old friends.
B. Her old friends are still writing letters to her frequently.
C. She doesn't have any friends.
D. She misses her friends very much.
10. A. He's got a stomachache.
B. He's run a fever.
C. His computer has attacked by some viruses.
D. He's got his head hurt.

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your **Answer Sheet II** for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about home security.

You now have 30 seconds to read Questions 11 to 15.

11. Unlocked doors or windows leave easy _____ the home for burglars.
12. If your exterior doors have glass in them, the burglar can _____ and open the door.
13. An unsecured _____ gives a burglar an opportunity to enter your property or find tools to assist him.
14. One advice to avoid burglary is to keep the main entryways and exterior sections of your home lit _____.
15. Overgrown bushes and trees which are close to your home provide leverage to _____.

You now have 30 seconds to check your answers to Questions 11 to 15.

Questions 16 to 20 are based on a talk about eclipses.

You now have 30 seconds to read Questions 16 to 20.

16. Looking up, you catch a _____ of what looks like a disk of pure blackness sliding across the face of the sun.
17. The Greek origin of the word eclipse is “_____”.
18. A common embodiment of the eclipse was a _____, or demon.
19. While the ancient Chinese made great noise and commotion to _____ the dragon, the Incas tried to intimidate the sun-eating creatures.
20. According to David Dearborn, for most early cultures, the sun was seen as a _____.

You now have 30 seconds to check your answers to Questions 16 to 20.

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Question 21: What was considered impolite behavior for a man a few years ago?

Question 22: What should one do if a person cannot show up on time for a dinner invitation in the US?

Question 23: What is the important thing to remember about social customs?

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

Question 24: What did ancient people believe lightning and thunder to be?

Question 25: What is the function of lightning rods?

Question 26: What is the safest place during a storm of lightning according to this talk?

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Question 27: What were put in the wallets before they were turned in to the police officers?

Question 28: How many wallets were recovered in 1970s in Miami?

Question 29: What happened to some officers in Miami after that report?

Question 30: What was the result of the wallet test in LA?

Part II Use of English and Reading Comprehension (55 minutes, 40 points)

Section A

Directions: There are 15 blanks in the following passage. Read the passage carefully and fill in each of the blanks by choosing the right word or phrase from the list given below. Write your answer on the **Answer Sheet II**. Capitalize the word when it is necessary. The words and phrases listed are twice as many as the blanks. Once a word or phrase is chosen, it must be used only once.

knowledgeable, sensitivity, activity, what, available, which, depreciated, got into, additionally, difficulty, perspectives, although, minimize, dealt with, where, necessary, maximize, objective, perplexed, because, recognized, indispensable, issues, sense, proposals, barrier, subjective, irreversible, interaction, specifically

My major social concerns all revolve around the future. In other words, I'm concerned about what prevents people from rising above their disadvantages. 31, I am most concerned with the handicapped, education, and crime.

I feel society's response to handicaps is 32 really hampers the potential of the disabled. It is important for the disabled to get a better 33 of worth and to be able to adapt to, and survive in, today's world. Through National Honor Society (NHS), I have done just that. I have helped out at a lock-in that was designed to foster 34 among the children of the organization, as well as at Special Olympics, 35 the children participate in sports on a competitive basis so their talents and abilities can be 36. Whenever the disabled can be successful at an activity, the 37 between them and the rest of society is drastically reduced.

Education is the key to other problems such as gangs, drugs, and crime 38 it can prevent and eliminate them. I try to get students in our school to 39 their opportunities by using the educational resources 40. By setting up a tutoring program through NHS, I have matched up needy students with other students who can assist them with their problems in classes. More directly, I help students out with English and show them how to use the Writing Center Lab, a(n) 41 resource for English students at any level. The more educated a person is, I believe, the more able he is to be successful in the future.

I have 42 criminal problems in my school by discussing solutions to gangs and other crime in the Student Advisory Committee. We have drafted several 43 to help reduce those problems in our school.

Educating people about such social concerns is also very crucial because they won't fix what they don't think is broken. That is one 44 of our newspaper, in which we have written various editorials and news stories to educate the student body on social topics. Through debate, I myself have become 45 on such topics as the homeless, poverty, health care, and the environment. That way I can practice what I preach.

Section B (30 minutes, 15 points)

Directions: Read the following passages carefully and then select the best answer from among the four choices given to answer each of the questions or complete each of the statements that follow each passage. Mark the letter of your choice on your **Answer Sheet I**.

Passage 1

Although there are clear exceptions, in general it is males who get to choose. This translates into the American politics of the 19th century — males get to vote; females do not. This clearly was a more primitive time in the politics of democracy. Without debating how far we have advanced in the U.S., this issue is still being fought in the cities and towns of Afghanistan, Iraq, Iran, and other countries in the Islamic world and elsewhere.

In a modern age, it is difficult to maintain that men have anything other than size and strength as an advantage over women. Yet, we continue to argue — openly or implicitly — that men should be leaders and women should not. Look at the upcoming 2004 presidential election. Both parties have played up the roles of military experience and leadership as critical factors in potential political chiefdom. It is the same as saying that political leaders have to be warriors. This certainly would rule out the leadership skills of women, few of whom serve in combat roles let alone have opportunities to lead a screaming charge. Biology determines the nature of political rule.

Primitive is not the same as "uncivilized," at least not in the way the latter word has been used by the Bush Administration in labeling terrorists. War is war and there is nothing more primitive in the deeds of the terrorists than in those of the U.S. armed forces. Uncivilized in this usage really just means "not from our civilization." It does not signify primitive, although it certainly is implied.

The word also is sometimes incorrectly used to mean brutal or inhumane. Here we have to be cognizant of writer Mark Twain's observation that those acts we label as "inhumane" are really only those behaviors conducted by humans, so it is a misnomer at best. Among humans, brutality is something that we want to think of as reflecting human behavior of an earlier time. Torture, rape, genocide, and use of insidious weapons are methods that we want to associate with ruthless Mongolian warlord Genghis Khan. Then we have Rwanda, Serbia, Sierra Leone, Myanmar, Sudan, Cambodia under Pol Pot, the Congo, and numerous others (some specifically unnamed) where each of these behaviors has been ruthlessly employed. Were we being primitives just last year or last month?



46. The author holds that politics of democracy of the 19th century
- A. allowed people to have greater say than nowadays.
 - B. was more advanced than that of Iraq.
 - C. put females at a disadvantage.
 - D. reached its peak of development.
47. It can be safely said that men outdo women
- A. superficially.
 - B. instinctively.
 - C. physically.
 - D. emotionally.
48. What is discussed as on disadvantage for women to become leaders?
- A. They tend to complain a lot.
 - B. They often shed tears and shout.
 - C. They have a weak will.
 - D. They lack military experience.
49. What is implied about the Bush Administration?
- A. They incorrectly call the terrorists “uncivilized”.
 - B. Its policy is just as primitive.
 - C. It found a proper excuse to invade Iraq.
 - D. It should assimilate other civilizations.
50. What is the main idea of the last paragraph?
- A. Comparison and contrast of brutal and inhumane.
 - B. Definition of primitive politics.
 - C. Illustration of brutality and atrocity.
 - D. Historical development of inhumane human behavior.

Passage 2

If you put yourself in nature, if only for a matter of days, you quickly will be disabused of all your romantic fantasies. Take a trek through the jungles of Borneo, and in short order you will have festering sores on your skin and bugs all over your body, biting in your hair and crawling up your nose and into your ears. You will have infections and sickness, and if you are not with somebody who knows what he or she is doing, you very rapidly will starve to death. Chances are that even in the jungles of Borneo you will not experience nature so directly since you will have covered your entire body with DEET.

The truth is, almost nobody wants to experience real nature. What people desire is to spend a week or two in a cabin in the woods, with screens on the windows. They want a simplified life for a while, a nice river rafting trip for a few days, with somebody else doing the cooking. Nobody wants to go back to nature in any real sense, and no one does. It is all talk, and as the years go on and the world population grows increasingly urban, it is uninformed talk. Farmers know of what they speak;

city people do not. They just have their fantasies.

One way to measure the prevalence of fantasy is to note the number of people who die because they have not the least knowledge of how nature truly is. They stand beside wild animals, like buffalo, for a picture and get trampled; they climb a mountain in dangerous weather, without the proper gear, and freeze to death. They drown in the surf on their holiday because they cannot conceive the real power of what we blithely call "the force of nature." They have seen the ocean, but they never have been in it.

The television generation expects nature to act the way they picture it. They think all life experiences can be TiVo-ed. The notion that the natural world obeys its own rules and does not give a damn about their expectations comes as a massive shock. Well-to-do, educated individuals in an urban environment experience the ability to fashion their daily lives as they wish. They buy clothes that suit their taste and decorate their apartments as they like. Within limits, they can contrive a daily urban world that pleases them. The natural world is not so malleable, however. On the contrary, it will demand that you adapt to it — and if you do not, you will die. It is a harsh, powerful, and unforgiving world that most urban Westerners never have experienced.

51. What is the common image of nature?

- A. It is full of danger.
- B. It brims with troubling bugs and infections.
- C. It seems to provide beauty and romance.
- D. It evokes boredom in people.

52. It is implied in the first two paragraph that people

- A. are very liable to get into trouble in nature.
- B. have wrong ideas about nature.
- C. are likely to feel real nature if careful enough.
- D. need protection when go to nature.

53. What does the sentence "it is uninformed talk" in the second paragraph probably mean?

- A. People only imagine what nature is but they do not know what it is exactly.
- B. As more and more people are moving to cities, they enjoy going to nature.
- C. Nature is the symbol of simplicity that does not require much information.
- D. Taking a relaxing trip to nature serves as a trigger of endless talk in cities.

54. What is the main purpose of the third paragraph?

- A. To list the cases where people die accidentally.
- B. To show the connection between carelessness and danger.
- C. To trace the cause of some people's peril.
- D. To illustrate people's ignorance of real nature.

55. According to the last paragraph,

- A. people often curse nature because it is not as expected.
- B. nature is accurately represented as it is on TV.



- C. tough guys manage to change nature.
- D. people are shocked to find that nature is beyond man's control.

Passage 3

Why is there a stigma attached to using government-financed stamps to purchase food but no stigma attached to accepting government money to grow the food in the first place? American farm policy is filled with such stumpers.

Consider that federal cash payments to individuals — the program formerly known as Aid to Families with Dependent Children — were widely criticized for creating intergenerational dependency on the federal government and allowing people to maintain an idle lifestyle. Yet cash payments to American farmers are justified by some precisely because they promote intergenerational dependency on government and allow for an idle lifestyle.

“If we'd kept our land in wheat, the fixed costs for equipment and fertilizer would have played havoc with our budget,” North Dakota farmer Lyle Sjostrom told *The New York Times* in late August. He dedicated 40 percent of his 4,000 acres to the federal government's conservation program, a move he credits with allowing his son, a full-time seed peddler, to become a farmer in his spare time. (When women on welfare work a job on the side to supplement their government checks it's considered welfare fraud, but when farmers take outside jobs, such as selling seeds or legislating farm policy, it's considered noble.)

Others praise farm handouts for the leisure they provide. “Subsidies are critical to most gentlemen farming in Arkansas,” Sen. Blanche Lincoln (D-Ark.) told the *Times*.

Lincoln is one of seven congressional farmers who receive thousands of dollars every year from taxpayers. Some, like Rep. Charles Stenholm (D-Texas), an author of farm legislation, find value in dependence on government. “Working a farm and relying on subsidies has been a plus for me,” Stenholm told the *Times*. Perhaps that's why Stenholm joined with Rep. Marion Berry (D-Ark.) in voting against the modest tax cut passed earlier this year. They recognized that handing people's money back in individual increments of up to \$300 means there is less money for five- and six-figure checks to farmers such as themselves. (Berry's family enterprises raked in \$649,750 in farm subsidies over the last five years. Stenholm received \$39,298 over the same period.)

Advocates for American farmers are extremely worried about what the declining fortune of the federal treasury means for them. In July, Democrats were forced to accept \$2 billion less in the routine emergency farm bill (the end result: farmers only got a bonus \$5.5 billion in their pockets this time around). And, as of press time, the House was set to debate a 10-year, \$171 billion farm package that guarantees payments to indigent farmers.

56. What is looked down upon in the US?
- A. To obtain relief to plant crops.
 - B. To use government relief in consumption.
 - C. To change policies frequently.

- D. To depend on the government for money all the time.
57. Aid to families with dependent children and that to American farmers are similar in that
- A. they both encourage self-sufficiency.
 - B. they both facilitate cooperation between generations.
 - C. they both discourage hard working.
 - D. they both are unanimously approved of .
58. The problem that Lyle Sjostrom is likely to encounter is that
- A. equipment and fertilizer would impose a burden on his life.
 - B. his son has to become a farmer in his spare time.
 - C. he has to allow part of his land to be at the mercy of the government.
 - D. he was likely to be accused of cheating.
59. What does the sentence “working a farm and relying on subsidies has been a plus for me” mean?
- A. Depending on the government is humiliating.
 - B. Working a farm and depending on government support benefits me a lot.
 - C. Being a farmer has become a burden for me.
 - D. Working a farm requires me to put in extra work and money.
60. What is the main idea of the passage?
- A. Government money to support farmers is not always effectively made use of.
 - B. American farmers have to do with the rise and fall of economy.
 - C. The government does not offer good care to cover American farmers.
 - D. American farmers are clever enough to take advantage of the government.

Section C (10 minutes, 10 points)

Directions: In the following passage, five sentences have been removed from the original text. They are listed from A to F and put below the passage. Choose the most suitable sentence from the list to fill in each of the blanks numbered 61 to 65. There is one sentence that does not fit in any of the blanks. Mark your answers on your Answer Sheet I.

Malnutrition during weaning age — when breast milk is being replaced by semi-solid foods — is highly prevalent in children of poor households in many developing countries. While the etiology is complex and multi-factorial, the immediate causes are recognized as feeding at less than adequate levels for child growth and development, and recurrent infections, including diarrhoea resulting mainly from ingestion of contaminated foods. Special weaning foods are seldom available at a cost affordable by the poor households. 61 Such traditional weaning food preparations do not satisfy the energy and other nutrient needs if they are either too liquid and, thus, have a very low energy density, or too bulky from which enough cannot be consumed by young children. On the other hand, the preparation itself is often contaminated with various germs. Highly contaminated weaning foods are reported to be associated with severity of malnutrition in young children. 62 Under



conditions such as lack of clean water, refrigerator, fuel, adequate sewage disposal, as well as enough time to prepare fresh food for every meal it is hardly possible to provide young children with uncontaminated weaning foods. As a result of insufficient food intake and frequent diarrhoea, many young children, particularly between 6 months to two years of age, experience weight loss and impaired growth and development.

63 How to reach these goals in simple, practical and economical ways has been the subject of extensive studies by investigators from Ghana, India, Tanzania, Sweden and other countries in recent years. The efforts, concentrated on traditional food preparation methods, have resulted in offering cheap and practical answers to these problems from familiar, indigenous and culturally acceptable home-processing practices. 64

Firstly, cereal fermentation is used for reducing the risk of contamination under the existing inappropriate conditions for food preparation and storage in many households. Secondly, trials in some developing countries indicate the value of using a tiny amount of sprouted grains' flour in preparation of weaning foods as a magic way to thin down the viscosity without decreasing energy density. 65

- A. Access to inadequate facilities — for both preparation and storage of foods — by many poor households contribute substantially to weaning food contamination.
- B. As a result, staple foods cooked in water are normally fed to weaning age children in the form of gruels.
- C. The practice has been a traditional way of food preservation in many parts of the world.
- D. Safer weaning can be achieved through preparation of hygienic and nutritionally balanced weaning foods with high energy density per unit volume, of which enough can be eaten.
- E. Nutrition and health promotion programs can benefit greatly from such strategies in order to reduce the prevalence of food-related diarrhoeal diseases, as well as to increase energy intakes of many poor weaning-age children around the world.
- F. "Dialogue on Diarrhoea" has recently produced an issue in which the method of fermentation is discussed for a safe weaning.

PAPER TWO

Part III Writing (60 minutes, 30 points)

Section A (20 minutes, 10 points)

Directions: Read the following article and write a summary of no more than 150 words on your Answer Sheet II.

Americans rank a bright, white smile as one of the most important aspects of an attractive

appearance. Yet adults in our country get a barely passing grade when it comes to taking care of their teeth. According to the Academy of General Dentistry, almost 60 percent of Americans don't even have a dentist.

Our poor oral health report card means that diseases that start in the mouth have reached epidemic proportions, according to a report released by former surgeon general David Satcher, M.D. "We're just beginning to understand how the mouth serves as a gateway to infections that can trigger a host of chronic diseases," says Gordon L. Douglass, D.D.S., president of the American Academy of Periodontology (AAP). That's why visiting a dentist regularly can be a lifesaver.

Excuses for neglecting oral health are predictable enough — people fear the pain, the cost and the scary diagnosis they might hear precisely because they've stayed away for so long. Here's some good news to entice them back: "The dentist's office is no longer a torture chamber," says Richard Hansen, D.M.D., whose practice is in Fullerton, California. "We're investing in comfortable, heated cushions for the chairs and virtual-reality headsets, for example." Dr. Hansen and a growing number of dentists are also setting aside the drill in favor of technology that eliminates almost entirely the pain and the shots associated with filling cavities and other common procedures. And finally, "Some of the therapeutic procedures used today have a huge cosmetic bonus," says New York City's Jonathan Levine, D.M.D., a specialist in reconstructive and cosmetic dentistry. "They can actually make your teeth look better."

"Finding cavities sooner allows us to use pinpoint fillings," says Dr. Hansen. He explains that removing and replacing small areas of decay is far preferable to creating a huge hole in the tooth's core to clear away a more advanced cavity — a process that compromises the strength and longevity of the tooth. Some of the most significant advancements in dentistry have affected restoration, repair and replacement work — which now result in teeth being stronger, healthier and also more attractive. Dr. Levine calls this marriage of health and good looks "functional aesthetics." For example, he explains, "If the enamel on several of your teeth has eroded from wear, which can compromise their health, we can repair that damage with certain substances. At the same time, we can reshape and realign those teeth, if necessary, to make your smile more cosmetically appealing, as well as correct how the teeth come together. Often the proper realignment and reshaping of teeth will prevent the same wear from happening again."

Periodontal disorders, which affect a third of America's adult population, start mildly enough, often with gingivitis, an easily reversible condition caused by bacteria-laden plaque, with symptoms that include swollen, tender and bleeding gums. Mounting research suggests that gingivitis, if left untreated, spreads to threaten much more than the mouth: Full-blown periodontal disease can contribute to the blood clotting that causes heart attacks and strokes; it's also linked to the onset of type 2 diabetes, chronic bronchitis and, among pregnant women, premature delivery.

In the case of diabetes, the chain reaction seems to start with bacteria entering the bloodstream, where they cause immune cells to produce high levels of substances that can damage the cells responsible for insulin production, according to new research. When it comes to heart disease, bacteria and their byproducts cause inflammation in the arteries, which may contribute to blockages.

And with chronic bronchitis and emphysema, research suggests that bacteria in the mouth travel via inhalation to lodge in lung tissue, making the existing diseases worse. People with family histories of these diseases are at the highest risk — but only after the underlying periodontal disorder is full-blown are the chain reactions triggered.

Oral cancer, the sixth most common cancer worldwide, is life threatening, too. To aid in early detection, the ADA has launched a campaign to encourage adults to examine themselves for suspicious lumps and lesions. Currently, because these cancers are usually caught after they've spread — to the lymph nodes in the neck, for example — only about half of all oral-cancer sufferers survive for more than five years after diagnosis. If your dentist doesn't initiate a checkup, insist on one. And it's a misperception that all oral cancers are caused by cigarettes, according to Sol Silverman, D.D.S., a spokesperson for the ADA. A full 25 percent of oral cancers strike nonsmokers, he says.

The bottom line, according to the AAP: Three easy oralhealth habits — twice-daily brushing, daily flossing and twice-annual dental checkups, including tooth cleaning — stop gingivitis before it can progress. Establishing these routine and low-cost habits can eliminate the need for the enormously expensive restorative work that's typically required later in life if oral health has been neglected.

Section B (40 minutes, 20 points)

Directions: Write an essay of no less than 250 words on the topic given below. Use the proper space on your Answer Sheet II.

Topic: There's a hot debate on legalizing assisted suicide and euthanasia. Please state your opinion on it with sounding reasons.

Key for Model Tests

Key for Model Test 1

Part I Listening Comprehension

Section A

1. A 2. C 3. B 4. D 5. D
6. C 7. B 8. B 9. C 10. A

Section B

11. affective disorder
 12. imbalance
 13. natural clock
 14. light box
 15. suicide
 16. West
 17. upper fifteen percent
 18. flavor
 19. third-year
 20. atomic energy

Section C

21. Faster planes and cheaper flights.
 22. The increasing crime rate, health and the natural environment.
 23. The spread of contagious diseases around the world.
 24. It will affect the social atmosphere of an organization (Or: It will harm morale and loyalty of the organization).
 25. They don't have to travel to work and have more free time.
 26. There will be fewer cars on the road during peak hours.
 27. Tank test.
 28. The plane would explode in the sky.
 29. Which part of the plane has broken.
 30. When the new plane is going through test flights in the air.

Part II Use of English and Reading Comprehension

Section A

33. because 40. continuously
34. how 41. refine
35. complete 42. humane
36. rather 43. sympathies
37. beneficial 44. miseries
38. enlarge 45. relieve
39. wonders

Section B

46. D 47. A 48. B 49. A 50. C
51. C 52. D 53. B 54. C 55. A
56. D 57. B 58. C 59. B 60. D

Section C

61. B 62. D 63. E 64. A 65. C

Part III Writing

Section A Summary

Amazon. com, which sells books through the Internet, provides its customers with truly useful shopping services. It is the quickest and most convenient way to buy books, because buying procedure is quite simple, the price is low, and the stock is large. People can even send books as presents owing to the operating system of Amazon. com. Books are sent from the wholesalers to the company in Seattle before they are delivered to the customers. The company's sales are very high. And the sales are promoted and will be further promoted by the interactive activities between readers and writers, among readers themselves, and between readers and their favorite web sites.

Section B Essay writing

Milutinovic, the former coach of Chinese national football team, made the words "Attitude is everything" well-known throughout the country. People may hold different beliefs about life, like "Money is everything", "Success is everything" or "Circumstance is everything", but we cannot deny that "Attitude is everything" is food for thought and words of wisdom.

Though we are not in total control of our life, attitude is under our control. We can neither return to our past nor direct other people's actions. Life is 10% what happens to us and 90% how we react to it. Therefore, when facing difficulties in life, we should have an appropriate attitude instead of trying to change the inevitable. There is no need to blame ourselves if we have done everything in our power.

Attitude determines the quality of our life. Modern work has become so demanding that many people nowadays are confronted with pressure. Many adults find that only by working harder and harder can they survive in the increasingly competitive society. When you feel tired and fail to find

a way out, repeat the words “Attitude is everything” as you gain inspiration and encouragement. Why not reprogram your attitude, lift your spirits, and keep yourself on course?

Attitude is an integral part of success. Success depends on many factors, with right attitude being a very important one. This is clearly reflected in the Olympic Games. Many times, haste makes waste. If a player is very anxious to win, he might not be the first even though he has the actual strength.

If you want to live an easy life, choose a right attitude. If you want to change your life, change your attitude first.

Key for Model Test 2

Part I Listening Comprehension

Section A

- 1. B 2. A 3. C 4. B 5. A
- 6. D 7. C 8. D 9. B 10. A

Section B

- 11. hard needles
- 12. the nineteenth century
- 13. become a desert
- 14. fuel to cook
- 15. a green belt
- 16. a camera
- 17. Virtual Interview
- 18. internet technology
- 19. a learning tool
- 20. potential candidates

Section C

- 21. To encourage the use of public transport in urban areas.
- 22. High costs or no place to park would make commuters take buses or trains.
- 23. Convenient and comfortable public transport will attract its passengers.
- 24. Their conditioning, less aggressive natures and better communication skills.
- 25. Mothers.
- 26. Communication.
- 27. He seemed to be talking far more to his friends than to his parents.
- 28. When she wants something.
- 29. They talk to their friends first.
- 30. Because children also need freedom.



Part II Use of English and Reading Comprehension

Section A

- | | |
|-----------------|--------------------|
| 31. scope | 39. Apart from |
| 32. pursuits | 40. residential |
| 33. ethnic | 41. establishments |
| 34. pace | 42. wider |
| 35. initiatives | 43. fortnight |
| 36. designed | 44. liberal |
| 37. meet | 45. entitled |
| 38. encourage | |

Section B

- | | | | | |
|-------|-------|-------|-------|-------|
| 46. B | 47. A | 48. B | 49. D | 50. B |
| 51. A | 52. A | 53. C | 54. C | 55. D |
| 56. B | 57. C | 58. A | 59. B | 60. B |

Section C

- | | | | | |
|-------|-------|-------|-------|-------|
| 61. C | 62. A | 63. D | 64. E | 65. F |
|-------|-------|-------|-------|-------|

Part III Writing

Section A Summary

Some people describe the beatniks as people who take revenge upon society, because the society is not responsible for the individual. However, individuals also have responsibilities to the society. And the only way to undertake the responsibility is by being an honorable man. People should pay attention to not only public education but also self-education. If social ethics is highly emphasized and private ethics totally ignored, the concept of honor will not be noticed and distinguished from that of morality. As a result, people might behave dishonorably as long as that has no bad effect upon the society. For example, they might break an oath or cheat on examinations, which are socially harmful and personally shameful. Therefore, a decent society should be composed of people who are very conscious of personal dignity and honor.

Section B Essay Writing

Big cities like Beijing and Shanghai are developing very fast in China. They have become the first choice for young people after their graduation. However, the disadvantages of staying in big cities outweigh the advantages.

Although big cities are attractive for individuals, the quality of life is relatively low. Pollution is a big problem in these modernized places. For example, Shanghai is seriously polluted. We can often see the harmful smog in the morning because the air is full of dust. The water in the Huangpu River is getting filthier. And you can sometimes smell the black and stale water in the Suzhou River



miles away. Besides, in spite of the overpasses, subways, and loops built in large cities, transportation is still a headache for the residents, like the situation in Beijing where traffic is a headache. The streets are often filled with people, and the buses are usually packed like sardines in a can during the rush hour. With the popularization of private cars, the situation is becoming even worse. Furthermore, the level of consumption is very high in big cities. To buy the same goods, you have to pay more money. In particular, the price assigned to building properties is much beyond average consumers. Therefore, people find only by working harder and harder can they afford such an expensive life, which will inevitably lead to much stress. The tendency that the society is becoming more and more stressful cannot be stopped and the excessive pressure will be harmful to people both physically and psychologically.

People have different choices for life. Before you make your own decision, think over your future carefully. It is not wise to simply follow other people's suit.

Key for Model test 3

Part I Listening Comprehension

Section A

1. A 2. D 3. D 4. C 5. A
6. D 7. B 8. C 9. D 10. A

Section B

11. a balanced diet
12. fussy about food
13. keep people fit
14. calm our nerves
15. a generous heart
16. an active season
17. one hundred nineteen
18. the Equator
19. warm ocean
20. typhoons

Section C

21. Production of postage stamps.
22. To rank them.
23. It will never actually go into circulation.
24. Because it was very hot.
25. Because they had a lot of important possessions in the room and they were worried they would be stolen.

26. By piling pots and pans under the windows so that an intruder would make a lot of noise.
27. White and blue.
28. By boat.
29. When they watch the old houses, parks, theatres, churches, shops, restaurants and people in the streets.
30. The white Glass Palace, the modern art museum, and all those extremely popular cafes and design stores.

Part II Use of English and Reading Comprehension

Section A

- | | |
|-------------------|---------------|
| 31. about which | 39. autonomy |
| 32. theoretical | 40. except |
| 33. intrinsic | 41. recall |
| 34. distinguishes | 42. suspicion |
| 35. technical | 43. navigate |
| 36. equally | 44. curiosity |
| 37. defining | 45. conceive |
| 38. even | |

Section B

- | | | | | |
|-------|-------|-------|-------|-------|
| 46. D | 47. B | 48. A | 49. A | 50. C |
| 51. A | 52. B | 53. A | 54. A | 55. C |
| 56. C | 57. D | 58. C | 59. D | 60. B |

Section C

- | | | | | |
|-------|-------|-------|-------|-------|
| 61. C | 62. E | 63. A | 64. F | 65. D |
|-------|-------|-------|-------|-------|

Part III Writing

Section A Summary

Language reveals and defines the speaker. People will not adopt a language if the language cannot really reflect them. A language is evolved so that people can describe and control their circumstances and life. Therefore, people will feel hurt or angry when their languages are destroyed or looked down upon. Besides, a language can also carry some political meanings, for it can mirror one's private as well as public identities.

Black English has brought some influences to American English. Some people are very unsatisfied with this. However, the existence of black English has its own reason. The history of the creation of black English shows that it is necessary for the black people to have such a language and to convey their life through such a language. The fact that black and white people have different types of life leads to the miscommunications of languages between the two groups of

people.

Section B Essay Writing

Some people insist that once we begin to go in for a job, we should do it until the end. They believe that it makes them gain success more easily as long as they concentrate on one job. However, these people ignore the fact that job-hopping can bring us many benefits.

Job-hopping is beneficial to employees. Working in different fields can make people, especially young people, acquire rich experience, which is valuable for them to be adapted to various environments. After tasting many kinds of jobs, people can accumulate much useful experience and knowledge. In addition, all kinds of chances can be gained in the course of job-hopping. If people are not satisfied with their present job, they have the right to replace it with a more challenging one. Every change is a step toward further success. In the process of job-hopping, it is quite possible to find a position where you can fully display your ability and put your whole heart into it. Only in this way can you get the true joy of achieving your goals. Besides, job-hopping is helpful to raise employees' living standards. Every chance to change a job offers the employee an opportunity to move up to a higher position and to get better wages.

Job-hopping is also beneficial to the employers. It gives the employers — the bosses, the managers — the chance to benefit from the new ideas and skills that different people bring to their firms or factories.

Of course, whether stick to one job or not depends on the specific situations in different phases. What is important is try to confirm the career development direction during the phases of experiencing both success and failure.

Key for Model Test 4

Part I Listening Comprehension

Section A

1. B 2. B 3. B 4. D 5. C
6. B 7. A 8. C 9. C 10. A

Section B

11. normal inhabitants
12. flooded
13. the instruments available
14. numerous passageways
15. dark stones
16. from many developments
17. emigration
18. a destination

- 19. European common market
 - 20. appreciate

Section C

21. They turn in sequence: often the beginning of the flock has turned again before the end has completed the earlier turn.
 22. They are not sure how the flock decides when to take off and when to swoop one way or another.
 23. Any bird can steer the course of flying.
 24. To give birth to the joy.
 25. Educators and parents.
 26. Schools, homes and the broader culture, such as mass media should be responsible for the repression of children's genius qualities.
 27. The look of the package.
 28. The consumer's belief in life.
 29. The word "green".
 30. Happiness and peacefulness.

Part II Use of English and Reading Comprehension

Section A

- | | |
|---------------|------------------|
| 31. central | 39. contrast |
| 32. simply | 40. usually |
| 33. attached | 41. vast |
| 34. command | 42. either |
| 35. post | 43. concentrated |
| 36. holds | 44. arrive |
| 37. consulted | 45. generates |
| 38. move up | |

Section B

46. C 47. B 48. C 49. C 50. A
51. C 52. D 53. B 54. D 55. A
56. B 57. C 58. A 59. B 60. D

Section C

61. C 62. B 63. E 64. A 65. D

Part III Writing

Section A Summary

In football, body injury is one of the leading conventions. And football and war share many similarities in their language, their principles and practices, and the virtues they celebrate. Therefore, people tend to make comparisons between the two. This does not mean that football lays more emphasis on brutal practices than other human activities. Competitive and organized injuring is integral to our way of life. Football is only one way to mirror the whole process. Some people believe that because football is a less harmful channel to release the desire for destruction than war, games like football should be encouraged. However, to the players in football, they try to suppress their natural urges and disguise themselves as tough guys. And to the spectators, they cannot be released from the feelings of violent aggression. Instead, they are encouraged to become violent.

Section B Essay Writing

Books are one of the human treasures. We have no difficulty finding that books contain many human experiences and lessons, including love and hatred, failure and success, darkness and brilliance. Books provide us with a shortcut in life if we can follow the path books indicate. Although the importance of books is really widely recognized, it does not mean that knowledge from experience is not important.

No book can replace real experience. As the saying goes, “Wit once bought is worth twice taught.” For example, on people’s first trial of driving a car, even though they are very familiar with the car’s equipment, they still find it difficult to drive it skillfully. Therefore, practical training is vital in our life.

There is so much knowledge in books that we have to make our own choices through our personal experiences. Learning through experience is reasonable, because you are the best one to know yourself. Knowledge from books can bring you some enlightenment, but only you yourself know your own merits and demerits. One example is the courses offered in colleges. Many students consider some compulsory courses not useful at all, and they might even play truant.

Many times, the knowledge we acquire through other people’s experience can be more precious than that provided by books. We all have the experience of asking for advice from families, friends or colleagues instead of trusting books. In this age of information, many people like to surf on the Internet to exchange valuable experiences.

In fact, knowledge from books and knowledge from experience complement each other. Only if we depend on both of them can we really become more knowledgeable.

Key for Model Test 5

Part I Listening Comprehension

Section A

1. A 2. C 3. D 4. C 5. C

6. D 7. C 8. A 9. C 10. D

Section B

- 11. destructive
- 12. domestic animals
- 13. neglect their bites
- 14. cause infection
- 15. Symptoms of infection
- 16. 2 metres
- 17. fatty tissue
- 18. salty vegetation
- 19. enormous quantities
- 20. fuel

Section C

- 21. They were no longer able to care for themselves.
- 22. The decline of health and the loss of identity and self-worth.
- 23. To understand what it means to be a part of the aging population and find meaningful roles the elderly can and should play in our societies.
- 24. If I do something for you, you should do something for me.
- 25. They threw away their cucumbers and rocks and refused to make any more trades.
- 26. They may lose interest in working together.
- 27. If we do not think critically, we might be controlled by other people's ideas.
- 28. You will think deeply about different ideas.
- 29. Speed.
- 30. Because Hoffman was too nervous at the time.

Part II Use of English and Reading Comprehension

Section A

- | | |
|-------------------|---------------------|
| 31. devastated | 39. Along with |
| 32. expectations | 40. focus |
| 33. called for | 41. convicted |
| 34. distinction | 42. bias |
| 35. aggravating | 43. prosecution |
| 36. thus | 44. but |
| 37. virtually | 45. sensationalized |
| 38. opportunities | |

Section B

46. C 47. B 48. B 49. D 50. A
51. C 52. D 53. B 54. C 55. A
56. B 57. D 58. C 59. C 60. D

Section C

61. C 62. F 63. D 64. A 65. B

Part III Writing**Section A Summary**

Literary criticism values the good and bad points of literary works. There are three common ways of writing a critical paper: explication, analysis, comparison/contrast. A paper of explication is a close study of the work by itself. It can be a detailed examination of any contributions to the meaning of the work. It can also be a study of part of the work. As to analysis, there are two kinds. One is to analyze a work into its several elements but only focus on one or two of them; the other is to analyze a work in its entirety. In analysis, we should follow certain logical orders. Comparison or contrast is used when we can think about authors or works in term of similarities or differences. There are two methods of comparison and contrast. One is block comparison or block contrast. The other is alternating comparison and alternating contrast.

Section B Essay Writing

Competition is a common phenomenon in our social life. We compete when we play games. We compete while hunting for a job. And we compete as we do business. However, without cooperation, competition itself can help us get nowhere.

We often find that competition exists together with cooperation at the same time. Take a baseball game for example. While one team is competing with the other team, each member of the team is cooperating with his teammates. In most cases, we cannot win in competition without cooperation. Thus, taking risks on a shared basis raises the chance of success and reduces the danger of failure. Besides, in teamwork with others we can reach much further than being alone. For instance, bricks must be combined with steel, concrete and many other materials to make a solid building. A brick itself can do nothing. It is the same with people. The power of one person is limited. We should learn to build team spirit and to work in harmony with others. In addition, cooperation can increase our efficiency and make up for our insufficiency. In boat rowing, if people on boat try to row in different directions, the boat can never reach its destination even though everyone has excellent rowing technique. On the contrary, if people work together with one heart, they will quickly achieve their goal, even though some paddlers might not be good at boating.

Nowadays, with the explosion of knowledge, it is impossible to master all knowledge on a subject. Therefore, cooperation appears more and more important and necessary.



Key for Model Test 6

Part I Listening Comprehension

Section A

1. D 2. C 3. B 4. D 5. B
6. A 7. A 8. D 9. C 10. C

Section B

11. chemicals
 12. building blocks
 13. descendants
 14. sustain life
 15. components
 16. emitted
 17. transported long distances
 18. harmful impacts
 19. clean up
 20. walk or cycle

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Section C

21. It will be helpful to his/her physical and mental health. They will have more energy, better appetite and better sleep patterns.
 22. They may have wanted to hurt you or they just don't see things the same way.
 23. Try to see things from the other person's perspective.
 24. This high-tech "Information Age" demands people who are flexible and who have good communication skills.
 25. They are ready to change when situations change.
 26. Skills in expressing themselves.
 27. Four to six hours a week for each class.
 28. Taking notes.
 29. Ask questions about the lectures, the reading, and the homework.
 30. Students of literature.

Part II Use of English and Reading Comprehension

Section A

- | | |
|-------------|-----------------|
| 31. hopes | 34. made up |
| 32. primary | 35. at one time |
| 33. distant | 36. biblical |

- | | |
|---------------|-----------------|
| 37. form | 42. known |
| 38. noble | 43. accustomed |
| 39. even | 44. misspelled |
| 40. practiced | 45. come across |
| 41. records | |

Section B

- | | | | | |
|-------|-------|-------|-------|-------|
| 46. C | 47. A | 48. A | 49. D | 50. B |
| 51. B | 52. A | 53. D | 54. C | 55. B |
| 56. D | 57. A | 58. C | 59. C | 60. B |

Section C

- | | | | | |
|-------|-------|-------|-------|-------|
| 61. C | 62. E | 63. D | 64. F | 65. B |
|-------|-------|-------|-------|-------|

Part III Writing

Section A Summary

Some experts are worrying about the infections that donated tissue have brought to the recipients. They claim that there are serious holes in the system to monitor the trade in donor tissue, while the official from the donor tissue companies argues that hospitals should be responsible for the infections. Although organ procurement organizations can follow strict federal guidelines to match donors and recipients, the tissue banks get body parts from various sources. The industry of donor tissue is growing rapidly and making more money now, but experts are worrying about the lack of insight — there is not a guideline that all the tissue banks are supposed to follow to ensure that tissues are obtained in a germ-free way.

Section B Essay Writing

We live in an information era. The Internet leads to an information flood. The explosion of information really makes it hard for us to access the exactly information we need.

So, Google came out. As a search engine, its efficiency and power make it our best assistant and information collector in our daily life and research. It can help us catch a little fish from a big pond very fast.

However, Google makes plagiarism much easier. In the past, plagiarism was simply stealing and using someone else's idea without giving credit. But today, in the age of Internet, with the help of Google and other search engines, plagiarism means copy and paste. At universities, many students download articles from Internet and take them as their own. They search for everything and copy everything without any sense of guilt. It is no longer surprising to see two articles handed in by different students were almost the same. Google turns into a powerful weapon for the plagiarists.

Though Google provides conveniences to plagiarism, it can detect plagiarism too. The easiest



way to check suspect passages in a paper for plagiarism is to submit them to Google. Google can be used as a plagiarism detection tool to track down Internet plagiarism. Its advanced search engine helps to locate key phrases that may appear in students' papers.

Obviously, Google is a two-edged weapon, which can be used equally for good or evil. It is now used for both. Google certainly will not just disappear, and neither will plagiarism. Whether it is a blessing or a curse lies in the attitude of the Google users. Building new ideas from old ideas, using existing components and combining them in new ways, might be creativity, not plagiarism. We should make full use of Google and shouldn't copy everything blindly.

Key for model test 7

Part I Listening Comprehension

Section A

1. C 2. B 3. A 4. C 5. B
6. A 7. D 8. C 9. A 10. B

Section B

11. perfectly normal
12. offend
13. go up
14. interfering with
15. threatened
16. the greatest benefit
17. industrialist
18. artificial silk
19. life-changing honor
20. providing the funds

Section C

21. They can sense when someone is looking at them.
22. For 5 to 15 minutes.
23. To write down when they felt they were being stared at and when they weren't.
24. Gestures and nonverbal actions.
25. Stand up to show politeness and respect.
26. Bowing.
27. The waste produced by major industries and people.
28. People don't realize how serious the dangerous waste problem is.
29. Because of the related expenses.
30. One third.

Part II Use of English and Reading Comprehension**Section A**

- | | |
|---------------|-------------------|
| 31. achieve | 39. propelled |
| 32. ethic | 40. set up |
| 33. verbal | 41. although |
| 34. above all | 42. accounts for |
| 35. meant | 43. strive to |
| 36. status | 44. distinguished |
| 37. while | 45. sight |
| 38. effort | |

Section B

- | | | | | |
|-------|-------|-------|-------|-------|
| 46. C | 47. B | 48. A | 49. B | 50. A |
| 51. D | 52. A | 53. B | 54. B | 55. A |
| 56. B | 57. B | 58. C | 59. D | 60. A |

Section C

- | | | | | |
|-------|-------|-------|-------|-------|
| 61. C | 62. E | 63. F | 64. A | 65. B |
|-------|-------|-------|-------|-------|

Part III Writing**Section A Summary**

Blackberry 7100t, an interesting and attractive cell-phone model with 20 keys and a similar structure to that of computer is produced by RIM company. Compared with the earlier design, its price is lower and the keyboard is made narrower. The new palmtop electronic gadget can display e-mail in real time and open different computer files on screen. It is also made intelligent enough to correct words, identify punctuations and display various screens. No doubt the device has already gained its popularity among executives and financial-industry personnel.

Section B Essay Writing

The term corporal punishment means the intentional infliction of pain on the body for purposes of punishment. The general acceptance, and sometimes support, of corporal punishment as a method of discipline is an aspect of many cultures. The corporal punishment was justifiable in the old days because parents or teachers thought children as their own property. Children are abused, in part, because they are unable to follow parents' directions or to defend themselves against stronger and more powerful adults.

Nowadays kids no longer are expected to act to be very quiet for their complete childhood. If corporal punishment were used today, it would fail. Children are better to be educated than to be disciplined. They would listen to those who respect them and share similar experiences with them. On the other hand, they would keep distance from those who presume as authorities. Moreover,



children have more and more legal consciousness. Some of them would use lawsuits to protect themselves when facing corporal punishment. It seems that using corporal punishment can be effective shortly afterwards, but children may suffer both physically and mentally in the long run. Unfortunately, some other kids may become self-centered, and even turn to violent actions against society.

Since corporal punishment has more drawbacks than benefits, it should no longer be regarded as reasonable. There are many other ways to guide children and cultivate their potentials, for example, reading books, going hiking or playing tennis. Educators will step down and listen to the kids, but they never use whip.

Key for Model Test 8

Part I Listening Comprehension

Section A

1. A 2. C 3. B 4. C 5. D
6. B 7. A 8. C 9. D 10. B

Section B

11. round-headed kid
12. facial expressions
13. personalities
14. take shorthand
15. insecure
16. goddess
17. convert
18. holy days
19. the same time
20. different days

Section C

21. Secondhand treasures.
22. To save money, to find a valuable antique, and to add to one's collections.
23. They take classes and read books.
24. Because we don't want to offend or disappoint others.
25. Because it allows us to do more important things.
26. To pay a compliment and to say "no" in a positive way.
27. Inflation.
28. \$206.
29. The income tax and the sales tax (or, the point-of-purchase tax).

30. The upper-middle-income workers.

Part II Use of English and Reading Comprehension

Section A

- | | |
|---------------------|--------------|
| 31. hardly | 39. blink |
| 32. On the contrary | 40. expelled |
| 33. dependent | 41. trapped |
| 34. failure | 42. utter |
| 35. elimination | 43. escape |
| 36. complied | 44. then |
| 37. move | 45. limit |
| 38. none | |

Section B

- | | | | | |
|-------|-------|-------|-------|-------|
| 46. C | 47. B | 48. D | 49. B | 50. D |
| 51. A | 52. B | 53. D | 54. B | 55. D |
| 56. A | 57. B | 58. A | 59. C | 60. D |

Section C

- | | | | | |
|-------|-------|-------|-------|-------|
| 61. D | 62. E | 63. C | 64. F | 65. B |
|-------|-------|-------|-------|-------|

Part III Writing

Section A Summary

This essay examines the principal causes and effects of the increase in fast-food consumption over the past 30 years in UK. There are two main reasons: one is the change in commercial practice and the loss of local shops; the other is the change in lifestyle: a busy working week and the loss of the cooking and shopping time for women. The effects are discussed in three aspects: nutrient deficiencies, obesity and the loss of a “food culture”. Children suffered most from nutrient deficiency when they cannot have enough energy in schools with salty and sweet food; obesity among people may bring some problems both for a country’s economy and the individual’s health; people’s increasing dependence on fast food will result in the loss of the cooking skills and once it happens, it will be difficult to recover.

Section B Essay Writing

Everyone knows that sports are absolutely necessary to education and school life. If our school sports were dropped, there would be a strong negative influence on school life of students.

Firstly, school sports are part of school education. If they were dropped, school students would never get enough physical exercises. School sports can contribute to students’ health, which leads to successful career. Middle school or college students are growing up; hence they need exercises as



well as nutrients. When they spend lots of time in school, if school sports were dropped, they couldn't have enough exercises. Their interest of sports would be reduced and their agility and response would decline without sports. With a good grade and a poor body, how can a student make a living after graduation? Nobody wants to be a burden of society. Secondly, dropping school sports also affects students' mental health. The technique of cooperation cannot be experienced in classroom. People learn to face everything in sports, be it victory, failure or physical pain. Building up strong characters is what students need when they step into competitive society. Thirdly, dropping school sports would not enhance the academic studies; on the contrary, students would become less energetic and efficient on study. Without enough physical exercises, students would be apt to sleep and fail to concentrate on academic work. Some even go to Internet bars for relaxation and become lost.

In a word, school sports provide an effective way for students to communicate, cooperate among themselves and care for each other. Those who advocate dropping school sports should be criticized.

Key for Model Test 9

Part I Listening Comprehension

Section A

1. A 2. C 3. A 4. C 5. C
6. B 7. C 8. C 9. D 10. B

Section B

11. Trust yourself
12. natural feelings
13. extreme firmness
14. an effort
15. mental and emotional
16. released
17. deformation
18. 2 to 12 centimeters
19. active areas
20. in advance

Section C

21. The 16th century.
22. His paintings and his talent in the sciences.
23. The painting on the ceiling of a church in Rome.
24. Even a small boy may have great knowledge of football.
25. To fill one's mind with knowledge and to train one's character.

26. Because the team game is good both for the body and the mind.
 27. The origin of language.
 28. To communicate with each other.
 29. Their association.
 30. A master of words.

Part II Use of English and Reading Comprehension

Section A

- | | |
|-----------------|------------------|
| 31. roads | 39. adventures |
| 32. events | 40. society |
| 33. Native | 41. escape |
| 34. looked for | 42. disappointed |
| 35. gold | 43. supported |
| 36. popular | 44. But |
| 37. frightening | 45. with |
| 38. changed | |

Section B

- | | | | | |
|-------|-------|-------|-------|-------|
| 46. C | 47. C | 48. B | 49. B | 50. A |
| 51. A | 52. D | 53. C | 54. C | 55. A |
| 56. D | 57. C | 58. C | 59. A | 60. B |

Section C

- | | | | | |
|-------|-------|-------|-------|-------|
| 61. C | 62. D | 63. F | 64. E | 65. B |
|-------|-------|-------|-------|-------|

Part III Writing

Section A Summary

There are different explanations to the fact that the number of boys born is decreasing in some Western countries: the chemical pollutants that are imitating the effects of sex hormones; the increasing number of single-mothers; whether the woman has been living with a man before the child was conceived; actual cohabitation. Scientists found some clues for the last explanation from studying other mammals. In the evolutionary sense, if the boys can become attractive to women both physically and intellectually, it will be better for a woman to have sons; otherwise it will be better to have daughters. But this can provide little sense for people living in the rich society today.

Section B Essay Writing

Living away from your country can be a really interesting and unforgettable experience, but at the same time it has very important effects on one's life. Here are three of them.

The major effect, and also a very common one, is that once you start a regular life away from



home, you miss everything. This fact doesn't mean that you are unhappy but that you are aware of being on your own. Little details like sitting on a Sunday morning watching TV alone instead of helping your dad organize his things or having a nice chat with your mom makes you realize how valuable your family really is. Living alone makes you homesick.

The second main effect would be learning how to accept another type of society and culture into your daily life. Since you are living in a place with different customs and traditions, you have to be able to develop yourself in unknown conditions. This means making new friends, learning other points of view, accepting different opinions and values. Nevertheless, the best thing to do would be to stick to your most important values and, according to them, change those that you believe could be improved.

The most significant effect of living away from home is the independent behavior that grows inside of you. Living independently gives you a lot of experiences toward organizing your life. Since it is up to you and no one else to clean your room, wash your clothes, and organize your expenses, it is predictable that you will have a good and strong sense of responsibility.

Living far from home, even for a short period of time, can be really hard at the beginning. Yet it helps us appreciate everything we have. Not realizing how lucky we are can be a really bad mistake because things don't last forever and we have to make the best out of them.

Key for Model Test 10

Part I Listening Comprehension

Section A

1. C 2. D 3. C 4. B 5. B
6. C 7. C 8. C 9. A 10. B

Section B

11. access to
12. smash the glass
13. garage door
14. constantly
15. higher windows
16. glimpse
17. abandonment
18. sun-eating dragon
19. frighten away
20. life-giver

Section C

21. To smoke on the street (or: when a lady was in the room).

22. He/She should call up to explain his/her delay.
 23. To avoid making other people feel uncomfortable.
 24. The weapon of the gods.
 25. To protect buildings from damage by lightning.
 26. In a closed car.
 27. Cash, identification with names, addresses and phone numbers.
 28. 21.
 29. They were fired or took early retirement.
 30. All the 20 wallets were returned and not a penny was missing.

Part II Use of English and Reading Comprehension

Section A

- | | |
|------------------|-------------------|
| 31. Specifically | 39. maximize |
| 32. what | 40. available |
| 33. sense | 41. indispensable |
| 34. interaction | 42. dealt with |
| 35. where | 43. proposals |
| 36. recognized | 44. objective |
| 37. barrier | 45. knowledgeable |
| 38. because | |

Section B

46. C 47. C 48. D 49. B 50. B
 51. C 52. B 53. A 54. D 55. D
 56. B 57. C 58. A 59. B 60. A

Section C

61. B 62. A 63. D 64. F 65. E

Part III Writing

Section A Summary

Sample 1

Americans do not give enough attention to dental health because of the pain, the cost and the scary diagnosis that they have to face. However, according to some experts, infections in mouth may result in some related diseases. In order to help people with dental health the dentists' offices are made comfortable and the treatment of the teeth is made much less painful with the help of technology. Moreover, some therapeutic procedures can also make the teeth look better. People may suffer from periodontal disorders starting with gingivitis, heart attacks and strokes, type 2 diabetes, chronic bronchitis, oral cancer and premature delivery for pregnant women if their teeth are not



well cared. To avoid more health loss, experts suggest three oral health habits: twice-daily brushing, daily flossing and twice-annual dental checkups, including tooth cleaning.

Sample 2

The article put forwards a neglected problem — dental health. Most Americans care little on their oral health and don't even have a dentist. Some related diseases might be developed through infections in mouth. Since the pain, the cost and the scary diagnosis are what prevent people from dentists, experts have taken several measures to make dentist's office a comfortable place: place soft and heated cushions for the chairs and virtual-reality headsets, set aside the drill, correct how the teeth come together and make them more cosmetically appealing. Increasing studies suggest that people may suffer from periodontal disorders, heart attacks, strokes, chronic bronchitis or premature delivery if gingivitis remains neglected. Diabetes and oral cancer are also threatening to health and must be dealt with before suspicious symptoms appear. Good oral health habits can contribute to strong body, according to the American Academy of Periodontology.

Section B Essay Writing

A doctor's function has changed over time. In the past, the doctor was a person who treated the diseases. Now a doctor is a stranger who combats diseases. They are expected not only to prevent death but also to improve their patient's quality of life. Many times there is nothing a doctor can do to prevent a patient from dying if the patient has a terminal disease; all he/she can do is waiting for death to arrive. This waiting time can be very painful for both the patients and the people who surround them. Not practicing euthanasia at the request of the dying person is violating a person's rights, creating an economic burden and increasing suffering.

First of all, deciding to be alive or not is a personal decision. Neither the doctors nor the government has the power to decide if you should live or not. Since it is not their life and they are not in your situation, they cannot make that kind of decision for you. They give us the liberty to decide our job, our family, our religion, and even our sex preference. Why should they not give us the right to decide if we want to live or not?

Next, the economic factor should be considered. Many times we are just wasting time and money on a situation that won't get better. If the patient wants euthanasia, why not do it and end the huge amount of money wasted on a treatment that won't help.

Finally, the basic reason why euthanasia should be practiced is because it stops the person from suffering. Having a patient suffering is not giving him a better quality of life. When the patient feels he is not getting the quality of life he wants, the least a doctor can do is grant him what he wants. If the patient's decision is to die, so do it.

Why not end this suffering if we have the power? There is no point waiting for the person to die if there is nothing the doctors can do about it. If the person wishes to die, we should satisfy his last wish. This is why euthanasia should be legal for anyone who desires it.

Scripts

Model Test 1

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C or D on your Answer Sheet I.

1. W: I think it's about time to speak to university officials about the quality of the food.

M: Do you think you're the first to think of that?

Q: What does the man imply?

(pause 00' 15")

2. M: Does this new circumstance affect you?

W: Actually, I'm not affected by it. But I do feel sorry for Maggie.

Q: What does the woman imply?

(pause 00' 15")

3. M: I hope you don't mind if I leave my bike here while I'm gone.

W: Of course not, if you don't mind me using it.

Q: What can be inferred about the woman?

(pause 00' 15")

4. M: If we're gonna get a rainy day tomorrow, the ceremony should probably be moved indoors.

W: Don't be so pessimistic. You should look on the bright side.

Q: What does the woman mean?

(pause 00' 15")

5. W: Hi, I'm new here, so I was wondering how I could go about applying.

M: Well, if you're regular student you can use your student I.D. as a borrower card. If not, you would apply at the loan office.

Q: Where probably are the two speakers?

(pause 00' 15")

6. M: Morning, Selma. Haven't seen you for a while! Still having problems with your faucet?
- W: Oh, got that fixed. But I have another headache — trying to make a decision about credit cards. Well, I do need one but which one?
- M: Yes, that's tricky, especially since the rates are not standard.
- Q: What is the woman's problem?
- (pause 00' 15")
7. W: Hi, Jake. You look very upset.
- M: Yeah, the biology class is a headache for me.
- W: Oh, cheer up. I've heard you're very good at poetry. You get me through my course in 18th century and I'll make you an expert in Biology.
- M: It's a deal. Where shall we begin? Poetry is up my alley.
- Q: What can we learn about the two speakers?
- (pause 00' 15")
8. W: Jack, can you do the dishes tonight? I'm very tired.
- M: Can't we just put them in the dishwasher? I've had a very bad day, too! I just want to kick back and relax.
- W: Hey! Just because you had a bad day today, it doesn't give you permission to take it out on me!
- M: Just leave me alone!
- W: Why are you being such a turd! I wish I hadn't gotten married!
- Q: What can be inferred about the man?
- (pause 00' 15")
9. W: Hi, Mike. Haven't seen you for a while. How is Cathy?
- M: We're not seeing each other any more.
- W: What happened? Did you break up?
- M: Yeah. I got sick and tired of her nagging all the time.
- W: Oh, I'm sorry. Maybe, you were just emotional at that moment. Do you think you guys can get back together?
- M: I don't know. There's plenty of fish out there in the sea.
- Q: What does the man mean?
- (pause 00' 15")
10. W: Come on, Ted, don't be such a chicken. If you like her, you've got to tell her. Maybe she likes you.
- M: Well, I'd totally die if she turned me down.
- W: But that's better than keeping everything to yourself. You've got to let her know. Come on! You've got to take a chance! Even though you are rejected, it's not the end of the world! There's nothing to lose, is there?
- M: I don't know... Well, maybe, you're right, but how am I going to tell her?
- Q: What does the woman probably doing?

(pause 00' 15")

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your Answer Sheet II for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about medical disorder.

You now have 30 seconds to read Questions 11 to 15.

(pause 00' 30")

When winter arrives, some people get sad, even suicidal.

Doctors have recently started to study the causes of a medical disorder which they have appropriately named SAD, or seasonal affective disorder. People who suffer from SAD become very depressed during the winter months. The depression appears to be the result of a decrease in the amount of sunlight they are exposed to. Doctors theorize that decreased sunlight affects the production of a hormone manufactured in the brain, and a chemical that helps transmit nerve impulses. Depression may result from the continuing imbalance of these two substances in the body. Also, doctors believe that a decrease in the amount of sunlight the body receives may cause a disturbance in the body's natural clock, which could, in turn, result in symptoms such as listlessness, oversleeping, weight gain, anxiety, and irritability — all symptoms of depression.

Since absence of light seems to be the cause of this disorder, a daily dose of light appears to be the cure. Doctors advise patients to sit in front of a special light box which simulates natural light for a few hours every day.

In conclusion, this revelation may help explain the high suicide rate of the Scandinavian countries, and more importantly, it may suggest a remedy: when the days grow short, turn on the lights.

You now have 30 seconds to check your answers to Questions 11 to 15.

(pause 00' 30")

Questions 16 to 20 are based on a talk about Stanford University.

You now have 30 seconds to read Questions 16 to 20.

(pause 00' 30")

Stanford University, famous as one of northern California's seven institutions of higher learning, is sometimes called "the Harvard of the West".

Its enrollment is principally from the Western United States. But most of the fifty states send students to Stanford, and many foreign students study here, as well. And standards for admission remain high. Young men and women are selected to enter the university from the upper fifteen



percent of their high school classes.

What is student life like on the campus? Culturally, the campus is a magnet for both students and citizens of nearby communities. Plays, concerts, and operas are performed in the university's several auditoriums. Several film series are presented during the school year. Guest lecturers from public and academic life frequently appear on campus. In the evenings, many students gather to socialize in the Student Union's coffee house; here the beverages and the atmosphere both have a decidedly European flavor. For the sports-mind, the Stanford campus offers highly developed athletic facilities.

To enrich its educational offerings, the university has established overseas branch study centers in Great Britain, Austria, Germany, Italy and France for third-year students. In addition to financial support from graduates, Stanford receives grants from the government and from private foundations. In recent years, government grants have made possible advanced studies in the fields of history, psychology, education and atomic energy.

You now have 30 seconds to check your answers to Questions 16 to 20.

(pause 00' 30")

Section C

Directions: *In this part, you will hear three mini-talks and each of them will be spoken only once.*

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your Answer Sheet II, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Faster planes and cheaper flights are making it easier than ever before for people to travel. In most "developed" societies, visiting exotic places is a sought-after status symbol. The tourism industries of both developed and developing countries have recognized this fact and are learning to take advantage of it.

There are, however, some problems associated with this new industry. Firstly, there is the increasing crime rate. Some locals see tourists as easy prey because, not only are they in unfamiliar territory and therefore less able to take care of themselves, but also they carry visible items of wealth, such as cameras and jewelry which can be disposed of quickly for a profit.

Another major problem is health. With greater mobility comes greater danger of spreading contagious diseases around the world. One carrier returning home could easily start an epidemic before their illness was diagnosed. Moreover, the emergence of many more diseases which resist antibiotics is causing scientists to be increasingly concerned about this issue.

Also to be considered is the natural environment, which can be seriously threatened by too

many visitors. Australia's Great Barrier Reef, for example, is in danger of being destroyed by tourists and there are plans to restrict visitors to some of the delicate coral cays.

These are just three of the reasons why any country should be wary of committing itself to an extensive tourism development program.

Question 21: What makes it easier for people to travel now? (pause 00' 40")

Question 22: What are the problems associated with tourism industry? (pause 00' 40")

Question 23: What is the problem that scientists are increasingly concerning about?

(pause 00' 40")

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

The spread of telecommuting is sure to have far-reaching effects on society. By itself, telecommuting refers to office workers spending much of their time working from home and using electronic technologies to communicate with their employers. The broader implications of telecommuting, however, may involve changes to corporate structure, workers' lifestyles and even urban planning.

The most obvious changes may be apparent in the "normal" offices of companies, governments and other organizations. If even half the working week is spent telecommuting from home, then we would initially expect many empty desks in the office. As offices grow smaller, workers coming in for the day would be expected to share desks with their absent colleagues. Thus, in turn, may affect the social atmosphere of an organization, however, as less social contact with one's colleagues could harm morale and loyalty.

For the individual office worker, telecommuting would mean spending more time at home. For a parent with young children, this may be a blessing. Moreover, many telecommuters would be able to work the hours they wished: having a nap in the afternoon, for example, but working some hours in the evening. One substantial benefit for all telecommuting workers is that there will be no need to travel to work, allowing more free time.

The structure of urban life is also likely to be affected by telecommuting. We would expect to see fewer cars on the road during peak hours and, eventually, a smaller concentration of offices in cities' central business districts. In short, people will have less reason to travel to city centers from outlying areas. As more people work and live in the same location shops and cultural events will likely relocate themselves out of the city center.

Question 24: What is the disadvantage of telecommuting? (pause 00' 40")

Question 25: What benefit can telecommuting bring for workers? (pause 00' 40")

Question 26: What will telecommuting contribute to traffic? (pause 00' 40")

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Before a new type of airplane goes into service, every part of it is tested again and again. But there is a test that is more important than all the others.

It is called the “tank test”. A modern airplane must fly very high in the sky. Air must be pumped into the plane so that the passengers can breathe. The metal structure of the plane has to be very strong for this reason. When the plane is filled with air, the air presses against the skin of the plane inside. The pressure on a small window is like a huge foot that is trying to get out. If a small part of the plane were to fail, the plane would explode in the sky. To test the structure of the plane, the plane is lowered into a huge tank or container of water. Then it is filled with air. The pressure inside the plane is greater than it ever will be when it is high up in the air. Finally, there is an explosion. This does not cause so much damage inside the water tank as it would anywhere else. Engineers can discover which part of the plane has broken. Then that part is made stronger.

The most dangerous test happens when the new plane is going through test flights in the air. The test pilot must find out exactly what happens when the engines are all shut off at once. The plane begins to fall like a stone. It is the pilot's job to find out how he can get control of the plane again.

- Question 27: What is the important test discussed in the passage? (pause 00' 40")
Question 28: What would happen if a small part of the plane were to fail? (pause 00' 40")
Question 29: What can engineers discover during the explosion? (pause 00' 40")
Question 30: When does the most dangerous test happen? (pause 00' 40")

THIS IS THE END OF LISTENING COMPREHENSION.

Model Test 2

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C or D on your Answer Sheet I.

- W: Hi, I understand that there are aerobic classes for students and I'm wondering if you have the

schedule for the upcoming sessions.

M: Sorry, I don't have a paper copy of it on hand right now, but I can tell you the schedule if you are interested.

Q: What does the woman want?

(pause 00' 15")

2. M: Did you hear that over 300 people applied for the entry-level job at Show's Department Store?

W: Oh, really. It's a dog-eat-dog world out there.

Q: What does the woman imply?

(pause 00' 15")

3. M: Why are you leaving the office in such a hurry, Helen?

W: It's the end of the workday, and I can't wait to get back to my apartment and enjoy the creature comforts of home!

Q: What does the woman mean?

(pause 00' 15")

4. M: Oh, now I am really looking forward to learning how to ski.

W: And you can bet I will be a very strict instructor.

Q: What can be inferred about the woman?

(pause 00' 15")

5. M: Make ten copies for me and five copies for Mr. Marshal.

W: Certainly, sir, as soon as I make the final corrections on the original.

Q: What is the probable relationship between the two speakers?

(pause 00' 15")

6. M: Well, I've heard that apes also like laughing.

W: I heard that too. I've seen them laugh at zoos, when tickling each other, and when playing chasing games. Their laugh sounds like rapid panting, but I've been assured it's a kind of laughing.

M: Which reminds me I'd better get back to those apes I have for roommates before they eat all the chicken I left out in the kitchen.

Q: What can we learn about the man?

(pause 00' 15")

7. M: Well, if you need money to pay off your tuition fees, you can always get a loan.

W: Loan? I hate the idea of borrowing. I would rather make my own money and pay it off.

M: That's true. It's not uncommon for people to have whopping bill to pay once they've graduated.

W: Yes, that's exactly what I didn't want to get into.

Q: What can be inferred from the conversation?

(pause 00' 15")

8. M: Ouch! This tooth is really bugging me.

W: Maybe you have a cavity. Have you seen the dentist?

M: No, I haven't. Going to the dentist really unnerves me. I try to avoid it like the plague.



W: Come on. Don't be a chicken! It can't be that bad!

M: I'm not a chicken! But I'll do anything to keep myself from getting in the dentist's chair.

Q: What can we learn from the conversation?

(pause 00' 15")

9. W: Do you know anyone who's had plastic surgery?

M: You mean like a breast enlargement? I don't think that's really necessary. That's not the way a woman should stay attractive.

W: Why not? Why can't we go back to the way things were?

M: Because! I don't know! But, Connie, you wouldn't do that, would you?

W: Darned right I would!

Q: What can we learn from the conversation?

(pause 00' 15")

10. W: You look so angry. What happened?

M: Well, this morning I took my car to the garage to have them check the air-conditioner. They only gave it an once-over, refilled it with some Freon, and charged me 300 bucks!

W: No wonder you're livid. I'd be mad too if someone ripped me off like that.

M: Yeah. And they were rude. They said I didn't know anything about cars, which I don't, but they didn't have to be so blunt!

W: Sounds like you got a raw deal! Maybe you should file a complaint with the Consumer Protection Agency.

Q: What can be inferred from the conversation?

(pause 00' 15")

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your Answer Sheet II for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about desert.

You now have 30 seconds to read Questions 11 to 15.

(pause 00' 30")

A desert is a beautiful land of silence and space. The sun shines, the wind blows, and time and space seem endless. Nothing is soft. The sand and rocks are hard. Many of the plants even have hard needles instead of leaves.

Within the last hundred years, deserts have been increasing at a frightening speed. This is because of natural changes, but those most responsible for creating deserts are men.

In the nineteenth century some people living in the English colonies in Australia introduced rabbits into that continent from England. Today there are millions of rabbits that eat every plant in

sight. The great desert that lies in the center of Australia is growing, partly due to the rabbit.

Agriculture was first begun in the Tigris-Euphrates Valley, but today the land there is a desert. In dry areas, people plant crops on land that is poor and arid. When there are one or two years of drought, vegetation dies, the winds blow the top soil away and the land becomes a desert.

In developing countries people mostly use wood for cooking and heating. They cut down trees for fuel. But a tree cools the land under it and keeps the sun off smaller plants. As the leaves fall, they enrich the soil. When trees disappear, smaller plants die and only sand remains.

Man can make deserts, but they can also prevent them from getting bigger. Algeria is planting a green belt of trees along the edge of the Sahara Desert to stop the sand. In China, too, windbreaks are being built in the northwest to keep the desert from growing.

You now have 30 seconds to check your answers to Questions 11 to 15.

(pause 00' 30")

Questions 16 to 20 are based on a talk about "electronic eye".

You now have 30 seconds to read Questions 16 to 20.

(pause 00' 30")

Miller Brownstein, a third-year student at the Boston University School of Law, prides himself on his ability to read people and establish a good relationship with them. That skill has always served him well in interviews. When he arrived for a scheduled interview at the school's career development office recently, however, he found himself facing not another human being, but a camera. Brownstein is one of hundreds of students who have faced off with an electronic eye over the past two years.

VIP (Virtual Interview Portal) records an interviewer's responses to a standard set of questions and then distributes the interview, via the internet, to a number of firms.

There is no doubt that more and more companies are using internet technology in their recruiting efforts. More than 90 percent of Global 500 companies now use corporate websites in their recruiting efforts.

For applicants, the recorded version has its advantages. At Boston University's Law school, the VIP method works in part as a learning tool. Students can do practice interviews to show only their best performances.

The founder and chief technology officer emphasizes that the technology is meant to function as a first screening, not a final interview. He added that this kind of interview greatly expands the pool of potential candidates. Firms can interview students at schools they would not go to visit, and students might get a job with companies they might never have interviewed with.

You now have 30 seconds to check your answers to Questions 16 to 20.

(pause 00' 30")

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Anyone who living in a city is aware of the increasing number of cars on the road and the kinds of problems this creates: traffic jams, air pollution and longer communicating periods. As economy grows and access to cars spreads to an increasing number of people, this trend is likely to worsen. The solution, it would seem, is for government to encourage the use of public transport in urban areas, thus decreasing dependence on the car.

One way to stimulate public transport use is to make private car use more expensive and inconvenient. The introduction of tolls along urban motorways has been successfully employed in many cities. Other such measures are high-priced permits for parking in urban areas and the restriction of parking to a limited number of cars. Faced with high costs or no place to park commuters would perhaps be more willing to abandon their cars in favor of buses or trains.

There are also less punishing ways of spurring public transport use. The construction of free car parks at suburban train stations has proven successful in quite a number of countries. This allows commuters to drive part of the way, but take public transport into the central, most congested, urban areas.

Indeed, making public transport more comfortable and convenient should work to attract more consumers and decrease traffic congestion. Public transport that is convenient and comfortable retains its passengers, much like any business that satisfies its customers. The more commuters committed to taking public transport, the less congestion on city streets.

Question 21: How can government decrease traffic jams caused by the growing number of private cars?
(pause 00' 40")

Question 22: When will commuters probably take buses or trains instead of driving cars?
(pause 00' 40")

Question 23: What kind of public transport will attract its passengers?
(pause 00' 40")

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

The view that women are better parents than men has shown itself to be true throughout history. This is not to say that men are not of importance in child-rearing; indeed, they are most

necessary if children are to appreciate fully the roles of both sexes. But women have proven themselves superior parents as a result of their conditioning, their less aggressive natures and their generally better communication skills.

From the time they are little girls, females learn about nurturing. First with dolls and later perhaps with younger brothers and sisters, girls are given the role of caregiver. Girls see their mothers in the same roles and so it is natural that they identify this as a female activity. Boys, in contrast, learn competitive roles far removed from what it means to nurture. While boys may dream of adventures, girls' conditioning means they tend to see the future in terms of raising families.

Girls also appear to be less aggressive than boys. In adulthood, men, not women, who prove to be the aggressors in crime and in war. Obviously, in raising children, a more patient, gentle manner is preferable to a more aggressive one. Although there certainly exist gentle men and aggressive women, by and large, females are less likely to resort to violence in problems. Finally, women tend to be better communicators than men. This is shown in intelligence tests, where females, on average, do better in verbal communication than males. Of course, communication is of utmost importance in rearing children, as children tend to learn from and adopt the communication styles of their parents.

Thus, while it is all very well to suggest a greater role for men in raising children, let us not forget that women are generally better suited to the parenting role.

Question 24: Why women are better than men in child-rearing?

(pause 00' 40")

Question 25: With whom do girls identify themselves?

(pause 00' 40")

Question 26: What is most important in raising children?

(pause 00' 40")

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Parents often believe that they have a good relationship with their teenagers. But last summer, Joanna and Henry noticed a change in their older son: suddenly he seemed to be talking far more to his friends than to his parents. "The door to his room is always shut." Joanna noted.

Tina and Mark noticed similar changes in their 14-year-old daughter. "She used to cuddle up with me on the sofa and talk," said Mark. "Now we joke that she does this only when she wants something. Sometimes she wants to be treated like a little girl and sometimes like a young lady. The problem is figuring out which time is which."

Before age 11, children like to tell their parents what's on their minds. "In fact, parents are first on the list," said Michael Riera, author of *Uncommon Sense for Parents with Teenagers*. "This completely changes during the teen years." Riera explained. "They talk to their friends first, then maybe their teachers, and their parents last."

Parents who know what's going on in their teenagers' lives are in the best position to help them. To break down the wall of silence, parents should create chances to understand what their children want to say, and try to find ways to talk and write to them. And they must give their



children a mental break, for children also need freedom, though young. Another thing parents should remember is that to be a friend, not a manager, with their children is a better way to know them.

Question 27: What did Joanna and Henry notice about their older son? (pause 00' 40")

Question 28: According to Mark, when will his daughter cuddle up with him on the sofa and talk? (pause 00' 40")

Question 29: According to Michael Riera, who will the teenagers talk to first? (pause 00' 40")

Question 30: Why is it necessary to give children a mental break? (pause 00' 40")

THIS IS THE END OF LISTENING COMPREHENSION.

Model Test 3

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C or D on your **Answer Sheet I**.

1. M: I got to the lecture theatre about 30 minutes after Professor Johnson arrived a bit late herself.

W: Which is pretty typical for her, isn't it?

Q: What does the woman mean?

(pause 00' 15")

2. M: I was told this school takes pride in its excellent academic traditions.

W: So it is the students' responsibility to continue this tradition of querying where the world is going. Progress is not always upwards.

Q: What does the woman suggest the students do?

(pause 00' 15")

3. W: Poor Smith, your marriage hasn't exactly been roses, has it?

M: Not exactly, married to a woman who overdoes it. I mean, after all, when you've been married ten years, you don't expect a woman to sit on your lap for two hours every evening,

call you at work twelve times a day and talk baby talk.

Q: What does the man mean?

(pause 00' 15")

4. M: Fantastic! This is the first day I've had off for months and look at the weather. Would you believe it?

W: Oh well. At least you've got the day to yourself. Never mind the weather.

Q: Why does the man complain about the weather?

(pause 00' 15")

5. W: Excuse me, Minister. Can you tell us whether your government intends to increase student university fees in the next budget?

M: The government has every intention of ensuring that students will not be disadvantaged by any increase in fees by offering grants and scholarships to students wherever possible.

Q: What can be inferred about university fees?

(pause 00' 15")

6. M: I'm afraid I haven't been able to finish the paper, and I hope that you would give me an extension.

W: When do you think you could let me have it?

M: Well ... I should be able to finish it by next Thursday.

W: Well ... OK. As long as I can have it by then. That'll be fine.

Q: What does the man mean?

(pause 00' 15")

7. W: Are we all right for time?

M: Just right. Nearly twelve.

W: I could do with a drink. Hope they lay something on.

M: I'm sure they will. They're awfully nice people.

Q: What are they probably doing now?

(pause 00' 15")

8. W: Hey! You guys! Could you two stop playing on the walking machine? It's not a toy, you know.

M: Oh sorry. We were just trying it out. Isn't that what's it for?

W: If you're not going to buy it, you shouldn't use it!

M: Well, we don't know whether we're going to buy it if we don't try it, do we?

Q: What does the woman forbid the men to do?

(pause 00' 15")

9. W: May I help you, sir?

M: I bought this mobile phone on Friday.

W: Is there a problem with it?

M: Well, primarily, it does not appear to function outside the metropolitan area.

Q: What can we infer from the conversation?

(pause 00' 15")

10. W: John, did you do this work yourself?

M: Yes, madam. Of course I did.

W: It seems to have been remarkably well done, for you!

M: Guess I have a good day, madam.

W: John, I wasn't born yesterday.

Q: What does the woman indicate?

(pause 00' 15")

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your Answer Sheet II for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about living a long life.

You now have 30 seconds to read Questions 11 to 15.

(pause 00' 30")

In modern times, some people die young, but most people die old. How to live a long life? Probably no two people would draw up exactly the same lists, but I think the following methods would be generally accepted.

First, we should keep a balanced diet. Generally speaking, what we eat does good to our bodies, but if we tend to eat too much of one kind of food and neglect others, we may have too much of one kind of chemical substance and not enough of others and we may be in trouble. We need to eat not only meat and fish but also vegetables and fruits. Thus, we are required not to be fussy about food. Furthermore, it is essential for us to have regular exercise. Jogging, for instance, is a suggested method to keep us fit. Finally, we should keep ourselves in a good mood. This is especially reminded as in modern times when we are confronted with piles of paper and groups of people, we may be impatient and even in a bad mood. If this is the case, we need to learn to calm our nerves and relax ourselves. We also need to have a generous heart to welcome everything.

I'd like to cite two proverbs to summarize my words, "An apple a day keeps the doctor away" and "Early to bed and early to rise makes a man healthy, wealthy and wise."

You now have 30 seconds to check your answers to Questions 11 to 15.

(pause 00' 30")

Questions 16 to 20 are based on a talk about ocean storms.

You now have 30 seconds to read Questions 16 to 20.

(pause 00' 30")

Hurricane season in the Atlantic Ocean extends, officially, from June first to November

thirtieth. Weather scientists expected an active season of ocean storms this year. But a lot have expressed surprise at just how active this season has been already.

The agency known as NOAA [NO-uh] reported that the number of named tropical storms in the Atlantic set a record in August. NOAA is the National Oceanic and Atmospheric Administration in the United States. Eight storms were strong enough to earn a name in August. These started with Alex, the first major storm of the season. Four of the eight storms developed into hurricanes. This means they had winds of at least one hundred nineteen kilometers an hour.

Major ocean storms in the northern part of the world usually develop in late summer or autumn over waters near the Equator. Weather movements off the coast of North Africa help to produce the storms. Warm ocean waters feed the storms which give them energy. The storms gather strength as they move west toward the Caribbean Sea and North America. The word hurricane comes from the native Caribbean language Taino.

Such storms are called hurricanes if they happen in the Atlantic or in parts of the Pacific Ocean east of the international dateline. They are called typhoons in parts of the Pacific west of the dateline. And they are called cyclones in the Southwest Pacific and in the Indian Ocean.

You now have 30 seconds to check your answers to Questions 16 to 20.

(pause 00' 30")

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Hello and welcome to this week's edition of *Tell me more* — the program where you ask the questions and we provide the answers. And we've had a wide variety of questions from you this week.

And the subject we've picked for you this week in response to your many letters is the production of postage stamps. And as usual, we've been doing our homework on the subject.

So who designs the postage stamps that we stick on our letters? Well in Australia the design of postage stamps is in the hands of Australia Post. In Britain, it's the Royal Mail that looks after stamps and it seems that both countries have a similar approach to the production process.

We discovered to our surprise that it can take up to two years to produce a new postage stamp. Why's that I hear you ask! Surely it can't be all that difficult to design a stamp? In fact, it isn't. But it seems it's a lengthy business. Firstly they have to choose the subjects and this is done with the



help of market research. Members of the general public, including families, are surveyed to find out what sort of things they would like to see on their stamps. They are given a list of possible topics and asked to rank them.

A list is then presented to the Advisory Committee which meets about once a month. The committee is made up of outside designers, graphic artists and stamp collections. If the committee likes the list, it sends it to the Board of Directors which makes the final decision. Then they commission an artist. In Australia artists are paid \$1,500 for a stamp design and a further \$800 if the committee actually decides to use the design. So there's a possibility that a stamp might be designed, but still never actually go into circulation.

Question 21: What is the subject for this week? *(pause 00' 40")*

Question 22: What are the members from the public asked to do with the possible list? *(pause 00' 40")*

Question 23: What will possibly happen for a designed stamp? *(pause 00' 40")*

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

My husband and I were traveling in Africa. And we were staying in a government guest house which was sort of like a small hotel, but it wasn't a very fancy place anyway. It was a very hot night that night and we wanted to have the windows open, but the problem was we had everything we owned right there in the room, and the windows didn't have any screens or anything. So anybody could just come right in and steal our things. But if we shut the windows, it would be impossible to sleep; it was well over a hundred degrees Fahrenheit or forty degrees centigrade, so we decided to put a lot of pots and pans like that under the window. If a thief came in, the pots and pans would fall down and we'd wake up. So that's we did. Anyway, we were asleep. All of the sudden in the middle of the night, sure enough, I hear the pans crash. I sat up in bed, my heart was beating like anything. I could see that there was a man in a white robe standing up next to the bed. I tried to scream and I had laryngitis which means my voice wasn't working. And I was screaming in the local language for help. It was like "help", but I couldn't scream. And so the man came over and he shoved me down on the bed, then he says in English "be quiet." and then I realized it was my husband. When I was able to speak, I said, "What're you doing". He said, "Well, I had a headache and I wanted to get up and get some aspirins."

Question 24: Why did they want to sleep with the windows open? *(pause 00' 40")*

Question 25: Why were they worried about leaving the windows open? *(pause 00' 40")*

Question 26: How did they construct an alarm system? *(pause 00' 40")*

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

If you walk slowly through downtown Helsinki during the day, taking in the splendid 19th century buildings, white boats and noise of passing trams, you will start to understand why it is called a city of two colors: white and blue.

The sea is always present in Helsinki. When you take a walk over the great open space of the central square, you will hear seabirds screaming. When you take the tram, suddenly and unexpectedly, you are faced with a calm, shining blue sea. You may notice that people in Helsinki do not rush about as in other cities. Instead, they walk along the roads, politely letting other people by.

A usual way to see Helsinki for the first time is to start out by the boats. You will walk by the elderly women selling fish and vegetables in the market square and find yourself in front of a beautiful park. You may enjoy a pleasant walk in the park for a few hours and then take the tram. Trams are the perfect way to get around in Helsinki. Watching the old houses, parks, theatres, churches, shops, restaurants and people in the streets, you may have a slightly sad film feeling to it.

The pale summer nights are another wonder in the city. Following the waterfront of the city after sunset, you couldn't help stopping and listening to the sweet silence, interrupted only by the screaming seabirds and leaving fishing boats.

However, Helsinki is also the most modern city in northern Europe. You will surely want to visit the white Glass Palace, the modern art museum, and all those extremely popular cafes and design stores.

Question 27: What are the two colors of Helsinki? (pause 00' 40")

Question 28: What is the usual way to see Helsinki for the first time? (pause 00' 40")

Question 29: When will passengers have a slightly sad film feeling? (pause 00' 40")

Question 30: What makes Helsinki the most modern city in northern Europe? List at least 2 things.
(pause 00' 40")

THIS IS THE END OF LISTENING COMPREHENSION.

Model Test 4

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION

(DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be



spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C, or D on your Answer Sheet I.

1. M: Who was that at the door?

W: Oh, someone collecting money for the local hospital again.

M: Did you give him anything?

W: No. I refuse to give money to people at the door — it annoys me the way they come round here on Sunday morning, expecting us to donate money all the time.

Q: Who was the person at the door?

(pause 00' 15")

2. M: People have been fascinated by Mars for a long time and it is generally believed that Mars is the only other planet in the solar system to have abundant water.

W: Is it possible that people might one day be able to live on Mars?

Q: Why is Mars thought to be similar to Earth?

(pause 00' 15")

3. M: I bet you know how to use a bicycle pump.

W: Of course. You use the bicycle pump to push air into your bicycle tyre.

M: That's right. But I have to label these parts for an advertisement.

W: Let's have a look. Hmm. You could start with the handle. You could say something like "The handle is easy to grip".

Q: What is the man's problem?

(pause 00' 15")

4. W: I see you've just walked out of the Life Sciences Building. You're not taking classes in biology or something, are you? I thought you were studying sociology.

M: I am studying sociology. I was just visiting a friend of mine who's doing research in biochemistry. Actually, I'm on my way to lunch and then I've got a lecture.

Q: What is the man studying?

(pause 00' 15")

5. W: Hi, John. I haven't seen you for a long time. What have you been up to?

M: Studying. Seems that university life is much more time consuming than I originally thought.

W: Yes, I agree. I'm really pleased that I finished my studies. All I need now is a good job.

M: Hope you can get it.

Q: What has the woman recently done?

(pause 00' 15")

6. W: Do you work on your own here all the time?

M: Mostly.

W: Do you have a constant stream of students all day?

M: I mainly have students coming about 10:30, 11:00 to about 11:30 — it can get really crowded

then, more so than lunch — and then again at 12:30 on and offish to about 2:00.

Q: What is the busiest time?

(pause 00' 15")

7. M: Do you find it difficult to understand about Australian customs regulations?

W: Yes, I think it's a shock to many people arriving here for the first time to find out how many things are prohibited.

M: What do you mean?

W: I mean, when I've been traveling overseas, I've been quite amazed at the lack of concern in some countries about food being brought in from other parts of the world without any check.

Q: What is special about Australian customs regulations?

(pause 00' 15")

8. W: What appealed to you about Medicine as a career?

M: It's not really wise to answer this but maybe because of the glamour I think.

W: The glamour?

M: Yeah. Because when you tell people you are doctor they'll be respectful to you.

Q: Why does the man go into medicine?

(pause 00' 15")

9. W: I bought this tie last week for my boyfriend's birthday and um, well, he doesn't like it. Could I change it for something else?

M: Certainly, madam, provided that it hasn't been worn and that you have the receipt.

W: Yes, here it is.

M: This tie looks as if it's been worn. I can't put that back on the rack.

Q: What can we learn from the conversation?

(pause 00' 15")

10. W: What did the doctor have to say?

M: She said if I want to get rid of this flu I should stay in bed for the next three days, drink plenty of orange juice and stay nice and warm.

W: That means you'll miss your favorite football on Saturday.

M: No, I should be OK by Saturday.

Q: What can we infer from the conversation?

(pause 00' 15")

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your Answer Sheet II for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about the pyramids.



You now have 30 seconds to read Questions 11 to 15.

(pause 00' 30")

Contrary to popular belief, the pyramids were probably not built by slaves, but by normal inhabitants, either as a tax, or even as paid seasonal work. The season for building the pyramids, was while the Nile was flooded and the fields covered with water. During this period, farmers could not do much work on their land.

The exact technique of erecting the pyramids has not yet been established, where the main problem is understanding how the big stones from which the pyramids were built, could be lifted with the instruments available at the time. One of the more accepted theories is that pebbles and stones were placed under the stones, while ropes were used to lift them up step by step.

The interior of the pyramids was made while the pyramid rose, and air shafts, chambers and tunnels were all built after drafts that were the same for all pyramids.

The interior of the pyramids is complex, with numerous passageways leading nowhere, in order to misguide thieves. After the burial of the Pharaoh, even the entrance was closed to be invisible to unwanted visitors.

Stones were at first transported on the Nile, normally from nearby quarries. The summit of the pyramids' exterior was covered with dark stones, while white limestone covered the rest, making the walls of the pyramids smooth.

Pyramids were always placed on the west bank of the Nile, which is the dryer side of the Nile, and was therefore thought of being the place of death.

You now have 30 seconds to check your answers to Questions 11 to 15.

(pause 00' 30")

Questions 16 to 20 are based on a talk about Ireland.

You now have 30 seconds to read Questions 16 to 20.

(pause 00' 30")

As an island nation, Ireland possesses a double nature. On the one hand, the country remained insulated for a long time from many developments in the wider world. On the other hand, the Irish people have spread themselves far and wide across the globe in one of the biggest immigrant diasporas in the world. But if emigration characterises Ireland's history, globalisation defines its present reality.

After a century and a half of sending its people to the four corners of the earth, Ireland now welcomes the world to its shore. Not only is Ireland now a destination for other countries' immigrants, but it has also become one of the most globalised economies in the world. For such a small country, Ireland has developed a long reach. Foreign direct investment in the economy comes from sources in Europe, North America and Asia, while Irish products and companies have entered markets on every continent.

Ireland's entry into the European Union in 1973 as a comparatively underdeveloped European

country was a catalyst for its recent remarkable development. Access to the European common market — along with generous subsidies — helped the country leap to the top of the European table in income and GDP levels. Now Ireland has carved out a niche for itself in the global economy as a point of entry into Europe's lucrative markets. Major multinationals value Ireland's highly educated English-speaking workforce, as well as its proximity to important countries on the Continent. This combination of culture and geography has helped Ireland compete for significant foreign direct investment both from its European neighbours and from the United States.

You now have 30 seconds to check your answers to Questions 16 to 20. (pause 00'30")

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

In certain European cities, giant flocks of starlings swoop and rise in coordinated circular patterns. How do they do it? We answer a listener's question about birds flying together — coming up on Earth and Sky.

W: This is Earth and Sky, with a listener's question about birds in flight.

M: Mina Nisiyama is a college student in Tokyo. She writes, "How do birds flying in great numbers know when to change direction? They change direction exactly the same. It's very beautiful but mysterious."

W: Mina, you might notice that these large flocks don't move in precise synchrony. Instead, they act more as a "chorus line." That is, one bird initiates a movement, and the others follow, one after another. If you watch the swirling patterns of a flock of birds, you can see the flock turn in sequence. Often the beginning of the flock has turned again before the end has completed the earlier turn.

M: Scientists aren't sure how the flock decides when to take off and when to swoop one way or another. Studies using high-speed photography indicate that there's no consistent leader. Birds change position frequently and any individual can initiate a flock maneuver. Once a maneuver starts, it travels rapidly through the flock in a wave.

W: Such rapid reaction is apparently possible because birds pay attention to more distant individuals in the flock. They anticipate the approaching change in direction in much the same way that human fans coordinate doing "a wave" at a football game.



Question 21: How does a flock of birds know when to change direction? (pause 00' 40")

Question 22: According to the recording, what are scientists not sure about birds?

(pause 00' 40")

Question 23: Which bird in the flock steers the course of flying?

(pause 00' 40")

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

Every child is a genius. But every child is a genius according to the original meanings of the word "genius," which are: "to give birth" (related to the word "genesis") and "to be zestful or joyous," (related to the word "genial"). Essentially, the real meaning of genius is to "give birth to the joy" that is within each child. Every child is born with that capacity. Each child comes into life with wonder, curiosity, awe, spontaneity, vitality, flexibility, and many other characteristics of a joyous being. An infant has twice as many brain connections as an adult. The young child masters a complex symbol system (their own native language) without any formal instructions. Young children have vivid imaginations, creative minds, and sensitive personalities. These youthful traits are highly valued from an evolutionary perspective: the more species evolve, the more they carry youthful traits into adulthood. It is imperative that we, as educators and parents, help preserve these genius characteristics of children as they mature into adulthood, so those capacities can be made available to the broader culture at a time of incredible change.

Unfortunately, there are strong forces working at home, in the schools, and within the broader culture, to stifle these genius qualities in children. Many children grow up in homes which put an active damper on the qualities of genius. Factors in the home like poverty, depression and anxiety, pressure on kids to grow up too soon, and rigid ideologies based on hate and fear, actively subdue the qualities of genius in childhood. Schools also put a damper on childhood genius through testing, labeling of kids as learning disabled, boring teachers, and regimented curriculum. Finally, the broader culture, especially mass media, represses the genius in our children through its constant onslaught of violence, mediocrity, and repugnant role models.

Question 24: What does it mean by genius in its real sense? (pause 00' 40")

Question 25: Who can help preserve children's inborn capacities? (pause 00' 40")

Question 26: What should be responsible for the repression of children's genius qualities?

(pause 00' 40")

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

There are thousands of products of all colors and shapes in a supermarket, making you believe that they are worth a try. How? Packaging is the silent but persuading salesman.

There on the shelves, each bottle, can, box, and jar has been carefully designed and measured

to speak to the inner self of the consumer, so that buying is not only a product but also his belief in life. Scientists have studied consumer behavior recently and found that the look of the package has a great effect on the “quality” of the product and on how well it sells, because “Consumers generally cannot tell between a product and its package. Many products are packages and many packages are products,” as Louis Cheskin, the first social scientist studying consumers’ feeling for packaging, noticed.

Colors are one of the best tools in packaging. Studies of eye movement have shown that colors draw human attention quickly. Take V8 for example. For many years, the bright red color of tomatoes and carrots on the thin bottle makes you feel that it is very good for your body. And the word “green” today can keep food prices going up.

Shapes are another attraction. Circles often suggest happiness and peacefulness, because these shapes are pleasing to both the eye and the heart. That’s why the round yellow M signs of McDonald’s are inviting to both young and old.

This new consumer response to the colors and shapes of packages reminds producers and sellers that people buy to satisfy both body and soul.

Question 27: According to the talk, what seems to be able to persuade a consumer to buy the product?
(pause 00' 40")

Question 28: Apart from the product, what else is involved in buying a product?
(pause 00' 40")

Question 29: Which word today can keep food prices going up?
(pause 00' 40")

Question 30: What feelings do circle-shaped products bring the consumers?
(pause 00' 40")

THIS IS THE END OF LISTENING COMPREHENSION.

Model Test 5

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C or D on your Answer Sheet I.



1. M: Your prices seem a little high.

W: We could make them lower for you.

M: How?

W: If you order in large lots, we'll reduce the price.

Q: What kind of talk is this?

(pause 00' 15")

2. M: How is the new material working out for you?

W: Fine. We're saving a lot of money with it.

M: I'm glad to hear that.

W: It was a good suggestion. Thanks.

Q: What can we learn from the conversation?

(pause 00' 15")

3. M: This whole situation is completely messed up. I don't know how to deal with it at all.

W: Don't worry. Worrying only makes things worse.

M: But what am I going to do?

W: Deal with it.

M: You're a lot of help. What kind of advice is "deal with it"?

Q: What can we learn from the conversation?

(pause 00' 15")

4. M: This black bag is \$ 2.00 and that blue one is a dollar more.

W: The red one is twice as much as the blue one.

Q: How much are two red bags?

(pause 00' 15")

5. M: This place is too small for me. I feel like there's so much of the world I haven't seen.

W: But you've been traveling all your life. Aren't you ever going to settle?

M: Who knows. Perhaps if I find a place I really like. But you know, the grass is always greener on the other side.

Q: What can we learn from the conversation?

(pause 00' 15")

6. M: I ate dinner at my girlfriend's parents' house last night.

W: How was it?

M: Oh, it was awful. They killed me with kindness.

W: What do you mean?

M: Her parents forced me to eat too much food and they insisted on helping me with everything.

They wouldn't even let me go to the bathroom by myself.

Q: What can we learn about the man from the conversation?

(pause 00' 15")

7. W: Waiter! The menu, please.

M: Here you are, Miss. Beijing Duck is one of our specialties, and it's very delicious.

W: Thank you, but I'd like to choose myself.

M: Sorry, Miss. But everyone here likes it.

W: I hate the talkative people, and I will eat nothing here.

M: I'm really sorry about it, but...

Q: Where does the conversation most probably take place?

(pause 00' 15")

8. M: Things have changed since we were young. He's become a real fat cat, drives a limousine, drinks the best whiskey, hangs out with the big wigs, the top brass. I'm just a small fry compared to him. We don't see each other at all.

W: But surely he hasn't changed that much. He never used to care a lot for money or status.

M: That was when we were students. Things just change as you get older.

W: But you haven't.

M: I just never made it, that's all. To be honest, I wouldn't mind living the high life for a while.

Q: What can we learn from the conversation?

(pause 00' 15")

9. W: Good morning. Doctor Croat's office. Can I help you?

M: I'd like to make an appointment to see the dentist.

W: Let me see. I can arrange for you to see the doctor in a week.

M: Can't I see him tomorrow?

W: I'm afraid you can't. The dentist is very busy these days.

Q: What can we learn from the conversation?

(pause 00' 15")

10. M: Oh, darling. Our vacation's coming tomorrow.

W: Yeah. It's just wonderful! So, do you have any plan for it?

M: Umm, how about a trip to Hawaii?

W: Hawaii's too hot for us to bear, my dear.

Q: What is the relationship between the two speakers?

(pause 00' 15")

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your **Answer Sheet II** for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about rabies.

You now have 30 seconds to read Questions 11 to 15.

(pause 00' 30")

Rabies is an acute infectious disease caused by the rabies virus. It attacks mainly the central

nervous system, with an incubation period of 2 to 8 weeks normally. There is no cure for this disease and its death rate is 100%. It is extremely destructive.

The main source of rabies is dogs, comprising 80%-90%. Domestic animals like cats, cattle and horses are the next. Some wild animals also carry the virus.

The suffering animal will foam at the mouth and be in a terrible state and possibly vicious. We should also not neglect bites by dogs that look healthy. They may be carrying the virus, but the disease has not broken out or is in an early stage. Being bitten by these dogs may also cause infection.

In addition, slaughtering and eating animals carrying the virus may also cause infection. The rabies virus is in the saliva of the infected animal. It will enter the wound through the saliva, and go into the blood. When multiplied to a certain amount, it will search and attack nearby nerves and go along them to the central nerve system, and finally to the brain.

When a human being is infected, symptoms of extreme aggravation will occur, like fear of light and water, especially water. The patient can't bear the sound of water or the mentioning of water. So the disease is also called hydrophobia. The main damage of rabies is the destruction of the nerve system, leading finally to respiration failure and death.

You now have 30 seconds to check your answers to Questions 11 to 15.

(pause 00'30")

Questions 16 to 20 are based on a talk about Arabian camels.

You now have 30 seconds to read Questions 16 to 20.

(pause 00'30")

Camelus dromedarius, or Arabian camel, is recognized for its single hump and short hair. The Arabian camel is about 2 metres high and 3 metres long and can weigh up to 700 kg. It has two toes on each foot and thick sole pads, well fitted for crossing hot sand. Moreover, it can close its nostrils as protection against flying sand and its eyes are shielded by long eyelashes. When running, the camel moves both legs on one side in a parallel manner. The camel carries a food reserve in its hump consisting of fatty tissue. The camel can survive on little or no water for long periods, as well as utilize salty vegetation; it can bite off and consume thorny plants living in the desert. Contrary to other mammals, the camel can survive losses of water equaling 25% of the body weight. The urine of the camel is highly concentrated. When the camel comes across water, it is capable of consuming enormous quantities. The camel can take extremes in temperatures, both cold and hot, because it loses it quickly as all fat is located to the hump on the back.

The economical importance of camels has disappeared to a large extent, compared to pre-modern times, when it was used in caravans, for transportation and subsidiary for its meat and milk. Its wool was used for clothes, and the manure was used for fuel after being dried. In these times, the camel was also a symbol of status and wealth.

You now have 30 seconds to check your answers to Questions 16 to 20.

(pause 00' 30")

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your Answer Sheet II, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Today, I'd like to preface my remarks from a story from my own life which I feel highlights our common concerns that bring us here together. Several years ago when my grandparents were well into their eighties, they were faced with the reality of no longer being able to adequately care for themselves. The prospect of having to sell their home and give up their independence, and move into a retirement home was an extremely traumatic experience for them.

For them and some older Americans, their so-called "golden years" are at times not so pleasant, for this period can mean the decline of not only one's health but the loss of identity and self-worth. In many societies, this self-identity is closely related with our social status, occupation, material possessions, or independence. Furthermore, we often live in societies that value that which is "new" or in vogue, and our own usage of lexicon in the English language often does not bode well older for citizens. I mean how your family would react if you came home tonight elated exclaiming, "Hey, come to the living room and see the OLD black and white TV I brought!" Unfortunately, the word "old" conjures up images of the need to replace or discard.

Now, many of the lectures given have focused on the issues of pension reform, medical care, and the development of public facilities for senior citizens. And while these are vital issues that must be addressed, I'd like to focus my comments on an underlying issue that will affect the overall success of the other programs mentioned. This has to do with reorganizing our perspectives on what it means to be a part of this group, and finding meaningful roles the elderly can and should play in our societies.

Question 21: What was the reality for the speaker's grandparents when they were eighty years old?

(pause 00' 40")

Question 22: What does "golden years" mean to some old Americans?

(pause 00' 40")

Question 23: What's the speaker's focus on the issue of aging population?

(pause 00' 40")

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

If you and someone else did the same work equally well, but that other person got paid more than you, wouldn't you feel upset? How some of our closest animal relatives feel the same way — today on Earth and Sky.

M: This is Earth and Sky. We humans place a high value on the principle of reciprocity — if I do something for you, you should do something for me.

W: Or if I do the same work as someone else, I should get the same reward. Frans de Waal at Emory University in Atlanta wondered if we share this sense of fairness with primates such as monkeys and chimpanzees. Last fall, de Waal and his colleagues studied monkeys in a laboratory. They traded pieces of cucumber with these monkeys for rocks already in their cages.

M: The monkeys were happy with the trade — until one monkey got grapes instead of cucumber. The other monkeys — jealous of the more highly prized grapes — threw away their cucumbers and rocks and refused to make any more trades.

W: It's an emotional reaction that we also have, and that economists are very interested in.

M: De Waal now wonders how primates in the wild distribute the food they get from a cooperative hunt. If the spoils aren't distributed fairly, they may lose interest in working together.

W: And that's of course very much the same problem that we have in our corporations, where people work together for a common goal, and everyone wants to share in the payoffs.

M: For today, that's our show.

Question 24: What does it mean by “the principle of reciprocity”? (pause 00' 40")

Question 25: How did other monkeys react when one monkey could trade rocks for grapes? (pause 00' 40")

Question 26: What will primates do if the food they get by cooperation cannot be distributed fairly? (pause 00' 40")

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Thinking is something you choose to do as a fish chooses to live in water. To be human is to think. But thinking may come naturally without your knowing how you do it. When you think critically, you take control of your thinking processes. Otherwise, you might be controlled by the ideas of others. Indeed, critical thinking is at the heart of education.

The word “critical” here has a special meaning. It does not mean taking one view against another view, as when someone criticizes another person for doing something wrong. The nature of critical thinking is thinking beyond the easily seen — beyond the pictures on TV, the untrue reports in the newspapers, and the faulty reasoning.

Critical thinking is an attitude as much as an activity. If you are curious about life and desire to dig deeper into it, you are a critical thinker. If you find pleasure in deep thinking about different ideas, characters, and facts, you are a critical thinker.

Activities of the mind and higher-order reasoning are processes of deep and careful consideration. They take time, and do not go hand in hand with the fast speed in today's world: fast foods, instant coffee, and self-developing film. If you are among the people who believe that speed is a measure of intelligence, you may learn something new from a story about Albert Einstein. The first time Banesh Hoffman, a scientist, was to discuss his work with Albert Einstein. Hoffman was too nervous to speak. But Einstein immediately put Hoffman at ease by saying, "Please go slowly. I don't understand things quickly."

Question 27: Why is critical thinking important to us? (pause 00' 40")

Question 28: What will you tend to do if you are a critical thinker? (pause 00' 40")

Question 29: What is considered to be a measure of intelligence for some people nowadays? (pause 00' 40")

Question 30: Why did Albert Einstein try to put Hoffman at ease? (pause 00' 40")

THIS IS THE END OF LISTENING COMPREHENSION.

Model Test 6

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C or D on your Answer Sheet I.

1. M: What happened to you last night? We waited but you didn't show up.

W: The police took my family's dog because I didn't have a license for it. I had to spend the whole night looking for a new dog that looked the same as the old one.

M: Really? That's crazy.

W: Look, could you keep this a secret? My parents loved the old dog. I don't want them to hear I bought a new one.

Q: What can we learn about the woman from the conversation?

(pause 00' 15")

2. W: How long does the class usually last?

M: Umm, let me think. It starts from a quarter to nine, and ends at nine thirty. So...

W: That is forty-five minutes. Thank you very much!

Q: When does the class usually start?

(pause 00' 15")

3. M: Why do you look so sad?

W: That guy I met in the cafe last month just dumped me for a girl with big eyes.

M: I guess it's easy come, easy go, right?

W: Yeah, I guess so.

M: You know, life isn't always happy. What goes up must come down.

W: Why do you always speak with clichés? Can't you come up with anything original to say?

You are not helping me feel better.

Q: What can we learn from the conversation?

(pause 00' 15")

4. M: Which coat did you finally decide to buy?

W: Well, I would like to buy the green one, but it was \$ 85, so I bought the pink one instead, and saved \$ 35.

Q: How much did the woman pay for the coat?

(pause 00' 15")

5. M: Score is 21-0. You beat me again. How do you win so easily every time we play?

W: I don't know. Winning in Ping Pong has always been easy for me, like shooting fish in a barrel.

M: Oh, I see.

Q: What does the woman say about playing Ping Pong?

(pause 00' 15")

6. M: Can I help you?

W: I'd like to open a current account.

M: How much money do you want to deposit?

W: What's the minimum original deposit?

M: Fifty RMB, madam.

W: OK, how about the interest?

M: 6 percent for current deposit.

W: Umm, I see, and I need to think about it...

Q: Where does the conversation probably take place?

(pause 00' 15")

7. W: How many people are killed in the terrorists' attacking in America?

M: That's nine hundred and ninety-eight, exactly.

W: Woo, you must be joking. How can you get such an accurate number?

M: Ha, ha... surely I am joking. You silly goose.

Q: What is the number mentioned by the man?

(pause 00' 15")

8. M: You look terrible. What's going on?

W: I just spent a month studying for the medical school entrance exams, 10 hours every day.

M: Ten hours a day for a month? Damn, that's too much.

W: It's what you have to do. Medical schools are very competitive.

Q: What can we learn from the conversation?

(pause 00' 15")

9. M: Why are you surfing the web?

W: I need to pay off my student loans and I have no money, so I'm looking for work.

M: Did you hear John just got a high paying job at a bank in Shanghai?

W: John's family is rich. He doesn't even need money, but he got that job through the old boys' network. That kind of practice really makes me angry.

Q: Why does the woman feel angry?

(pause 00' 15")

10. M: Hey, how is your brother doing these days?

W: My brother? Oh man, he's incredible.

M: What do you mean?

W: He has never done a day of reporting in his life, but last week he told me he plans to go to Afghanistan to be a war reporter.

Q: What can we learn about the woman's brother?

(pause 00' 15")

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your **Answer Sheet II** for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about the function of cells.

You now have 30 seconds to read Questions 11 to 15.

(pause 00' 30")

All living organisms are composed of cells. A cell is a small, membrane-bound compartment that contains all the chemicals and molecules that help support an organism's life. An understanding of the structure of cells is one of the first steps in comprehending the complex cellular interactions that direct and produce life.

Cells can be thought of as building blocks of organisms. Some organisms are composed of a single cell. Others, like ourselves, are composed of millions of cells that work together to perform the more complex functions that make us different from bacteria. It is difficult to imagine that humans are descendants of a single cell, but this is a common belief in the scientific world. Before



we can understand how multiple cells can work together to create complex biological functions, it is necessary to understand what biological functions single cells are capable of performing on their own to sustain life.

There are different types of cells with individuated structures. Single-celled organisms have different cell structure than multi-celled organisms and plant cells have different structures from animal cells. These differences reflect differences in the functions that each of these classes of cells is required to perform.

Cell membranes are very important structures to cells because they function as a barrier between the components of the cell and the outside environment. The cell membrane is not only responsible for creating a wall between inside and outside the cell, but it must also act as a threshold through which select molecules can enter and exit the cell when necessary.

You now have 30 seconds to check your answers to Questions 11 to 15.

(pause 00' 30")

Questions 16 to 20 are based on a talk about acid rain.

You now have 30 seconds to read Questions 16 to 20.

(pause 00' 30")

Acid rain is the term used to describe the deposition of acidic air pollution. Although some air pollutants fall directly back to the earth, a lot of them return in rain, snow, sleet, hail, mist or fog, hence the term “acid rain”.

When power stations, factories, houses and cars emit pollution into the air, it contains chemicals known as sulphur dioxide and nitrogen oxides. These chemicals may either fall directly back to the earth due to gravity, or they may mix with water (moisture) in the air to form acids. Once acids have formed, they can be transported long distances by the wind before being deposited in rain, snow or hail. This is what we commonly call acid rain.

Acid rain can have harmful impacts on the environment. It affects freshwater lakes and the wildlife that depend upon them. It also affects trees by harming leaves and soil, and it damages buildings made of limestone and marble.

Once governments became aware of the problem of acid rain, they introduced international laws to clean up pollution from power stations and factories. Clean technology was used to reduce the amount of sulphur dioxide and nitrogen oxide gases being released into the air.

We can all help reduce air pollution that causes acid rain. Some of the things we can do include using our car less for short journeys and walking or cycling instead, and saving more energy that we use at home for heating, lighting and cooking.

You now have 30 seconds to check your answers to Questions 16 to 20.

(pause 00' 30")

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

When someone has deeply hurt you, it can be extremely difficult to let go of your anger. But forgiveness is possible — and it can be surprisingly helpful to your physical and mental health. Indeed, research has shown that people who forgive report more energy, better appetite and better sleep patterns. “People who forgive show less anger and more hopefulness,” says Dr. Frederic Luskin, who wrote the book Forgive for Good. “So it can help save on the wear and tear on our system and allow people to feel more energetic.”

So when someone has hurt you, calm yourself first. Take a couple of breaths and think of something that gives you pleasure: a beautiful scene in nature, someone you love. Don’t wait for an apology. “Many times the person who hurt you may never think of apologizing,” says Dr. Luskin. “They may have wanted to hurt you or they just don’t see things the same way. So if you wait for people to apologize, you could be waiting a very long time.” Keep in mind that forgiveness does not necessarily mean accepting the action of the person who upset you. Mentally going over your hurt gives power to the person who brought you pain. Instead, learn to look for the love, beauty and kindness around you. Finally, try to see things from the other person’s perspective. You may realize that he or she — was acting out of ignorance, fear — even love. To gain perspective, you may want to write a letter to yourself from that person’s point of view.

Question 21: In what way can one benefit if he/she can forgive?

(pause 00'40")

Question 22: Why can one expect to wait a long time for apologizing?

(pause 00'40")

Question 23: What is the last suggestion offered by the speaker?

(pause 00'40")

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

If you are a recent social science graduate who has had to listen to jokes about unemployment from your computer major classmates, you may have had the last laugh. There are many advantages for the social science major because this high-tech “Information Age” demands people who are flexible and who have good communication skills.

There are many social science majors in large companies who fill important positions. For example, a number of research studies found that social science majors had achieved greater

managerial success than those who had technical training or pre-professional courses. Studies show that social science majors are most suited for change, which is the leading feature of the kind of high speed, high-pressure, high-tech world we now live in.

Social science majors are not only experiencing success in their long-term company jobs, but they are also finding jobs more easily. A study showed that many companies had filled a large percentage of their entry-level positions with social science graduates. The study also showed that the most sought-after quality in a person who was looking for a job was communication skills, noted as "very important" by 92 percent of the companies. Social science majors have these skills, often without knowing how important they are. It is probably due to these skills that they have been offered a wide variety of positions.

Finally, although some social science majors may still find it more difficult than their technically trained classmates to land the first job, recent graduates report that they don't regret their choice of study.

Question 24: What are the advantages for the social science major? (pause 00'40")

Question 25: What are social science graduates good at? (pause 00'40")

Question 26: According to the text, what has made it easy for social science graduates to find jobs? (pause 00'40")

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Since many of you are planning to study at a college or university in this country, you may be curious to know what you usually do in a typical week, how you can get along with your fellow students, and so on. These are the questions I want to discuss with you today.

First, let's talk about what your weekly schedule will look like. No matter what your major may be, you can expect to spend between four and six hours a week for each class attending lectures. Lectures are usually in very large rooms because some courses such as introduction to sociology or economics often have as many as two or three hundred students, especially at large universities. In lectures, it's very important for you to take notes on what the professor says because the information in a lecture is often different from the information in your textbooks. Also, you can expect to have exam questions based on the lectures. So it isn't enough to just read your text books; you have to attend lectures as well. In a typical week you will also have a couple of hours of discussion for every class you take. The discussion section is a small group meeting usually with fewer than thirty students where you can ask questions about the lectures, the reading, and the homework. In large universities, graduate students, called teaching assistants, usually direct discussion sections.

If your major is chemistry, or physics, or another science, you'll also have to spend several hours a week in the lab, or laboratory, doing experiments. This means that science majors spend more time in the classroom than non-science majors do. On the other hand, people who major in

subjects like literature or history usually have to read and write more than science majors do.

Question 27: How long will a student spend in attending lectures? (pause 00' 40")

Question 28: What is important in attending lectures? (pause 00' 40")

Question 29: What do students do in the discussion section? (pause 00' 40")

Question 30: Who read and write more, students of chemistry or students of literature?

(pause 00' 40")

THIS IS THE END OF LISTENING COMPREHENSION.

Model Test 7

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C or D on your Answer Sheet I.

1. M: What kind of a dress are you looking for, Erin?

W: Something cool.

M: What do you need a new dress for?

W: Graduation. Mrs. Hanson asked Maria and me to sing.

Q: What kind of dress does Erin want to buy?

(pause 00' 15")

2. M: Nancy, your friend also lists some places to volunteer here.

W: That sounds fun to you?

M: Yes! I'd love to volunteer somewhere.

W: Well, the sightseeing group sounds fun to me. I might get some good information for some travel articles.

Q: What are the two speakers going to do next?

(pause 00' 15")

3. M: Wow, this is a nice hotel!

W: Yeah, Aunt Janet has already made reservations for all the relatives at this hotel. So we can spend some time together before the wedding.

M: Really? I cannot wait to see our rooms.

Q: Where does the conversation take place?

(pause 00' 15")

4. M: You almost let the cat out of the bag, Sherry.

W: I'm so sorry, Brian. I wasn't thinking.

M: We want Josh to look forward to something we've arranged for his birthday.

W: His birthday is July 10th. That's a long time to keep a secret.

Q: What can we learn from this conversation?

(pause 00' 15")

5. M: Dennis, you've been doing a good job. I think you have what it takes to be a great saleswoman. So I'm giving you a new account.

W: Thanks! What is it?

M: The Western Insurance Company. They're building a 15-story office building downtown.

W: Ah, so they'll need some new furniture and equipment, right? That would be a huge order!

Q: What is the woman's job?

(pause 00' 15")

6. M: Frank is certainly in a good mood.

W: The bargain he got on his new stereo made him very happy.

Q: What does the woman say about Frank?

(pause 00' 15")

7. M: Here I am, I'm lucky. I made it to the exam on time.

W: I can see you were in a hurry. You are wearing your sweater inside out.

Q: What can we learn from this conversation?

(pause 00' 15")

8. M: Does John know the class is having a surprise party for him when he turns twenty-one this week?

W: No, he thinks we are giving a retirement party for the dean. We'd hidden the presents for him.

Q: What are the man and woman planning?

(pause 00' 15")

9. M: I just saw professor Kali. He finished the budget for our concert tour. It's going to cost fifteen hundreds per person.

W: Where are we going to get that kind of cash?

M: It sounds like a lot, but by the time you add up the air fare, meals and lodging, it's pretty reasonable.

Q: What problem are the speakers discussing?

(pause 00' 15")

10. M: Maths Department, Doctor Webster speaking.

W: Hello, Prof. Webster, this is Janet Hill calling. I live two doors down from your teaching

assistant, Don Williams. Don asked me to call you because he has lost his voice and can't talk to you himself.

M: Lost his voice. Oh, what a shame!

Q: What is Don's problem?

(pause 00' 15")

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your **Answer Sheet II** for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about British people.

You now have 30 seconds to read Questions 11 to 15.

(pause 00' 30")

In Britain you will find most people are kinder to you if you behave politely, respecting local people and customs. You may sometimes upset people by things that you say or do, even if these things seem perfectly normal in your own culture.

British people don't like to be embarrassed. They fear that they may not be able to make conversation with you, or to understand what you say to them. They probably don't know much about your country (if they can guess where you are from) or culture, and fear they might say something that offends you. They think you won't understand their jokes. The easiest way to avoid this is they don't go up and start speaking to you.

British people like to have a lot of their own personal space. They want their own privacy. Some people may worry that if they make friends with you, you may not understand their social customs. They may also worry about interfering with your own personal space. If you are a woman, a British man may worry that you will feel threatened if he starts speaking to you. If there are several spare seats in a public place, most people will sit away from other people. People don't touch others very much, and will usually apologize if they touch someone accidentally. It is rare for people to go to someone's house without having arranged it first.

Always keep in mind — do not call Welsh, Scottish or Irish people "English."

You now have 30 seconds to check your answers to Questions 11 to 15.

(pause 00' 30")

Questions 16 to 20 are based on an introduction of Nobel Prize.

You now have 30 seconds to read Questions 16 to 20.

(pause 00' 30")

Alfred B. Nobel, the Swedish chemist and engineer who invented dynamite, left \$9 million in

his will to establish the Nobel Prizes, which are awarded annually, without regard to nationality, in six areas (peace, literature, physics, chemistry, physiology or medicine, and economic science) "to those who, during the preceding year, shall have conferred the greatest benefit on mankind."

At first glance, it seems odd that the inventor of a powerful explosive would endow a group of awards that includes a peace prize. But Nobel was an industrialist with a conscience. He is credited with creating a controllable combustible that made blasting rock and the construction of canals and tunnels a relatively safe process. Nobel also contributed to the inventions of synthetic rubber, artificial silk and synthetic leather. He held more than 350 patents. His interests were not limited to science. In fact, he was a lover of English literature and poetry and wrote several novels and poems. At his death, he left a library of more than 1,500 books, from fiction to philosophy.

Winning a Nobel Prize is a life-changing honor. Whether the laureate is an internationally known figure (such as Mother Teresa, winner of the 1979 Peace Prize) or a scientist plucked from obscurity, the award brings with it worldwide recognition that highlights one's life work and provides the funds to continue and further the mission. For academics and institutions, a Nobel Prize is used to attract the best and the brightest minds, whether students or scholars.

You now have 30 seconds to check your answers to Questions 16 to 20.

(pause 00'30")

Section C

Directions: *In this part, you will hear three mini-talks and each of them will be spoken only once.*

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your Answer Sheet II, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Have you ever had the strange feeling that you were being watched? You turned around and, sure enough, someone was looking right at you!

Parapsychologists say that humans have a natural ability to sense when someone is looking at them. To research whether such a "sixth sense" really exists, Robert Baker, a psychologist at the University of Kentucky, performed two experiments.

In the first one, Baker sat behind unknowing people in public places and stared at the backs of their heads for 5 to 15 minutes. The subjects were eating, drinking, reading, studying, watching TV, or working at a computer. Baker made sure that the people could not tell that he was sitting behind them during those periods. Later, when he questioned the subjects, almost all of them said they had no sense that someone was staring at them.

For the second experiment, Baker told the subjects that they would be stared at from time to

time from behind a two way mirror in a laboratory setting. The people had to write down when they felt they were being stared at and when they weren't. Baker found that the subjects were no better at telling when they were stared at than when they were not.

Baker concludes that people do not have the ability to sense when they're being stared at. If people doubt the outcome of his two experiments, said Baker, "I suggest they repeat the experiments and see for themselves."

Question 21: According to parapsychologists, what natural ability do humans have?

(pause 00' 40")

Question 22: In the first experiment, how long did Baker stare at the unknowing people in public?

(pause 00' 40")

Question 23: What did Baker ask the subjects to do in the second experiment?

(pause 00' 40")

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

To communicate well with other people, you must learn to speak well, right? Yes, but speaking isn't everything. Some experts say only 30 percent of communication comes from talking. Your gestures and other nonverbal actions matter, too. But in different cultures, the same action can have different meanings.

When you have to meet someone from a different culture, be prepared. Do you know what kind of gestures and customs are appropriate? If you understand cultural differences, you'll be a better communicator — even before you open your mouth!

In many Western cultures, men stand up before they are introduced to someone important. Standing up shows politeness and respect. After that, someone will usually offer to shake hands.

But in the East, typical introductions often begin and end with bowing rather than shaking hands. Sometimes even a small nod of the head is enough. Some Westerners visiting Asia misinterpret not shaking hands as a sign of unfriendliness. Such a mistake could be harmful to the start of a new friendship.

Let's look at the simple introduction of shaking hands. Americans like a firm handshake. But the French prefer a light, short handshake. If you shake a Frenchman's hand in the American way, he may think you're uncultured.

People in Eastern European countries and some Latino cultures prefer shorter handshakes, too. Hugging after shaking hands is also a common introduction. Don't be scared or offended if you meet someone in Brazil and he gives you a hug. If you misinterpret this gesture, your friendship may get off on the wrong foot!

Question 24: What makes up the 70 percent of communication?

(pause 00' 40")

Question 25: What should men do before they are introduced to someone important?

(pause 00' 40")

Question 26: What is common in introduction in the East?

(pause 00' 40")

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Besides giving off gases and dusts into the air, humans produce waste that is poured on the environment. Often, this waste produced by major industries and people is harmful to both nature and human life.

One of the main causes of the large amount of dangerous waste is that people do not realize how large a problem it is. Because it can be simply removed and sent to a landfill, the problem is often believed to end there. In addition, industries have often shown an unwillingness to find ways to deal with dangerous waste because of the related expenses. Many industries and governments build simple landfills to store waste, and often just pour waste chemicals into nearby bodies of water. Often, chemicals used for industrial production cause dangerous forms of waste. The amount of these chemicals has increased greatly in the past, but it is often difficult and expensive to get rid of these chemicals or to store them in a way safe to human life and the environment.

Every year, major health problems result from dangerous waste. Sadly, it is often only after someone has died or become seriously ill that governments will take measures to reduce levels of harmful waste.

Some governments have realized how serious the dangerous waste problem is and are now trying to settle this problem. They are also trying to limit the amount of waste industries are allowed to produce.

Not only governments but ordinary people as well must work together to solve the problem. They can choose not to buy those products which require the production of dangerous waste, and produce less harmful waste themselves. Many scientists think that waste production can be cut. The waste can be reduced by at least one third using existing technologies and methods.

Question 27: What is harmful to both nature and human life? (pause 00' 40")

Question 28: What is one of the main causes of the large amount of dangerous waste? (pause 00' 40")

Question 29: Why are industries unwilling to deal with the dangerous waste problem? (pause 00' 40")

Question 30: How much of the waste can be reduced by using existing technologies and methods? (pause 00' 40")

THIS IS THE END OF LISTENING COMPREHENSION.

Model Test 8**NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION
(DET)****PAPER ONE****Part I Listening Comprehension (35 minutes, 30 points)****Section A**

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C or D on your **Answer Sheet I.**

1. M: I wish I could find that new grocery store. It must be around here somewhere.

W: Maybe you'd ask the news stand; they are often helpful.

Q: What does the woman suggest the man do?

(pause 00' 15")

2. W: We need to let everyone know about the benefit concert, but we won't have much money for advertising.

M: How about using the school radio station? They broadcast free public service announcements.

Q: What does the man suggest they do?

(pause 00' 15")

3. M: Do you always look over your own papers for typing mistakes?

W: I usually have to do it myself, but I'd rather have someone else proofread them.

Q: What would the woman prefer to do?

(pause 00' 15")

4. W: Hi, Larry, are you waiting to see Professor Jameson, too?

M: Yeah, since I got one of the five highest grades in her managerial economics class, she asked me if I'd be interested in working as her assistant next semester. I'm here now for my interview.

W: Oh, yes, I know all about that job. I did it two years ago.

M: Really? Did you like it?

W: I think it was the best job I've had at school. It paid eight dollars an hour, which was three dollars an hour more than I got working at the school post office the year before.

Q: Why was the woman able to give Larry so much information about the job?

(pause 00' 15")

5. W: You are looking a little overwhelmed.

M: No wonder, I got a million things to do and all of them have to be finished in the next twenty

minutes.

Q: What does the man mean?

(pause 00'15")

6. W: I thought you were planning to take that psychology course at the graduate school.

M: I was. But I spoke with Dean Johnson, and she talked me out of it.

Q: What did Dean Johnson do?

(pause 00'15")

7. W: If Professor Thomson was willing to give us a three-day extension to finish the project, maybe she'll give us a few more days.

M: Let's not push our luck, okay?

Q: What does the man mean?

(pause 00'15")

8. W: Do you know what's wrong with Mark? He's been acting very strangely lately.

M: Come on, with his parents coming to visit next week — right after he's moved into a new apartment — he's just got a lot on his mind.

Q: What does the man say about Mark?

(pause 00'15")

9. M: I really don't know what to do this summer. I can't afford to just sit around, and there doesn't seem to be any jobs available.

W: Why don't you try house-sitting? Last summer my friend Margaret house-sat for the Dodds when they went away on vacation.

M: You mean the Dodds paid Margaret just to live in their house?

W: It wasn't that easy. She had to mow the lawn and water the house plants.

Q: What did the Dodds do when they went away last summer?

(pause 00'15")

10. M: I'd like to inquire about some of the charges on my electricity bills. I can't understand why it is so high this month.

W: I'd be happy to send you the more detailed explanation if you give me your account number.

Q: Why does the man call the woman?

(pause 00'15")

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your **Answer Sheet II** for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about Snoopy and Woodstock.

You now have 30 seconds to read Questions 11 to 15.

(pause 00'30")

Snoopy is an extroverted beagle with a Walter Mitty complex. He is a virtuoso at every endeavor — at least in his daydreams atop his doghouse. He regards his master, Charlie Brown, as “that round-headed kid” who brings him his supper dish. He is fearless though prudently cautious about “the cat next door.” He never speaks — that would be one human trait too many — but he manages to convey everything necessary in facial expressions and thought balloons. A one-man show with superior intelligence and vivid imagination, he has created such multiple personalities as: Joe Cool, World War I Flying Ace, Literary Ace, Flashbeagle, Vulture, Foreign Legionnaire, etc.

Woodstock is the smallest of the Peanuts characters but has a big presence for a little bird. He's a little inept, his flying and logic are erratic, but he can type and take shorthand and usually is game for anything Snoopy wants to do. Although he's the butt of many of Snoopy's practical jokes, he's the beagle's closest friend and confidant, and has made attempts at retaliation. Because of his size and the company he keeps, Woodstock is an accident waiting to happen. Being a bird and tiny, he gets a little insecure around Thanksgiving and big moving objects. He's the only baseball player who gets an automatic walk if the ball rolls over him. Woodstock talks birdspeak only, and finds an alphabet made up entirely of exclamation points quite adequate to express such emotions as distress, frustration and a real temper. His flocking friends are Bill, Harriet, Olivier and Conrad.

You now have 30 seconds to check your answers to Questions 11 to 15.

(pause 00' 30")

Questions 16 to 20 are based on a talk about origin of Easter.

You now have 30 seconds to read Questions 16 to 20.

(pause 00' 30")

Since its conception as a holy celebration in the second century, Easter has had its non-religious side. In fact, Easter was originally a pagan festival.

The ancient Saxons celebrated the return of spring with an uproarious festival commemorating their goddess of offspring and of springtime, Eastre. When the second-century Christian missionaries encountered the tribes of the north with their pagan celebrations, they attempted to convert them to Christianity. They did so, however, in a clandestine manner.

It would have been suicide for the very early Christian converts to celebrate their holy days with observances that did not coincide with celebrations that already existed. To save lives, the missionaries cleverly decided to spread their religious message slowly throughout the populations by allowing them to continue to celebrate pagan feasts, but to do so in a Christian manner.

As it happened, the pagan festival of Eastre occurred at the same time of year as the Christian observance of the Resurrection of Christ. It made sense, therefore, to alter the festival itself, to make it a Christian celebration as converts were slowly won over. The early name, Eastre, was eventually changed to its modern spelling, Easter.

Prior to A.D. 325, Easter was variously celebrated on different days of the week, including Friday, Saturday, and Sunday. In that year, the Council of Nicaea was convened by Emperor



Constantine. It issued the Easter Rule which states that Easter shall be celebrated on the first Sunday that occurs after the first full moon on or after the vernal equinox.

You now have 30 seconds to check your answers to Questions 16 to 20.

(pause 00' 30")

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Early on a Saturday morning, much of the world remains in bed, enjoying an extra hour or two of sleep. But a few Americans are up and preparing for the hunt. Armed with the newspaper yard-sale listings, they plan to be the first to arrive at the sales. What are these yard-sale shoppers hunting for? Secondhand treasures, of course!

Yard-sale shoppers aren't the only people who like used goods. From Australia to U.S.A., Westerners love to buy other people's stuff. Even the wealthy willingly search through used goods, looking for a unique treasure.

Some people buy used goods simply to save money. Others hunt through them hoping to find a valuable antique. Still others look for items to add to their collections.

Some items remind people of childhood. A flour tin from the 1940s may bring back memories of Mom's homemade cookies. A copy of a favorite children's book can remind someone of bedtime stories with Dad.

True antique must be at least 100 years old. But any item that is no longer made can be a collectible — and some hold great value. For those in Asia, where 5 000-year-old vases sit in museums, Western antiques don't seem too old. But for Americans, items even a few decades old have value. An ice-cream maker from the 1920s could be worth US \$ 50. A sign from World War I could sell for US \$ 4,000 or more.

Some who collect want to make money and become antique dealers. They carefully look over items for any flaws that would lower the item's value. They take classes and read books to learn which items will increase in value or are desirable to collectors.

Question 21: What do the yard-sale shoppers search for?

(pause 00' 40")

Question 22: According to the speaker, what are the three reasons for people to buy used goods?

(pause 00' 40")

Question 23: What do antique dealers do to learn what items are worth buying? (pause 00' 40')

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

"No." It's such a little word easy to spell and easy to pronounce. So why is it sometimes so hard to say? For most of us, saying "no" is very difficult. We don't want to offend or disappoint people. And if everyone else says "yes" to something, we don't want to be different.

Your friend smokes cigarettes. She offers you one. You shouldn't smoke. You don't want to smoke. But you know she'll try to persuade you. It's so hard to say "no" to her.

Sometimes we need to say "no" to legitimate worthwhile requests. Your neighbor asks you to tutor her son. You'd love to help. But you're already tutoring three other kids, plus trying to keep up with your own studies. Is it OK to turn her down?

It's not only OK, but it's probably the right thing to do. Saying "no" to some important requests allows us to say "yes" to even more important things. But you can say "no" in ways that do not seem rude or unkind. Here are some nice ways to say "no".

Pay a compliment as you say "no." What if a friend invites you out but you don't have time to go? Say, "There's no one I'd rather go out with than you. But I'm swamped with homework right now, and I really can't take the time."

Say "no" in a positive way. If you say "no" in a positive way, you can maintain your friendships and avoid hurt feelings. "I enjoy your son, and I'd love to help him study for his English test. But I won't be able to help you this time."

Question 24: Why is saying "no" very difficult for most of us? (pause 00' 40')

Question 25: Why should we say "no" sometimes? (pause 00' 40')

Question 26: According to the talk, what are the two proper ways to say "no"? (pause 00' 40')

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

The American government, as well as every American, is touched by and concerned with inflation, and President Carter has called it our number-one problem.

The great jump in inflation has been during the past 10 years. Looking at the raw figures, people might consider this a time of prosperity. The wage of the average worker was \$114 a week in 1969, and by September 1978 it had reached \$206. On the surface it might seem that people are better off, but taking into consideration the effects of inflation, the picture is different.

In 1967 the consumer price index stood at 100 and it has now topped 200. Allowing for this, the average wage of workers was \$104 in 1969 and \$105 in April 1978. Since then with more inflation, any gain in purchasing power has been wiped out and more taken away. In fact during the year of 1978, the buying power of the average paycheck had fallen by 3.4 percent. In addition to the

income tax, there are usually state and county taxes, and in nearly all American communities, as in most of Western Europe, there is a point-of-purchase tax, the sales tax, which is added to the cost of an item at the retail level. This is another tax that has been increasing with inflation, and it affects all purchasers.

The average American worker has not done well, but the upper-middle-class income earner has done even worse. The upper-middle-income worker has more to spend than the average worker, of course, but in buying power not as much more as he had 10 years ago. He is the one most often behind recent tax revolt movements.

Question 27: According to the speaker, what is the number-one problem for the American government?

(pause 00' 40")

Question 28: What was the wage of the average worker in 1978?

(pause 00' 40")

Question 29: What are the two taxes that increase with inflation?

(pause 00' 40")

Question 30: Which type of workers is more likely to join the tax revolt movements?

(pause 00' 40")

THIS IS THE END OF LISTENING COMPREHENSION.

Model Test 9

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: *In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C or D on your Answer Sheet I.*

1. M: Let's take a coffee break, shall we?

W: I wish I could, but I can't.

M: What keeps you so busy? You've been sitting there for hours. You've got to walk around. You can't just stay.

W: Well, I'm up to my neck in work. I've got to finish this report. Sarah needs it by noon. I don't want to be scolded if I can't finish my work by the deadline.

M: I understand that, but you'd feel better if you took a break, even for just a short while.

Q: Why doesn't the woman want to take a coffee break?

(pause 00' 15")

2. M: So, what did you do this weekend, Kate?

W: Oh, Diane and I went for a drive in the country on Saturday. How about you? Did you do anything special?

M: Not really. I just worked on my car all day.

W: That old thing! Why don't you just buy a new one?

M: But then what would I do every weekend?

Q: Why does the man still keep the old car?

(pause 00' 15")

3. W: And you didn't say anything?

M: No. It wasn't worth it.

W: Why not?

M: The damage had been done. I couldn't do anything about it.

W: You could have complained.

M: But it was already done. And anyway, it was late and I was tired...

W: And so you let them get away with it.

Q: What can we learn from the conversation?

(pause 00' 15")

4. W: What did the director say when you told him about our plans?

M: Well, it wasn't as bad as I expected. I thought he'd just give us a flat-out "No."

W: It's OK, then?

M: Well, maybe. But he put a lot of conditions on what we could do.

Q: What can we learn from the conversation?

(pause 00' 15")

5. M: What are we going to eat for dinner?

W: I'm going to fix some pork chops.

M: I'm afraid the meat is rotten.

W: That's strange! I just bought it the day before yesterday.

M: Well, I forgot to put it in the refrigerator.

Q: What happened to the meat?

(pause 00' 15")

6. W: What's wrong with your phone, Dale? I tried to call you all night last night.

M: I'm sorry. No one was able to get through yesterday. My telephone was disconnected by the phone company.

W: What happened? Didn't you pay the bill?

M: Well...er..., I forgot.

Q: What can we learn from the conversation?

(pause 00' 15")



7. W: Hey, you look concerned. What's on your mind?

M: The final exam. I'm not fully prepared yet.

W: Well, don't worry too much. You still have three days.

M: Yeah, but three days will fly past in a wink.

W: Well, you still have time to cram things into your brain anyway.

Q: Why does the man look anxious?

(pause 00' 15")

8. W: Oh, what happened to your face, John? It looks like a red spot.

M: It's a razor burn. I cut myself when I shaved this morning. The burns and cuts are really irritating.

W: I know how you feel. Maybe you shouldn't have grown a long, long beard.

M: Well, I thought it would be fun and would make me look more mature and sophisticated.

Q: What happened to the man?

(pause 00' 15")

9. M: I really don't know how to break this to you, but it's eating me alive!

W: Just tell the truth, I won't take it personally.

M: Well ... hum ... you're sure you won't lose control of yourself?

W: Sometimes it's wise to be direct with people. Come on, just tell me. Don't beat around the bush!

M: Well, since you'd like an honest answer, I'll tell you the truth.

W: All right! What is that you want to tell me?

M: We've won two free tickets to Hawaii for a seven-day vacation!!!

Q: Why is the man so excited?

(pause 00' 15")

10. M: Hello. I'm calling about the apartment you advertised.

W: Yes. What kind of apartment are you interested in?

M: I'm interested in a one-bedroom. Do you have any available?

W: Yes. I have one. When do you need it?

Q: What does the man want to do?

(pause 00' 15")

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your **Answer Sheet II** for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about Benjamin Spock's book.

You now have 30 seconds to read Questions 11 to 15.

(pause 00' 30")

Benjamin Spock's first book caused a revolution in the way American children were raised. His book, "The Common Sense Book of Baby and Child Care," was published in 1946. More copies of it have been sold in the United States than any other book except the Christian Bible. The book gave advice to parents of babies and young children. The first lines of the book are famous. Doctor Spock wrote, "Trust yourself. You know more than you think you do".

This message shocked many parents. For years, mothers had been told that they should reject their natural feelings about their babies. Before Doctor Spock's book appeared, the most popular guide to raising children was called "Psychological Care of Infant and Child." The book's writer, John B. Watson, urged extreme firmness in dealing with children. The book called for a strong structure of rules in families. It warned parents never to kiss, hug or physically comfort their children.

Doctor Spock's book was very different. He gave gentle advice to ease the fears of new parents. Doctor Spock said his work was an effort to help parents trust their own natural abilities in caring for their children. Doctor Spock based much of his advice on the research and findings of the famous Austrian psychoanalyst, Sigmund Freud. Doctor Spock's book discusses the mental and emotional development of children. It urges parents to use that information to decide how to deal with their babies when they are crying, hungry, or tired.

You now have 30 seconds to check your answers to Questions 11 to 15.

(pause 00' 30")

Questions 16 to 20 are based on a lecture of earthquakes.

You now have 30 seconds to read Questions 16 to 20.

(pause 00' 30")

An earthquake occurs when rocks break and slip along a fault in the earth. Energy is released during an earthquake in several forms, including as movement along the fault, as heat, and as seismic waves that radiate out from the "source" and causes the ground to shake, sometimes hundreds of kilometers away.

Earthquakes occur from the deformation of outer, brittle portions of "tectonic plates", the earth's outermost layer of crust and upper mantle. Due to the heating and cooling of the rock below these plates, the resulting convection causes the adjacently overlying plates to move, and, under great stresses, deform. The rates of plate movements range from about 2 to 12 centimeters per year. Sometimes, tremendous energy can build up within a single, or between neighboring plates. If the accumulated stress exceeds the strength of the rocks making up these brittle zones, the rocks can break suddenly, releasing the stored energy as an earthquake.

Earthquakes occur all over the world; however, most occur on active faults that define the major tectonic plates of the earth. 90% of the world's earthquakes occur along these plate boundaries (that represent about 10% of the surface of the earth). The "Ring of Fire" circling the

Pacific Ocean, and including Canada's west coast, is one of the most active areas in the world.

With the present state of scientific knowledge, it is not possible to predict earthquakes and certainly not possible to specify in advance their exact date, time and location. However, a great deal of research is being conducted to develop reliable prediction methods.

You now have 30 seconds to check your answers to Questions 16 to 20.

(pause 00' 30")

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

The 16th century, known as the "Age of Genius", was a complicated and difficult time to live. Many countries fought for the power and riches of the newly discovered America. Men introduced new ideas which demanded great changes in older ideas. Despite these problems and possibly because of them, wonderful things were done by the greatest of men.

It is indeed difficult to know why in some periods you find many men of genius while in others you may find few. The "Age of Genius", however, produced some of the greatest thinkers, painters, authors, and scientists.

In Italy during the High Renaissance, a period of the "Age of Genius", three famous painters started their work. They were Leonardo de Vinci, Michelangelo and Raphael.

Leonardo de Vinci is famous not only for his beautiful paintings but also for his talent in the sciences. One of his best-known paintings is the "Mona Lisa". Michelangelo was also a man of many talents. He was an artist; he wrote poems; he drew plans for buildings; and he worked with other forms of art. His best-known work is the painting on the ceiling of the Sistine Chapel in Rome. Raphael was known for his painting. He made well-balanced pictures out of many different actions.

Question 21: Which period in history is called "The Age of Genius"? (pause 00' 40")

Question 22: According to this mini-talk, what is Leonardo de Vinci famous for? (pause 00' 40")

Question 23: What is Michelangelo's best-known work? (pause 00' 40")

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

Football is, I believe, the most popular game in England: one has only to go to one of the important matches to see this. Rich and poor, young and old, one can see them all there, shouting for one side or the other.

To a stranger, one of the most surprising things about football in England is the great knowledge of the game which even the smallest boy seems to have. He can tell you the names of the players in most of the important teams. He has pictures of them and knows the results of large number of matches. He will tell you who he expects will win such and such a match, and his opinion is usually as good as that of men three or four times his age.

Most schools in England take football seriously — much more seriously than nearly all European schools, where lessons are all-important, and games are left for the children themselves. In England it is believed that education is not only a matter of filling a boy's mind with facts in the classroom, education also means the training of character; and one of the best ways of training character is by means of games, especially team games, instead of working for himself alone. The school therefore plans games and matches for its pupils. Football is a good team game. It is good both for the body and the mind. That is why it is every school's game in England.

Question 24: What is one of the most surprising things about football in England?

(pause 00' 40")

Question 25: What does education mean in England?

(pause 00' 40")

Question 26: Why is football a game in every school in England?

(pause 00' 40")

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

How men first learned to invent words is unknown; in other words, the origin of language is a mystery. All we really know is that men, unlike animals, somehow invented certain sounds to express thoughts and feelings, actions and things, so that they could communicate with each other; and that later they agreed upon certain signs, called letters, which could be combined to represent those sounds and which could be written down. Those sounds, whether spoken or written in letters, we call words.

The power of words, then, lies in their association — the things they bring up before our minds. Words become filled with meaning for us by experience; and the longer we live, the more certain words recall to us the glad and sad events of our past; and the more we read and learn, the more the number of words that mean something to us increases.

Great writers are those who not only have great thoughts but also express these thoughts in words which appeal powerfully to our minds and emotions. This charming and telling use of words is what we call literary style. Above all, the real poet is a master of words. He can convey his meaning in words which sing like music, and which by their position and association can move men to tears. We should, therefore, learn to choose our words carefully and use them accurately, or they



will make our speech silly and vulgar.

Question 27: What is a mystery according to the talk? (pause 00' 40")

Question 28: According to the speaker, why did men invent sounds and words? (pause 00' 40")

Question 29: What is the power of words? (pause 00' 40")

Question 30: What is a real poet considered as? (pause 00' 40")

THIS IS THE END OF LISTENING COMPREHENSION.

Model Test 10

NON-ENGLISH MAJOR DOCTORATE ENGLISH QUALIFYING EXAMINATION (DET)

PAPER ONE

Part I Listening Comprehension (35 minutes, 30 points)

Section A

Directions: In this part, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what is said. Each conversation and the question will be spoken only once. When you hear the question, read the four choices of the answer given and choose the best one by marking the corresponding letter A, B, C or D on your Answer Sheet I.

1. W: Hi, Victor, do you think it's possible for us to have a talk sometime today?

M: I'd love to, but I've got a pretty tight schedule today.

W: Oh, what have you got to do?

M: Well, I've got to finish a report by ten. Then I have to drive to the airport to pick up a client of mine at eleven. After that, I'll have a meeting with him over lunch. I guess I won't have a break until two o'clock. But then from three until five, I have to attend a senior staff meeting.

Q: What will the man probably be doing at 2:30 p.m.?

(pause 00' 15")

2. W: Has Patrick moved out yet?

M: Yes. He moved out last weekend. He's now living in a very nice quiet neighborhood.

W: I wonder if he's paying more for rent now.

M: I don't have the faintest idea. Even so, it's still worth it, isn't it?

Q: What can we learn from the conversation?

(pause 00' 15")

3. W: Ross, you look so worried. What happened?

M: Well, I want to get into that class, but I just found out that there are so many people on the

waiting list. I guess chances are probably slim.

W: I wouldn't say that! Many people might drop the class and then there will be some openings.
You never know.

M: I hope so.

W: Come on, cheer up. Don't worry so much. Everything will work out just fine.

Q: Why does the man look so worried?

(pause 00' 15")

4. M: Do you have change for a dollar?

W: Yes, you're in luck. I do have some. What do you need it for?

M: I need some change for the bus.

W: How do you want it?

M: I need a couple of quarters and five dimes.

Q: What is the man going to do?

(pause 00' 15")

5. M: So, how was your interview?

W: I haven't gone to the interview yet. It's tomorrow. I'm so nervous.

M: Don't worry. You should do fine. You have the experience.

W: I hope so.

M: Remember, they want someone who works well with people. You've got to show them how easy-going and personable you are!

W: Thanks. I'll keep that in mind.

Q: What does the man advise the woman to do in the interview?

(pause 00' 15")

6. M: Rebecca, don't you think you should take a vacation? Even one or two days would be fine.

W: There's no way. There's too much work.

M: But you look so exhausted. You need a break!

W: I know. My chances would be better if they would hire more people.

Q: Why doesn't the woman take a vacation?

(pause 00' 15")

7. W: Can you loan me some money?

M: I'm sorry. I've already gone through my paycheck for the week.

W: You've gone through all your money so quickly? I thought you were well-off.

M: Not me! You know money always burns a hole in my pocket.

Q: What does the man mean?

(pause 00' 15")

8. W: Why are you so late?

M: I couldn't find my car keys.

W: What happened?

M: I left the keys in the car.



W: You locked them in the car?

M: That's right.

W: How did you get the door open?

M: Fortunately, my girlfriend has a spare key.

Q: Why is the man late?

(pause 00' 15")

9. M: I just received a letter from one of my old high school buddies.

W: That's nice!

M: Well, actually I haven't heard from him in ages.

W: To be frank with you, I've been out of touch with most of my old friends. Only one or two still keep me posted about what they are doing.

Q: What does the woman mean?

(pause 00' 15")

10. M: I think I'm running a temperature. My head is spinning, my mouth feels like cotton, and I have a scratchy throat.

W: Let me see. Hmm, you'd better stay at home today. And don't work on the computer! Staying up late with that thing has obviously played havoc with your health.

Q: What happened to the man?

(pause 00' 15")

Section B

Directions: In this part, you will hear two mini-talks. While you listen, complete the sentences in your **Answer Sheet II** for Questions 11 to 20 by writing **NO MORE THAN THREE WORDS** in each sentence. You will hear each talk or conversation **TWICE**.

Questions 11 to 15 are based on a talk about home security.

You now have 30 seconds to read Questions 11 to 15.

(pause 00' 30")

The golden rule in home security is to ensure that your property does not present an opportunity. A would-be burglar will look for signs of an alarm. Let him know he cannot enter your home unnoticed.

Over 40% of home burglaries are termed by police as "no force" entries. Doors or windows that are left unlocked allow easy access to the home. Ideally, all exterior doors should be made of solid wood. If you have glass in your exterior doors, the burglar can simply smash the glass and open the door. Sliding glass doors are another easy way in. They are usually at the rear and can often be lifted out of their frame.

An unsecured garage door presents an opportunity for a burglar to enter your property if your garage is attached to the home, or to find tools to assist him. An unlocked shed or outbuilding

likewise presents an easy target. The burglar can use your own tools to enter your home or take valuables such as bikes and lawnmowers.

A dark property is always attractive. 90% of all intruders choose not to enter a residence that is well lit, so keep the main entryways and exterior sections of your home lit, either constantly or using a motion sensor.

Overgrown bushes and trees close to your home allow a burglar to hide and can provide a leverage to higher windows.

Burglars prefer to target empty residences. Stop the newspapers when you go on vacation and have a neighbor pick up your mail.

You now have 30 seconds to check your answers to Questions 11 to 15.

(pause 00' 30")

Questions 16 to 20 are based on a talk about eclipses.

You now have 30 seconds to read Questions 16 to 20.

(pause 00' 30")

The light of day begins to fade in the middle of the morning. Looking up, you catch a glimpse of what looks like a disk of pure blackness sliding across the face of the sun. Soon the blackness has almost completely covered the sun, and dusk is falling over the land. The air cools. The birds are silent and still. What do you feel as the light drops away? Is an eclipse frightening? Beautiful? Or both at once?

Eclipses appear often in the mythology and literature of different cultures and different ages, most often as symbols of obliteration, fear, and the overthrow of the natural order of things. The word eclipse comes from a Greek word meaning "abandonment." Quite literally, an eclipse was seen as the sun abandoning the earth.

A recurring and pervasive embodiment of the eclipse was a dragon, or a demon, who devours the sun. The ancient Chinese would produce great noise and commotion during an eclipse, banging on pots and drums to frighten away the dragon. The Incas, too, tried to intimidate the creatures who were eating the sun. In India they took a different tack — people would immerse themselves up to the neck in water, an act of worship they believed helped the sun fight off the dragon.

As astrophysicist David Dearborn notes, "In many ways it makes sense that eclipses would be seen as bad omens. For most early cultures, the sun was seen as a life-giver, something that was there every day, so something that blots out the sun was a terribly bad event, filled with foreboding."

You now have 30 seconds to check your answers to Questions 16 to 20.

(pause 00' 30")

Section C

Directions: In this part, you will hear three mini-talks and each of them will be spoken only once.

While listening to them, read the questions that follow each talk. At the end of each mini-talk you will hear the questions read to you. There will be a 40-second-pause after each question. During the pause, you will be asked to write down your answer on your **Answer Sheet II**, using one sentence only, either complete or incomplete. Your answer should be concise and to the point.

Questions 21 to 23 are based on Mini-talk One:

Mini-talk One

Social customs and ways of behaving change. Things which were considered impolite many years ago are now acceptable. Just a few years ago, it was considered impolite behavior for a man to smoke on the street. No man who thought of himself as being a gentleman would make a fool of himself by smoking when a lady was in a room.

Customs also differ from country to country. Does a man walk on the left or the right of a woman in your country? Or doesn't it matter? What about table manners? Should you use both hands when you are eating? Should you leave one in your lap, or on the table?

The Americans and the British not only speak the same language but also share a large number of social customs. For example, in both America and England people shake hands when they meet each other for the first time. Also, most Englishmen will open a door for a woman or offer their seat to woman, and so will most Americans. Promptness is important both in England and in America. That is, if a dinner invitation is for 7 o'clock, the dinner guest either arrives close to that time or calls up to explain his delay.

The important thing to remember about social customs is not to do anything that might make other people feel uncomfortable — especially if they are your guests. There is an old story about a man who gave a formal dinner party. When the food was served, one of the guests started to eat his peas with a knife. The other guests were amused or shocked, but the host calmly picked up his knife and began eating in the same way. It would be bad manners to make his guest feel foolish or uncomfortable.

Question 21: What was considered impolite behavior for a man a few years ago?

(pause 00' 40")

Question 22: What should one do if a person cannot show up on time for a dinner invitation in the US?

(pause 00' 40")

Question 23: What is the important thing to remember about social customs?

(pause 00' 40")

Questions 24 to 26 are based on Mini-talk Two:

Mini-talk Two

In earliest times, men considered lightning to be one of the great mysteries of nature. Some

ancient people believed that lightning and thunder were the weapons of the gods.

In reality, lightning is a flow of electricity formed high above the earth. A single flash of lightning 1.6 kilometers long has enough electricity to light one million light bulbs.

The American scientist and statesman, Benjamin Franklin, was the first to show the connection between electricity and lightning in 1752. In the same year he also built the first lightning rod. This device protects buildings from damage by lightning.

Modern science has discovered that one stroke of lightning contains more than 15 million volts. A spark between a cloud and the earth may be as long as 13 kilometers, and travel at a speed of 30 million meters per second.

Scientists estimate that there are about 2000 million flashes of lightning per year. Lightning hits the Empire State Building in New York City 30 to 48 times a year. In the United States alone it kills an average of one person every day.

The safest place to be in case of an electrical storm is in a closed car. Outside, one should go to low ground and not get under trees. Also, one should stay out of water and away from metal fences. Inside a house, people should avoid opening doorways and windows and not touch wires or metal things.

With lightning, it is better to be safe than sorry!

Question 24: What did ancient people believe lightning and thunder to be? (pause 00' 40")

Question 25: What is the function of lightning rods? (pause 00' 40")

Question 26: What is the safest place during a storm of lightning according to this talk?

(pause 00' 40")

Questions 27 to 30 are based on Mini-talk Three:

Mini-talk Three

Over a six-week period, ABC news' chief investigative correspondent Brian Ross and his team turned in 40 wallets or purses to 40 police officers chosen at random in Los Angeles and New York City. Varying amounts of cash were put in each, as well as numerous pieces of identification, with names, addresses and phone numbers.

In fact, Ross used this technique back in the 1970s as a local reporter in Miami, when confidence in public officials at all levels was at an all-time low. The results of that wallet test did little to boost public confidence — 10 of the 31 wallets given to officers in the Miami area were never recovered, and two of them were turned in but the cash was missing. A number of the officers were fired or took early retirement after that report.

Almost 30 years later, police honesty and integrity are again being called into question, most recently in Los Angeles, where the police department is trying to recover from a serious corruption scandal in its Rampart Division.

Many people on the streets of LA expressed extreme skepticism about whether LAPD officers would return a lost wallet to its rightful owner. "To be honest, I think most of them would keep



them,” said one Los Angelino. New Yorkers, too, were doubtful. “I’d say a majority would keep the wallets,” said one New York passerby.

Of the 20 Los Angeles police officers who were given wallets and purses, every single one turned in the wallet and the money. Not a penny was missing from the wallets, which were given to officers of all races, throughout the city. “Police officers have only one legacy and that’s their integrity, their honesty,” says Los Angeles Police Chief, Bernard Parks. “Their word means a lot...and people believe in that badge and what it represents.”

Question 27: What were put in the wallets before they were turned in to the police officers?

(*pause 00'40''*)

Question 28: How many wallets were recovered in 1970s in Miami?

(*pause 00'40''*)

Question 29: What happened to some officers in Miami after that report?

(*pause 00'40''*)

Question 30: What was the result of the wallet test in LA?

(*pause 00'40''*)

THIS IS THE END OF LISTENING COMPREHENSION.