

## 江西师范大学 2006 年博士生招生考试英语试卷

(2006-3-25)

(答案必须做在答题纸上, 在试卷上答题一律无效)

### Part I Listening Comprehension (20 minutes)

#### Section A

**Directions:** In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked [A], [B], [C] and [D], and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the center. (10%)

1.

- [A] On Thursday night.
- [B] On Monday night.
- [C] On Friday morning.
- [D] On Thursday morning.

2.

- [A] Try to help him find rooms in another hotel.
- [B] Check to see if there are any vacancies in her hotel.
- [C] Let him move to a room with two single beds.
- [D] Show him the way to Imperial Hotel.

3.

- [A] Robust.
- [B] Brave.
- [C] Generous.
- [D] Dangerous.

4.

- [A] He loves his present job.
- [B] He is going to open a store.
- [C] He is about to retire.
- [D] He works in a repair shop.

5.

- [A] She has confidence in him.
- [B] She has also won a scholarship.
- [C] She is surprised at the news.
- [D] She is not interested in the news.

6.

- [A] His only son is dying.

- [B] His mother died some time ago.  
 [C] He didn't look after his sick wife.  
 [D] He hasn't taken good care of his son.

7.

- [A] At the airport.  
 [B] In a travel agency.  
 [C] In a hotel.  
 [D] At the reception desk.

8.

- [A] He is not equal to the job.  
 [B] He is not well paid for his work.  
 [C] He doesn't think the job is challenging enough.  
 [D] He cannot keep his mind on his work.

9.

- [A] The talks haven't started yet.  
 [B] The talks haven't achieved much.  
 [C] The talks have produced a general agreement.  
 [D] The talks broke down and could go no further.

10.

- [A] Help talks haven't started yet.  
 [B] Get some travel information.  
 [C] Tell him the way to the left-luggage office.  
 [D] Look after something for him.

## Section B Compound Dictation

**Directions:** In this section, you will hear a passage three times. During the first reading, you should listen carefully for a general idea of the whole passage. Then listen to the passage again. When the first part of the passage is being read, you should fill in the missing word during the pause at each blank. After listening to the second part of the passage you are required to write down the main points according to what you have just heard. Finally, when the passage is read the third time you can check what you have written. (10%)

This year, my husband David and I celebrated the 22nd birthday of a man we never met. His name was Tracy Bill, a tall (11) \_\_\_\_\_ young man. He lived with his parents in a (12) \_\_\_\_\_ U.S. state, and worked in a shop. On the night of (13) \_\_\_\_\_ 8, 1992, Tracy got off work and stood in the shop's (14) \_\_\_\_\_ lot talking to friends. He (15) \_\_\_\_\_ up on a friend's car as he had done a hundred times before. But this time, Tracy lost his (16) \_\_\_\_\_ and fell. His head struck the (17) \_\_\_\_\_ hard. Tracy was sent to a hospital. He lost his consciousness.

(18) \_\_\_\_\_ All night, his parents stood next to their son. They remembered Tracy had once mentioned giving his organs to other patients if he died. (19) \_\_\_\_\_ when the time came, they signed the forms permitting his organs to be transplanted.

Tracy was declared dead the next day. Twenty four hours later, in a Boston Hospital. Tracy's liver was transplanted into

my husband. He was suffering from a serious liver disease. Now my husband has fully recovered from the operation and has be back to his work again. (20)\_\_\_\_\_.

## Part II Reading Comprehension (60 minutes)

**Directions:** There are 6 reading passages in this part. Each passage is followed by some questions .For each of them there are four choices marked [A], [B], [C] and [D]. You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the centre.(30%)

### Passage 1

Researchers disagree whether the “use it or lose it” philosophy holds for cognitive aging, but there is one evidence that keeping mentally active can slow age-related declines.

At Pennsylvania State University, Sherry Willis and her husband, K. Warner Schaie, have studied 5,000 people, some since 1956. People lucky enough to avoid chronic diseases may also fare better in intellectual function, they find, perhaps because chronic diseases can restrict lifestyle and reduce mental stimulation. Similarly, those lucky enough to be relatively affluent also fare better, perhaps because money can buy intellectually stimulating things like travel. Education helps, too, researchers say because it instills the conviction that you can always learn something new. The Schaie-Willis team also has some other observations. Being in a stable marriage with a stimulating spouse, they say, helps maintain intellectual vigor.

Flexibility counts too. People who stay mentally vibrant are often those who do not insist that “they must do things today as they did before” Schaie says. In neuropsychological terms, the ability to see problems in new ways often yields higher scores on tests of mental function. And people satisfied with life also stay more mentally fit, he says.

If you find your mental skills sagging, consider working on specific deficits. When Willis gave 5-hour tutorials on inductive reasoning or spatial skills to about 200 people whose skills had declined in the previous 14 years, 40 percent regained lost abilities. That advantage held up seven years later when they were retested.

Other ways to stay sharp, Schaie says, are doing jigsaw puzzles to hone visual-spatial skills, working crossword puzzles for verbal skills, playing bridge for memory and simply matching wits at home with players on TV game shows.

Finally, remember this. Even though you may lose some mental skills with normal aging, you also gain in one key area: wisdom. The growth of wisdom continues throughout the 40s, 50s and even 60s.

21. In the passage, the author mainly discuss \_\_\_\_\_.

- A. the role mental stimulation in preventing mental aging
- B. gradual loss of mental skills with normal aging
- C. the relationship between mental function and spatial skills
- D. effective ways to keep intellectual vigor

22. The word “it” in the saying “use it or lose it” (paragraph 1) refer to \_\_\_\_\_.

- A. brain power
- B. cognitive development
- C. mental stimulating
- D. intellectual function

23. According to the researchers, which of the following factors affects cognitive aging?

- A. Education.
- B. Chronic illness.

- C. Standard of living. D. All of the above.
24. From this passage we may safely infer that \_\_\_\_\_ might help prevent mental declines.
- A. physical exercise B. social interconnections  
 C. rigid daily routines D. a healthy diet
25. According to the author, all of the following can truly be said about wisdom EXCEPT that \_\_\_\_\_.
- A. wisdom may be thought of as a special form of abilities and knowledge completely developed with life experience  
 B. wisdom may still grow even when the process of mental aging started  
 C. wisdom is superior in importance to mental skills such as inductive reasoning and spatial skills  
 D. wisdom makes up an important part of brain power

## Passage 2

Shopping for clothes is not the same experience for a man as it is for a woman. A man goes shopping because he needs something. His purpose is settled and decided in advance. He knows what he wants, and his objective is to find it and buy it; the price is a secondary consideration. All men simply walk into a shop and ask the assistant for what they want. If the shop has it in stock, the salesman promptly produces it, and the business of trying it on proceeds at once. All being well, the deal can be and often is completed in less than five minutes, with hardly any chat and to everyone's satisfaction.

For a man, slight problems may begin when the shop does not have what he want, or does not have exactly what he wants. In that case the salesman, as the name implies, tries to sell the customer something else—he offers the nearest he can to the article required. No good salesman brings out such a substitute bluntly (直言不讳地); he does so with skill and polish, "I know this jacket is not the style you want, sir, but would you like to try it for size. It happens to be the colour you mentioned." Few men have patience with this treatment, and the usual response is, "This is the right colour and may be the right size, but I should be wasting my time and yours by trying it on."

Now how does a woman go about buying clothes? In almost every respect she does so in the opposite way. Her shopping is not often based on need. She has never fully made up her mind what she wants, and she is only "having a look round". She is always open to persuasion; indeed she sets great store (器重,重视) by what the sales woman tells her, even by what companions tell her. She will try on any number of things. Uppermost in her mind is the thought of finding something that everyone thinks suits her. Contrary to a lot of jokes, most women have an excellent sense of value when they buy clothes. They are always on the lookout for the unexpected bargain. Faced with a roomful of dresses, a woman may easily spend an hour going from one rail to another, to and fro, often retracing her steps, before selecting the dresses she wants to try on. It is a laborious process, but apparently an enjoyable one. Most dress shops provide chairs for the wanting husbands.

26. When a man is buying clothes, \_\_\_\_\_.
- A. he buys cheap things, regardless of quality  
 B. he chooses things that others recommend  
 C. he does not mind how much he has to pay for the right things  
 D. he buys good quality things, so long as they are not too dear
27. What do men care about the fit of new clothes?
- A. They like their clothes to be bigger than the average size.



- B. Most men just assume that the size is right for them.  
 C. They make sure a thing fits before they buy it.  
 D. They do not worry whether a thing fits well or not.
28. What does a man do when he cannot get exactly what he wants?  
 A. He buys a similar thing of the colour he wants.  
 B. He usually does not buy anything.  
 C. At least two of his requirements must be met before he buys.  
 D. So long as the style is right, he buys the thing.
29. In commerce a good salesman is one who \_\_\_\_\_.  
 A. treats his customers sharply  
 B. always has in stock just what the customers want  
 C. does not waste his time on difficult customers  
 D. sells something a customer does not particularly want
30. What does the passage tell us about women shoppers for clothes?  
 A. They welcome suggestions from anyone.  
 B. Women rarely consider buying cheap clothes.  
 C. Women often buy things without giving the matter proper thought.  
 D. They listen to advice but never take it.

### Passage 3

Parents who are anxious to give their children a leg up in the world often cram kids' lives with educational and "enriching" activities—computer camp, museum trips, music lessons, and so on. But it may be wiser just to let them play.

"Children learn about how the world operates—its rules, roles, and expectations—and about their emotions and sense of self through free play," says career expert Barbara Moses. "The current obsession with accelerating children's learning robs them of these vital opportunities."

Pushing children to make career decisions in their teens, with the goal of giving them an edge, may also backfire, Moses writes in her new book, *Career intelligence*. Because technology and the economy change so rapidly, the hot jobs forecasted today may not be hot for long. Even computer skills are no "magic bullet." Children who keep their options open, who are flexible and able to deal with ambiguity, may fare better in tomorrow's work world.

Rather than pressuring children to prepare for a particular job, parents should help them identify and nurture their areas of interest and ability. "Encourage them to choose an academic path that personally engages them, rather than trying to second-guess the future market for jobs," Moses advises. "If ... they follow their true interests and strengths, they are much more likely to attain satisfying work in the end, although it may not be in an area they can currently envisage."

If a child's academic interest seems to be only marginally marketable, Moses suggests "combining two areas of study to maximize his or her flexibility, such as business with history or art; information technology with English literature; and so on."

When it comes to education, Moses recommends the critical-thinking skills, the broad context, and the flexibility that come with a traditional liberal arts degree. But she doesn't discount vocational training or specialized degrees such as law or engineering. In fact, executives are evenly divided when asked whether they prefer a liberal arts or more specialized education in choosing a job candidate.

"If they do specialize, they should ensure that they have the foundations (social sciences, writing, and thinking skills) to understand the broader context in which they are carrying out their work, interact with people from different disciplines, talk persuasively, write clearly and effectively, and be able to abstract important information from a situation," writes Moses.

Cooperative education, which alternates academic study with periods of work placement with organizations, is becoming increasingly popular and is sometimes offered even at the high-school level.

"In theory," Moses concludes, "cooperative education should be of value not just from the point of view of developing 'hard' job skills, but also for enriching an adolescent's opportunity to discover areas of interest, and-just as important-areas of no interest."

31. What does Moses think about learning activities such as museum trips and music lessons?

- A. They are educational and enriching.
- B. They will make children more intelligent.
- C. They will give children an edge in the future career.
- D. They deprive children of opportunities for learning about the workings of the world.

32. What kind of children might have better future in the work world?

- A. Those with computer skills.
- B. Those who are flexible.
- C. Those who prepared for a particular job.
- D. Those who make their career decisions early in the teens.

33. What should parents do to help children?

- A. Help them to learn more skills.
- B. Help them to choose a particular job early.
- C. Help them to discover and cultivate their interests and abilities.
- D. Help them to make educated guesses about the future job market.

34. Which one is true according to the passage?

- A. A graduate with a degree of two areas is more flexible in job market.
- B. A graduate with a liberal arts degree can find better jobs than others.
- C. A graduate with vocational training is easier to find a satisfying job.
- D. A graduate with a specialized degree is easier to find a satisfying job.

35. What does "cooperative education" mean?

- A. Students and teachers work together to finish projects.
- B. Teachers and parents work together to educate students.
- C. Male and female students study together in the same school.
- D. Students study for a period of time and then work for a period of time and then study again and then work again.

#### Passage 4

Of all the components of a good night's sleep, dreams seem to be least within our control. In dreams, a window opens into a world where logic is suspended and dead people speak. A century ago, Freud formulated his revolutionary theory that dreams were the disguised shadows of our unconscious desires and fears; by the late 1970s, neurologists had switched to thinking of them as just "mental noise"—the random byproducts of the neural-repair work that goes on

during sleep. Now researchers suspect that dreams are part of the mind's emotional thermostat, regulating moods while the brain is "off-line." And one leading authority says that these intensely powerful mental events can be not only harnessed but actually brought under conscious control, to help us sleep and feel better. "It's your dream," says Rosalind Cartwright, chair of psychology at Chicago's Medical Center. "If you don't like it, change it."

Evidence from brain imaging supports this view. The brain is as active during REM( rapid eye movement) sleep—when most vivid dreams occur—as it is when fully awake, says Dr. Eric Nofzinger at the University of Pittsburgh. But not all parts of the brain are equally involved; the limbic system(the "emotional brain") is especially active, while the prefrontal cortex (the center of intellect and reasoning) is relatively quiet. "We wake up from dreams happy or depressed, and those feelings can stay with us all day," says Stanford sleep researcher Dr. William Dement.

The link between dreams and emotions shows up among the patients in Cartwright's clinic. Most people seem to have more bad dreams early in the night, progressing toward happier ones before awakening, suggesting that they are working through negative feelings generated during the day. Because our conscious mind is occupied with daily life we don't always think about the emotional significance of the day's events—until, it appears, we begin to dream.

And this process need not be left to the unconscious. Cartwright believes one can exercise conscious control over recurring bad dreams. As soon as you awaken, identify what is upsetting about the dream. Visualize how you would like it to end instead; the next time it occurs, try to wake up just enough to control its course. With much practice people can learn to, literally, do it in their sleep.

At the end of the day, there's probably little reason to pay attention to our dreams at all unless they keep us from sleeping or "we wake up in a panic," Cartwright says. Terrorism, economic uncertainties and general feelings of insecurity have increased people's anxiety. Those suffering from persistent nightmares should seek help from a therapist. For the rest of us, the brain has its ways of working through bad feelings. Sleep—or rather dream—on it and you'll feel better in the morning.

36. Researchers have come to believe that dreams

- A. can be modified in their courses.
- B. are susceptible to emotional changes.
- C. reflect our innermost desires and fears.
- D. are a random outcome of neural repairs.

37. By referring to the limbic system, the author intends to show

- A. its function in our dreams.
- B. the mechanism of REM sleep.
- C. the relation of dreams to emotions.
- D. its difference from the prefrontal cortex.

38. The negative feelings generated during the day tend to

- A. aggravate in our unconscious mind.
- B. develop into happy dreams.
- C. persist till the time we fall asleep.
- D. show up in dreams early at night.

39. Cartwright seems to suggest that

- A. waking up in time is essential to the ridding of bad dreams.
- B. visualizing bad dreams helps bring them under control.
- C. dreams should be left to their natural progression.

D. dreaming may not entirely belong to the unconscious.

40. What advice might Cartwright give to those who sometimes have bad dreams?

A. Lead your life as usual.

B. Seek professional help.

C. Exercise conscious control.

D. Avoid anxiety in the daytime.

#### Passage 5

The striving of countries in Central Europe to enter the European Union may offer an unprecedented change to the continent's Gypsies(or Roman) to be recognized as a nation, albeit one without a defined territory. And if they were to achieve that, they might even seek some kind of formal place—at least a voice—within the EU's institutions. After all, say Gypsy leaders, they are ethnically distinct, and their total population outnumbered that of many of the Union's present and future countries. Some experts put the figure at 4m-plus; some proponents of Gypsy rights go as high as 15m.

Unlike Jews, Gypsies have had no known ancestral land to hark back to. Though their language is related to Hindi, their territorial origins are misty. Romanian peasants held them to be born on the moon. Other Europeans (wrongly) thought them migrant Egyptians, hence the derivative Gyhsy. Most probably they were itinerant metal workers and entertainers who drifted west from India in the 7th century.

However, since communism in central Europe collapsed a decade ago, the notion of Romanestan as a landless nation founded on Gypsy culture has gained ground. The International Romany Union, which says it stands for 10m Gypsies in more than 30 countries, is fostering the idea of "self-rallying". It is trying to promote a standard and written form of the language; it waves a Gypsy flag (green with a wheel) when it lobbies in such places as the United Nations; it is setting up an office in Brussels; and in July it held a congress in Prague, the Czech capital, where President Vaclav Havel said that Gypsies in his own country and elsewhere should have a better deal.

At the congress a Slovak-born lawyer, Emil Scuka, was elected president of the International Romany Union. Later this month a group of elected Gypsy politicians, including members of parliament, mayors and local councilors from all over Europe, will gather for a conference, again in Prague, run by the Organisation for Security and Cooperation in Europe (OSCE), to discuss how to persuade more Gypsies to get involved in politics.

The International Romany Union is probably the most representative of the outfits that speak for Gypsies, but that is not saying a lot. Of the several hundred delegates who gathered at its congress, few were democratically elected; oddly, none came from Hungary, whose Gypsies are perhaps the world's best organized with some 450 Gypsy bodies advising local councils there. The union did, however, announce its ambition to set up a parliament, but how it would actually be elected was left undecided.

So far, the European Commission is wary of encouraging Gypsies to present themselves as a nation. That might, it is feared, open a Pandora's box already containing Basques, Corsicans and other awkward peoples. Besides, acknowledging Gypsies as a nation might backfire, just when several countries, particularly Hungary, Slovakia and the Czech Republic, are beginning to treat them better, in order to qualify for EU membership. "The EU's whole premise is to overcome differences, not to highlight them," says a nervous Eurocrat.

But the idea that the Gypsies should win some kind of special recognition as Europe's largest continent wide minority, and one with a terrible history of persecution, is catching on. Gypsies have suffered many pogroms over the centuries. In Romania, the country that still has the largest number of them(more than 1m), in the 19th century they were actually enslaved. Hitler tried to wipe them out, along with the Jews.

"Gypsies deserve some space within European structures," says Jan Marinus Wiersma, a Dutchman in the European



Parliament who suggests that one of the current commissioners should be responsible for Gypsy affairs. Some prominent Gypsies say they should be more directly represented, perhaps with a quota in the European Parliament. That, they argue, might give them a boost. There are moves afoot to help them to get money for, among other things, a Gypsy university.

One big snag is that Europe's Gypsies are, in fact, extremely heterogeneous, they belong to many different, and often antagonistic, clans and tribes, with no common language or religion. Their self-proclaimed leaders have often proved quarrelsome and corrupt. Still, says Dimitrina Petrova, head of the European Roma Rights Centre in Budapest, Gypsies' shared experience of suffering entitles them to talk of one nation; their potential unity, she says, stems from "being regarded as sub-human by most majorities in Europe."

And they have begun to be a bit more pragmatic. In Slovakia and Bulgaria, for instance, Gypsy political parties are trying to form electoral blocks that could win seats in parliament. In Macedonia, a Gypsy party already has some — and even runs a municipality. Nicholas Gheorge, an expert on Gypsy affairs at the OSCE, reckons that, spread over central Europe, there are now about 20 Gypsy MPs and mayors, 400-odd local councilors, and a growing number of businessmen and intellectuals.

That is far from saying that they have the people or the cash to forge a nation. But, with the Gypsy question on the EU's agenda in Central Europe, they are making ground.

41. The best title of this passage is

- A. Gypsies Want to Form a Nation.
- B. Are They a Nation.
- C. EU Is Afraid of Their Growth .
- D. They Are a Tribe.

42. Where are the most probable Gypsy territory origins?

- A. Most probably they drifted west from India in the 7th century.
- B. They are scattered everywhere in the world.
- C. Probably, they stemmed from Central Europe.
- D. They probably came from the International Romany Union.

43. What does the International Romany lobby for?

- A. It lobbies for a demand to be accepted by such international organizations as EU and NU.
- B. It lobbies for a post in any international organization.
- C. It lobbies for the right as a nation.
- D. It lobbies for a place in such international organizations as the EU or UN.

44. Why is the European Commission wary of encouraging Gypsies to present themselves as a nation?

- A. It may open a Pandora's Box.
- B. Encouragement may lead to some unexpected results.
- C. It fears that the Basques, Corsicans and other nations seeking separation may raise the same demand.
- D. Gypsies' demand may highlight the difference in the EU.

45. The big problem lies in the fact that

- A. Gypsies belong to different and antagonistic clans and tribes without a common language or religion.
- B. their leaders prove corrupt.
- C. their potential unity stems from "being regarded as sub-human".
- D. they are a bit more pragmatic.

Passage 6

And researchers say that like those literary romantics Romeo and Juliet, they may be blind to the consequences of their quests for an idealized mate who serves their every physical and emotional need.

Nearly 19 in 20 never-married respondents to a national survey agree that “when you marry you want your spouse to be your soul mate, first and foremost,” according to the State of Our Unions: 2001 study released Wednesday by Rutgers University.

David Popenoe, a Rutgers sociologist and one of the study’s authors, said that view might spell doom for marriages.

“It really provides a very unrealistic view of what marriage really is,” Popenoe said. “The standard becomes so high, it’s not easy to bail out if you didn’t find a soul mate.”

The survey points to a fundamental dilemma in which younger people want more from the institution of marriage while they seemingly are unwilling to make the necessary commitments.

The survey also suggests that some respondents expect too much from a spouse, including the kind of emotional support rendered by same-sex friends. The authors of the study also suggest that the generation that was polled may more quickly leave a marriage because of infidelity than past generations.

Popenoe said the poll, conducted by the Gallup Organization, is the first of its kind to concentrate on people in their 20s. A total of 1,003 married and single young adults nationwide were interviewed by telephone between January and March. The margin of error was plus or minus four percentage points.

Respondents said they eventually want to get married, realize it’s a lot of work and think there are too many divorces. They believe there is one right person for them out there somewhere and think their own marriages won’t end in divorce.

Since the poll is the first of its kind, researchers say it is impossible to say expectations about marriage are changing or static.

But scholars say the search for soul mates has increased over the last generation—and the last century—as marriage has become an institution centering on romance rather than utility.

“One hundred years ago, people married for financial reasons, for tying families together, they married for political reasons,” said John DeLamater, a sociologist at the University of Wisconsin. “And most people had children.”

Those conditions are no longer the case for young adults like David Asher, a 24-year waiter in a Trenton café who has been in a relationship for about two years. He wants to wait to make sure he’s ready to exchange vows.

“I know a lot of it has to do with financial reasons,” he said. “Maybe if you’re going to have children, marriage is the best bet.”

But the main reason for matrimony: “If you’re in love with someone, it’s sort of like promising to them you are in love.”

That’s all well and good, said Heather Helms Erikson, an assistant professor of human development and family studies at the University of North Carolina at Greensboro, but passion partly in endorphin-caused physiological phenomenon has been known to diminish in time.

46. What’s the best title of this passage?

- A. Marriage Scholars Worry Search for “Soul Mates” is Unrealistic.
- B. People Should Seek for Romantic Love like Romeo and Juliet.
- C. Marriage Should Happen Between Soul Mates.
- D. Search for “Soul Mates” Should be Superseded by Reality.

47. The new study in this passage shows that\_\_\_\_\_.

- A. many American are very practical when they search for a spouse  
 B. American 20-somethings have a large romantic view of marriage.  
 C. Romantic view of marriage might lead marriage to a happy ending  
 D. Americans are fond of marriage life so they will not care cohabitation.
48. It can be inferred that the author would most likely agree with which of the following statements regarding marriage?
- A. It usually involves idealized mates who can serve their every physical and emotional need.  
 B. It may not be realized unless the couple consider carefully about their responsibility and commitment.  
 C. It becomes more unrealistic nowadays than in the past because most people center on romance instead of utility.  
 D. It results from many reasons such as financial reasons, family reunion, and political reasons.
49. Which of the following is not one of the differences between this generation and the past generations as far as marriage is concerned?
- A. The young people nowadays require more from marriage but they seem not to be willing to make necessary commitments.  
 B. This generation expects too much from their spouses and they can not keep to be faithful to their husbands or wives.  
 C. The young people at present pay more attention to look for soul mates than the past generations when they search for partners.  
 D. Now some young people usually for the same reasons as the older generations such as financial ones and children.
50. Which of the following sentences will Heather Helms-Erikson use to illustrate her own argument?
- A. "The years into a marriage, you will still have great passion and you notice someone else and say, 'Only my wife or husband is my soul mate.'"  
 B. "The romantic part of marriage—while it can be there—should not be substituted by other things such as shared values and social status."  
 C. "The couple should focus on the 'three Cs'—communication, conflict resolution and commitment to make marriage the first priority."  
 D. "Ten years into a marriage, you don't have that any more and you notice someone else and think, 'maybe this person is my soul mate.'"

## Part III Translation (20%) (40 minutes)

### Section A

**Directions:** Translate the following paragraph into English. Write your English version on Answer Sheet.(10%)

今天，全球很多大城市的警察都借助现代发明的帮助进行工作。在大多数地方，小摩托车和警察巡逻车已经取代了步行或在马背巡逻的做法。各区便捷的电话网，使警察能及时与总部取得联系；电视、计算机、无线电也有助于加快现代警察的工作；甚至连船只和直升机也成了部分大城市警察部门的装备。新技术发明广泛用于打击犯罪，加速案件的侦破，计算机将指纹搜索花费的时间由几小时减少到若干分钟。

### Section B

**Directions:** Translate the following paragraph into Chinese. Write your Chinese version on Answer Sheet.(10%)

Outdoor advertising provides the advertiser with the largest colorful display of his product, package, trade mark, slogan and so on.. It embraces the most spectacular use of lights and animation in order to attract a passer-by and deliver a message. It provides visual continuity to a campaign that may also be appearing in other media. Outdoor adverting has a high degree of geographic flexibility. And advertiser can use it nationally, by region, by markets, and even by specific locations within those markets. Outdoor advertising can be memorable. During an interview eight people out of ten revealed that they remembered specific outdoor posters. A problem in using outdoor adverting is that of getting reliable data on the number of people who actually see an advertisement. It may also take time to negotiate for the space for a specific outdoor advertising location, to print the posters, or to paint the board.

## Part IV Writing 30% (60 minutes)

### Section A

**Directions:** you are advised to spend about 25 minutes on this section. Write 100-120 words. Remember to write clearly. Imagine that you are studying abroad as a visiting scholar and you want to improve your English. You learn from an advertisement in the newspaper that a certain Mr. Smith is offering to teach one Chinese student English lessons in exchange for Chinese lessons.

So you write to:

introducing yourself;

telling him that you are glad to exchange lessons with him;

asking him to fix an appointment with you.

You may include some other matter of interest to you if you wish. Be sure to make your letter a really personal one.(10%)

### Section B

For this part, you are allowed 35 minutes to write a composition on the topic "More Care for The Disadvantaged". You should write at least 150 words and you should base your composition on the outline (given in Chinese) below(20%)

(1)在我国弱势群体已经形成

(2)这个群体面临的各种问题

(3)如何帮助弱势群体解决他们的问题

-----The End-----