LEVEL 7

建议答题时间 120 分钟，满分 120 分

I listening

Conversation 1

1 what does the woman need?

A a meeting with professor Simpson　　B an English composition class

C an appointment for tutoring　　D information about the learning center

2 why does the woman say this:

A she is worried that she cannot afford the service

B she is trying to negotiate the cost of the sessions

C she is showing particular interest in the man

D she is expressing surprise about the arrangement

3 Why is the man concerned about the woman's attendance?

A if she is absent, her grade will be lowered.

B he will not get a paycheck if she is absent.

C she has been sick a lot during the semester

D her grades need to be improved

4 What does the man agree to do?

A he will show the women how to use the library

B he will write some compositions for the woman

C he will talk with the woman's English professor

D he will show the woman how to improve her writing

5 What does the man imply about the woman's teacher?

A the professor is very difficult to understand

B he does not know where she came from

C her students seem to like her teaching style

D he is familiar with her requirements

Conversation 2

6. Why does the woman go to see her professor?

A to get notes from a class that she has missed

B to clarify some of the information from a lecture

C to talk about her career in international business

D to ask some questions about a paper she is writing

7. According to the professor, which factor causes staffing patterns to vary?

A the yearly earnings for all of the branches offices

B the number of employees in a multinational company

C the place where a company has its home office

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D the number of years that a company has been in business

8. Listen again, who does the professor say this:

A to indicate that he is getting impatient

B to encourage the woman to continue

C to show that he does not understand

D to correct the woman's previous comment

9. Which of the following would be an example of a third-country pattern?

A a Scottish manager in an American company in Africa

B a German manager in a Swiss company in Germany

C a British manager in a British company in India

D a French manager in a French company in Canada

10. According to the professor, how do senior-level Japanese managers view their assignments abroad?

A they consider them to be permanent career opportunities

B they use them to learn skills that they will use in Japan

C they understand that the assignment is only temporary

D they see them as a strategy for their retirement

Conversation 3

11 Why does the woman want to speak with the man?

A to find out if he is taking a certain class

B to ask him for some dating advice

C to see if he will help her finish a group project

D to find out if he can help her find someone

12 What is the relationship between the man and Andrew?

A they are working on a project together B they are in a psychology class together

C they are roommates D they are brothers

13 listen again. Why does the man say this about Andrew?

A to explain why Andrew hasn't been attending class

B to defend Andrew from the woman's criticism

C to criticize Andrew for his lifestyle choices

D to defend Andrew's decision to skip his classes

14 listen again. What does the man mean when he says this?

A Andrew is in charge of taking measurements for the group project.

B Andrew has not completed his portion of the group project.

C Andrew is too busy exercising to complete the group project.

D Andrew has gained weight since he started working on the group project.

15 How does the man probably feel about the woman?

A he believes that she is being too critical of Andrew.

B he is sympathetic toward her desire to finish the group project

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C he is concerned for her because of her recent break-up

D he believes that she should finish the group project without Andrew

Conversation 4

16 why is the student talking to the recreation department employee?

A to sign up for tennis lesson B to rent some athletic equipment

C to reserve a tennis court D to apply to be a physical trainer

17 listen again. why does the recreation department employee say this?

A to determine if the student is familiar with the rental system

B to determine if the student has stolen equipment from the recreation department

C to find out why the student is visiting the university's recreation department

D to find out how the student learned of the equipment rental program

18 What must the student give the recreation department employee in order to check out tennis equipment?

A his phone number B his name and address C five dollars D his student ID

19 Why will the student return the equipment within three hours?

A he has a class that starts in 3 hours

B he does not want to be charged late fee

C he will be tired after 3 hours of playing tennis

D he wants to make sure that others get to use the equipment

20 What will the recreation department employee probably do next?

A help the next student in line

B play tennis with the student

C get the tennis equipment for the student

D charge the student five dollars for the tennis equipment

Conversation 5

21.Why does the woman go to see the director?

(A) To ask which meal plans are available to her the following year

(B) To ask about a refund for the unused meals in her last year's meal plan

(C) To ask if she can cancel her meal plan contract

(D) To ask if her meal plan covers food for guests

22.What does the man imply about the parents of first-year students?

(A) They would prefer that their children have too many meals rather than too few.

(B) They sometimes get confused about how the university's meal plans work.

(C) They often complain about the high cost of their children's meal plans.

(D) They would prefer that their children make their own meal arrangements.

23.According to the director, what is the policy concerning meal plans for third and fourth years?

(A) They have to buy a meal plan with a good discount.

(B) They may invite more than fifteen guests to eat on their meal plan.

(C) They may buy any meal plan that the university offers.

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(D) They are not allowed to buy a meal plan if they live off campus.

24.Why does the man mention the student’s friends?

(A) To find out if they are having a similar problem

(B) To suggest a way for the student to use her extra meals

(C) To point out that most students are satisfied with their meal plans

(D) To suggest that the student join a campus organization

25.How does the student feel about talking to the dean?

(A) She really wants to see the dean immediately about a refund.

(B) She is rather shy to such an important person.

(C) She is reluctant to spend time to go see the dean now.

(D) She is concerned that the dean will be too busy at this time of year.

Lecture 1

26.What is the lecture mainly about?

(A) The ideas behind a piece by an avant-garde composer

(B) The influence of twentieth-century painting on avant-grade music

(C) The traditional elements in a famous piece of avant-garde music

(D) Development of reactions to twentieth-century experimental art forms

27.According to the professor, how did Rauschenberg's white paintings influence John Cage?

(A) They made him realize that artists should not be concerned with their audience.

(B) They made him realize that an artwork with little content could still be rich in meaning.

(C) They demonstrated the importance of collaborating with artists in other fields.

(D) They inspired him to compose music that created visual impressions in listeners.

28.Why was the experience of visiting anechoic chamber significant for Cage?

(A) He realized that he could still hear sounds inside the chamber.

(B) He realized that echoes could be eliminated from a musical piece.

(C) He learned the possibility of recording his body’s natural sound.

(D) He discovered that music did not need to be composed in silence.

29.What was Cage’s attitude toward found sound?

(A) He considered found sound to be a theoretical concept with no practical use.

(B) He believed any noises could be musical if arranged carefully.

(C) He believed that unintentional noises could serve as replacements for musical instruments.

(D) He believed that compositions with random noises could be interpreted in different ways.

30.What does the professor imply when he discusses the audience at the first performance of 4’33"?

(A) He believes that outside noise might have distracted the audience.

(B) He thinks that music critics appreciated the piece more than the general audience did.

(C) He thinks that the audience was not mature enough to appreciate the piece.

(D) He thinks that the audience’s response to the piece was understandable.

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II reading comprehension

Passage 1

Television has transformed politics in the United States by changing the way in which information is **disseminated**, by altering political campaigns, and by changing citizen's patterns of response to politics. By giving citizens independent access to the candidates, television diminished the role of the political party in the selection of the major party candidates. By centering politics on the person of the candidate, television **accelerated** the citizen's focus on character rather than issues.

31. The word "**disseminated**" in paragraph 1 is closest in meaning to

(A) analyzed (B) discussed (C) spread (D) stored

32. It can be inferred that before the introduction of television, political parties

(A) had more influence over the selection of political candidates

(B) spent more money to promote their political candidates

(C) attracted more members

(D) received more money

33. The word "**accelerated**" in paragraph 1 is closest in meaning to

(A) allowed (B) increased (C) required (D) started

Television has altered the forms of political communication as well. The messages on which most of us rely are briefer than they once were. The **stump speech**, a political speech given by traveling politicians and lasting 11/2 to 2 hours, which characterized nineteenth-century political discourse, has **given way to** the 30-second advertisement and the 10 second "sound bite" in broadcast news. Increasingly the audience for speeches is not **that** standing in front of the politician but rather the viewing audience who will hear and see a snippet of the speech on the news.

34. The author mentions the "**stump speech**" in paragraph 2 as an example of

(A) an event created by politicians to attract media attention

(B) an interactive discussion between two politicians

(C) a kind of political presentation typical of the nineteenth century

(D) a style of speech common to televised political events

35. The phrase "**given way to**" in paragraph 2 is closest in meaning to

(A) added interest to (B) modified (C) imitated (D) been replaced by

36. The word "**that**" in paragraph 2 refers to

(A) audience (B) broadcast news (C) politician (D) advertisement

In these abbreviated forms, much of what constituted the traditional political discourse of earlier ages has been lost. In 15 or 30 seconds, a speaker cannot establish the historical context that shaped the issue in question, cannot detail the probable causes of the problem, and cannot examine alternative proposals to argue that one is preferable to others. In snippets, **politicians assert but do not argue**.

37. According to the passage, as compared with televised speeches, traditional political discourse

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was more successful at

(A) allowing news coverage of political candidates

(B) placing political issues within a historical context

(C) making politics seem more intimate to citizens

(D) providing detailed information about a candidates private behavior

38. The author states that "**politicians assert but do not argue**" in order to suggest that politicians

(A) make claims without providing reasons for the claims

(B) take stronger positions on issues than in the past

(C) enjoy explaining the issue to broadcasters

(D) dislike having to explain their own positions on issues to citizens

Because television is an intimate medium, speaking through it require a changed political style that was more conversational, personal, and visual than that of the old-style stump speech. **Reliance** on television means that increasingly our political world contains memorable pictures rather than memorable words. Schools teach us to analyze words and print. However, in a world in which politics is increasingly visual, informed citizenship requires a new set of skills.

39. The word "**Reliance**" in paragraph 4 is closest in meaning to

(A) abundance (B) clarification (C) dependence (D) information

40. The purpose of paragraph 4 is to suggest that

(A) politicians will need to learn to become more personal when meeting citizens

(B) politicians who are considered very attractive are favored by citizens over politicians who are less attractive

(C) citizens tend to favor a politician who analyzed the issue over one who does not

(D) citizens will need to learn how to evaluate visual political images in order to become better informed

Recognizing the power of television's pictures, politicians craft televisual, staged events, called pseudo-event, designed to attract media coverage. Much of the political activity we see on television news has been crafted by politicians, their speechwriters, and their public relations advisers for televised consumption. Sound bites in news and answers to questions in debates increasingly sound like advertisements.

41. According to paragraph 5, staged political events are created so that politicians can

(A) create more time to discuss political issues

(B) obtain more television coverage for themselves

(C) spend more time talking to citizens in person

(D) engages in debates with their opponents

42. Which of the following statements is supported by the passage?

(A) Political presentations today are more like advertisements than in the past.

(B) Politicians today tend to be more familiar with the views of citizens than in the past.

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(C) Citizens today are less informed about a politician's character than in the past.

(D) Political speeches today focus more on details about issues than in the past.

43. What is the main point of the passage ?

(A) Citizens in the United States are now more informed about political issues because of television coverage.

(B) Citizens in the United States prefer to see politicians on television instead of in person.

(C) Politics in the United States has become substantially more controversial since the introduction of television.

(D) Politics in the United States has been significantly changed by television.

Passage 2

Plants are **subject to** attack and infection by a remarkable variety of symbiotic species and have evolved a diverse array of mechanisms designed to frustrate the potential colonists. These can be divided into preformed or passive defense mechanisms and inducible or active systems. Passive plant defense comprises physical and chemical barriers that prevent entry of pathogens, such as bacteria, or render tissues unpalatable or toxic to the invader. The external surfaces of plants, in addition to being covered by an epidermis and a waxy cuticle, often carry spiky hairs known as trichomes, which either prevent feeding by insects or may even **puncture** and kill insect larvae. Other trichomes are sticky and glandular and effectively trap and immobilize insects.

44 The phrase "**subject to**" in paragraph 1 is closest in meaning to

(A) susceptible to (B) classified by (C) attractive to (D) strengthened by

45 The word "**puncture** " in paragraph 1 is closest in meaning to

(A) pierce (B) pinch (C) surround (D) cover

If the physical barriers of the plant are breached, then preformed chemicals may inhibit or kill the intruder, and plant tissues contain a diverse array of toxic or potentially toxic substances, such as resins, tannins, glycosides, and alkaloids, many of **which** are highly effective deterrents to insects that feed on plants. The success of the Colorado beetle in infesting potatoes, for example, seems to be correlated with its high tolerance to alkaloids that normally repel potential pests. Other possible chemical defenses, while not directly toxic to the parasite, may inhibit some essential step in the establishment of a parasitic relationship. For example, **glycoproteins** in plant cell walls may inactivate enzymes that degrade cell walls. These enzymes are often produced by bacteria and fungi.

46 The word "**which**" in paragraph 2 refers to

(A) tissues (B) substances (C) barriers (D) insects

47. Which of the following substances does the author mention as NOT necessarily being toxic to the Colorado beetle?

(A) resins (B) tannins (C) glycosides (D) alkaloids

48. Why does the author mention "**glycoproteins**" in paragraph 2?

(A) to compare plant defense mechanisms to the immune system of animals

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(B) to introduce the discussion of active defense mechanisms in plants
(C) to illustrate how chemicals function in plant defense
(D) to emphasize the importance of physical barriers in plant defense

Active plant defense mechanisms are comparable to the immune system of vertebrate animals, although the cellular and molecular bases are fundamentally different. Both, however, are triggered in reaction to intrusion, implying that the host has some means of recognizing the presence of a foreign organism. The most dramatic example of an inducible plant defense reaction is the hypersensitive response. In the hypersensitive response, cells undergo rapid necrosis — that is, they become diseased and die — after being penetrated by a parasite; the parasite itself subsequently ceases to grow and is therefore restricted to one or a few cells around the entry site. Several theories have been put forward to explain the basis of hypersensitive resistance.

49. The passage most probably continues with a discussion of theories on
(A) the basis of passive plant defense
(B) how chemicals inhibit a parasitic relationship.
(C) how plants produce toxic chemicals
(D) the principles of the hypersensitive response.

50. What does the passage mainly discuss?
(A) The success of parasites in resisting plant defense mechanisms
(B) Theories on active plant defense mechanisms
(C) How plant defense mechanisms function
(D) How the immune system of animals and the defense mechanisms of plants differ?

Passage 3 **Disease and History**

Epidemiology is the study of the causes, distribution, and control of diseases in populations. Throughout history, there have been general trends in the relationship between diseases and the human species. Anthropologist George Armelagos has outlined these trends and refers to them as three “epidemiological transitions”.

Paragraph 2

For most of our species5 history, we lived in small, widely dispersed, nomadic groups. Our ancestors certainly experienced diseases of various sorts and would have come into contact with new diseases as they migrated to new environments. But infectious disease may not have had serious effects on large numbers of people or many different populations, since diseases would have had little chance of being passed on to many other humans.

Paragraph 3

When some people began to settle down and produce their food through farming and animal domestication - starting about 10,000 years ago - the *first epidemiological transition* occurred. A Infectious diseases increased in impact, as larger and denser concentrations of people provided greater opportunity for disease to be passed from host to host. B Animal domestication may have brought people into contact with new diseases previously limited to other species. C Working the

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soil would have exposed farmers to insects and other pathogens. D Irrigation in some areas provided breeding places for mosquitoes, increasing the incidence of malaria and other mosquito-borne diseases. Sanitation problems caused by larger, more sedentary populations would have helped transmit diseases in human waste, as would the use of animal dung for fertilizer. In addition, agriculture also led to a narrowing of food sources, as compared to the varied diets of hunters and gatherers. This could have resulted in nutritional deficiencies, moreover, the storage of food surpluses attracted new disease carriers such as insects and rats. Trade between settled communities helped spread diseases over large geographic areas, as in the case of the Black Death in Europe. Epidemics, in the sense of diseases that affect a large number of populations at the same time, were essentially nonexistent until the development of agricultural economies.

Paragraph 4

Beginning in the last years of the nineteenth century and continuing into the twentieth, we experienced the *second epidemiological transition.* With modern medical science providing immunizations and antibiotics and with better public health measures and improved nutrition, many infectious diseases were brought under control, or even eliminated. In terms of what ailed and killed us, there was a shift to chronic diseases such as heart and lung diseases. The increase in many of these came not only from the fact that fewer people were dying from infectious disease and were living longer but also from the results of modern lifestyles in developed countries and among the upper classes of developing countries - a more sedentary life leading to less physical activity, more stress; environmental pollution, and high-fat diets. But at least, we thought, many of these problems were things we could potentially control; all those infectious epidemics were of the past.

Paragraph 5

But on the heels of the second transition had come the *third epidemiological transition,* and we are in it now. New diseases are emerging, and old ones are returning. Both of these phenomena can be understood in terms of evolutionary theory.

Paragraph 6

The return of old diseases is the result of the fact that microorganisms are evolving species themselves. For example, new and serious antibiotic-resistant strains of tuberculosis have recently appeared. This evolution may have been encouraged by what some authorities consider our overuse of antibiotics, giving microorganisms a greater chance to evolve resistance by exposing them to a constant barrage of selective challenges. Some bacteria reproduce *hourly,* and so the processes of genetic mutation and natural selection are speeded up in these species.

Paragraph 7

Emerging diseases are also the result of human activity in the modern world, which brings more people into contact with more diseases, some of which were unheard of even a few decades ago. **As people and their products become more mobile, and as our populations spread into previously little-inhabited areas, cutting down forests and otherwise altering ecological conditions, we contact other species that may carry diseases to which they are immune but**

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that prove deadly to us.

51 According to paragraph 2, why were infectious diseases not a serious problem for most of human history?

A There were very few infectious diseases early in human history.

B Population groups did not move around enough to be exposed to new diseases.

C Many disease-causing organisms had features that made them difficult to pass on to other humans.

D Population groups did not have enough contact with each other to spread diseases widely.

52 According to paragraph 3, which of the following contributed to the rise of epidemics?

A The development of more deadly forms of human disease

B The spread of ineffective treatments for infectious disease

C The spread of mosquito-borne diseases to other disease carriers

D The practice of exchanging goods between settled areas

53 Which of the following is NOT mentioned in paragraph 3 as a reason that agriculture led to greater exposure to disease?

A Irrigation created areas where disease-carrying mosquitoes could reproduce.

B People increasingly came into contact with disease-carrying animals attracted to food storage areas.

C Agricultural products spoiled more readily, leading to more frequent episodes of disease.

D Farming exposed humans to disease-carrying insects in the soil.

54 According to paragraph 3, how did sanitation problems in early farming societies lead to the spread of infectious diseases?

A Water used for irrigating crops was not always clean.

B Larger populations were increasingly exposed to human and animal waste.

C Farm products that spoiled in fields attracted insects and animals with diseases.

D Lack of varied food sources occasionally forced communities to eat food that carried diseases.

55 According to paragraph 4, what is true about chronic diseases during second epidemiological transition?

A They were common among people with high living standards.

B They could be controlled with antibiotics.

C They affected more people than infectious diseases did.

D They led people to seek healthier lifestyles.

56 According to paragraph 4, which of the following best describes the second epidemiological transition?

A Modern medicine made it possible for people to live longer even if they had an infectious disease.

B Infectious diseases were harder to cure due to factors like stress and pollution.

C New infectious diseases appeared as quickly as modern medical science was able to control old

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ones.

D Chronic diseases replaced infectious diseases as the major cause of human sickness and death.

57 According to paragraph 4, all of the following likely contributed to chronic disease EXCEPT

A longer life expectancies B decreased physical activity

C higher rates of poverty D changes in diet

58 What can be inferred from the discussion of antibiotic-resistant strains of bacteria in paragraph 6?

A Most microorganisms cannot survive multiple exposures to antibiotics.

B Tuberculosis strains are much more likely to be antibiotic-resistant than are other microorganisms.

C Bacteria that reproduce quickly are more likely to become resistant to antibiotics.

D Exposing microorganisms to a constant barrage of antibiotics prevents them from evolving resistance.

59 Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 7?

A Humans contact other species during population growth into previously little-inhabited areas.

B Species that carry diseases deadly to humans live in areas with small, mobile populations.

C Increased mobility and population expansion into new areas exposes humans to new, deadly diseases carried by other species.

D Some species that humans contact in little-inhabited areas are immune to diseases that are deadly to humans.

60 Look at the four squares ABCD that indicate where the following sentence could be added to the passage.

But the denser populations of agricultural communities were only one of many factors contributing to the increased risk of disease.

III writing

Some people think that we should keep away from others to improve our relationship, because being away from people reminds us of how important they are. Others think we should always stay with others to have good relationship because we can communicate with them more often. What do you think?

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