

对外经贸大学商英模拟试卷一 Model Test 1

来源：爱考机构

Part I Multiple Choice

Choose one appropriate answer that best completes the statement or answers the questions

1. Which of the following countries does not have nuclear weapons capabilities?
 - A. Britain
 - B. The United States
 - C. Italy
 - D. Russia
2. Which of the following is NOT a true description of the Queen's role?
 - A. The Queen selects the Prime Minister and the Cabinet
 - B. The Queen symbolizes the tradition and unity of the British state
 - C. The Queen acts as a confidante to the Prime Minister
 - D. The Queen is the temporal head of the Church of England
3. Which of the following is a tragedy written by Shakespeare?
 - A. Dr. Faustus
 - B. Macbeth
 - C. Frankenstein
 - D. The Tempest
4. By whom is a "vote of no confidence" decided?
 - A. The House of Commons
 - B. The House of Lords
 - C. The two major parties
 - D. The Prime Minister
5. In the examination called "the 11 plus", students with academic potential go to ____.
 - A. grammar schools
 - B. comprehensive schools
 - C. public schools
 - D. technical schools
6. Which of the following about the tabloids is not true?
 - A. They are big format newspaper
 - B. They are often called "the gutter press"
 - C. They mainly deal in scandals and gossip about famous people
 - D. They carry stories with colour photos and catchy headlines

7. Which of the following American values did NOT come from Puritanism?
- A. Separation of state and church
 - B. Respect of education
 - C. Intolerant moralism
 - D. A sense of mission
8. The Bill of Rights consists of ____.
- A. 10 very short paragraphs in an amendment
 - B. 10 amendments adopted in 1787
 - C. 10 amendments added to the Constitution in 1791
 - D.
9. The American foreign policy up to WWII can be described as ____.
- A. containment
 - B. swinging between containment and intervention
 - C. swinging between isolationism and internationalism
 - D. unilateralism
10. The expenditure in American public schools is guided or decided by ____.
- A. teachers
 - B. students
 - C. headmasters
 - D. boards of education.

Part II True, False or Not Given

Read two passages and statements below, and decide whether the statements are TRUE, FALSE or NOT GIVEN.

Passage 1

America's economy, too, will shift, but in a different direction. Unlike Europe's, America's macroeconomic policy mix has just moved decisively away from austerity. The tax-cut agreement reached on December 7th by Barack Obama and congressional Republicans was far bigger than expected. Not only did it extend George Bush's expiring tax breaks for two years, but it also added more than 2% of GDP in new breaks for 2011. When this is coupled with the continued bond-buying of the Federal Reserve, America is injecting itself with another dose of stimulus steroids just when Europe is checking into rehab and enduring cold turkey.

The result of this could be that American output grows by as much as 4% next year. That is nicely above trend and enough to reduce unemployment, although not quickly. But America's politicians are taking a risk, too. Even though their country's long-term budget outlook is famously dire, Mr. Obama and the Republicans did not even try to find an agreement on medium-term fiscal consolidation this week. Various proposals to fix the deficit look set to gather dust. Bondholders, who have

been very forgiving of the printer of the world's chief reserve currency, greeted the tax deal by selling Treasuries. Some investors, no doubt, see faster growth on the way; but a growing number are worried about the size of America's fiscal hole. If those worries take hold, the United States could even see a bond-market bust in 2011.

How much does this parting of the ways matter? The divergence between the world's big three will compound the risks in each one. America's loose monetary policy and concerns about sovereign defaults in the euro zone will encourage capital to flow to emerging economies, making the latter's central banks reluctant to raise interest rates and dampen down inflation. Over the next five years emerging economies are expected to account for over 50% of global growth but only 13% of the increase in net global public debt. Rather than rebalancing, the world economy in the immediate future will skew even more between a debt-ridden West and thrifty East.

The West avoided depression in part because Europe and America worked together and shared a similar economic philosophy. Now both are obsessed with internal problems and have adopted wholly opposite strategies for dealing with them. That bodes ill for international co-operation. Policymakers in Brussels will hardly focus on another trade round when a euro member is about to go bust. And it bodes ill for financial markets, since neither Europe's sticking-plaster approach to the euro nor America's "jam today, God knows what tomorrow" tactic with the deficit are sustainable.

Of course, it does not have to be this way. Now they have splurged the cash, Mr. Obama and Congress could move on to a medium-term plan to reduce the deficit. Europe's feuding leaders could hash out a deal to put the single currency and the zone's banking system on a sustainable footing. And the big emerging economies could allow their currencies to rise. But don't bet on it. A more divided world economy could make 2011 a year of damaging shocks.

1. _____ Macroeconomic policy of European countries is austerity this year.
A. TRUE B. FALSE C. NOT GIVEN
2. _____ Mr. Obama is quite confident about his country's long-term budget plan.
A. TRUE B. FALSE C. NOT GIVEN
3. _____ Central banks of developed countries are reluctant to raise interest rate because of American's monetary policy.
A. TRUE B. FALSE C. NOT GIVEN
4. _____ Different ways adapted by Europe and America in dealing with economic depression is bad for international cooperation and financial markets.
A. TRUE B. FALSE C. NOT GIVEN
5. _____ America still doesn't want to make a medium-term plan to deal

with fiscal problems.

A. TRUE B. FALSE C. NOT GIVEN

Passage 2

Out of the 6000 languages in the world, why is it so vital for smart people to learn the one spoken in one small European country of ever-waning influence and its former colonies? Isn't the sense of French as a keystone of an education a legacy of when few met foreigners who spoke non-European languages, French was educated Europe's lingua franca, and the elite who went to college often had plans to do the Grand Tour?

That is, is knowing French really so obviously central to engaging what we know in 2010 as the world, or is it that French is a kind of class marker? You know: two cars, a subscription to the Times, and *mais oui*, Caitlin knows some French?

Of course, you can always find a defender of French to tell you something like "the Latin of modern times is in itself a human education". But Mr McWhorter, francophone and -phile, confesses that if you were giving out scarce funding for university courses, it's rather less than obvious that French would top that list. He sees French as a tradition that has outlasted its peak usefulness.

I don't disagree (though I am a francophone and -phile myself). But there are two dimensions of the tradition that Mr McWhorter talks about, and one is perhaps more justifiable than the other. There's the time dimension—French was important in 1900 and has simply managed to hang on through momentum. But there's also a horizontal or spatial dimension: French is diffused throughout Western culture, and we think it's important simply because of that fact of diffusion. It's important to know French because so many other Westerners know French, and we should teach "Western culture" as a matter of course in the West. In this sense, French really is "the Latin of modern times". But the model is medieval Latin, not imperial Latin. In 1500 or so you had to know Latin to be an educated person, not because Rome was still the center of the universe. In modern times, there are many other things we expect children to know simply because everyone knows them, like the plots of the major Shakespeare plays. Mr. McWhorter's utilitarian analysis could be turned against literature departments more readily than against French-language teaching. But French is part of our culture, and we take it as a given that our culture is worth studying.

To return to where I agree with Mr McWhorter, I once heard Tony Judt give a devastating criticism of modern American university education in just a few sentences. I am paraphrasing from memory because I can't find the text, but he said that "In our universities, Americans come and major in American studies; women in women's studies; Jews in Jewish studies, African-Americans in African-American studies. We are studying ourselves." Isn't there, he asked, more to be learned in studying others? The case is often made, in defending the "liberal arts" in American universities, that such courses teach you how to think. But is it really teaching

you how to think to offer up such familiar dishes as French, Shakespeare, Dickens and the Renaissance painters? Wouldn't young minds really be stretched and trained by being made to grapple with Ibn Khaldoun, Chinese or the Rig Veda?

1. _____ French is commonly used by educated European people.
A. TRUE B. FALSE C. NOT GIVEN

2. _____ Mr. McWhorter believes French is not useful as it was before.
A. TRUE B. FALSE C. NOT GIVEN

3. _____ The author agrees that French has outlived its peak period.
A. TRUE B. FALSE C. NOT GIVEN

4. _____ Tony Judt said people had more worth studying in Renaissance painting other than American studies.
A. TRUE B. FALSE C. NOT GIVEN

5. _____ According to the author, young people should learn French rather than Chinese.
A. TRUE B. FALSE C. NOT GIVEN

Part III Blank Filling

Passage 1

Answer the questions at the end of Passage 1 by writing the answer or filling in the gaps with the required number of words. Some words can be found in the text, others must be invented according to the context.

More than any other technical design or social institution, the railway stands for modernity. No competing form of transport, no subsequent technological innovation, no other industry has wrought or facilitated change on the scale that has been brought about by the invention and adoption of the railway. Peter Laslett once referred to "the world we have lost"—the unimaginably different character of things as they once were. Try to think of a world before the railway and the meaning of distance and the impediment it imposed when the time it took to travel from, for example, Paris to Rome—and the means employed to do so—had changed little for two millennia. Think of the limits placed on economic activity and human life chances by the impossibility of moving food, goods, and people in large numbers or at any speed in excess of ten miles per hour; of the enduringly local nature of all knowledge, whether cultural, social, or political, and the consequences of such compartmentalization.

Above all, think of how different the world looked to men and women before the coming of the railways. In part this was a function of restricted perception. Until 1830, few people knew what unfamiliar landscapes, distant towns, or foreign lands

looked like because they had no opportunity or reason to visit them. But in part, too, the world before the railways appeared so very different from what came afterward and from what we know today because the railways did more than just facilitate travel and thereby change the way the world was seen and depicted. They transformed the very landscape itself.

Railways were born of the industrial revolution—the steam engine itself was already sixty years old when it acquired wheels in 1825, and without the coal that it helped pump to the surface the steam engine could not work. But it was the railways that gave life and impetus to that same industrial revolution: they were the largest consumers of the very goods whose transportation they facilitated. Moreover, most of the technical challenges of industrial modernity—long-distance telegraphic communication, the harnessing of water, gas, and electricity for domestic and industrial use, urban and rural drainage, the construction of very large buildings, the gathering and moving of human beings in large numbers—were first met and overcome by railway companies.

Trains—or, rather, the tracks on which they ran—represented the conquest of space. Canals and roads might be considerable technical achievements; but they had almost always been the extension, through physical effort or technical improvement, of an ancient or naturally occurring resource: a river, a valley, a path, or a pass. Even Telford and MacAdam did little more than pave over existing roads. Railway tracks reinvented the landscape. They cut through hills, they burrowed under roads and canals, they were carried across valleys, towns, estuaries. The permanent way might be laid over iron girders, wooden trestles, brick-clad bridges, stone-buttressed earthworks, or impacted moss; importing or removing these materials could utterly transform town or country alike. As trains got heavier, so these foundations grew ever more intrusive: thicker, stronger, deeper.

1. After the railway came in being, the time it takes to travel _____ (two words).
2. The rail way has brought a different world to us because it not only _____ (two words) but also _____ the landscape (one word).
3. The steam engine was invented in _____.
4. Railways gave life and impetus to industrial revolution in that they _____ (one word) transported goods and help to _____ (three words).
5. These tracks became more _____ (one word) when more transported goods are carried on.

Passage 2

Choose the following sentences marked A to E to complete Passage 2 below.

A. The reluctance of both state and federal governments to raise enough tax to cover public demand for services and entitlements.

B. Mr Whalen looks forward to the day when the greenback is no longer the world's sole reserve currency, a status that gives America "a free ride" on fiscal discipline.

C. The Federal Reserve's huge monetary expansion since 2008 echoed its money-printing "recklessness" in the 1930s.

D. By the late 1970s housing had begun to replace defence as America's engine of growth.

E. Another watershed was the legal-tender act under Abraham Lincoln, which paved the way for an acceptance of deficit spending.

Along the way he has much to say about the evolution of public attitudes towards money. The gold rush created an alternative to the Puritan notion of hard work and saving that had characterised the nation's early days. (6) _____ Monetary mores grew looser still in the 1920s with the explosion of consumer finance (tied to the rise of the motor car) and speculative, debt-fuelled investment.

A number of themes recur. Irrational exuberance in financial markets, leading to one credit boom and bust after another. The instability (and political power) of banks and the fiscal recklessness of states. (7) _____ The temptation to resort to inflation as a solution to public deficits and a willingness to let debt grow faster than the economy (Alexander Hamilton, the first treasury secretary, advocated public debt as "a mechanism for national unity").

The author has an eye for links between past and present. Bankruptcy was used to advance the robber-barons' private agendas in the late 19th century, just as it was used to further political goals recently with General Motors and Chrysler. (8) _____

For much of its almost century-long life, writes Mr Whalen, the Fed has served the White House and the big banks before serving the people—for instance, by repeatedly providing liquidity to stabilise financial markets under the guise of protecting the real economy. Under Alan Greenspan, the central bank encouraged and facilitated greater use of debt throughout the economy. Today's anti-Fed movement is no flash in the pan: antipathy towards central banking stretches back to the civil-war era.

But the seeds of today's troubles were sown before Mr Greenspan's time. (9) _____ Before long, the myth that you could never have enough of the stuff had taken hold. Over time, the push to make housing more affordable, backed by daft government policies, became a giant enterprise involving 1,500 public and private organisations. Mr Whalen is not alone in wondering how the American economy will cope without a buoyant property market.

He worries that Americans, long used to instant financial gratification, have borrowed so heavily from the future that the necessary belt-tightening will prove

to be beyond them. America and Europe used to preach to fiscally profligate developing countries about the need for structural adjustment. Now the tables have turned.

The solution lies in “a 21st century Marshall Plan in reverse” : an overhaul of the global monetary system that includes a managed devaluation of the dollar to bring down America’ s external deficits and stimulate its exports. (10)_____ He ends on a positive note, expressing confidence that Americans “have the honesty to talk about limiting our national wants and needs to our national income” . But the overall message is none too encouraging.

Part IV Explanation

Part V C-E Translation

Translate the following Chinese paragraph into English.

1. 联合国要把推动千年发展目标如期实现作为首要议题，确保这一目标不受其他议题的干扰和延误。国际社会要把帮助非洲发展和脱贫作为主攻方向，加大对最不发达国家的扶持力度。发展中国家要把通过发展消除贫困作为中心任务，不断提高自我发展能力。

2. 作为第三产业的龙头，旅游是一个拉动经济社会诸多方面的链条，是一个新的经济增长点。在推进经济结构调整中，旅游业可以发挥关联带动作用。它的发展，将带动如交通、宾馆、餐饮、商贸、基础设施建设和社会文化及其产业的发展。

Part VI E-C Translation

Translate the following English paragraph into Chinese.

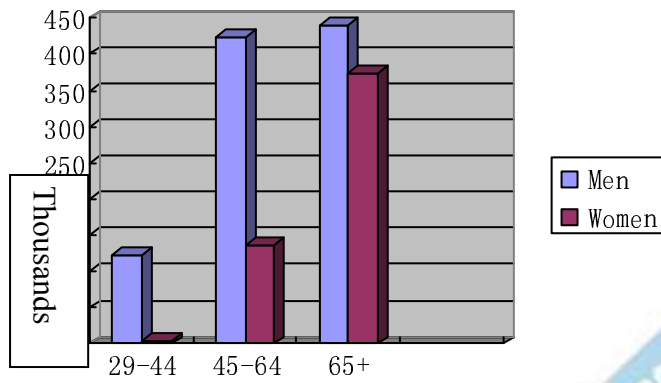
Setting an example to others. An eternal problem for managers is how to let all employees know what happens to those who perform especially well or badly. A few companies actually post everyone’ s salary and bonus on their intranet. But pay is so one-dimensional. At Advice Inc., a problem that would hardly be mentioned at most companies - embezzlement - was undoubtedly the topic of rich discussions for weeks, at least until the employee’ s cast came off. And employee theft probably went way, way - way --- down.

When the great Roberto Goizueta was CEO of Coca-Cola he used to talk about this problem of setting examples and once observed, “Sometimes you must have an execution in the public square!” But of course he was speaking only figuratively. If he had just listened to his own words, Goizueta might have been an even better CEO.

Part VII Graph Writing

Write a descriptive report of 250~350 words on the following chart.

Heart Attacks per year, USA
(000s)



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