

Part I Reading Comprehension(2*25=50 points)

Directions: *There are five passages in this section. Each passage is followed by some questions or unfinished statements. For each of them, there are four choices marked A, B, C and D. Decide on the best choice.*

Passage 1

Economic inequality is the “defining challenge of our time,” President Barack Obama declared in a speech last month to the Center for American Progress. Inequality is dangerous, he argued, not merely because it doesn’t look good to have a large gap between the rich and the poor, but because inequality itself destroys upward mobility, making it harder for the poor to escape from poverty. “Increased inequality and decreasing mobility pose a fundamental threat to the American Dream,” he said.

Obama is only the most prominent public figure to declare inequality. Public Enemy No. 1 and the greatest threat to reducing poverty in America. A number of prominent economists have also argued that it’s harder for the poor to climb the economic ladder today because the rungs in that ladder have grown farther apart.

For all the new attention devoted to the 1 percent, a new data set from the Equality of Opportunity Project at Harvard and Berkeley suggests that, if we care about upward mobility overall, we’re vastly exaggerating the dangers of the rich-poor gap. Inequality itself is not a particularly strong predictor of economic mobility, as sociologist Scott Winship noted in a recent article based on his analysis of this data. So what factors, at the community level, do predict if poor children will move up the economic ladder as adults? What explains, for instance, why the Salt Lake City metro area is one of the 100 largest metropolitan areas most likely to lift the fortunes of the poor and the Atlanta metro area is one of the least likely?

Harvard economist Raj Chetty has pointed to economic and racial segregation, community density, the size of a community’s middle class, the quality of schools, community religiosity, and family structure, which he calls the “single strongest correlate of upward mobility.” Chetty finds that

communities like Salt Lake City, with high levels of two-parent families and religiosity, are much more likely to see poor children get ahead than communities like Atlanta, with high levels of racial and economic segregation.

Chetty has not yet issued a comprehensive analysis of the relative predictive power of each of these factors. Based on my analyses of the data, of the factors that Chetty has highlighted, the following three seem to be most predictive of upward mobility in a given community:

No.1 Income growth

No.2 Prevalence of single mothers (where correlation is strong, but negative)

No.3 Per-capita local government spending

In other words, communities with high levels of per-capita income growth, high percentages of two-parent families, and high local government spending which may stand for good schools are the most likely to help poor children relive Horatio Alger's rags-to-riches story.

1. How does Obama view economic inequality?
 - A. It is the biggest obstacle to social mobility.
 - B. It is the greatest threat to social stability.
 - C. It is the No. 1 enemy of income growth.
 - D. It is the most malicious social evil of our time.

2. What do we learn about the inequality gap from Scott Winship's data analysis?
 - A. It is fast widening across most parts of America.
 - B. It is not a reliable indicator of economic mobility.
 - C. It is not correctly interpreted.
 - D. It is overwhelmingly ignored.

3. Compared with Atlanta, metropolitan Salt Lake City is said to _____.
 - A. have placed religious beliefs above party politics
 - B. have bridged the gap between the rich and the poor
 - C. offer poor children more chances to climb the social ladder
 - D. suffer from higher levels of racial and economic segregation

4. What is strongly correlated with social mobility according to economist Raj Chetty?
 - A. Family structure.

- B. Racial equality.
- C. School education.
- D. Community density.

5. What does the author seem to suggest?

- A. It is important to increase the size of the middle class.
- B. It is highly important to expand the metropolitan areas.
- C. It is most imperative to focus our efforts on the elimination of income inequality.
- D. It is better to start from the community to help poor children move up the social ladder.

Passage 2

Clothes play a critical part in the conclusions we reach by providing clues to who people are, who they are not, and who they would like to be. They tell us a good deal about the wearer's background, personality, status, mood, and social outlook.

Since clothes are such an important source of social information, we can use them to manipulate people's impression of us. Our appearance assumes particular significance in the initial phases of interaction that is likely to occur. An elderly middle-class man or woman may be alienated by a young adult who is dressed in an unconventional manner, regardless of the person's education, background, or interests.

People tend to agree on what certain types of clothes mean. Adolescent girls can easily agree on the lifestyles of girls who wear certain outfits, including the number of boyfriends they likely have had and whether they smoke or drink. Newscasters, or the announcers, who read the news on TV, are considered to be more convincing, honest, and competent when they are dressed conservatively. And college students who view themselves as taking an active role in their interpersonal relationships say they are concerned about the costumes they must wear to play these roles successfully. Moreover, many of us can relate instances in which the clothing we wore changed the way we felt about ourselves and how we acted. Perhaps you have used clothing to gain confidence when you anticipated a stressful situation, such as a job interview, or a court appearance.

In the workplace, men have long had well-defined precedents and role models for achieving success. It has been otherwise for women. A good many

women in the business world are uncertain about the appropriate mixture of “masculine” and “feminine” attributes they should convey by their professional clothing. The variety of clothing alternatives to women has also been greater than that available for men. Male administrators tend to judge women more favorably for managerial positions when the women display less “feminine” grooming—shorter hair, moderate use of make-up, and plain tailored clothing. As one male administrator confessed, “An attractive woman is definitely going to get a longer interview, but she won’t get a job.”

6. According to the passage, the way we dress _____.
- A. provides clues for people who are critical of us
 - B. indicates our likes and dislikes in choosing a career
 - C. has a direct influence on the way people regard us
 - D. is of particular importance when we get on in age
7. From the third paragraph of the passage, we can conclude that young adults tend to believe that certain types of clothing can _____.
- A. change people’s conservative attitudes toward their lifestyle
 - B. help young people’s make friends with the opposite sex
 - C. make them competitive in the job market
 - D. help them achieve success in their inter personal relationships
8. The word “precedent” (Para.4) probably refers to _____.
- A. early acts for men to follow as examples
 - B. particular places for men to occupy especially because of their importance
 - C. things that men should agree upon
 - D. men’s beliefs that everything in the world has already been decided
9. According to the passage, many career women find themselves in difficult situations because _____.
- A. the variety of professional clothing is too wide for them to choose
 - B. women are generally thought to be only good at being fashion models
 - C. men are more favorably judged for managerial positions
 - D. they are not sure to what extent they should display their feminine qualities through Clothing

10. What is the passage mainly about?
- A. Dressing for effect
 - B. How to dress appropriately
 - C. Managerial positions and clothing
 - D. Dressing for the occasion

Passage 3

In bringing up children, every parent watches eagerly the child's acquisition of each new skill—the first spoken words, the first independent steps, or the beginning of reading and writing. It is often tempting to hurry the child beyond his natural learning rate, but this can set up dangerous feelings of failure and states of worry in the child. This might happen at any stage. A baby might be forced to use a toilet too early, a young child might be encouraged to learn to read before he knows the meaning of the words he reads. On the other hand, though, if a child is left alone too much, or without any learning opportunities, he loses his natural enthusiasm for life and his desire to find out new things for himself.

Parents vary greatly in their degree of strictness towards their children. Some may be especially strict in money matters, others are severe over times of coming home at night or punctuality for meals. In general, the controls imposed represent the needs of the parents and the values of the community as much as the child's own happiness.

As regards the development of moral standards in the growing child, consistency is very important in parental teaching. To forbid a thing one day and excuse it the next is no foundation for morality. Also, parents should realize that "example is better than precept". If they are not sincere and do not practice what they preach, their children may grow confused and emotionally insecure when they grow old enough to think for themselves, and realize they have been to some extent fooled. A sudden awareness of a marked difference between their parents' principles and their morals can be a dangerous disappointment.

11. Eagerly watching the child's acquisition of new skills _____ .
- A. should be avoided
 - B. is universal among parents
 - C. sets up dangerous states of worry in the child
 - D. will make him lose interest in learning new things

12. In the process of children's learning new skills parents_____ .
- A. should encourage them to read before they know the meaning of the words they read
 - B. should not expect too much of them
 - C. should achieve a balance between pushing them too hard and leaving them on their own
 - D. should create as many learning opportunities as possible
13. The second paragraph mainly tells us that _____.
- A. parents should be strict with their children
 - B. parental controls reflect only the needs of the parents and the values of the community
 - C. parental restrictions vary, and are not always enforced for the benefit of the children alone
 - D. parents vary in their strictness towards their children according to the situation.
14. The underlined word "precept" in Para.3 probably means " _____" .
- A. idea
 - B. instruction
 - C. behaviour
 - D. punishment
15. In moral matters, parents should_____ .
- A. observe the rules themselves
 - B. be aware of the marked difference between adults and children
 - C. forbid things which have no foundation in morality
 - D. consistently ensure the security of their children

Passage 4

A multinational corporation is a corporate enterprise, which though headquartered in one country, conducts its operations through branches that it owns or controls the world. The organizations, mostly based in the United States, Western Europe, and Japan, have become major actors on the international stage, for some of them are wealthier than many of the countries they operate in. The less developed countries often welcome the multinationals because they are a source of investment and jobs. Yet their presence has its

drawbacks, for these organizations soon develop immense political and economic influence in the host countries. Development becomes concentrated in a few industries that are oriented to the needs of the outsiders; profits are frequently exported rather than reinvested; and local benefits go mainly to a small ruling group whose interests are tied to those of the foreigners rather than to those of their own people. The effect is to further increase export dependency and to limit the less developed countries' control of their own economies.

It seems that both the modernization and world-system approaches may be valid in certain respects. The modernization model does help us make sense of historical fact of industrialization and of the various internal adjustments that societies undergo during this process. The world-system model reminds us that countries do not develop in isolation. They do so in a context of fierce international political and economic competition, a competition whose outcome favors the stronger parties.

Today, the less developed countries are struggling to achieve in the course of a few years the material advantages that the older industrialized nations have taken generations to gain. The result is often a tug-of-war between the forces of modernization and the sentiments of tradition, with serious social disturbance as the result. The responses have taken many different forms: military overthrow by army officers determined to impose social order; fundamentalist religious movements urging a return to absolute moralities and certainties of the past; nationalism as a new ideology to unite the people for the challenge of modernization. And sometimes social change takes place in a way that is not evolutionary, but revolutionary.

16. Why do the less developed countries welcome the multinationals?
- A. Because multinationals are more developed.
 - B. Because multinationals bring investment and jobs.
 - C. Because multinationals conduct their operations through branches.
 - D. Because multinational are wealthier.
17. Which of the following is NOT the problems brought by multinationals?
- A. They limit the host country's control of their own economies.
 - B. Profits are frequently exported rather than reinvested.
 - C. Various industries develop in the host country.
 - D. They increase the host country's export dependency.

18. Which of the following is most likely to benefit from the fierce international political and economic competition?
- A. The host industries.
 - B. The local people.
 - C. Those stronger and richer countries.
 - D. The local ruling group.
19. What does the word “tug-of-war” probably refer to?
- A. Serious social disorder.
 - B. Military overthrow by army officers.
 - C. Fierce international political and economic competition.
 - D. Struggle between modernization and the sentiments of tradition.
20. What is the root cause of serious social disturbance in less developed countries?
- A. Violent social change.
 - B. Military overthrow.
 - C. Nationalism.
 - D. Fundamentalist religious movements.

Passage 5

British universities, groaning under the burden of a huge increase in student numbers, are warning that the tradition of a free education is at risk. The universities have threatened to impose an admission fee on students to plug a gap in revenue if the government does not act to improve their finances and scrap some public spending cutbacks.

The government responded to the universities' threat by setting up the most fundamental review of higher education for a generation, under a non-party troubleshooter, Sir Ron Dearing.

One in three school-leavers enters higher education, five times the number when the last review took place thirty years ago.

Everyone agrees a system that is feeling the strain after rapid expansion needs a lot more money-but there is little hope of getting it from the taxpayer and not much scope for attracting more finance from business.

Most colleges believe students should contribute to tuition costs, something that is common elsewhere in the world but would mark a revolutionary change in Britain. Universities want the government to introduce

a loan scheme for tuition fees and have suspended their own threatened action for now. They await Dearing's advice, hoping it will not be too late-some are already reported to be in financial difficulty.

As the century nears its end, the whole concept of what a university should be is under the microscope. Experts ponder how much they can use computers instead of classrooms, talk of the need for lifelong learning and refer to students as "consumers."

The Confederation of British Industry, the key employers' organization, wants even more expansion in higher education to help fight competition on world markets from booming Asian economies. But the government has doubts about more expansion. The *Times* newspaper egress, complaining that quality has suffered as student numbers soared, with close tutorial supervision giving way to "mass production methods more typical of European universities."

21. The chief concern of British universities is _____.
- A. how to tackle their present financial difficulty
 - B. how to expand the enrollment to meet the needs of enterprises
 - C. how to improve their educational technology
 - D. how to put an end to the current tendency of quality deterioration
22. We can learn from the passage that in Britain _____.
- A. the government pays dearly for its financial policy
 - B. universities are mainly funded by businesses
 - C. higher education is provided free of charge
 - D. students are ready to accept loan schemes for tuition
23. What was the percentage of high school graduates admitted to universities in Britain thirty years ago?
- A. 20% or so.
 - B. About 15%.
 - C. Above 30%.
 - D. Below 10%.
24. It can be inferred from the passage that _____.
- A. the British government will be forced to increase its spending on higher education

- B. British employers demand an expansion in enrollment at the expense of quality
 - C. the best way out for British universities is to follow their European counterparts
 - D. British students will probably have to pay for their higher education in the near future
25. Which of the following is the viewpoint of *the Times* newspaper?
- A. Expansion in enrollment is bound to affect the quality of British higher education.
 - B. British universities should expand their enrollment to meet the needs of industry.
 - C. European universities can better meet the needs of the modern world.
 - D. British universities should help fight competition on world markets.

Part II Vocabulary and Structure(0.5*20=10points)

Directions: *There are 20 incomplete sentences in this part. For each sentence there are four choices marked A, B,C and D. Choose the ONE that best completes the sentence.*

1. ____ native to North America, corn has now spread all over the world.
A. In spite of B. That it is C. It was D. Although
2. Our civilization cannot be thought of as ____ in a short period of time.
A. to have been created B. to be created
C. having been created D. being created
3. The problem is _____ easy. But I am sure you will find a solution to it if you work.
A. above all B. terribly C. nothing but D. anything but
4. It has been proposed that we ____ our decision until the next meeting.
A. delayed B. delay C. can delay D. are to delay
5. Hurricanes are severe cyclones with winds over seventy-five miles an hour ____ originate over tropical ocean waters.
A. which B. who C. where D. how to
6. ____ is announced in the papers, our country has launched a large scale movement against smuggling and fraudulent activities in foreign currency exchange deals.

- A. What B. As C. Which D. That
7. All the flights _____ because of the snowstorm, we had to take the train instead.
A. were canceled B. had been canceled
C. having canceled D. having been canceled
8. Once _____, this power station will supply all the neighboring towns and villages with electricity.
A. it being completed B. it completed
C. completed D. it completes
9. He might have been killed _____ the timely arrival of the ambulance.
A. but for B. except for C. besides D. except
10. If you have never planted anything, you won't be able to know the pleasure of watching the _____ thing you have planted _____.
A. grow B. to grow C. growing D. to be growing
11. The reporters exposed the corruption of several senior officers in the government; consequently, these officers _____ to resign from office.
A. have asked B. were asked C. had asked D. had been asked
12. Women workers wear hats _____ their hair gets caught in the machinery.
A. if B. in case C. unless D. because
13. Such _____ the case, there are no grounds to justify your complaints.
A. was B. is C. is being D. being
14. I beg _____ your nephew's wedding.
A. to be excused B. to be excused from
C. to excuse from D. to be excused to
15. The only candidate _____ can hope to defeat him is quit now.
A. who B. which C. that D. when
16. This is what you should bear in mind: Don't _____ a salary increase before you actually get it.
A. hang on B. draw on C. wait on D. count on
17. The ship's generator broke down, and the pumps had to be operated _____ instead of mechanically.
A. artificially B. automatically C. manually D. synthetically
18. The little girl was so frightened that she just wouldn't _____ her grip on my arm.
A. loosen B. remove C. relieve D. dismiss
19. He never arrives on time and my _____ is that he feels the meetings are useless.
A. preference B. conference C. inference D. reference

20. Mrs. Smith was so _____ about everything that no servants could please her.
- A. specific B. special C. precise D. particular

Part III Writing (40 points)

Task 1 (15 points)

The graph below shows the proportion of academic master degree and professional master degree. Write an article based on the following chart below in **NO LESS THAN 200** words on the **answer sheet**. Your article should include the following aspects: **Describe the chart; Show your evidence; Make your comments.**



Task 2 (25points)

Currently people tend to work longer hours nowadays. Some people think working long hours has a negative effect on themselves, their families and the society, so working hours should be restricted. What do you think of it? Write an article in **NO LESS THAN 300** words on the **answer sheet**.