

**TEST FOR ENGLISH MAJORS (1998)**  
**-GRADE EIGHT-**

**PART I**

**LISTENING COMPREHENSION (40 MIN)**

Directions: In Sections A, B and C you will hear everything once only. Listen carefully and then answer the questions that follow. Mark the correct response for each question on your Colored Answer Sheet.

**SECTION A          TALK**

*Question 1 to 5 refer to the talk in this section. At the end of the talk you will be given 15 seconds to answer each of the following five questions.*

Now listen to the talk.

1. According to the talk, compulsive gambling and alcoholic addiction share similarities because \_\_\_\_\_.

- A. no actual figure of addicts has been reported
- B. no scientific studies have yielded effective solutions
- C. both affect all sectors of society
- D. both cause serious mental health problems

2. The development of the gambling compulsion can be described as being \_\_\_\_\_.

- A. gradual
- B. slow
- C. periodic
- D. radical

3. G.A. mentioned in the talk is believed to be a(n) \_\_\_\_\_

- A. anonymous group
- B. charity organization
- C. gamblers' club
- D. treatment centre

4. At the end of the talk, the speaker's attitude towards the cure of gambling addiction is \_\_\_\_\_.

- A. unclear
- B. uncertain
- C. optimistic

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D. pessimistic

5. Throughout the talk, the speaker examines the issue of gambling in a \_\_\_\_\_ way.

A. balanced

B. biased

C. detached

D. lengthy

## **SECTION B            INTERVIEW**

*Question 6 to 10 are based on an interview. At the end of the interview you will be given 15 seconds to answer each of the following question.*

*Now listen to the interview.*

6. What strikes the woman most about the male robber is his \_\_\_\_\_.

A. clothes

B. age

C. physique

D. appearance

7. The most detailed information about the woman robber is her \_\_\_\_\_.

A. manners

B. talkativeness

C. height

D. jewelry

8. The interviewee is believed to be a bank \_\_\_\_\_.

A. receptionist

B. manager

C. customer

D. cashier

9. Which of the following about the two robbers is NOT true?

A. Both were wearing dark sweaters.

B. Neither was wearing glasses.

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C. Both were about the same age.

D. One of them was marked by a scar.

10. After the incident the interviewee sounded \_\_\_\_\_.

A. calm and quiet

B. nervous and numb

C. timid and confused

D. shocked and angry

### **SECTION C NEWS BROADCAST**

*Questions 11 and 12 are based on the following news. At the end of the news items, you will be given 30 seconds to answer the questions.*

11. According to the news, the enormous food shortage in Iraq has the most damaging effect on its \_\_\_\_\_.

A. national economy

B. adult population

C. young children

D. national currency

12. The WFP is appealing to donor nations to \_\_\_\_\_.

A. double last year's food-aid

B. raise '122 million for Iraqi people

C. provide each Iraqi family with '26 a month

D. help Iraq's 12 million population

*Question 13 is based on the following news. At the end of the news item, you will be given 15 seconds to answer the question.*

13. As a result of the agreement, the two countries' arsenals are to be \_\_\_\_\_.

A. upgraded in reliability and safety

B. reduced in size and number

C. dismantled partly later this year

D. maintained in their present conditions

*Questions 14 and 15 are based on the following news. At the end of the news item, you will*

***be given 30 seconds to answer the questions.*** \_\_\_\_\_

14. We can infer from the news that \_\_\_\_\_ of teenagers under survey in 1993 were drug users.

A. 28%.

B. 22%.

C. 25%.

D. 21%.

15. The following statements are correct EXCEPT \_\_\_\_\_.

A. Parents are asked to join in the anti-drug efforts.

B. The use of both cocaine and LSD are on the increase.

C. Teenagers hold a different view of drugs today.

D. Marijuana is as powerful as it used to be.

## **SECTION D NOTE-TAKING & GAP-FILLING**

*In this section you will hear a mini-lecture. You will hear the lecture ONLY ONCE. While listening to the lecture, take notes on the important points. Your notes will not be marked, but you will need them to complete a 15-minute gap-filling task on ANSWER SHEET ONE after the mini lecture. Use the blank sheet for note-taking.*

*Fill in each of the gaps with ONE word. You may refer to your notes. Make sure the word you fill in is both grammatically and semantically acceptable.*

### **The Rise of RP**

Historical reasons

Received Pronunciation (RP) was originally associated with a 16 spoken in the region between central England and London, including Oxford and

Cambridge. Its survival was due to its use by the 17 in the 14th century

and by university students in the 18 Ages.

Its rise in importance resulted from its application in government and official documents.

The prestige of its 19 pattern of pronunciation came about with its use in

20 schools in the 19th century.

As a result, its 21 is accepted by Television and the radio, the professions and teaching English as a foreign language.

Three characteristics of RP

1) its speakers don't regard themselves as connected with any geographical region;

2) RP is largely used in England;

3) RP is a 'class' accent, associated with 22 social classes.  
 Its present status  
 Decline in the prestige of RP is the result of a) loss of monopoly of education by  
 the privileged; b) 23 of higher education in the post-war period.  
 However, it still retains its eminence among certain professional people. 6

There is a rise in the status of all 24 accents. 7

We are moving towards the 25 position: general acceptance of all regional  
 accents and absence of a class accent that transcends all regions. 8

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**PART II PROOFREADING AND ERROR CORRECTION (15 MIN)**

*The passage contains TEN errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proofread the passage and correct it in the following way:*

For a wrong word, underline the wrong word and write the correct one in the blank provided at the end of the line.

For a missing word, mark the position of the missing word with a " ^ " sign and write the word you believe to be missing in the blank provided at the end of the line.

For a unnecessary word, cross the unnecessary word with a slash "/" and put the word in the blank provided at the end of the line.

**EXAMPLE**

When ^ art museum wants a new exhibit,	(1) <u>an</u>
it <del>never</del> buys things in finished form and hangs	(2) <u>never</u>
them on the wall. When a natural history	
museum wants an <u>exhibition</u> , it must often build it.	(3) <u>exhibit</u>

When a human infant is born into any community in any part of the world it has two things in common with any infant, provided neither of them have been damaged in any way either before or during birth. Firstly, and most obviously, new born children are completely helpless. Apart from a powerful capacity to pay attention to their helplessness by using sound, there is nothing the new born child can do to ensure his own survival. 1

Without care from some other human being or beings, be it mother, grandmother, or human group, a child is very unlikely to survive. This helplessness of human infants is in marked contrast with the capacity of many new born animals to get on their feet within minutes of birth and run with the herd within a few hours. Although young animals are certainly in risk, sometimes for weeks or even months after birth, compared with the 2

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<del>human infant they very quickly grow the capacity to fend for them.</del>	<u>5</u>
It is during this very long period in which the human infant is totally dependent on the others that it reveals the second feature which it shares with all other undamaged human infants, a capacity to learn language.	<u>6</u>
For this reason, biologists now suggest that language be "species specific" to the human race, that is to say, they consider the human infant to be genetic programmed in such way that it can acquire language.	<u>7</u>
This suggestion implies that just as human beings are designed to see three-dimensionally and in colour, and just as they are designed to stand upright rather than to move on all fours, so they are designed to learn and use language as part of their normal developments as well-formed human beings.	<u>8</u>
	<u>9</u>
	<u>10</u>

**PART III**

**READING COMPREHENSION (40 MIN)**

**SECTION A: READING COMPREHENSION (30 MIN)**

Directions: In this section there are four reading passages followed by fifteen multiple-choice questions. Read the passages and then mark your answers on your Answer Sheet.

**TEXT A**

**STAYING HEALTHY ON HOLIDAY**

Do people who choose to go on exotic, far-flung holidays deserve free health advice before they travel? And even if they pay, who ensures that they get good, up-to-date information? Who, for that matter, should collect that information in the first place? For a variety of reasons, travel medicine in Britain is a responsibility nobody wants. As a result, many travelers go abroad ill prepared to avoid serious disease.

Why is travel medicine so unloved? Partly there's an identity problem. Because it takes an interest in anything that impinges on the health of travelers, this emerging medical specialism invariably cuts across the traditional disciplines. It delves into everything from seasickness, jet lag and the hazards of camels to malaria and plague. But travel medicine has a more serious obstacle to overcome. Travel clinics are meant to tell people how to avoid ending up dead or in a tropical diseases hospital when they come home. But it is notoriously difficult to get anybody to pay out money for keeping people healthy.

Travel medicine has also been colonized by commercial interests -- the vast majority of travel clinics in Britain are run by airlines or travel companies. And while travel concerns are happy to sell profitable injections, they may be less keen to spread bad news about travelers' diarrhea in Turkey, or to take the time to spell out preventive measures travelers could take. "The NHS finds it difficult to define travelers' health," says Ron Behrens, the only NHS consultant in travel and tropical medicine and director of the travel clinic of the Hospital for Tropical Diseases in London. "Should it come within the NHS or should it be paid for? It's a gray area, and opinion is split. No one seems to have any responsibility for defining its role," he says. To compound its low status in the medical hierarchy, travel medicine has to rely on statistics that are patchy at best. In most cases we just don't know how many Britons contract diseases when abroad. And even if a disease is linked to travel there is rarely any information about where those afflicted went, what they ate, how they behaved, or which vaccinations they had. This shortage of hard facts and figures makes it difficult to give detailed advice to people, information that might even save their lives.

~~A recent leader in the British Medical Journal argued: "Travel medicine will emerge as a credible discipline only if the risks encountered by travelers and the relative benefits of public health interventions are well defined in terms of their relative occurrence, distribution and control."~~ Exactly how much money is wasted by poor travel advice? The real figure is anybody's guess, but it could easily run into millions. Behrens gives one example. Britain spends more than £ 1 million each year just on cholera vaccines that often don't work and so give people a false sense of security: "Information on the prevention and treatment of all forms of diarrhea would be a better priority," he says.

36. Travel medicine in Britain is \_\_\_\_\_.
- A. not something anyone wants to run
  - B. the responsibility of the government
  - C. administered by private doctors
  - D. handled adequately by travel agents
37. The main interest of travel companies dealing with travel medicine is to \_\_\_\_\_.
- A. prevent people from falling ill
  - B. make money out of it
  - C. give advice on specific countries
  - D. get the government to pay for it
38. In Behren's opinion the question of who should run travel medicine \_\_\_\_\_.
- A. is for the government to decide
  - B. should be left to specialist hospitals
  - C. can be left to travel companies
  - D. has no clear and simple answer
39. People will only think better of travel medicine if \_\_\_\_\_.
- A. it is given more resources by the government
  - B. more accurate information on its value is available
  - C. the government takes over responsibility from the NHS
  - D. travelers pay more attention to the advice they get

## TEXT B

### THE HISTORICAL BACKGROUND OF SOCIAL PSYCHOLOGY

While the roots of social psychology lie in the intellectual soil of the whole western tradition, its present flowering is recognized to be characteristically an American phenomenon. One

reason for the striking upsurge of social psychology in the United States lies in the pragmatic tradition of this country. National emergencies and conditions of social disruption provide special incentive to invent new techniques, and to strike out boldly for solutions to practical social problems. Social psychology began to flourish soon after the First World War. This event, followed by the great depression of the 1930s, by the rise of Hitler, the genocide of Jews, race riots, the Second World War and the atomic threat, stimulated all branches of social science. A special challenge fell to social psychology. The question was asked: How is it possible to preserve the values of freedom and individual rights under condition of mounting social strain and regimentation? Can science help provide an answer? This challenging question led to a burst of creative effort that added much to our understanding of the phenomena of leadership, public opinion, rumor, propaganda, prejudice, attitude change, morale, communication, decision-making, race relations, and conflicts of war.

Reviewing the decade that followed World War II, Cartwright [1961] speaks of the "excitement and optimism" of American social psychologists, and notes "the tremendous increase in the total number of people calling themselves social psychologists." Most of these, we may add, show little awareness of the history of their field.

Practical and humanitarian motives have always played an important part in the development of social psychology, not only in America but in other lands as well. Yet there have been discordant and dissenting voices. In the opinion of Herbert Spencer in England, of Ludwig Gumplowicz in Austria, and of William Graham Sumner in the United States, it is both futile and dangerous for man to attempt to steer or to speed social change. Social evolution, they argue, requires time and obeys laws beyond the control of man. The only practical service of social science is to warn man not to interfere with the course of nature [or society]. But these authors are in a minority. Most social psychologists share with Comte an optimistic view of man's chances to better his way of life. Has he not already improved his health via biological sciences? Why should he not better his social relationships via social sciences? For the past century this optimistic outlook has persisted in the face of slender accomplishment to date. Human relations seem stubbornly set. Wars have not been abolished, labor troubles have not abated, and racial tensions are still with us. Give us time and give us money for research, the optimists say.

40. Social psychology developed in the USA \_\_\_\_\_.

- A. because its roots are intellectually western
- B. as a direct response to the great depression
- C. to meet the threat of Adolf Hitler and his policy of mass genocide
- D. for its pragmatic traditions for dealing with social problems

41. According to the author, social psychology should help man to \_\_\_\_\_.

- A. preserve individual rights
- B. become healthier
- C. be aware of history
- D. improve material welfare

42. Who believed that man can influence social change for the good of society?



A. Cartwright.

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B. Spencer.

C. Sumner.

D. Comte.

### TEXT C

#### GOD AND MY FATHER

I thought of God as a strangely emotional being. He was powerful; He was forgiving yet obdurate, full of warmth and affection. Both His wrath and affection were fitful, they came and they went, and I couldn't count on either to continue: although they both always did. In short God was much such a being as my father himself.

What was the relation between them, I wondered -- these two puzzling deities?

My father's ideas of religion seemed straightforward and simple. He had noticed when he was a boy that there were buildings called churches; he had accepted them as a natural part of the surroundings in which he had been born. He would never have invented such things himself. Nevertheless they were here. As he grew up he regarded them as unquestioningly as he did banks. They were substantial old structures, they were respectable, decent, and venerable. They were frequented by the right sort of people. Well, that was enough.

On the other hand he never allowed churches -- or banks -- to dictate to him. He gave each the respect that was due to it from his point of view; but he also expected from each of them the respect he felt due to him.

As to creeds, he knew nothing about them, and cared nothing either; yet he seemed to know which sect he belonged with. It had to be a sect with the minimum of nonsense about it; no total immersion, no exhorters, no holy confession. He would have been a Unitarian, naturally, if he'd lived in Boston. Since he was a respectable New Yorker, he belonged in the Episcopal Church.

As to living a spiritual life, he never tackled that problem. Some men who accept spiritual beliefs try to live up to them daily; other men who reject such beliefs, try sometimes to smash them. My father would have disagreed with both kinds entirely. He took a more distant attitude. It disgusted him where atheists attacked religion: he thought they were vulgar. But he also objected to having religion make demands upon him -- he felt that religion was too vulgar, when it tried to stir up men's feelings. It had its own proper field of activity, and it was all right there, of course; but there was one place religion should leave alone, and that was a man's soul. He especially loathed any talk of walking hand in hand with his Savior. And if he had ever found the Holy Ghost trying to soften his heart, he would have regarded its behavior as distinctly uncalled for; even ungentlemanly.

43. The writer says his father's idea of religion seemed straightforward and simple because his father \_\_\_\_\_.

A. born in natural surroundings with banks and churches

B. never really thought of God as a real existence

C. regarded religion as acceptable if it did not interfere

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D. regarded religion as a way he could live a spiritual life

44. The writer's father would probably agree with the statement that \_\_\_\_\_.

A. both spiritualists and atheists are vulgar

B. being aware of different creeds is important

C. religion should expect heart and soul devotion

D. churches like banks are not to be trusted

## TEXT D

### ETIQUETTE

In sixteenth-century Italy and eighteenth-century France, waning prosperity and increasing social unrest led the ruling families to try to preserve their superiority by withdrawing from the lower and middle classes behind barriers of etiquette. In a prosperous community, on the other hand, polite society soon absorbs the newly rich, and in England there has never been any shortage of books on etiquette for teaching them the manners appropriate to their new way of life.

Every code of etiquette has contained three elements; basic moral duties; practical rules which promote efficiency; and artificial, optional graces such as formal compliments to, say, women on their beauty or superiors on their generosity and importance.

In the first category are considerations for the weak and respect for age. Among the ancient Egyptians the young always stood in the presence of older people. Among the Mponguwe of Tanzania, the young men bow as they pass the huts of the elders. In England, until about a century ago, young children did not sit in their parents' presence without asking permission.

Practical rules are helpful in such ordinary occurrences of social life as making proper introductions at parties or other functions so that people can be brought to know each other. Before the invention of the fork, etiquette directed that the fingers should be kept as clean as possible; before the handkerchief came into common use, etiquette suggested that after spitting, a person should rub the spit inconspicuously underfoot.

Extremely refined behavior, however, cultivated as an art of gracious living, has been characteristic only of societies with wealth and leisure, which admitted women as the social equals of men. After the fall of Rome, the first European society to regulate behavior in private life in accordance with a complicated code of etiquette was twelfth-century Provence, in France.

Provence had become wealthy. The lords had returned to their castle from the crusades, and there the ideals of chivalry grew up, which emphasized the virtue and gentleness of women and demanded that a knight should profess a pure and dedicated love to a lady who would be his inspiration, and to whom he would dedicate his valiant deeds, though he would never come physically close to her. This was the introduction of the concept of romantic love, which was to influence literature for many hundreds of years and which still lives on in a debased form in simple popular songs and cheap novels today.

In Renaissance Italy too, in the fourteenth and fifteenth centuries, a wealthy and leisured society developed an extremely complex code of manners, but the rules of behavior of

~~fashionable society had little influence on the daily life of the lower classes. Indeed many of the rules, such as how to enter a banquet room, or how to use a sword or handkerchief for ceremonial purposes, were irrelevant to the way of life of the average working man, who spent most of his life outdoors or in his own poor hut and most probably did not have a handkerchief, certainly not a sword, to his name.~~

Yet the essential basis of all good manners does not vary. Consideration for the old and weak and the avoidance of harming or giving unnecessary offence to others is a feature of all societies everywhere and at all levels from the highest to the lowest.

45. One characteristic of the rich classes of a declining society is their tendency to \_\_\_\_\_.

- A. take in the recently wealthy
- B. retreat within themselves
- C. produce publications on manners
- D. change the laws of etiquette

46. Which of the following is NOT an element of the code of etiquette?

- A. Respect for age.
- B. Formal compliments.
- C. Proper introductions at social functions.
- D. Eating with a fork rather than fingers.

47. According to the writer which of the following is part of chivalry?

A knight should \_\_\_\_\_.

- A. inspire his lady to perform valiant deeds
- B. perform deeds which would inspire romantic songs
- C. express his love for his lady from a distance
- D. regard his lady as strong and independent

48. Etiquette as an art of gracious living is quoted as a feature of which country?

- A. Egypt.
- B. 18th century France.
- C. Renaissance Italy.
- D. England.

**TEXT E**

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