

提醒：以下内容为各题型示例，主要用于帮助了解考试题型，题目难度仅供参考。正式试卷中，各题难度会有所差异。各题型占分比例每年略有不同。考试题型共四项：听力（30%~35%）、完形填空（20%）、阅读理解（25%~30%）、词汇和文化知识题（20%~25%）。

听力题

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).*

1. A) Get into the car for safety. B) Wait patiently for the storm to develop.
C) Head straight for the center of the storm. D) Collect information about a coming storm.
2. A) Not to drive in a heavy rain. B) To do it in an organized way.
C) Not to get too close to a storm. D) To spend more time on it in summer.
3. A) Storm-chasing is only fit for young people.
B) Many storm chasers get killed in the storms.
C) Sometimes storm chasers get nothing but disappointment.
D) Storm-chasing is becoming popular around the world.

完形填空（注意选项填写规则）

Directions: *In this part there are two passages, each with 10 blanks. You are required to select one word for each blank from a list of choices. Each choice in the bank is identified by one letter or letters. Please mark the corresponding letter for each item. You may NOT use any of the words in the bank more than once.*

The dream of personalized flight is still vivid in the minds of many inventors, some developing cycle-powered craft, others 【 1 】 money into jetpacks. However, the flying car has always remained the 【 2 】 symbol of personal transport freedom.

Several companies around the world have produced 【 3 】 that can drive on roads and fly. Airbus has a futuristic modular (组件式的) concept involving a passenger capsule that can be 【 4 】 from the road-going chassis (底盘) and picked up by a helicopter-type machine.

But all these concepts are massively expensive, require safety certification standards for road and air, need 【 5 】 controls, involve complex folding wings and propellers, and have to be flown from air-strips. So they are likely to remain rich people's playthings rather than practical transport solutions for the masses.

"A car that takes off from some London street and lands in another 【 6 】 street is unlikely to happen," says Prof. Gray, a leading aeronautical engineer. "Sky taxis are much more likely." But that won't stop inventors from dreaming up new ways to fly and trying to persuade investors to back their sometimes 【 7 】 schemes.

Civilian aviation is being disrupted, not by the age-old desires for speed, romanticism and 【 8 】 , but by the pressing need to respond to a changing climate. New electric engines coupled with artificial intelligence and 【 9 】 systems will contribute to a more efficient, integrated transport system that is less polluting and less noisy. That may sound simple, but as Prof. Gray says, "When I travel somewhere, I like this notion that when I finish my journey I feel better than when I started it. That's completely at 【 10 】 with how I feel today." Now that would be progress.

A) autonomous
D) glamour
AD) opposites
CD) prototypes

B) detached
AB) imminent
BC) outrageous
ABC) random

C) dual
AC) odds
BD) pouring
ABD) repressing

阅读理解(一)

Directions: Read the passage. Each 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.

Selective colleges and universities in the US are under fire for being too elite and too expensive, and for not training graduates for the world of work. Such charges ignore the fact that these institutions continue to prepare students for success in their work, for thoughtful engagement in civic life, for lifelong learning, and for understanding the world and those with whom they live.

These colleges and universities must be doing something right. Applications are at record highs, and their financial aid programs make them more accessible than ever. This model of education has long played a central role in creating opportunity, driving economic growth, and spurring innovation.

Yet, there is growing skepticism about the value of this model. The recent tax reform bill is a wake-up call that our strongest colleges and universities are under assault by some in government. The initial proposals would have made education unaffordable for many by taxing tuition waivers for graduate students and ending deductions for student loan interest. Thankfully, these provisions were ultimately stripped from the bill, but lawmakers let stand a new tax on the investment income of some colleges and universities.

While these attacks are motivated by misguided ideas, we need to do a better job of explaining why these claims are false and why what we do is valuable. We cannot take for granted that any of this is obvious.

It is often said that elite colleges and universities do not train students, particularly those who study the liberal arts, for the workforce. But this can be refuted by scholarly research. The data are clear: A liberal arts education is great career preparation, both for excellent lifetime earnings and for satisfaction with the work. This education develops the skills of critical thinking, rigorous analysis of data and facts, communication with the written and spoken word, understanding of cultural differences and issues, and the ability to keep learning. In fact, liberal arts graduates do extremely well in every imaginable field.

Access to an education at selective colleges and universities is now more available than ever to low- and middle-income families. We have built endowments from donations by alumni (校友) and parents who understand and appreciate our mission to provide access and opportunity, and a significant portion of the returns from these endowments is used to fund financial aid.

Ironically, the new tax on endowments drains financial aid funds from the very schools most able to offer opportunity to those who have earned a spot but cannot otherwise afford this education. Beyond the virtue of access to those who have earned a place at these schools, the diversity of economic backgrounds enhances the education and experience of all of our students.

1. What fact does the author emphasize concerning selective colleges and universities?
 - A. They have been ignoring the training of graduates for the world of work.
 - B. They have been doing well in ensuring their students a successful future.
 - C. They have been constantly attacked for being too elite and too expensive.
 - D. They have been actively engaged in civic life beyond the school campus.
2. What does the author say in arguing for the model of education in the US?
 - A. It has contributed substantially to the nation's overall development.
 - B. It has succeeded in maintaining sustainable financial aid programs.
 - C. It has given priority to innovative programs for graduate studies.
 - D. It has played a central role in attracting international applicants.
3. What do we learn about the initial proposals concerning the recent tax reform bill?
 - A. They would have stripped many students of life's chances.

- B. They would have added to many students' financial burden.
 - C. They would have deducted graduate student loan interest.
 - D. They would have increased the number of tuition waivers.
4. What do the data show about elite colleges and universities?
- A. Their graduates lack the rigor required for doing statistical analysis.
 - B. Their students prove to be inadequately prepared for their future careers.
 - C. Their focus on research is conducive to developing students' critical thinking.
 - D. Their liberal arts education enables graduates to excel in whatever field they are in.
5. What is an advantage of providing financial aid for students?
- A. Every student can choose the institution they wish to attend.
 - B. All students can benefit from a diversified student population.
 - C. All students will be able to earn a place on university campus.
 - D. Less privileged students will be more competitive at elite schools.

阅读理解（二）

A slippery slope argument, in logic, is a consequentiality logical device in which a party asserts that a relatively small first step leads to a chain of related events culminating in some significant (usually negative) effect, much like an object given a small push over the edge of a slope sliding all the way to the bottom. Which of the following provides a typical example of a slippery slope?

- A) Lots of people bought this album, so it must be good.
- B) Ever since feminists began attacking our popular culture, the moral foundation of our society has been weakened; the divorce rate, for example, continues to rise.
- C) The US shouldn't get involved militarily in other countries. Once the government sends in a few troops, it will then send in thousands to die.
- D) You are the worst of the classmates; therefore, what you say is incredible.

文化和词汇常识题

1. The ancestors of the English and the founders of England are _____.
 - A) The Anglo-Saxons
 - B) The Normans
 - C) The Vikings
 - D) The Romans
2. Some diseases are _____ by certain water animals.
 - A) transplanted
 - B) transformed
 - C) transported
 - D) transmitted
3. If you're going to run for mayor, just make sure there are no _____ in the cupboard! You know what the press are like.
 - A) moths
 - B) skeletons
 - C) ghosts
 - D) dirt
4. What does an ohm measure?
 - A) air resistance
 - B) electrical resistance
 - C) temperature of plasma
 - D) volume of gas
5. Joan of Arc was valiant to the end, refusing to show any fear as men with torches prepared to burn her at the stake.

The word valiant is closest in meaning to

 - A) mad
 - B) brave
 - C) quiet
 - D) outraged