

机密★启用前

广东省 2016 年普通高等学校本科插班生招生考试

英语

Part I Vocabulary and Structure (30%)

Directions: There are 30 incomplete sentences in this part. For each sentence, there are four choices marked A, B, C and D. Choose the one that best completes the sentence, and then mark the corresponding letter on the Answer Sheet.

1. —Where are you going, Tom?
—To Bill's workshop. The engine of my car needs _____.
A. repairing B. repaired C. repair D. to repair
2. The luggage is _____ heavy to carry all the way home. Let's call a taxi.
A. very B. too C. so D. much
3. Our teacher suggested that each of us _____ a study plan for the long summer vacation.
A. make B. made C. will make D. would make
4. If you had told me earlier, I _____ to meet you at the hotel.
A. had come B. will have come C. would come D. would have come
5. Kin went to visit the teacher in the primary school _____ he worked three years ago.
A. when B. where C. which D. that
6. The language school started a new _____ to help young learners with reading and writing.
A. program B. design C. event D. progress
7. Always keep in mind that more fruit, vegetables and _____ exercises will keep us healthy.
A. regular B. normal C. average D. ordinary
8. Peter often accompanies his parents to the concert, _____ he does not like pop music at all.
A. as B. if C. since D. though
9. Mr. Brown would like to make _____ on his house, but he was disappointed.
A. gains B. interests C. a profit D. a benefit
10. It is Allen's first time to speak to the public, but I am sure he will get _____ his nervousness.
A. away B. off C. over D. through
11. If you are not satisfied with this pair, I will get you _____ one of the same size and color.
A. other B. another C. more D. less
12. It is reported that a plane has _____ in the mountainous area near the borderline of that country.



- A. crashed B. crushed C. flashed D. clashed
13. —Where is my cell phone? I can't find it. Well, you _____ have put it somewhere.
A. should B. must C. ought to D. would
14. I think we should stop arguing and work together, if we want to get _____ near a solution to the problem.
A. anywhere B. everywhere C. nowhere D. somewhere
15. The gardener _____ the boy not to step on the grass.
A. suggested B. charged C. warned D. insisted
16. — I'm afraid we must go now if we don't want to get caught in the traffic jam.
— OK. _____.
A. It doesn't matter B. You're welcome C. Take care D. Never mind
17. You might not like the way Sam behaves, but please be kind to him. _____, he is your grandfather.
A. After all B. Above all C. In all D. At all
18. We mention the importance of giving up smoking once and again, but hardly _____ it.
A. did they realize B. have they realized C. they did realize D. they have realized
19. Tom's room is in a terrible mess, everything seems _____ in it.
A. out of control B. out of date C. out of order D. out of service
20. At the 60th anniversary, the guests sitting in the front are those _____ graduates from the university.
A. faithful B. distinguished C. impressive D. interesting
21. We were caught in a traffic jam. By the time we arrived at the airport the plane _____.
A. will take off B. would take off C. has taken off D. had taken off
22. _____ is not known yet.
A. Although he is serious about it B. No matter how we will do the task
C. Whether we will go outing or not D. Unless they come to see us
23. You can't rely on Jane as she is _____ changing her mind and you will never know what she is going to do next.
A. occasionally B. rarely C. scarcely D. constantly
24. Kids will soon get tired of learning _____ more than they can.
A. if they expect to learn B. if they are expected to learn
C. if they learn to expect D. if they are learned to expect
25. Many people prefer the bowls made of steel to the _____ made of plastic.
A. it B. one C. ones D. them
26. _____ from far away, the 600-meter tower is stretching into the sky.



- A. See B. Seeing C. To see D. Seen
27. The tribe had been living in that part of the area for generations until the civil war _____.
- A. broke down B. broke off C. broke out D. broke up
28. The young man had decided to give up the chance of studying abroad, _____ surprised his parents a lot.
- A. when B. where C. which D. that
29. _____, Martin can reach the branch of that tall tree at the gate.
- A. As a short man B. Being short C. As he is short D. Short as he is
30. The temperature is likely to go down next week. _____, we will have to cancel the outdoor activities.
- A. In that case B. In case C. In no case D. In any case

Part II Reading Comprehension (40%)

Directions: In this section, there are four passages, each of which is followed by five questions or unfinished statements. Choose the best and mark the corresponding letter on the answer Sheet.

Passage 1

On Thursday afternoon Mrs. Clarke, dressed for going out, took her handbag with her money and her key in it, locked the door and went to the club. She always went there on Thursdays. It was a nice outing for an old woman who lived alone.

At six o'clock she came home, let herself in and at once smelt cigarette smoke. Cigarette smoke in her house? How? How? Had someone got in? She checked the back door and the windows. All were locked or fastened, as usual. There was no sign of forced entry.

Over a cup of tea she wondered whether someone had a key that fitted her front door---"a master key" perhaps. So she stayed at home the following Thursday. Nothing happened. Was anyone watching her movements? On the Thursday after that she went out at her usual time, dressed as usual, but she didn't go to the club. Instead she took a short cut home again, letting herself in through her garden and the back door. She settled down to wait.

It was just after four o'clock when the front door bell rang. Mrs. Clarke was making a cup of tea at the time. The bell rang again, and then she heard her letter-box being pushed open. With the kettle of boiling water in her hand, she moved quietly toward the front door. A long piece of wire appeared through the letter box, and then a hand. The wire tamed and caught around the knob in the door-lock. Mrs. Clarke raised the kettle and poured the water over the hand. There was a shout outside, and the skin seemed to drop off the fingers like a glove. The wire fell to the floor, the hand was pulled back, and Mrs. Clarke heard the sound of running feet.

31. On Thursday, Mrs. Clarke usually _____.
- A. went on an outing B. visited a club
- C. worked at a club D. went to see a friend



32. No one made a forced entry, because _____.
- A. she smelt cigarette smoke
 - B. she found nobody in the house
 - C. she came into the house as usual and locked the door
 - D. she found the door and windows remained the same
33. On the second Thursday, nothing happened and Mrs. Clarke was wondering _____.
- A. whether her guess was wrong
 - B. whether someone had "a master key"
 - C. whether her movements were being watched
 - D. whether someone took a short cut to the house
34. The wire fell to the floor _____.
- A. because it was too hot to hold
 - B. when the men's glove dropped off
 - C. because the man just wanted to run away
 - D. when the man's hand was badly hurt by hot water
35. It can be inferred from the passage that Mrs. Clarke was _____.
- A. calm and clever
 - B. brave and lucky
 - C. anxious and worried
 - D. scared and frightened

Passage 2

We find that bright children are rarely held back by mixed-ability teaching. On the contrary, both their knowledge and experience are enriched. We feel that there are many disadvantages in dividing pupils into different groups. It does not take into account the fact that children develop at different rates. It can have a bad effect on both the bright and the not-so-bright child. After all, it can be quite discouraging to be at the bottom of the top grade!

Besides, it is rather unreal to grade people just according to their intellectual ability. This is only one aspect of their total personality. We are concerned to develop the abilities of all our pupils to the full, not just their academic ability. We also value personal qualities and social skills, and we find that mixed-ability teaching contributes to all these aspects of learning.

In our classrooms, we work in various ways. The pupils often work in groups; this gives them the opportunity to learn to co-operate, to share, and to develop leadership skills. They also learn how to cope with personal problems as well as how to think, to make decisions, to analyze and evaluate, and to communicate effectively. The pupils learn from each other as well as from the teacher.

Sometimes the pupils work in pairs' sometimes they work on individual tasks and assignments,



and they can do this at their own speed. They also have some formal class teaching when this is appropriate. We encourage our pupils to use the library, and we teach them the skills they need in order to do this effectively. An advanced pupil can do advanced work; it does not matter how old the child is. We expect our pupils to do their best, not their least, and we give them every encouragement to attain this goal.

36. The phrase "held back" in Line 1 means being _____.

- A. forced to study hard
- B. stopped from making progress
- C. unwilling to study hard
- D. pushed to make great progress

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37. The writer's attitude towards "mixed-ability teaching" is _____.

- A. approving
- B. Negative
- C. critical
- D. indifferent

38. According to the writer, the main concern of a teacher should be the development of the students' _____.

- A. social skills
- B. total personality
- C. personal qualities
- D. intellectual ability

39. Which of the following is NOT MENTIONED in the third paragraph?

- A. Pupils can learn how to be capable organizers.
- B. Pupils can learn how to work together with others.
- C. Pupils can learn how to participate in teaching activities.
- D. Pupils can learn how to develop their reasoning abilities.

40. This passage aims to _____.

- A. offer advice on the effective use of the library
- B. emphasize the importance of teaching the skills.
- C. discuss pair work and group work for classroom activities
- D. argue for teaching bright and not-so-bright pupils in the same class

Passage 3

In the 1960s, medical researchers Thomas Holmes and Richard Rahe developed a checklist of stressful events. They appreciated the tricky point that any major change can be stressful. Negative events like "serious illness of a family member" were high on the list, but so were some positive life-changing events, like marriage. When you take the Holmes-Rahe test you must remember that the score does not reflect how you deal with stress---it only shows how much you have to deal with. And we now know that the way you handle these events dramatically affects your chances of staying healthy.



By the early 1970s, hundreds of similar studies had followed Holmes and Rahe. And millions of Americans who work and live under stress worried over the reports. Somehow, the research was described briefly in a memorable message. Women's magazines ran headlines like "Stress causes illness!" If you want to stay physically and mentally healthy, the articles said, avoid stressful events.

But such simple advice is impossible to follow. Even if stressful events are dangerous, many—like the death of a loved one—are impossible to avoid. Moreover, any warning to avoid all stressful events is a prescription(处方)for staying away from opportunities as well as trouble. Since any change can be stressful, a person who wanted to be completely free of stress would never marry, have a child, take a new job or move. TM

The notion that all stress makes you sick also ignores a lot of what we know about people. It assumes we're all weak and passive in the face of difficulties. But what about human initiative and creativity? Many people who come through periods of stress with more physical and mental energy than they had before. We also know that a long time without change or challenge can lead to boredom, and physical and mental strain.

41. Holmes-Rahe made a medical research on_____.
- A. what to do to avoid stress
 - B. what to do to cope with stress
 - C. what kind of events can cause stress
 - D. what kind of stress can cause changes
42. The score of the Holmes-Rahe test shows_____.
- A. how much you have to deal with stress
 - B. how positive events can change your life
 - C. how negative events can change your life
 - D. how you can deal with life-changing events
43. The studies on stress in the early 1970s made people_____.
- A. feel more stressful in working and living
 - B. believe that it's impossible to avoid stress
 - C. worry about their mental and physical health
 - D. believe that it's possible to avoid stressful events
44. If a person wanted to avoid stress completely, he would have to_____.
- A. avoid any changes
 - B. make some changes
 - C. be free of dangerous things
 - D. stay away from the opportunities



45. Which of the following best describes the writer's tone in the passage?

- A. Critical. B. Objective. C. Subjective. D. Prejudiced.

Passage 4

Even plants can run a fever, especially when they're under attack by insects or disease. But unlike humans, plants can have their temperature taken from 3,000 feet away----straight up. A decade ago, adapting the infrared(红外线)scanning technology developed for military purposes and other satellites, physicist Stephen Paley came up with a quick way to take the temperature of crops to determine which ones are under attack. The goal was to let farmers precisely target pesticide(杀虫剂)spraying rather than rain poison on a whole field, which always includes plants that don't have pest(害虫)problems.

Even better, Paley's Remote Scanning Services Company could detect crop problems before they became visible to the eye. An infrared scanner, on a plane flying at 3,000 feet at night, measured the heat send out by crops. The data was turned into a color-coded map showing where plants were running "fevers". Farmers could then spot-spray, using 50 to 70 percent less pesticide than they otherwise would.

The bad news is that Paley's company closed down in 1984, after only three years. Farmers resisted the new technology and long-term supporters were hard to find. But with the renewed concern about pesticides on produce, and refinements in infrared scanning, Paley hopes to get back into operation. Agriculture experts have no doubt about how the technology works. "This technique can be used on 75 percent of agricultural land in the "United States", says George Oerther of Texas A&M. Ray Jackson, who recently retired from the Department of Agriculture, thinks long-distance infrared crop scanning could be adopted by the end of the decade, but only if Paley finds the financial support which he failed to obtain 10 years ago.

46. Plant will run a fever when they are _____.

- A. sprayed with pesticides
B. facing an infrared scanner
C. troubled with insects or disease
D. having their temperature taken

47. In order to apply pesticide spraying precisely, we can use infrared scanning to_____.

- A. draw a color-coded map
B. locate the problem area
C. attract insects and treat disease
D. estimate the damage to the crops

48. Farmers can save a considerable amount of pesticide by_____.

- A. making use of spot-spraying



- B. transforming poisoned rain
- C. consulting infrared scanning experts
- D. detecting crop problems at an early stage

49. The difficulty in applying infrared scanning technology to agriculture is _____.

- A. its high cost
- B. the financial problem
- C. the decreased production
- D. the lack of official support

50. The passage mainly talks about the _____.

- A. problems of crops
- B. temperature of crops
- C. roles of Paley's company
- D. function of infrared scanning

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Part III Cloze (15%)

Directions: There are 15 blanks in the following passage, for each blank there are four choices. Choose the one best answer and mark the corresponding letter on the answer sheet.

A friend of mine met with an accident driving in darkness. His legs were so hurt that he couldn't move. What was the 51 was that he found himself unable to ask for help--his mobile phone went out of 52 because of exhausted battery. 53 could be done but to wait in cold wilderness. It was eight hours later that day broke, and then the rescue arrived.

It was 54 imaginable that he could stand the horror in the darkness for so long. Even more surprising was his 55: "First of all, I checked up my physical conditions and found myself not in mortal danger. As there was no tools to 56 help, I leaned back in my seat trying my best to 57 the wound from bleeding. In this way I dozed off."

His story put an end to my regret for the sadness of an exploration adventure that happened last year. A group of young men 58 to explore a mountain cave and got 59 to find a way out in the dark cave they were frightened and ran anxiously without a sense of 60. Finally they fell dead in fear and exhaustion. According to the rescue people 61 found them, the place where they got lost was only about 10 meters away from the 62 of the cave. If they stayed on the spot when they lost their way and tried to calm themselves, they would probably 63 a faint light glimmering not far away.

Don't you think you can compare it with life 64? when you meet with difficulty in life and work, and you are not clear about it yet, you 65 put up struggle immediately. It seems to be a negative attitude, but a person who can afford to do so must have foresight as a great courage in the first place.

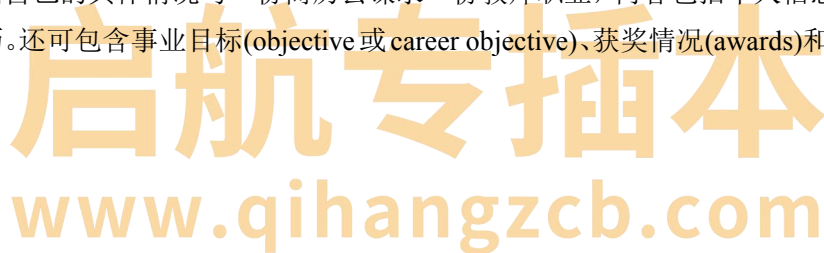


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|----------------------|--------------|----------------|-----------------|
| 51. A. certain | B. uncertain | C. best | D. worst |
| 52. A. reach | B. way | C. control | D. work |
| 53. A. Everything | B. Anything | C. Something | D. Nothing |
| 54. A. almost | B. hardly | C. possibly | D. scarcely |
| 55. A. determination | B. decision | C. explanation | D. conversation |
| 56. A. call for | B. go for | C. leave for | D. look for |
| 57. A. treat | B. cure | C. keep | D. remain |
| 58. A. tried | B. managed | C. liked | D. tended |
| 59. A. Able | B. Unable | C. Lucky | D. Unlucky |
| 60. A. space | B. balance | C. frustration | D. direction |
| 61. A. that | B. which | C. when | D. where |
| 62. A. ending | B. beginning | C. opening | D. closing |
| 63. A. tell | B. sense | C. tough | D. think |
| 64. A. himself | B. itself | C. yourselves | D. themselves |
| 65. A. mustn't | B. wouldn't | C. needn't | D. couldn't |

Part IV Writing (15%)

Directions: This part is to test your ability in practical writing. Now you are required to write a letter according to the information given in Chinese. Your writing should contain over 100 words and you should write it on the Composition Sheet.

请根据自己的具体情况写一份简历去谋求一份教师职业，内容包括个人信息、教育背景和工作经历。还可包含事业目标(objective 或 career objective)、获奖情况(awards)和特长(special skills)等。



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