

英语（一）强化阶段测试卷

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on the ANSWER SHEET. (10 points)

In psychology, there are various conflicting theories which seek to explain the same situation. This disagreement exists scientifically, in part, 1 it is very difficult for psychologists to test their theories 2. A variety of methods are used to test psychological theories, including experiments on animals 3 mice and monkey, and experiments on people.

Experiments on humans must be 4 planned so that the human 5 do not suffer any mental or physical 6 as a result of the experiment. This 7 the kinds of experiments which can be done. Many psychologists believe, for example, that a child will suffer 8 if the mother's love is taken away. Most people, on the 9 of their observations, would agree with this theory. But how can it be scientifically tested? A child cannot be taken away from its mother, put 10 a strange room, and 11 by a stranger to examine how the child's 12 will change.

Experimenters have more freedom when they work 13 animals. While they try not to cause the animals 14 pain and suffering, they feel that sometimes this is right 15 it helps man to learn more about himself. 16 a human infant cannot be taken away from its mother for experiment, a baby animal can. Man and animals do not always 17 the same way in similar situations; 18, experimenters feel that, by working on the information 19 in experiments with animals, they can gain 20 into human behavior.

1	[A] nevertheless	[B] because	[C] when	[D] unless
2	[A] theoretically	[B] fundamentally	[C] substantially	[D] scientifically
3	[A] such as	[B] as long as	[C] including	[D] only if
4	[A] systematically	[B] subsequently	[C] carefully	[D] critically
5	[A] objects	[B] participants	[C] subjects	[D] applicants
6	[A] danger	[B] benefit	[C] hazard	[D] harm
7	[A] confines	[B] limits	[C] influences	[D] constructs
8	[A] emotionally	[B] physically	[C] psychologically	[D] consciously
9	[A] base	[B] basis	[C] condition	[D] circumstance
10	[A] off	[B] from	[C] into	[D] over
11	[A] fed	[B] concerned	[C] led	[D] taught
12	[A] thought	[B] mind	[C] action	[D] behaviour
13	[A] with	[B] across	[C] for	[D] against
14	[A] uncommon	[B] unfortunate	[C] unnecessary	[D] unhealthy
15	[A] whereas	[B] if	[C] lest	[D] since
16	[A] when	[B] as	[C] for	[D] while
17	[A] react	[B] repeat	[C] respond	[D] reserve
18	[A] however	[B] indeed	[C] moreover	[D] thereby
19	[A] acquired	[B] gained	[C] produced	[D] attained
20	[A] sight	[B] vision	[C] visibility	[D] insight

Section II Reading Comprehension

Part A

Directions: Read the following four texts. Answer the questions after each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

A new study suggests that contrary to most surveys, people are actually more stressed at home than at work. Researchers measured people's cortisol, which is stress marker, while they were at work and while they were at home and found it higher at what is supposed to be a place of refuge.

“Further contradicting conventional wisdom, we found that women as well as men have lower levels of stress at work than at home,” writes one of the researchers. Sarah Damaske. In fact women even say they feel better at work, she notes, “it is men, not women, who report being happier at home than at work. Another surprise is that the findings hold true for both those with children and without, but more so for nonparents. This is why people who work outside the home have better health.

What the study doesn't measure is whether people are still doing work when they are at home, whether it is household work or work brought home from the office. For many men, the end of the workday is a time to kick back. For women who stay home, they never get to leave the office. And for women who work outside the home, they often are playing catch-up-with-household tasks. With the blurring of roles, and the fact that the home front lags well behind the workplace in making adjustments for working women, it is not surprising that women are more stressed at home.

But it's not just a gender thing. At work, people pretty much know what they're supposed to be doing: working, making money, doing the tasks they have to do in order to draw an income. The bargain is very pure: Employee puts in hours of physical or mental labor and employee draws out life-sustaining moola.

On the home front, however, people have no such clarity. Rare is the household in which the division of labor is so clinically and methodically laid out. There are a lot of tasks to be done, there are inadequate rewards for most of them. Your home colleagues—your family—have no clear rewards for their labor; they need to be talked into it, or if they're teenagers, threatened with complete removal of all electronic devices. Plus, they're your family. You cannot fire your family. You never

really get to go home from home.

So it's not surprising that people are more stressed at home. Not only are the tasks apparently infinite, the co-workers are much harder to motivate.

21. According to Paragraph 1, most previous surveys found that home ____.

- [A] was an unrealistic place for relaxation
- [B] generated more stress than the workplace
- [C] was an ideal place for stress measurement
- [D] offered greater relaxation than the workplace

22. According to Damaske, who are likely to be the happiest at home?

- [A] Working mothers
- [B] Childless husbands
- [C] Childless wives
- [D] Working fathers

23. The blurring of working women's roles refers to the fact that ____.

- [A] they are both bread winners and housewives
- [B] their home is also a place for kicking back
- [C] there is often much housework left behind
- [D] it is difficult for them to leave their office

24. The word "moola" (Line 4, Para 4) most probably means ____.

- [A] energy
- [B] skills
- [C] earnings
- [D] nutrition

25. The home front differs from the workplace in that ____.

- [A] home is hardly a cozier working environment
- [B] division of labor at home is seldom clear-cut

[C] household tasks are generally more motivating

[D] family labor is often adequately rewarded

Text 2

Talk to any parent of a student who took an adventurous gap year (a year between school and university when some students earn money, travel, etc.) and a misty look will come into their eyes. There are some disasters and even the most motivated, organised gap student does require family back-up, financial, emotional and physical. The parental mistiness is not just about the brilliant experience that has matured their offspring; it is vicarious living. We all wish pre-university gap years had been the fashion in our day. We can see how much tougher our kids become; how much more prepared to benefit from university or to decide positively that they are going to do something other than a degree.

Gap years are fashionable, as is reflected in the huge growth in the number of charities and private companies offering them. Pictures of Prince William toiling in Chile have helped, but the trend has been gathering steam for a decade. The range of gap packages starts with backpacking, includes working with charities, building hospitals and schools and, very commonly, working as a language assistant, teaching English. With this trend, however, comes a danger. Once parents feel that a well-structured year is essential to their would be undergraduate's progress to a better university, a good degree, an impressive CV and well paid employment, as the gap companies' blurbs suggest it might be, then parents will start organising—and paying for—the gaps.

Where there are disasters, according to Richard Oliver, director of the gap companies' umbrella organisation, the Year Out Group, it is usually because of poor planning. That can be the fault of the company or of the student, he says, but the best insurance is thoughtful preparation. "When people get it wrong, it is usually medical

or, especially among girls, it is that they have not been away from home before or because expectation does not match reality.”

The point of a gap year is that it should be the time when the school leaver gets to do the thing that he or she fancies. Kids don't mature if mum and dad decide how they are going to mature. If the 18-year-old's way of maturing is to slob out on Hampstead Heath soaking up sunshine or spending a year working with fishermen in Cornwall, then that's what will be productive for that person. The consensus, however, is that some structure is an advantage and that the prime mover needs to be the student.

The 18-year-old who was dispatched by his parents at two weeks' notice to Canada to learn to be a snowboarding instructor at a cost of £ 5,800, probably came back with little more than a hangover. The 18-year-old on the same package who worked for his fare and spent the rest of his year instructing in resorts from New Zealand to Switzerland, and came back to apply for university, is the positive counterbalance.

26.It can be inferred from the first paragraph that parents of gap students may_____.

- [A] help children to be prepared for disasters
- [B] receive all kinds of support from their children
- [C] have rich experience in bringing up their offspring
- [D] experience watching children grow up

27.According to the text, which of the following is true?

- [A] The popularity of gap years results from an increasing number of charities.
- [B] Prince William was working hard during his gap year.
- [C] Gap years are not as fashionable as they were ten years ago.
- [D] A well-structured gap year is a guarantee of university success.

28.The word “packages” (Line 3, Para. 2) means_____.

- [A] parcels carried in traveling
- [B] a comprehensive set of activities
- [C] something presented in a particular way
- [D] charity actions

29.What can cause the disasters of gap years?

- [A] Intervention of parents.
- [B] Irresponsibility of the companies.
- [C] A lack of insurance.
- [D] Low expectation.

30.An 18-year-old is believed to take a meaningful gap year when he/she_____

- [A] lives up to his/her parents' expectations
- [B] spends time being lazy and doing nothing
- [C] learns skills by spending parents' money
- [D] earns his or her living and gains working experience

Text 3

For the first time in the history more people live in towns than in the country. In Britain this has had a curious result. While polls show Britons rate "the countryside" alongside the royal family, Shakespeare and the National Health Service (NHS) as what make them proudest of their country, this has limited political support.

A century ago Octavia Hill launched the National Trust not to rescue stylish houses but to save "the beauty of natural places for everyone forever". It was specifically to provide city dwellers with spaces for leisure where they could

experience "a refreshing air". Hill's pressure later led to the creation of national parks and green belts. They don't make countryside any more, and every year concrete consumes more of it. It needs constant guardianship.

At the next election none of the big parties seem likely to endorse this sentiment. The Conservatives' planning reform explicitly gives rural development priority over conservation, even authorizing "off-plan" building where local people might object. The concept of sustainable development has been defined as profitable. Labour likewise wants to discontinue local planning where councils oppose development. The Liberal Democrats are silent. Only Ukip, sensing its chance, has sided with those pleading for a more considered approach to using green land. Its campaign to protect Rural England struck terror into many local conservative parties.

The sensible place to build new houses, factories and offices is where people are in cities and towns where infrastructure is in place. The London agents Stirling Ackroyd recently identified enough sites for half of million houses in the London area alone with no intrusion on green belts. What is true of London is even truer of the provinces. The idea that "housing crisis" equals "concreted meadows" is pure lobby talk. The issue is not the need for more houses but, as always, where to put them under lobby pressure. George Osborne favours rural new-build against urban renovation and renewal. He favours out-of-town shopping sites against high streets. This is not a free market but a biased one. Rural towns and villages have grown and will always grow. They do so best where building sticks to their edges and respects their character. We do not ruin urban conservation areas. Why ruin rural ones?

Development should be planned, not let rip. After the Netherlands, Britain is Europe's most crowded country. Half a century of town and country planning has enabled it to retain an enviable rural coherence, while still permitting low-density urban living. There is no doubt of the alternative—the corrupted landscapes of southern Portugal, Spain or Ireland. Avoiding this rather than promoting it should unite the left

and right of the political spectrum.

31. Britain's public sentiment about the countryside _____.

- [A] is not well reflected in politics
- [B] is fully backed by the royal family
- [C] didn't start till the Shakespearean age
- [D] has brought much benefit to the NHS

32. According to paragraph 2, the achievements of the National Trust are now being _____.

- [A] largely overshadowed
- [B] properly protected
- [C] effectively reinforced
- [D] gradually destroyed

33. Which of the following can be inferred from paragraph 3?

- [A] Labour is under attack for opposing development.
- [B] The Conservatives may abandon "off-plan" building.
- [C] Ukip may gain from its support for rural conservation.
- [D] The Liberal Democrats are losing political influence.

34. The author holds that George Osbornes's preference _____.

- [A] shows his disregard for the character of rural areas
- [B] stresses the necessity of easing the housing crisis
- [C] highlights his firm stand against lobby pressure
- [D] reveals a strong prejudice against urban areas

35. In the last paragraph the author show his appreciation of _____.

- [A] the size of population in Britain
- [B] the enviable urban lifestyle in Britain
- [C] the town-and-country planning in Britain
- [D] the political life in today's Britain

Text 4

In most of the developed world, globalization is a deeply fraught topic. Not in Denmark. There, 76% of respondents in a recent poll said globalization was a good thing. Living standards in Denmark are among the highest in the world. Per capita income trails that of the U.S. but is distributed far more equally. Unemployment is just 3.1%. The country exports more goods and services than it imports. And while only two Danish corporations are big enough to make the Fortune Global 500 list, Denmark has more than its share of smallish, nimble, outward-looking firms well positioned in growth areas ranging from alternative energy to health care to high-end furniture.

All that adds up to the third most competitive economy on the planet. But while economic competitiveness has often been sold as something that requires long hours, low taxes and minimal government, Denmark doesn't **fit that bill** at all. Denmark has the second highest tax burden in the capitalist world, a generous welfare state, a heavily unionized workforce and at least five paid weeks off every year.

It's all part of a trade-off, the Danes say. By largely banishing the financial insecurity Danish politicians and business leaders have won public support for all manner of business-friendly policies. Corporate taxes are lower than in the U.S., and capital gains are taxed at a much lower rate than ordinary income. There are few restrictions on trade. It's easier to fire people in Denmark than anywhere else in Europe.

Then again 14 years ago Denmark's welfare-state model seemed exhausted, beset by stagnant growth and double-digit unemployment. Some on the political right were convinced that taxes and spending had to be cut dramatically. But that was never in the cards politically, and Poul Nyrup Rasmussen, who became Prime Minister that year, crafted a compromise that kept the high taxes and most of the social protections but cut unemployment benefits from nine years to four and beefed up job-retraining programs in a big way. This approach, which over the years came to be known as "flexicurity," seemed to work. Unemployment fell; the economy grew. There's still much debate over how effective Denmark's job-retraining programs really are, but it's undeniable that they foster the kind of political environment in which union workers like Pedersen at Lego advocate outsourcing even as their company cuts jobs.

Informality, disputation and disrespect for authority are core Danish traits. But there are limits, and Danes seem to know in their bones just how far they can push them. The result is an economy that looks like something out of an enlightened management textbook. There are a few clear goals and lots of leeway to achieve them. In one fascinating study, two American sociologists found that Danish line workers have nearly as much job autonomy as supervisors do in the U.S., while supervisors in Denmark have about as much autonomy as upper managers in the U.S.

36. Globalization is supportive in Denmark not because _____.

- [A] Export-oriented firms are seen in growth areas.
- [B] The distribution of per capita income seems more equal.
- [C] Taxes levied on companies are lower than in the U.S.
- [D] The rate of people out of work is relatively lower.

37. "fit that bill" (sentence 2, paragraph 2) probably means _____.

- [A] conform.

[B] surrender.

[C] deviate.

[D] avert.

38. Which is irrelevant to Poul Nyrup Rasmussen's economic policy?

[A] High taxes were levied by the government.

[B] Expenditure and taxes were curtailed sharply.

[C] The benefits for the unemployed were decreased.

[D] People were trained for their posts or reemployment.

39. What can be inferred from the passage?

[A] Danish people are pushy.

[B] Social problems pale in comparison to Denmark's success.

[C] Danish officials always wear casual clothes.

[D] Tax burden would probably hold back the economic development.

40. The best title for this passage would be _____.

[A] The Impact of Globalization on Denmark.

[B] Social Problems in Denmark.

[C] New Economic Policies Won Acclamations.

[D] A Successful Economic Model – Danishness.

Part B

Directions:

Read the following text and answer the questions by choosing the most suitable subheading from the list A-G for each of the numbered paragraphs(41-45). There are two extra subheadings which you do not need to use. Mark your answers on the ANSWER SHEET.

- [A] First impressions count
- [B] Don't waffle
- [C] Why should they hire you?
- [D] Be positive
- [E] Pay attention to your CVs
- [F] Expect the unexpected
- [G] Remember your manners

Tips for job interview success

Job search techniques change, the labour market changes and job descriptions change. But what more or less stays the same is the job interview. It's your chance to sell yourself. The first 30 seconds of a job interview are the most important – so if you want to be a cut above the rest you need to be on the ball. Rob Yeung, a business psychologist, maintains that an interview is all about the three Ps. “You need to prepare, you need to practise, and then, on the day, you need to perform.” Here are 5 tips for interview success.

1. _____

Greet your interviewer with a smile and firm handshake. Give eye contact. Try to make small talk during the walk from the reception area to the interview room. Liz Anderson, a human resources manager says, “You have to sell yourself before you can sell anything else and the first 30 seconds are when the interviewer subconsciously makes decisions about whether they like you or not and whether you will fit into the team.”

2. _____

Most job adverts will list qualities they're looking for – a team worker, a good communicator – so it's up to you to think of examples of how you can demonstrate

these skills. Be ready to talk about your knowledge, experience, abilities and skills. Have at least three strong points about yourself that you can relate to the company and job on offer.

3. _____

Your interviewer will be thinking about what it would be like to work with you, so the last thing they'll want to hear is you talking about your boss or current colleagues behind their back. Interviewers like to see someone who enjoys a challenge and is enthusiastic.

4. _____

Your interviewer may try to catch you off guard: A survey by OfficeAngels has revealed that 90 per cent of employers ask 'killer' questions in interviews. It is impossible to plan for every difficult question, such as "How would your colleagues describe you?" but try to appear relaxed and in control. Ask the interviewer to repeat the question if necessary but do not evade it. Hopefully you will not befall the fate of those job candidates at B&Q who were asked to dance to "Blame it on the Boogie"!

5. _____

It is better to choose than to be chosen. Tell the interviewer why you are interested in the company and job opportunity. Ask them for a business card and follow it up by sending a "thank-you" e-mail or letter, saying how much you enjoyed meeting them and how interested you are. Take the opportunity to detail the key advantages you bring.

Section III Translation

Directions: Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written neatly on the ANSWER SHEET. (10 points)

Americans are often reluctant to learn—or even to admit there is anything to be learned—from other nations. But this narrow perspective ignores potential strategies for growth and improvement. As scientists, for example, what can we learn from the approach to scientific research in other cultures? Consider British science. (46)In the 1980s to mid-1990s, the United Kingdom consistently led many more populous countries in total number of papers produced and citations received per paper in science, medicine, and engineering.

Many explanations have been proposed for this success. Some British, perhaps only partially in jest, attribute it to an inherent superiority of intellect and character. (47)Yet British scientists are a more elite group than American scientists, due to selective pressure throughout secondary and undergraduate education. My experience in the United Kingdom leads me to think that another significant reason for this success is the British style of scientific investigation. I must admit that at first I was frustrated by the slower pace of research in the United Kingdom in comparison with that in the United States. (48)Having recently completed my doctoral research in the intense environment typical of many U.S. Universities, I thought that the greater relative emphasis that the British placed on thinking rather than doing was at best misguided, and at worst, lazy. However, I soon saw the advantages of being more selective about which problems to work on, which experiments to perform, and which approach would best interpret the results.

(49)In general, my new colleagues were less hurried, more accessible, and, in stark contrast to the stereotype of the reserved Englishman, friendlier. They shared their ideas and time and were less competitive. They showed a genuine interest in the research of others, and often took time to attend a seminar on a topic far from their own research. Senior scientists spent less time applying for grants, managed fewer people, and often conducted experiments themselves; I encountered fewer of the out-of-touch administrator-scientists that I had met so often in the United States.

The British approach to research is embodied in the daily ritual of afternoon tea. At British universities, it is customary to cease work and spend a half-hour or so sipping tea and eating cookies with the members of one's department. Conversation ranges from science to politics to personal chitchat. I found that the professional benefits of teatime more than compensated for the time spent away from the bench. (50)Not only was I the recipient of many insightful suggestions and ideas, but simply by explaining my latest results to someone outside my field and answering his or her questions, I was forced to think about my work in a broader context. Relationships were built that were later drawn upon for advice collaboration, and friendship.

Section IV Writing

Part A

51. Directions:

Write a letter to your university library, making suggestions for improving its service.

You should write about 100 words on ANSWER SHEET 2.

Do not sign your own name at the end of the letter. Use "Li Ming" instead.

Do not write the address. (10 points)

Part B

52. Directions:

Write an essay of 160-200 words based on the following picture. In your essay, you should

- 1) describe the picture briefly
- 2) interpret the meaning, and
- 3) give your comments

You should write about 150 words neatly on the ANSWER SHEET. (20 points)

