

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.

Example: You will hear:

You will read:

A) 2 hours.

B) 3 hours.

C) 4 hours.

D) 5 hours.

From the conversation we know that the two were talking about some work they will start at 9 o'clock in the morning and have to finish at 2 in the afternoon. Therefore,

mark it with a single line through the center.

Sample Answer [A] [B] [C] [D]

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 like 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 him to carry some luggage.

B) Get some travel information.

C) Tell him the way to the left-luggage office.

D) Look after something for him.

## Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be

spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on the Answer Sheet with a single line through the center.

#### Passage one

Question 11 to 13 are based on the passage you have just heard.

11. A) Crowded air traffic.

B) The large size of airplanes.

C) Mistakes by air traffic controllers.

D) Bad weather.

12. A) They bumped into each other over a swimming pool.

B) They avoided each other by turning in different directions.

C) They narrowly escaped crashing into each other.

D) One plane climbed above the other at the critical moment.

13. A) To show the key role played by air traffic controllers.

B) To show the great responsibility shouldered by the pilots.

C) To give an example of air disasters.

D) To show that air travel is far safer than driving a car.

#### Passage Two

Questions 14 to 17 are based on the passage you have just heard.

14. A) Her unique experience.

B) Her future prospects.

C) Her favourite job.

D) Her lonely life.

15. A) Authority.

B) A good relationship.

C) Good luck.

D) Independence.

16. A) She will live an empty life.

B) She will work in a bookstore.

C) She will remain single.

D) She will earn a lot of money.

17. A) She should find a good job.

B) She should open a small restaurant.

C) She should have more control over her life.

D) She should get married.

Passage Three

Questions 18 to 20 are based on the passage you have just heard.

18. A) In day-care centres where little children were taken care of.

B) In areas in Chicago poor people lived.

C) In places where hot lunch was provided for factory workers.

D) In schools where free classes were organized for young people.

19. A) For young people and adults.

B) For immigrants.

C) For factory works.

D) For poor city children.

20. A) Jane Adams' contributions to society.

B) Jane Adams' struggle for women's liberation.

C) Jane Adams' life story.

D) Jane Adams' responsibility for the poor.

## Part II Reading Comprehension (35 minutes)

Direction: There are 4 passages in this part. Each passage is followed by some questions or unfinished statements. 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 center.

### Passage One

Questions 21 to 25 are based on the following passage:

It is said that the public and Congressional concern about deceptive (坑骗性) packaging rumpus (喧嚣) started because Senator Hart discovered that the boxes of cereals consumed by him, Mrs. Hart, and their children were becoming higher and narrower, with a decline of net weight from 12 to 10.5 ounces, without any reduction in price. There were still twelve biscuits, but they had been reduced in size. Later, the Senator rightly complained of a store-bought pie in a handsomely illustrated box that pictured, in a single slice, almost as many cherries as there were in the whole pie.

The manufacturer who increases the unit price of his product by changing his package size to lower the quantity delivered can, without undue hardship, put his product into boxes, bags, and tins that will contain even 4-ounce, 8-ounce, one-pound, two-pound quantities of breakfast foods, cake mixes, etc. A study of drugstore (杂货店) and supermarket shelves will convince any observer that all possible size and shapes of boxes, jars, bottles, and tins are in use at the same time, and, as the package journals show, week by week, there is never any hesitation in introducing a new size and shape of box or bottle when it aids in product differentiation. The producers of packaged products argue strongly against changing sizes of packages to contain even weights and volumes, but no one in the trade comments unfavorably on the huge costs incurred by endless changes of package sizes, materials, shape, art work, and net weights that are used for improving a product's market position.

When a packaging expert explained that he was able to multiply the price of hard sweets by 2.5, from 1 dollar to 2.50 dollars by changing to a fancy jar, or that he had made a 5-ounce bottle look as though it held 8 ounces, he was in effect telling the public that packaging can be a very expensive luxury. It evidently does come high, when an average family pays about dollars a year for bottles, cans, boxes, jars and other containers, most of which can't be used anything but stuffing the garbage can.

21. What started the public and congressional concern about deceptive packaging rumpus?

A) Consumers' complaints about the changes in the package size.

- B) Expensive packaging for poor quality products
- C) A senator's discovery of the tricks in packaging.
- D) The rise in the unit price for many products.

- A) improper
- B) adequate
- C) unexpected
- D) excessive

23. Consumers are concerned about the changes in the package size, mainly because \_\_\_\_\_.

- A) they hate to see any changes in things they are familiar with
- B) the unit price for a product often rises as a result
- C) they have to pay for the cost of changing package sizes
- D) this entails an increase in the cost of packaging

24. According to this passage, various types of packaging come into existence to \_\_\_\_\_.

- A) meet the needs of consumers
- B) suit all kinds of products
- C) enhance the market position of products
- D) introduce new products

25. The author is critical mainly of \_\_\_\_\_.

- A) dishonest packaging
- B) inferior packaging
- C) the changes in package size
- D) exaggerated illustrations on packages

#### Passage Two

Questions 26 to 30 are based on the following passage:

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

The lack of importance attached to human-resource management can be seen in the corporate hierarchy. In an American firm the chief financial officer is almost always second in command. The post of head of human-resource management is usually a specialized job, off at the edge of the corporate hierarchy. The executive who holds it is never consulted on major strategic decisions and has no chance to move up to Chief Executive Officer (CEO). By way of contrast, in Japan the head of human-resource management is central-usually the second most important executive, after the CEO, in the firm's hierarchy.

While American firms often talk about the vast amounts spent on training their work

or German firms. The money they do invest is also more highly concentrated on professional and managerial employees. And the limited investments that are made in training workers are also much more narrowly focused on the specific skills necessary to do the next job rather than on the basic background skills that make it possible to absorb new technologies.

As a result, problems emerge when new breakthrough technologies arrive. If American workers, for example, take much longer to learn how to operate new flexible manufacturing stations than workers in Germany (as they do), the effective cost of those stations is lower in Germany than it is in the United States. More time is required before equipment is up and running at capacity, and the need for extensive retraining generates costs and creates bottlenecks that limit the speed with which new equipment can be employed. The result is a slower pace of technological change. And in the end the skills of the population affect the wages of the top half. If the bottom half can't effectively staff the processes that have to be operated, the management and professional jobs that go with these processes will disappear.

26. Which of the following applies to the management of human resources in American companies?

- A) They hire people at the lowest cost regardless of their skills.
- B) They see the gaining of skills as their employees' own business.
- C) They attach more importance to workers than equipment.

27. What is the position of the head of human-resource management in an American firm?

- A) He is one of the most important executives in the firms.
- B) His post is likely to disappear when new technologies are introduced.
- C) He is directly under the chief financial executive.
- D) He has no say in making important decisions in the firm.

28. The money most American firms put in training mainly goes to \_\_\_\_\_.

- A) workers who can operate new equipment
- B) technological and managerial staff
- C) workers who lack basic background skills
- D) top executives

29. According to the passage, the decisive factor in maintaining a firm's competitive advantage is \_\_\_\_\_.

- A) the introduction of new technologies
- B) the improvement of worker's basic skills
- C) the rational composition of professional and managerial employees
- D) the attachment of importance to the bottom half of the employees

30. What is the main idea of the passage?

- A) American firms are different from Japanese and German firms in human-resource management.

C) The head of human-resource management must be in the central position in a firm's hierarchy.

D) The human-resource management strategies of American firms affect their competitive capacity.

### Passage Three

Questions 31 to 35 are based on the following passage:

The biographer has to dance between two shaky positions with respect to the subject

. Too close a relation, and the writer may lose objectivity. Not close enough, and the writer may lack the sympathy necessary to any effort to portray a mind, a soul—the quality of life. Who should write the biography of a family, for example? Because of their closeness to the subject, family members may have special information, but by the same token, they may not have the distance that would allow them to be fair. Similarly, a king's servant might not be the best one to write a biography of that king, but a foreigner might not have the knowledge and sympathy necessary to write the king's biography—not for a readership from within the kingdom, at any rate.

There is no ideal position for such a task. The biographer has to work with the position he or she has in the world, adjusting that position as necessary to deal with the subject. Every position has strengths and weaknesses: to thrive, a writer must try to become aware of these, evaluate them in terms of the subject, and select a position

When their subjects are heroes or famous figures, biographies often reveal a democratic motive: they attempt to show that their subjects are only human, no better than anyone else. Other biographies are meant to change us, to invite us to become better than we are. The biographies of Jesus (耶稣) found in the bible are in this class.

Biographers may claim that their account is the \_\_\_\_\_ one. In advancing this

allows the biographer special access to private information.

biographies also have their appeal, however, since they can suggest an independence

of mind in the biographer. In book promotions, the \_\_\_\_\_ characterization

usually suggests the prospect of juicy gossip that the subject had hoped to suppress. A

subject might have several biographies, even several \_\_\_\_\_ one. We sense

subject, and this has been proved by the history of biography.

31. According to the author, an ideal biographer would be one who \_\_\_\_\_.

A) knows the subject very well and yet maintains a proper distance from him

B) is close to the subject and knows the techniques of biography writing

C) is independent and treats the subject with fairness and objectivity

D) possesses special private information and is sympathetic toward the subject

32. The author cites the biographies of Jesus in the Bible in order to show that

\_\_\_\_\_.

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