I. Vocabulary: 20% (共 10 题，每题 2 分)

请就 A, B, C, D 四个选项中，选出最适合替代的字或词，答案请按题号，每 5 题 1 列，排列整齐的写在答案卷上。

1. There was a moment of sinister silence.
   A. rather uneasy  C. rather curious
   B. dangerous and threatening  D. quite unexpected

2. It was the sweet allurement of the mimosa tree in full bloom.
   A. attraction  C. distraction
   B. availability  D. hypnotism

3. I became aware of a wonderful subtle fragrance in the air.
   A. shifting and unfamiliar  C. delicate and elusive
   B. sweet and strong  D. confusing and unsettling

4. I started up and instinctively stretched out my hands.
   A. greedily  C. without thought
   B. carefully  D. quite deliberately

5. Was there ever anything so exquisitely beautiful?
   A. perfectly  C. unbelievably
   B. faintly  D. tantalizingly

6. I made my way through a shower of petals to the great trunk and for one moment stood irresolute.
   A. very silent  C. incapable of thinking
   B. rather uncertain  D. unwilling to move

7. He stood on the concrete below us, looking at the small pile of anonymous earth.
   A. nameless and featureless  C. indifferent and useless
   B. unwanted and ugly  D. rejected and scorned

8. He was a stocky, robust kid with a shock of white hair.
   A. belligerent-looking  C. ruddy-faced
   B. strong and husky  D. tough-acting

9. I shall be very sorry to lose you, Miss Jones. You have been most efficient.
   A. capable  C. energetic
   B. talkative  D. thoughtful

10. There is nothing more tantalizing than a thing like this.
    A. teasing and just out of reach  C. richly ridiculous
    B. difficult to understand  D. completely baffling

II. Reading Comprehension: 60% (共 30 题，每题 2 分)

请就 A, B, C, D 四个选项中，选出最适合题意的答案；答案请按题号，每 5 题 1 列，排列整齐的写在答案卷上。

(A.)

Traditional nineteenth century education is usually associated with the image of a stern teacher standing in front of a blackboard in a one room schoolhouse, teaching only the three “R’s” of reading, writing, and arithmetic, and demanding rote learning in an atmosphere of silence and restraint.

Accurate or not, that image conflicts sharply with the modern reality. Today, the typical public school offers students a diversity of subject areas, a plethora of educational materials, and a variety of activities from creative
dramatics to journalism. The modern school complex contains an array of educational facilities. Within the classroom setting, students are expected to interrelate on class projects that are independent of the teacher. Teachers may certainly demand quiet when necessary, but they in turn are expected to be flexible about individual student needs.

Contemporary schools reflect the thrust of a progressive educational philosophy whose main proponent was the pragmatic philosopher John Dewey. Dewey believed that education must serve the whole child to fully prepare him or her for an active role in society. To that end, the school curriculum was to include both academic and utilitarian courses. He posited that children have innate curiosity and talents which will be stimulated by an environment varied enough to call forth these qualities and provide an outlet for their expression.

Following the precepts of progressive educational philosophy, the Gary, Indiana school system initiated the Gary Plan between 1908 and 1915. The plan was later embraced by schools throughout the country. In addition to classroom space, the Gary Plan provided room for recreational activities, a theater, science laboratories, and craft shops. The actual merit of progressive philosophy is still a very controversial issue, especially in light of figures that indicate a high degree of illiteracy among high school graduates in the past two decades. However, Dewey’s progressive philosophy continues to exert a strong influence on the American education scene.

11. How does the author feel about the stereotypical image of nineteenth century education?
   A. Its accuracy is not important.
   B. It is not accurate.
   C. It is valid.
   D. It is accurate, but only to a point.

12. In line 5, *plethora* most nearly means which of the following?
   A. lack
   B. multitude
   C. supply
   D. group

13. It can be inferred that in the stereotypical nineteenth century classroom, active student involvement
   A. was a primary educational goal
   B. consisted of crafts and skills
   C. occurred in one subject area only
   D. was not actively encouraged

14. In line 13, *utilitarian* is closest in meaning to which of the following?
   A. useless
   B. practical
   C. organized
   D. recreational

15. The paragraph following this passage would most likely go on to address
   A. Dewey’s life after his involvement in education
   B. the effects of progressive philosophy on the nineteenth-century classroom
   C. modern ramifications of Dewey’s work in education
   D. The difference between modern education and nineteenth-century education

(B.)

The eighteenth century “slave-poet” Phillis Wheatley is considered the first important black woman poet in the United States. Her life and work is notable for what it shows us about black Americans during Colonial times, and one human being’s determination to express herself.

Learning for slaves was not prohibited by law, as it would be later on in the South. Still, colonial slavemasters did not generally approve of educating slaves. Wheatley was treated differently; she was allowed to read, write, and publish her work. Wheatley, born in Senegal, arrived in Boston Harbor in 1761. At dockside, she was sold to the family of the merchant John Wheatley to be made into a house-servant. At the age of 12, she began to learn Latin, and to translate the Latin poet Ovid. At 14, she published her first poems. Her first published work, “An Elegiac Poem on the Death of the Celebrated Divine…George Whitefield,” was widely read. The Countess of Huntingdon published Wheatley’s *Poems on Various Subjects, Religious and Moral* in England in 1773, and Wheatley’s fame grew in Europe as well as America.

Not fully included in slave or white society, Phillis was often isolated and treated as an object of curiosity. Still, she continued to successfully write and publish. Fame left Phillis as quickly as it had come, however. After the American Revolution broke out, the Wheatley family fell upon hard times and set Phillis free to fend for herself. Hard labor as a servant, the only work Wheatley could find, weakened her already frail body. She died in poverty in her early 30s, and was buried in an unmarked grave.

16. The words slave-poet in line 1 could best be replaced by:
   A. incarcerated artist
   B. quashed creator
   C. prisoner of verse
   D. servant-writer
17. According to the passage, education of a slave in eighteenth-century America was
A. commonplace
B. forbidden by law
C. unusual
D. required by state government

18. The passage mentions the Countess of Huntingdon as someone who helped Phillis Wheatley by
A. employing her as a servant
B. teaching her to read and write
C. introducing her to important people
D. publishing her book

19. In line 13, the word left is closest in meaning to
A. maintained
B. remained
C. fled from
D. consumed

20. In line 14, the term fell upon could best be replaced with which of the following?
A. leaned on
B. frowned at
C. maneuvered around
D. began to experience

21. The nuclear accident described in the movie
A. was a surprisingly accurate foreshadowing of actual events
B. was caused by a series of coincidences
C. was successfully concealed by power industry leaders and officials
D. took place at the Three Mile Island

22. Officials of the nuclear power industry
A. have committed murders to make possible a cover-up of the incident at Harrisburg
B. had predicted that nuclear accidents were likely to occur
C. have been reluctant to reveal the full story about the Three Mile Island incident
D. have tried to make all the facts freely accessible to those concerned

23. According to the passage, public concern over the accident near Harrisburg
A. had no effect on the subsequent investigation
B. was lessened by the quick response of industry leaders and officials
C. prompted widespread panic throughout Pennsylvania
D. persisted as many questions were left unanswered

24. Reporters looking into the accident at Three Mile Island
A. uncovered more facts than did citizen groups
B. did not succeed in uncovering all the facts about the cause of the accident
C. cooperated closely with power industry officials
D. kept documented information from the public

25. All of the following are true EXCEPT
A. The movie about a nuclear accident has been praised.
B. The press has sought fuller information about the Three Mile Island mishap.
C. A mechanical breakdown was a partial cause of the Harrisburg accident.
D. The release of the movie came only weeks after the Three Mile Island accident.
about)

**Guide.** We are now standing inside the brain of ...uh...Ritchie Price. This is not usually included in the fifty-five-cent tour, but—excuse me, sir! Don’t stand too close to those nerve centers—high voltage, you know!

**Man.** Oh—sorry.

**Guide.** Right now, Ritchie is in his history class in Grade 5B at Hazeldell Elementary School. We are standing at the medulla oblongata, looking up into the cerebellum.

**Woman.** Pardon me, guide—but what is all that over there? It looks like wool.

**Guide.** That is wool, madam. This boy has been woolgathering quite a bit lately. Uh...you will notice that the walls here are lined with gray matter, which absorbs any ideas that may be floating about. *(Slide whistle—zoop, zoop!)*

**Woman.** Oh!

**Man.** What was that, guide?

**Guide.** That was just an idea going in one ear and out the other! And look—over there!

**Woman.** Where?

**Guide.** A date. It’s so hazy; I can’t quite make out the year...! Oh, yes! It’s A.D. 1215! *(Quick ascending “zoop” of slide whistle. All chuckle.)*

**Guide.** Cute little fellow, wasn’t he?

**Man.** Are all dates as shy as that?

**Guide.** No, I’m afraid this boy doesn’t have a very good memory for dates.

**Woman.** Guide, what did say this boy’s name was?

**Guide.** Ritchie Price, ma’am. *(Footsteps)* Now, if you’ll just follow me up this passageway, we’ll have a look at the cerebrum. Oh, careful you don’t slip into that crevice!

**Woman.** My, it’s deep! What is it, guide?

**Guide.** Lapse of memory—a big one, too! *(Hum of automatic, repetitive machinery, such as adding machines)* We’re now coming into the cerebrum—the largest section of the brain. On the right, you see the master control panel for the automatic functions—such as heartbeats, digestion, breathing, and so forth.


**Woman.** That must be the breathing mechanism!

**Guide.** That’s right, ma’am. And here’s the digestion control.

**Voice 2 (through a speaking tube).** Four more licorice drops coming past the epiglottis.

**Voice 3 (filter).** O.K. Better turn on a little more gastric juice.

**Voice 2 (speaking tube).** Right, chief!

*(Buzz, as of interoffice communication—click!)*

**Voice 3 (filter).** Master control. Go ahead.

**Voice 4 (filter).** Stomach calling. *(Pained)* Look, chief! I’m gonna be upset if this eating between meals isn’t cut out! I haven’t even digested those peanut-butter sandwiches that came down for lunch! We gotta get some rest down here!

---Jerome Lawrence and Robert E. Lee, *Inside a Kid’s Head*

26. In this play, what will probably keep getting Ritchie Price into trouble?
   A. Bad eating habits  
   B. Daydreaming  
   C. Stupidity  
   D. Talking back to the teacher

27. The specified sound effects apparently are primarily supposed to ___
   A. contribute to the humor  
   B. exaggerate actual noises  
   C. be entirely realistic  
   D. alarm the visitors

28. We are furnished all of the following facts about the “tour” except ___
   A. the cost of an admission ticket  
   B. the time of the tour: A.D. 1215  
   C. the duties of the guide  
   D. the object of the tour

29. During the tour inside Ritchie’s head, the visitors notice ___
   A. lots of solid bone  
   B. ideas flying in one ear and out the other  
   C. an excellent memory section  
   D. a lively, eager brain

30. Ritchie’s stomach sends up a message of protest because Ritchie ___
   A. hasn’t had a good breakfast  
   B. has eaten peanut-butter sandwiches  
   C. keeps eating between meals  
   D. forgets to drink enough water

31. Voice 1 presumably is an audible part of what?
   A. The medulla oblongata  
   B. The breathing control  
   C. The digestion control  
   D. The heart control

32. If voice 3 is correct, what does gastric juice do to licorice drops?
   A. Rejects them  
   B. Helps digest them  
   C. Coats them to protect the stomach  
   D. Conveys them to the stomach

33. Voice 4 says “Look, chief!” Whom is Voice 4 addressing?
   A. The Guide  
   B. The Announcer  
   C. Ritchie  
   D. Digestion Control
34. What tone of voice would be most appropriate for Voice 4?
A. Calm and bored
B. Furiously angry
C. Somewhat alarmed
D. Exasperated

35. This play most likely was first performed in a ___
A. science museum
B. radio studio
C. Broadway theater
D. television studio

Society Bird
There is no other bird quite like the penguin. Most penguins live on the Antarctic ice shelf, a part of the world where few birds or animals dare to wander. But other penguins live off the northwestern coast of South America, where the weather is warm year around.

Most people know about only one kind of penguin—the little fellow in the fancy black and white suit. But there are actually 17 species of penguins. The biggest and most colorful is the emperor, which stands four feet tall and weighs 90 pounds. It would take 30 members of the smallest penguin species, the little blue, to weigh as much as one emperor.

Unlike most birds, penguins cannot fly. They do manage to get around in other ways, however. If you were to visit a penguin in its homeland, you might find it sliding on its belly in the snowing or jumping on the rocks. But they are really at home in the water. No other kind of bird can match the penguin’s swimming skill.

According to scientists, penguins are almost able to “fly” underwater. By flapping their wings like flippers, they can propel themselves at speeds of up to 15 miles an hour. Every two or three minutes, they come to the surface for air.

Penguins don’t swim just for sport. Swimming is a skill that is essential to their way of life. Because there is so little food on land, penguins feed only at sea. Emperor penguins have been known to dive to depths of 200 feet in search of their dinner.

It is hard to think of penguins as little humans dressed in feathers. They walk upright on two feet. They create their own societies. Like human beings, they are social. Some penguin colonies contain more than a million bird—a large “city” full of penguins.

Is it possible that penguins also have a mean streak in them? Early Antarctic explorers used to tell a story about penguins that went fishing. As the story goes, a group of penguins would push one penguin into the water. It seemed that the reason for this strange behavior was to test the waters for the penguins’ enemy, the leopard seal. If the penguin came up to the surface, the group seemed to think that the waters were safe for fishing. If the penguin didn’t come up, the other penguins would just wait for another day to go fishing.

Many scientists doubt that penguins actually have behaved in this way. But, true or not, the story only adds a little mystery to our knowledge of one of the world’s most interesting birds.

36. Which of these statements about penguins is true?
A. They use their flippers to fly.
B. They weigh as much as an average person.
C. They are equally at home on land and in water.
D. The smallest kind of penguin weighs only three pounds.

37. The behavior of penguins while swimming closely resembles that of ___
A. humans
B. dolphins
C. sea gulls
D. fish

38. Which of the following would be difficult for scientists to prove?
A. Penguins can swim at speeds up to 15 miles an hour.
B. Emperors are the largest of all penguins.
C. Penguins come together to avoid loneliness.
D. Unlike most birds, penguins cannot fly.

39. Which of these traits is not shared by penguins and humans?
A. walking upright
B. getting along well in groups
C. being able to live in different climates
D. changing suits to fit the occasion

40. What is the writer’s opinion about the explorers’ story at the end of the passage?
A. It is probably not to be taken seriously.
B. It is true because scientists have proved it.
C. It shows that penguins are mean.
D. It is impossible because penguins are social creatures.
III. Translation—translate the following passage into Chinese: 20% (共 2 题，每题 10 分)

A.
Youthful fictional characters provide interesting and profitable subjects for understanding; goof literature provides the best possible clues about the nature of this age group. For young adults themselves, literature serves both as a mirror for them to observe themselves and thus to understand themselves better and as a lamp for them to observe others, singly and in groups.

B.
Storytelling began thousands of years before written language existed, as early people spun tales to depict the human experience and to attempt to understand the unknown. These tales expressed the human qualities of hope, fear, love, and jealousy and represented interpretations of phenomena that confused, awed, and terrified their creators.

（本试题结束）