

## **Appendices**

### **Appendix A: Data Analysis**

**Table 1: A Scoring of Metacognitive Reading Strategies for Law Majors at YuXi Teachers College (Class A)**

No	Name	MRS	Lel.	GRS	Lel.	PRS	Lel.	SRS.	Lel.
1	陶芬香	3.45	o	3.84	+	3.37	o	3	o
2	李国胜	2.5	o	2.46	—	2.5	o	3	o
3	王德碧	2.86	o	3	o	2.87	o	2.6	o
4	李 萍	3.33	o	3.76	+	3.25	o	3.33	o
5	胡菊玲	3.26	o	3.15	o	3.75	+	3	o
6	陆开洪	3.46	o	3.23	o	4.12	+	3.2	o
7	杨茂魁	3.3	o	3.3	o	3.12	o	3	o
8	赵家辉	2.56	o	3.3	o	2.37	—	1.7	—
9	杨梨果	3.4	o	3.38	o	3.75	+	3.1	o
10	普红英	3.76	+	3.46	o	4.12	+	3.8	+
11	赵雄蕊	4.1	+	4.38	+	4.37	+	3.4	o
12	刘 萍	3.53	+	3.46	o	3.25	o	3.33	o
13	张文馨	3.8	+	3.92	+	4.25	+	3.22	o
14	石 岚	4.43	+	4.23	+	4.12	+	4.33	+
15	鲍 薇	4.43	+	4.53	+	4.62	+	4.1	+
16	李昀钰	3.4	o	3.61	+	3.5	+	3	o
17	李晓云	3.2	o	3.69	+	2.75	o	2.8	o
18	王彦美	3.4	o	3.23	o	3.65	+	3	o

No	Name	MRS	Lel.	GRS	Lel.	PRS	Lel.	SRS.	Lel.
19	三 戈	3	o	2.69	o	3.5	+	3	o
20	曹自娥	3.43	o	3.76	+	2.87	o	3	o
21	魏元凯	3.43	o	3.38	o	4	+	3.22	o
22	任皓骏	3.1	o	3.23	o	3.87	+	2.22	—
23	赵程平	3.53	+	3.92	+	3.25	o	3.22	o
24	吴晓坤	3.1	o	3.38	o	2.87	o	3	o
25	樊 芳	3.76	+	3.23	o	4.25	+	4.1	+
26	方晓梅	3.4	o	3.69	+	3.62	+	2.7	o
27	曾艳红	3.43	o	3.3	o	3.87	+	3.22	o
28	刘俊婷	3.66	+	3.84	+	3.5	+	3.33	o
29	李石平	2.96	o	2.84	o	3.12	o	3	o
30	叶 炼	3.43	o	3.92	+	3.5	+	2.66	o
31	王 帆	3.33	o	3.53	+	3.12	o	3.22	o
32	张宗栋	3.1	o	3.3	o	3.25	o	3	o
33	江新海	3.43	o	3.69	+	3.5	+	3	o
34	张宜胜	3.43	o	3.23	o	4.25	+	3	o
35	江建龙	3.03	o	2.92	o	3.62	+	2.66	o
36	周于芳	3.4	o	4	+	2.62	o	3.22	o

No	Name	MRS	Lel.	GRS	Lel.	PRS	Lel.	SRS.	Lel.
37	何建伟	3.93	+	3.53	+	3.62	+	4.22	+
38	张锐荣	3.73	+	3.3	+	3.87	+	3.55	+
39	杨丽华	3.53	+	3.69	+	3.5	+	3.33	o
40	施东周	3.2	o	3.23	o	3.12	o	3.11	o
41	马 雪	3.86	+	2.92	+	4.62	+	3.11	o
42	吕艳梅	3.1	o	4	o	3.12	o	2.88	o

The code of metacognitive reading strategies in the tables 1. and 2.

No. = number

MRS.= metacognitive reading strategies

GRS.= global reading strategies

PSRS.= problem solving reading strategies

SRS. = supporting reading strategies

Lel. =level

**Table 2: A Scoring of Metacognitive Reading Strategies for Law Majors at YuXi Teachers College (Class B)**

No	Name	MRS	Lel.	GRS	Lel.	PRS	Lel.	SRS.	Lel.
1	陆光忠	3.83	+	4.07	+	3.75	+	3.55	+
2	赵应雷	3.1	o	3.23	o	3.25	o	3	o
3	夏 荣	2.9	o	3.07	o	3	o	2.55	o
4	孙 雪	2.4	—	2.07	—	3.25	o	2.11	—
5	夏瑞琳	3.23	o	3.3	o	3.25	o	3.22	o
6	罗正永	2.73	o	2.92	o	2.87	o	2.33	—
7	张立雄	3.8	+	3.92	+	3.75	+	3.66	+
8	李举田	3.26	o	3.46	o	2.87	o	3.33	o
9	张凤艳	3.16	o	3.07	o	3.25	o	3.22	o
10	李晓丽	3.1	o	3	o	3.37	o	3	o
11	屈安福	2.56	o	2.92	o	2.62	o	2.11	—
12	陈 伟	3	o	3.15	o	3.37	o	2.66	o
13	罗正财	2.53	o	2.69	o	3.25	o	1.66	—
14	甫绍玉	2.86	o	3.15	o	2.87	o	2.44	—
15	郭伟	3.1	o	3.15	o	2.75	o	3.33	o
16	杨丛鑫	3.1	o	3.61	+	2.87	o	2.55	o
17	解 钦	2.86	o	3.38	o	2.75	o	2.22	—
18	张艾萍	3.23	o	3.3	o	3.25	o	3.11	o

No	Name	MRS	Lel.	GRS	Lel.	PRS	Lel.	SRS.	Lel.
19	吴 勇	2.86	o	2.61	o	2.75	o	3.33	o
20	唐民飞	3.5	+	3.76	+	3.87	+	2.77	o
21	管立波	3.1	o	3.38	o	2.87	o	2.88	o
22	段院落	3.13	o	3.23	o	3.5	+	2.66	o
23	杨淑伊	2.96	o	2.84	o	3.37	o	2.77	o
24	蒋成凤	3.3	o	3.53	+	3	o	3.22	o
25	李红梅	2.8	o	2.84	o	2.62	o	2.88	o
26	刘桂玲	2.83	o	2.84	o	3	o	2.66	o
27	李福鑫	3.46	o	3.61	+	3.37	o	3.33	o
28	侯建萍	3.3	o	3.53	+	3.25	o	3	o
29	李泽坤	3.56	+	3.61	+	3.75	+	3.22	o
30	彭汉环	3.16	o	3.07	o	3.37	o	3.11	o
31	李杨颀	3.1	o	2.84	o	3.25	o	3.11	o
32	张丽菊	3.86	+	3.46	o	4	+	3.44	o

Table. 3 The Percentage of Metacognitive Reading Strategies (Class A )

Statement	5	4	3	2	1
1. I have a purpose in mind when I read.	26 %	33 %	26 %	7%	7%
2. I take notes while reading to help me understand what I read.	14 %	14 %	40 %	16 %	14 %
3. I think about what I know to help me understand what I read.	52 %	30 %	16 %	0%	0%
4. I take an overall view of the text to see what it is about before reading it.	23 %	40 %	23 %	11 %	0%
5. When text becomes difficult, I read aloud to help me understand what I read.	2%	11 %	4%	30 %	50 %
6. I think about whether the content of the text fits my reading purpose.	11 %	33 %	23 %	23 %	7%
7. I read slowly and carefully to make sure I understand what I am reading.	19 %	26 %	28 %	19 %	7%
8. I review the text first by noting its characteristics like length and organization.	9%	38 %	16 %	28 %	7%
9. I try to get back on track when I lose concentration.	28 %	23 %	23 %	16 %	7%
10. I underline or circle information in the text to help me remember it.	57 %	19 %	14 %	2%	7%
11. I adjust my reading speed according to what I am reading.	21 %	42 %	19 %	14 %	2%
12. When reading, I decide what to read closely and what to ignore.	16 %	33 %	28 %	16 %	4%
13. I use reference materials (e.g., a dictionary) to help me understand what I read.	19 %	19 %	19 %	30 %	11 %
14. When text becomes difficult, I pay closer attention to what I am reading.	9%	42 %	28 %	14 %	4%
15. I use tables, figures, and pictures in text to increase my understanding.	19 %	30 %	19 %	23 %	7%

Statement	5	4	3	2	1
16. I stop from time to time and think about what I am reading.	28 %	21 %	33 %	14 %	2%
17. I use context clues to help me better understand what I am reading.	47 %	35 %	16 %	0%	0%
18. I paraphrase (restate ideas in my own words) to better understand what I read.	7%	21 %	33 %	23 %	14 %
19. I try to picture or visualize information to help remember what I read.	21 %	19 %	19 %	21 %	19 %
20. I use typographical features like bold face and italics to identify key information.	21 %	26 %	26 %	16 %	9%
21. I critically analyze and evaluate the information presented in the text.	2%	21 %	23 %	28 %	23 %
22. I go back and forth in the text to find relationships among ideas in it.	11 %	23 %	45 %	16 %	2%
23. I check my understanding when I come across new information.	19 %	33 %	28 %	14 %	4%
24. I try to guess what the content of the text is about when I read.	52 %	35 %	7%	4%	0%
25. When text becomes difficult, I re-read it to increase my understanding.	33 %	35 %	19 %	11 %	0%
26. I ask myself questions I like to have answered in the text.	4%	19 %	28 %	35 %	11 %
27. I check to see if my guesses about the text are right or wrong.	11 %	26 %	28 %	21 %	11 %
28. When I read, I guess the meaning of unknown words or phrases.	45 %	30 %	16 %	7%	0%
29. When reading, I translate from English into my native language.	35 %	33 %	23 %	0%	7%
30. When reading, I think about information in both English and my mother tongue.	30 %	35 %	19 %	11 %	2%



Table. 4 The Percentage of Metacognitive Reading Strategies (Class B)

Statement	5	4	3	2	1
1. I have a purpose in mind when I read.	15 %	18 %	50 %	15 %	0 %
2. I take notes while reading to help me understand what I read.	3 %	6 %	28 %	40 %	21 %
3. I think about what I know to help me understand what I read.	21 %	25 %	46 %	3 %	3 %
4. I take an overall view of the text to see what it is about before reading it.	9 %	37 %	25 %	21 %	6 %
5. When text becomes difficult, I read aloud to help me understand what I read.	0 %	3 %	15 %	31 %	50 %
6. I think about whether the content of the text fits my reading purpose.	0 %	40 %	31 %	25 %	3 %
7. I read slowly and carefully to make sure I understand what I am reading.	28 %	31 %	31 %	9 %	0 %
8. I review the text first by noting its characteristics like length and organization.	12 %	18 %	28 %	34 %	6 %
9. I try to get back on track when I lose concentration.	25 %	46 %	18 %	9 %	0 %
10. I underline or circle information in the text to help me remember it.	28 %	34 %	25 %	9 %	3 %
11. I adjust my reading speed according to what I am reading.	15 %	40 %	31 %	6 %	6 %
12. When reading, I decide what to read closely and what to ignore.	3 %	18 %	4 %	31 %	3 %
13. I use reference materials (e.g., a dictionary) to help me understand what I read.	28 %	21 %	28 %	15 %	6 %
14. When text becomes difficult, I pay closer attention to what I am reading.	6 %	6 %	37 %	34 %	15 %
15. I use tables, figures, and pictures in text to increase my understanding.	6 %	34 %	40 %	12 %	6 %

Statement	5	4	3	2	1
16. I stop from time to time and think about what I am reading.	0 %	28 %	43 %	28 %	0 %
17. I use context clues to help me better understand what I am reading.	12 %	59 %	18 %	6 %	3 %
18. I paraphrase (restate ideas in my own words) to better understand what I read.	0 %	25 %	18 %	28 %	28 %
19. I try to picture or visualize information to help remember what I read.	0 %	25 %	25 %	34 %	15 %
20. I use typographical features like bold face and italics to identify key information.	12 %	37 %	15 %	21 %	12 %
21. I critically analyze and evaluate the information presented in the text.	3 %	9 %	43 %	37 %	6 %
22. I go back and forth in the text to find relationships among ideas in it.	3 %	31 %	34 %	28 %	3 %
23. I check my understanding when I come across new information.	9 %	31 %	40 %	18 %	0 %
24. I try to guess what the content of the text is about when I read.	15 %	53 %	25 %	6 %	0 %
25. When text becomes difficult, I re-read it to increase my understanding.	6 %	31 %	28 %	28 %	6 %
26. I ask myself questions I like to have answered in the text.	3 %	15 %	25 %	40 %	15 %
27. I check to see if my guesses about the text are right or wrong.	6 %	15 %	43 %	21 %	12 %
28. When I read, I guess the meaning of unknown words or phrases.	12 %	34 %	21 %	28 %	3 %
29. When reading, I translate from English into my native language.	15 %	40 %	25 %	12 %	6 %
30. When reading, I think about information in both English and my mother tongue.	9 %	43 %	21 %	25 %	0 %

Table. 5 The Percentage of Three Categories of Metacognitive Reading Strategies (Class A)

<b>Global Reading Strategies</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I have a purpose in mind when I read. (1)	26 %	33 %	26 %	7 %	7%
2. I think about what I know to help me understand what I read. (3)	52 %	30 %	16 %	0 %	0%
3. I take an overall view of the text to see what it is about before reading it. (4)	23 %	40 %	23 %	11 %	0%
4. I think about whether the content of the text fits my reading purpose. (6)	11 %	33 %	23 %	23 %	7%
5. I review the text first by noting its characteristics like length and organization. 8	9% %	38 %	16 %	28 %	7%
6. When reading, I decide what to read closely and what to ignore. (12)	16 %	33 %	28 %	16 %	4%
7. I use tables, figures, and pictures in text to increase my understanding. (15)	19 %	30 %	19 %	23 %	7%
8. I use context clues to help me better understand what I am reading. (17)	47 %	35 %	19 %	0 %	0%
9. I use typographical features like bold face and italics to identify key information. (20)	21 %	26 %	26 %	16 %	9%
10. I critically analyze and evaluate the information presented in the text. (21)	2% %	21 %	23 %	28 %	23 %
11. I check my understanding when I come across new information. (23)	19 %	33 %	28 %	14 %	4%
12. I try to guess what the content of the text is about when I read. (24)	52 %	35 %	7% %	4 %	0%
13. I check to see if my guesses about the text are right or wrong. (27)	11 %	26 %	28 %	21 %	11 %

<b>Problem Solving Strategies</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.I read slowly and carefully to make sure I understand what I am reading. (7)	19 %	26 %	28 %	19 %	7%
2.I try to get back on track when I lose concentration. (9)	28 %	23 %	23 %	16 %	7%
3. I adjust my reading speed according to what I am reading. (11)	21 %	42 %	19 %	14 %	2%
4. When text becomes difficult, I pay closer attention to what I am reading. (14)	9% %	42 %	28 %	14 %	4%
5.I stop from time to time and think about what I am reading. (16)	28 %	21 %	33 %	14 %	2%
6.I try to picture or visualize information to help remember what I read. (19)	21 %	19 %	19 %	21 %	19 %
7.When text becomes difficult, I re-read it to increase my understanding. (25)	33 %	35 %	19 %	11 %	0%
8.When I read, I guess the meaning of unknown words or phrases. (28)	45 %	30 %	16 %	7 %	0%
<b>Supporting Strategies (9 items)</b>					
1. I take notes while reading to help me understand what I read. (2)	14 %	14 %	40 %	16 %	14 %
2.When text becomes difficult, I read aloud to help me understand what I read. (5)	2% %	11 %	4% %	30 %	50 %
3. I underline or circle information in the text to help me remember it. (10)	57 %	19 %	14 %	2 %	7%
4. I use reference materials (e.g., a dictionary) to help me understand what I read. (13)	19 %	19 %	19 %	30 %	11 %
5. I paraphrase (restate ideas in my own words) to better understand what I read. (18)	7% %	21 %	33 %	23 %	14 %
6. I go back and forth in the text to find relationships among ideas in it.(22)	11 %	23 %	45 %	16 %	2%
7. I ask myself questions I like to have answered in the text. (26)	4% %	19 %	28 %	35 %	11 %
8. When reading, I translate from English into my native language. (29)	35 %	33 %	23 %	0 %	7%
9. When reading, I think about information in both English and my mother tongue. (30)	30 %	35 %	19 %	11 %	2%

Table. 6 The percentage of Three Categories of Metacognitive Reading Strategies (Class B)

<b>Global Reading Strategies</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I have a purpose in mind when I read. (1)	15 %	18 %	50 %	15 %	0%
2. I think about what I know to help me understand what I read. (3)	21 %	25 %	46 %	3 %	3%
3. I take an overall view of the text to see what it is about before reading it. (4)	9%	37 %	25 %	21 %	6%
4. I think about whether the content of the text fits my reading purpose. (6)	0%	40 %	31 %	25 %	3%
5. I review the text first by noting its characteristics like length and organization. 8	12 %	18 %	28 %	34 %	6%
6. When reading, I decide what to read closely and what to ignore. (12)	3%	18 %	4%	31 %	3%
7. I use tables, figures, and pictures in text to increase my understanding. (15)	6%	34 %	40 %	12 %	6%
8. I use context clues to help me better understand what I am reading. (17)	12 %	59 %	18 %	6 %	3%
9. I use typographical features like bold face and italics to identify key information. (20)	12 %	37 %	15 %	21 %	12 %
10. I critically analyze and evaluate the information presented in the text. (21)	3%	9%	43 %	37 %	6%
11. I check my understanding when I come across new information. (23)	9%	31 %	40 %	18 %	0%
12. I try to guess what the content of the text is about when I read. (24)	15 %	53 %	25 %	6 %	0%
13. I check to see if my guesses about the text are right or wrong. (27)	6%	15 %	43 %	21 %	12 %

<b>Problem Solving Strategies</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.I read slowly and carefully to make sure I understand what I am reading. (7)	28 %	31 %	31 %	9 %	0%
2.I try to get back on track when I lose concentration. (9)	25 %	46 %	18 %	9 %	0%
3. I adjust my reading speed according to what I am reading. (11)	15 %	40 %	31 %	6 %	6%
4. When text becomes difficult, I pay closer attention to what I am reading. (14)	6%	6%	37 %	34 %	15 %
5.I stop from time to time and think about what I am reading. (16)	0%	28 %	43 %	28 %	0%
6.I try to picture or visualize information to help remember what I read. (19)	0%	25 %	25 %	34 %	15 %
7.When text becomes difficult, I re-read it to increase my understanding. (25)	6%	31 %	28 %	28 %	6%
8.When I read, I guess the meaning of unknown words or phrases. (28)	12 %	34 %	21 %	28 %	3%
<b>Supporting Strategies (9 items)</b>					
1. I take notes while reading to help me understand what I read. (2)	3%	6%	28 %	40 %	21 %
2.When text becomes difficult, I read aloud to help me understand what I read. (5)	0%	3%	15 %	31 %	50 %
3. I underline or circle information in the text to help me remember it. (10)	28 %	34 %	25 %	9 %	3%
4. I use reference materials (e.g., a dictionary) to help me understand what I read. (13)	28 %	21 %	28 %	15 %	6%
5. I paraphrase (restate ideas in my own words) to better understand what I read. (18)	0%	25 %	18 %	28 %	28 %
6. I go back and forth in the text to find relationships among ideas in it.(22)	3%	31 %	34 %	28 %	3%
7. I ask myself questions I like to have answered in the text. (26)	3%	15 %	25 %	40 %	15 %
8. When reading, I translate from English into my native language. (29)	15 %	40 %	25 %	12 %	6%
9. When reading, I think about information in both English and my mother tongue. (30)	9%	43 %	21 %	25 %	0%

## Appendix B: SURVEY OF READING STRATEGIES (SORS)

Name: \_\_\_\_\_ Code: \_\_\_\_\_ Section: \_\_\_\_\_  
Faculty: \_\_\_\_\_ Major: \_\_\_\_\_ Tel. No: \_\_\_\_\_

**Instructions:** The purpose of this survey is to collect information about the various techniques you use when you read academic materials in English (e.g., reading textbooks for homework or examinations, reading journal articles, etc.).

All the items below refer to your reading of college-related academic materials (such as textbooks, not newspapers or magazines). Each statement is followed by five numbers, 5, 4, 3, 2, and 1, and each number means the following:

'5' means that I always or almost always do this

'4' means that I usually do this.

'3' means that I sometimes do this (About 50% of the time.).

'2' means that I do this only occasionally.

'1' means that I never or almost never do this.

After reading each statement, put a tick in the box that shows the number (5, 4, 3, 2, or 1) which applied to you. Note that there are no right or wrong responses to any of the items on this survey.

Statement	5	4	3	2	1
1. I have a purpose in mind when I read.					
2. I take notes while reading to help me understand what I read.					
3. I think about what I know to help me understand what I read.					
4. I take an overall view of the text to see what it is about before reading it.					
5. When text becomes difficult, I read aloud to help me understand what I read.					
6. I think about whether the content of the text fits my reading purpose.					
7. I read slowly and carefully to make sure I understand what I am reading.					
8. I review the text first by noting its characteristics like length and organization.					
9. I try to get back on track when I lose concentration.					
10. I underline or circle information in the text to help me remember it.					
11. I adjust my reading speed according to what I am reading.					
12. When reading, I decide what to read closely and what to ignore.					
13. I use reference materials (e.g., a dictionary) to help me understand what I read.					
14. When text becomes difficult, I pay closer attention to what I am reading.					
15. I use tables, figures, and pictures in text to increase my understanding.					



Statement	5	4	3	2	1
16. I stop from time to time and think about what I am reading.					
17. I use context clues to help me better understand what I am reading.					
18. I paraphrase (restate ideas in my own words) to better understand what I read.					
19. I try to picture or visualize information to help remember what I read.					
20. I use typographical features like bold face and italics to identify key information.					
21. I critically analyze and evaluate the information presented in the text.					
22. I go back and forth in the text to find relationships among ideas in it.					
23. I check my understanding when I come across new information.					
24. I try to guess what the content of the text is about when I read.					
25. When text becomes difficult, I re-read it to increase my understanding.					
26. I ask myself questions I like to have answered in the text.					
27. I check to see if my guesses about the text are right or wrong.					
28. When I read, I guess the meaning of unknown words or phrases.					
29. When reading, I translate from English into my native language.					
30. When reading, I think about information in both English and my mother tongue.					

**Thank you very much for your cooperation!**

## 英语阅读策略问卷调查表

系：\_\_\_\_\_ 专 业：\_\_\_\_\_ 姓 名：\_\_\_\_\_ 学 号：\_\_\_\_\_

**填表说明：**填写此问卷调查表的目的是为了了解你在英语课堂教学阅读（包括课本、作业、阅读理解测试以及报刊杂志等的阅读）中，使用阅读策略的情况。请你根据下面的五种程度：

5=我“频繁”使用

4=我“经常”使用

3=我“有时”使用

2=我“很少”使用

1=我“从未”使用

请根据你在英语阅读（包括课本、作业、阅读理解测试以及报刊杂志等的阅读）中，所使用的相关的阅读策略分别如实用“√”符号填入相应的栏中。

请仔细阅读，如实填写。

注意：你所选择的任何程度：5=我“频繁”使用，4=我“经常”使用，3=我“有时”使用，2=我“很少”使用，1=我“从未”使用，并无“对”或“错”之分。

阅读策略	5	4	3	2	1
1. 我有目的地阅读。					
2. 我边读边做笔记来帮助我理解课文。					
3. 我边读边用已知的知识来帮助我理解所读的内容。					
4. 阅读前我快速浏览一遍课文，看看课文是有关什么话题。					
5. 遇到难懂的课文，我就大声朗读来帮助我理解所读的内容。					
6. 我边读边想课文内容与我的阅读目的是否相一致。					
7. 为确保我理解所读内容，我读得又慢又仔细。					
8. 我首先浏览一遍课文，特别注意课文的长短和结构特征。					
9. 当我在阅读课文中走神的时候，我又重读一遍。					
10. 我在重要的信息词上划线或划圈来帮助我记住所读的内容。					
11. 我根据阅读内容调整阅读速度。					
12. 阅读时我注意细读和略读。					
13. 我借助字典或其他参考书来帮助我理解所读内容。					
14. 遇到难懂的课文，我对所读内容更加精力集中。					
15. 我利用课文中的图表、数据和图画来帮助我理解课文。					

阅 读 策 略	5	4	3	2	1
16. 我时不时停下来思考我所读的内容。					
17. 我通过上下文线索来帮助我更好地理解课文。					
18. 我用自己的话来复述已读内容以便更好的理解课文。					
19. 我试图用画面或可视信息来帮助我记忆已读的内容。					
20. 我用字体的印刷特征, 如: 黑体、斜体来识别关键信息。					
21. 我注意分析和评价估课文中所展示的信息。					
22. 我注意反复推敲从而找出课文内容之间的相互关系。					
23. 遇到新信息时, 我注意检查自己的理解是否正确。					
24. 我边读边猜测课文的内容。					
25. 遇到难懂的课文, 我就反复阅读以增加我的理解力。					
26. 我喜欢对课文中的直接答案提出疑问。					
27. 我自我检查我对课文的猜测是否正确。					
28. 阅读时我猜测生词或词组。					
29. 阅读时我把英语翻译成汉语。					
30. 阅读时我用英语和汉语同时思考相关的信息。					

谢谢你的合作!

**Appendix C: Metacognitive Reading Strategies**  
**Observation Checklist**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Global Strategies	Number of the students' reading actions ( Use a slash if you see one )
Skimming	
Scanning	
Preview the text	
Look at the title	
Look at the questions in the text	
Read closely	
Ignore some of sentences	
Look at print conventions	
Use table, figure and picture	
Use context clue	
<b>Problem solving strategies</b>	
Read slowly and carefully	
Re-read	
Adjust speed	
Go back on track	
Stop from time to time and think	

Support Strategies	Number of the students' reading actions ( use a slash if you see one )
Using a dictionary	
Asking a teacher for help	
Asking a classmate for help	
Taking note	
Reading aloud	
Underlining and circling	
Translating	

## **Appendix D: Interview Questions**

1. When you are reading, if you encounter unknown word or phrases, what would you do?
2. When you are reading, what do you focus on most?
3. Why do you translate what you read into Chinese?
4. When do you use a dictionary?
5. How do you use the context clues to help you guess the meaning of the unknown words?
6. Do you use the your experience or general knowledge to help you comprehend the content of the text?
7. What do you think about the grammatical structures?
8. Please tell me about the problems in your reading?
9. Why do you go back and re-read the whole passage?
10. Why do you want to read the questions before reading?

## Appendix E: The Transcript on Placement Test and Test Paper

大学英语 03级法学思政本A1班 任课教师：朱黎勇

姓名	统测成绩	年级名次	系名次
刘萍	132	17	2
王利利	122	37	4
吴晓坤	122	37	4
李国胜	119	50	8
汪建龙	117	58	11
马雪	114	75	13
张宗栋	113	79	14
周于芳	111	92	18
曾艳红	110	101	19
王德碧	110	101	19
鲍薇	109	114	22
叶炼	107	131	25
王帆	106	140	26
张宜胜	105	156	28
李萍	104	170	30
杨梨果	104	170	30
方晓梅	102	194	34
张文馨	100	228	36
李晓云	100	228	36
樊芳	99	247	40
赵雄蕊	98	261	42
杨丽华	98	261	42
陶芬香	97	277	46
张锐荣	96	293	47
赵家辉	92	358	50
李昀钰	90	396	52
杨茂魁	88	430	53
江新海	87	445	56
赵程平	87	445	56
普红英	86	467	60
刘俊婷	86	467	60
王彦美	86	467	60
胡菊玲	85	489	65
三戈	85	489	65
魏元凯	84	511	68
曹自娥	84	511	68



任皓俊	84	511	68
石岚	83	536	74
吕艳梅	82	558	76
施东周	82	558	76
何建伟	81	575	79
陆开洪	79	610	82
李石平	79	610	82
平均分	97.79	总人数	43人

大学英语 03级法学思政本B班 任课教师：张红云

姓名	统测成绩	年级名次	系名次
张凤艳	78	631	86
夏瑞琳	77	645	87
管立波	76	660	88
罗正永	76	660	88
赵应雷	74	702	90
李福鑫	74	702	90
唐明飞	74	702	90
屈安福	73	719	93
张丽菊	72	745	94
蒋成凤	72	745	94
杨丛鑫	71	761	96
侯建萍	71	761	96
张立雄	71	761	96
杨淑伊	70	782	99
张艾萍	69	799	100
段院茹	69	799	100
李晓丽	66	853	102
解钦	66	853	102
李杨嶝	65	877	104
李泽坤	65	877	104
夏荣	65	877	104
刘桂玲	64	896	107
陈伟	63	917	108
罗正财	62	939	109
李举田	60	967	110
甫绍玉	60	967	110
孙雪	59	979	112

朱城岑	59	979	112
陆光忠	59	979	112
彭汉环	58	1003	115
吴勇	55	1058	116
郭伟	54	1070	117
赵家颖	53	1091	118
李红梅	51	1107	119
平均分	66.21	总人数	34人

PAYAP UNIVERSITY

# 云南省高等学校 2003 级新生英语分级考试

## 试 题 册

(本科生用卷)

- 注意事项: 1、要求考生将答案选项对准答题纸上相应题号的对应选项, 或A, 或B, 或C, 或D, 画圆圈。若要更正, 在原画圈的选项上打叉 '×', 或涂掉原圈, 然后在新选项上再画圈。
- 2、每题只有一项最佳选项为答案。多选答案项的, 将不得分。
- 3、凡做在试题册上的答案一律无效。

### 一 情景交际

(共 20 题, 每题 1 分; 计 20 分)

根据所提供的情景, 从 A, B, C, D 选项中选出能补全下列对话的最佳选项。

1. --- Do you want to get together this weekend?  
--- \_\_\_\_\_, but let me check my calendar first. I'll call you back.  
A. No. B. I am not interested  
C. I'd really like to D. I am not impressed
2. --- I can't possibly meet Dr. Joyce's dead line.  
--- \_\_\_\_\_  
A. Why do you ask for an extension? B. Why don't you ask for an extension?  
C. Why not for an extension? D. Why for an extension?
3. --- Do you like to listen to Rock music?  
--- \_\_\_\_\_  
A. No, I prefer classical. B. Yes, I prefer classical.  
C. Yes, I prefer jazz. D. No, I prefer rag.
4. --- Careful not to slip on the ice!  
--- \_\_\_\_\_ I'll be careful.  
A. Why? B. How?  
C. I am sorry. D. Thanks for reminding me.
5. Why did you quit the job?  
--- \_\_\_\_\_

- A. I didn't get along well with the executives of the company. 16  
 B. I thought I'd go and see the art exhibit downtown.  
 C. If it exists, I suppose it will discover it.  
 D. Because working helps us expand the breadth of our knowledge.
6. --- 17  
 --- But, Dad, everyone wears makeup.  
 A. Your makeup is special, you'd better change it.  
 B. Change your makeup, and change your clothes, too.  
 C. Change your clothes and wears makeup. 18  
 D. Go and wash your face! You're wearing too much makeup for a girl of your age.
7. --- I just started swimming every day.  
 ---  
 A. How do you swim? B. Wonderful!  
 C. How are you doing? D. How are you? 19
8. --- I've been sitting at this desk for two hours. I need to take a break.  
 --- It's time for our coffee break.  
 A. What's the time? B. When is it?  
 C. I, too. Let's go. D. Me, too. Come on.
9. --- I got a new job.  
 ---  
 A. Really? B. That's it. 20  
 C. I don't know. D. That's a new job.
10. --- Have you finished your paper?  
 ---  
 A. Not yet, but my outline is done. B. Not yet, but my outline isn't done.  
 C. Not yet, and my outline is done. D. Yes, and my outline isn't done
11. --- If we don't find a gas station soon, we're going to run out of gas.  
 ---  
 A. Why do you get gas before we left? B. Why did you get gas before we left?  
 C. Why not you get gas before we left? D. Why didn't you get gas before we left? 21
12. --- I thought you were going to buy a new car.  
 --- I wanted to, \_\_\_\_\_ I couldn't afford one. I had to get a used one, \_\_\_\_\_ it's OK.  
 A. and... and B. but... but 2  
 C. and... but D. but... and 2
13. --- What time is it?  
 --- About 2:00, I think. \_\_\_\_\_  
 --- I think I'll take a nap for an half hour or so. I can't keep my eyes open.  
 A. Why? B. How? 2  
 C. When? D. Well?
14. ---  
 --- Maybe you should try using fertilizer. 2  
 A. My plants just won't grow! B. Is the fertilizer good to use?  
 C. How about using fertilizer? D. What should you do with the fertilizer? 2
15. --- Let's make a loaf of bread!  
 --- I'd love to, \_\_\_\_\_ we are short of flour.  
 A. and B. or 2  
 C. but D. otherwise

16. --- Guess who called me today?  
 --- \_\_\_\_\_ Can you give me a hint?  
 A. I have no guess. B. I have no ideas.  
 C. I have great guess. D. I have great ideas.
17. --- \_\_\_\_\_  
 --- It's insects. They are always loud in the summer.  
 A. What's that noise coming from outside? B. What's it?  
 C. Who are they? D. Are insects loud in the summer?
18. --- I'll put out this candle for you.  
 --- Be careful not to touch the flame, \_\_\_\_\_ you might get burnt.  
 A. and B. or  
 C. but D. otherwise
19. --- I could give you a ride to the airport.  
 --- \_\_\_\_\_  
 A. Great! And my brother will drive me there.  
 B. Absolutely! And my brother will drive me there.  
 C. I'm so lucky to have a friend like you.  
 D. I need your ride, but my brother will drive me there.
20. --- \_\_\_\_\_  
 --- I just got a raise!  
 A. You look awfully merry today! B. What are you happy?  
 C. How are you today? D. How do you think about your raise?

## 二 词汇

(共计 60 题, 每题 1 分; 计 60 分)

### (一) 反义词

从所给的 A, B, C 和 D 选项中找出与句子中下划线部分意义相反的词。

21. He is saving his money to buy a new car.  
 A. spending B. losing  
 C. sparing D. using
22. A rabbit is a timid animal.  
 A. bold B. valiant  
 C. daring D. big
23. She must be inferior to you in this skill.  
 A. chief B. master  
 C. head D. superior
24. The job looked quite simple, but it took me weeks.  
 A. trouble B. completed  
 C. complicated D. single
25. Li Lin was present at the meeting that day.  
 A. end B. away  
 C. absent D. decent
26. They refused admittance to him.  
 A. rejected B. accepted

- C. gave  
27. Don't be so noisy; this is a public place.  
A. private  
C. famous  
28. He felt asleep while watching TV.  
A. alive  
C. await  
29. The ugly duckling became a white swan in the story.  
A. little  
C. dark  
30. This is the worst movie I have ever seen.  
A. first  
C. latest  
31. He has three younger sisters in his family.  
A. elder  
C. elderly  
32. It is wise of you to take his advice.  
A. clever  
C. late  
33. Is it safe to swim in this river?  
A. interesting  
C. dangerous  
34. His grandfather is a very kind man.  
A. friendly  
C. cruel  
35. I am not happy with your explanation.  
A. dissatisfied  
C. sorrow  
36. Some people do not enjoy urban life.  
A. rural  
C. village  
37. After the diagnosis, her trouble was found to be mental.  
A. serious  
C. incurable  
38. The PLA men made an attack against the enemy.  
A. defense  
C. support  
39. She has an individual style of dressing.  
A. universal  
C. particular  
40. The job will make him independent of his parents.  
A. helpful  
C. dependent
- D. brought  
B. secret  
D. good  
B. awake  
D. wake  
B. black  
D. pretty  
B. detective  
D. best  
B. old  
D. aged  
B. bright  
D. foolish  
B. funny  
D. bad  
B. useless  
D. dull  
B. contented  
D. pleased  
B. city  
D. idle  
B. terrible  
D. physical  
B. charge  
D. protecting  
B. popular  
D. sole  
B. assistant  
D. well-off

## (二) 同义词

从所给的 A、B、C 和 D 选项选出与句中划线部分意思相近或相同的选项。

41. About a quarter of the workers in the United States are employed in factories.  
 A. third B. half  
 C. tenth D. fourth
42. Hafnium, a rare element, is used in the manufacture of light bulbs.  
 A. an explosive B. an uncommon  
 C. a physical D. a tiny
43. It is believed that pigs are smarter than dogs.  
 A. stronger B. fatter  
 C. cuter D. more
44. It is generally believed that the principal ancestor of the domestic cat is the Libyan desert cat.  
 A. chief B. official  
 C. only D. tame
45. The biologist needed more proof before her theory could be accepted.  
 A. finance B. publications  
 C. evidence D. trail
46. Although air travel has some risk, statistically it is much safer than any other means of mass transportation.  
 A. downturns B. opponents  
 C. exposure D. danger
47. There are two new-born infants in the new building.  
 A. babies B. daddies  
 C. teddies D. immigrants
48. She is not content with her present achievements and works harder than before.  
 A. competitive with B. linked with  
 C. satisfied with D. done with
49. Mother is fed up with the children's complaints.  
 A. amazed with B. offended with  
 C. tired of D. fought against
50. As I haven't visited the place, I can't tell what I think of it.  
 A. Despite B. Although  
 C. Though D. Because
51. He is an honest man. We have always trusted him.  
 A. depended B. relied  
 C. supported D. believed
52. The teacher scolded the students for not cleaning up the classroom after she came in.  
 A. blamed B. punished  
 C. shouted D. dismissed
53. Albert Einstein founded his famous Theory of Relativity.  
 A. discovered B. invented  
 C. explored D. established
54. She occasionally dropped in our house after she took a walk.  
 A. knocked on B. whispered in  
 C. talked over D. called at
55. He sat there silent and looked out of the window.  
 A. still B. thinking  
 C. quite D. peacefully
56. You cannot deceive your mother. She knows you took the money.

- A. reveal  
C. cheat
- B. conceal  
D. secret
57. The soldiers collected some firewood from the wood and lit a large fire.  
A. piled  
C. cut
- B. gathered  
D. carried
58. Scientists discovered that there was no water on the moon.  
A. noticed  
C. were sure
- B. found out  
D. looked out
59. The escaped prisoner was dragged out of his hiding place.  
A. caught  
C. captured
- B. arrested  
D. pulled
60. He was hunting for the English-Chinese dictionary he wanted.  
A. chasing for  
C. buying for
- B. going in for  
D. looking for
61. There was a thesis on economics in yesterday's newspaper.  
A. paper  
C. topic
- B. theme  
D. news
62. Be careful. There is a swift river near the village.  
A. rapid  
C. clean
- B. twist  
D. zigzag
63. It took the worker two hours to fix the leaking tap.  
A. install  
C. set
- B. place  
D. repair
64. The oppressed people all over the world are always fighting for their liberty.  
A. liberation  
C. literary
- B. emancipation  
D. freedom
65. They are postponing their trip until the weather grows warmer.  
A. canceling out  
C. keeping aside
- B. putting off  
D. relaying
66. He murdered the rich man for money.  
A. robbed  
C. killed
- B. grasped  
D. mugged
67. I haven't heard from my hometown for two years.  
A. known from  
C. received a letter from
- B. got news from  
D. had any friends from
68. At night in summer, people often stay in the open air near their houses and chat.  
A. in the fields  
C. outside
- B. faraway  
D. in the fresh air
69. The condition of his health prevented him from working.  
A. recovery  
C. thing
- B. fact  
D. state
70. Liu wept when she heard that her mother was seriously ill.  
A. cried  
C. worried
- B. saddened  
D. depressed
71. Father can properly deal with all kinds of complicated situations.  
A. appoint with  
C. handle with
- B. assign with  
D. cope with



72. Emperor Qin Shi Huang had all the walls joined up in order to protect his kingdom against foreign attack.  
 A. purport B. preserve  
 C. defend D. unite
73. The flight departs at 6:30 a.m. so that we have to get up early.  
 A. arrives B. reaches  
 C. gets D. leaves
74. The work is not just valuable; it is priceless.  
 A. worthy B. invaluable  
 C. no price D. worthless
75. It is not fair that my brother has a new bicycle and I do not have one.  
 A. partial B. just  
 C. proper D. right
76. It was his pride that drove him to do it like that.  
 A. speeded B. caused  
 C. took D. lifted
77. The baggage is too heavy for him to carry home.  
 A. luggage B. carriage  
 C. package D. parcel
78. In the Gothic (哥特式的) novel, emphasis is placed on setting and plot, rather than on character development.  
 A. action B. mystery  
 C. scene D. style
79. A poet will often shift his main interest from poetry to history during his career.  
 A. transform B. refine  
 C. define D. change
80. The plum is usually planted in the temperate zones, although among its numerous varieties are types suitable for almost any soil or site.  
 A. location B. elevation  
 C. climate D. weather

### 三 结构

(共 40 题, 每题 1 分; 计 40 分)

#### (一) 单项选择

从 A, B, C, D 四个选项中, 选出可以填入空白处的最佳答案。

81. "If you'd been here five minutes earlier. You should have seen the famous singer."  
 "But I couldn't help \_\_\_\_\_. Traffic was heavy."  
 A. to be late B. being late  
 C. that I was late D. lateness
82. Have you seen John lately? My teacher wants to know \_\_\_\_\_.  
 A. how is he getting along B. how he is getting along  
 C. what is he getting along D. what he is getting along
83. "We haven't seen Karen for a long time."  
 "What do you think \_\_\_\_\_ to her?"  
 A. happening B. having been happened  
 C. having happened D. has happened

84. America is made up of people from all over the world, \_\_\_\_\_ have brought their own traditions and habits with them.  
A. which B. who  
C. what D. those
85. I had a pleasant talk with those passengers, \_\_\_\_\_ came from France.  
A. of them two B. two of whom  
C. of which two D. two of that
86. The old man walked slowly down the street, \_\_\_\_\_.  
A. a stick being in hand B. a stick was in hand  
C. in hand was a stick D. with a stick in hand.
87. It is only in that part of the city \_\_\_\_\_ you can find tall buildings.  
A. and B. which  
C. so D. that
88. \_\_\_\_\_, he faced the difficult situation calmly.  
A. As was he young B. Young as he was  
C. Young he was D. He was young
89. She is studying medical science now, but she \_\_\_\_\_ a lawyer.  
A. was used to be B. was to be  
C. had been D. used to be
90. "Do you like the book Sidney gave you?"  
"Very much. It's exactly \_\_\_\_\_ i wanted."  
A. one which B. the one  
C. one what D. one that
91. When you take notes, leave wide margins on each side of your paper \_\_\_\_\_ you can add useful words later.  
A. although B. so that  
C. if D. as
92. He returned a week later and found his house \_\_\_\_\_.  
A. had broken into B. was broken into  
C. to be broken into D. had been broken into
93. Though Newton was a great scientist, many of his ideas \_\_\_\_\_ today and are being modified by the work of today's scientists.  
A. are to challenge B. are challenging  
C. may be challenged D. have been challenged
94. As it turned out to be a small driving test, we \_\_\_\_\_ so hard.  
A. needn't prepare B. did not need have prepared  
C. did not need prepare D. needn't have prepared
95. It's a pity you failed in this course. You \_\_\_\_\_ the books on the professor's reading list before you took the final examination.  
A. might have read B. should have read  
C. must have read D. have read
96. It's about time people \_\_\_\_\_ notice of what women did during the war.  
A. took B. take care  
C. have taken D. will take
97. Without computer, we \_\_\_\_\_ the tremendous medical advancement in the last few decades.  
A. would not make B. will not have made  
C. could not make D. couldn't have made



114. If you want a new book on current affairs, the person you want to talk is the librarian who is wearing glasses.  
A B C D
115. The girls were sorry to miss the singer when they arrived at the airport; the singer had left ten minutes before their arrival.  
A B C D
116. When she has made up her mind, Jenny will never change.  
A B C D
117. 38 people were killed and about 50 were injured in the accident. What caused the accident are a complete mystery.  
A B C D
118. Mr. Wang is the only one of the teachers in our university who own a car.  
A B C D
119. They got two free tickets to Canada, otherwise they will never have been able to afford to go.  
A B C D
120. Her uncle, along with her two cousins, demand that she stay in town one more day.  
A B C D

#### 四 阅读理解

(共 30 题, 每题 2 分; 计 60 分)

阅读下列短文, 然后从 A, B, C, D 中选出能完成所给句子或回答所提问题的最佳答案。

##### Passage 1

Questions 121 to 125 are based on the following passage:

There are some people in the southern part of Greece called Spartans, who were famous for their simple habits and their bravery. The name of the area in which they lived was Laconia, and so they were also called Lacons.

One of the strange rules which the Lacons had was that they should speak briefly, and never use more words than needed. And so a short answer is often spoken of as a Laconic answer.

There was in the northern part of Greece a land called Macedon, and this land was once ruled over by a warlike king named Philip.

Philip wanted to become the master of all Greece. So he raised a great army, and made war upon the other states, until nearly all of them were forced to call him their king. Then he sent a letter to the Spartans' Laconia, saying, "If I go down into your country, I will level your great city to the ground."

In a few days, an answer was brought back to him. When he opened the letter, he found there was only one word. That word was "If".

121. The underlined word "Laconic" means \_\_\_\_\_.  
A. one who lived or lives in Laconia B. the language spoken in Laconia  
C. expressing an idea with too few words D. simple and short in speaking and writing
122. A Short answer is often spoken of as a Laconic answer because \_\_\_\_\_.  
A. it is spoken by a Lacon  
B. it is spoken in Laconia  
C. it is insufficient to express an idea

- D. Lacons all spoke with as few words as possible
123. Philip raised a great army and made war upon other counties in order to \_\_\_\_\_.  
 A. invade the land of Laconia  
 B. rule the place of Macedon  
 C. conquer the country of Greece  
 D. become the master of the world
124. Philip wrote to the Lacons, saying \_\_\_\_\_.  
 A. he would live in their country  
 B. he liked their simple habits and bravery  
 C. he would build a city underground  
 D. he was sure of their defeat
125. The underlined word "If" was the Lacon's answer to Philip, which showed that \_\_\_\_\_.  
 A. the Lacons were afraid of Philip  
 B. the Spartans were determined to defend their own motherland  
 C. the Lacons didn't think that Philip really meant to invade  
 D. the Spartans answered in this way only to make fun of Philip

## Passage 2

Questions 126 to 130 are based on the following passage:

Valencia is in the east part of Spain. It has a port on the sea, two miles away on the coast. It is the capital of a province that is also named Valencia.

The city is a market centre for what is produced by the land around the city. Most of the city's money is made from farming. It is also a busy business city, with ships, railways, clothes and machine factories.

Valencia has an old part with white buildings, coloured roofs, and narrow streets. The modern part has long, wide streets and new buildings. Valencia is well known for its parks and gardens. It has many old churches and museums. The university in the centre of the city was built in the 13th century.

The city of Valencia has been known since the 2nd century. In the 8th century it was the capital of Spain. There is also an important city in Venezuela ( 委内瑞拉 ) named Valencia.

126. After reading the passage, we can know that \_\_\_\_\_ places have been named Valencia.  
 A. one.  
 B. two.  
 C. three.  
 D. four.
127. According to the passage, the main difference between the two parts of the city lies in \_\_\_\_\_.  
 A. the colour of the buildings  
 B. the length of the streets  
 C. the age of the buildings  
 D. the colour of the roofs
128. Valencia was the most important city in Spain in the \_\_\_\_\_.  
 A. 2nd century  
 B. 8th century  
 C. 13th century  
 D. 20th century
129. The ancient city is Valencia is famous for its \_\_\_\_\_.  
 A. seaports  
 B. universities  
 C. churches and museums  
 D. parks and gardens
130. \_\_\_\_\_ is the main income of the city of Valencia.  
 A. Market  
 B. Business  
 C. Industry  
 D. Farming

## Passage 3

Questions 131 to 135 are based on the following passage:

Pablo Ruiz Picasso was the favourite child of his family. He was the only boy among a great

many girl cousins. That was enough to make him important, but his father loved him especially, because he knew his son was going to be an artist. Pablo knew the word for pencil even before he could say Mamma and Papa. When he was small he spent hours by himself making delightful little drawing of animals and people. If his mother sent him out to play in the square, he went on drawing in the dust under the trees. One of his favourite models was his young sister, Lola.

Don Jose Ruiz, Pablo's father, was a director of the museum at Malaga in southern Spain. He earned only a small salary, but there was not much work to do and he was able to practise his hobby, which was painting pigeons. Don Jose loved pigeons very much. He painted them dead or alive in ones and twos and in dozens. Sometimes he painted them on paper, cut them out and stuck them on to canvas; sometimes he stuck real feathers on to his pictures. He knew a great deal about the technique of painting and he taught it all to Pablo.

Life in Malaga was very pleasant. In the hot Mediterranean sunshine father and son would walk down to the beach to look at the boats on the shore or wander round the open markets. They made a strange pair. Don Jose was tall and thin, with red hair and beard, sad gray eyes and a fine set of whiskers (胡须). Pablo was quite the opposite. He had his mother's small, strong build; he had straight black hair, and bright black eyes that noticed everything that was going on around him.

131. Picasso's father loved him particularly, because \_\_\_\_\_.  
A. he was their only child  
B. he was the only boy in the family  
C. he was going to be an important person  
D. he showed the talent of an artist in his early childhood
132. When Pablo was a little boy, he \_\_\_\_\_.  
A. used to play in the square  
B. would spend hours drawing pictures  
C. was fond of playing with pigeons  
D. often enjoyed taking a walk with his sister
133. Pablo's father \_\_\_\_\_.  
A. was in charge of a museum  
B. owned a museum  
C. taught in a museum  
D. built a museum
134. Pablo's father painted a lot because \_\_\_\_\_.  
A. he had plenty of time  
B. he didn't have much time  
C. looked after the museum  
D. he liked pigeon
135. Don Jose and Pablo were "a strange pair" because \_\_\_\_\_.  
A. they liked to wander about the town  
B. they noticed everything that was going on around them  
C. they both painted  
D. they looked so different from each other

#### Passage 4

Questions 136 to 140 are based on the following passage:

Life on earth depends on the sun. Day after day we see its light and feel its warmth, but we do not often consider their origin. Yet there are many remarkable things about the sun. One is its distance from the earth, even if it could be made, it would take several hundred years even in the fastest rocket.

The sun is a large star. The planet earth is very small in comparison. One hundred and nine globes the size of the earth would be needed to stretch from one side of the sun to the other side. The sun makes us feel hot even at a distance of ninety-three million miles. This is not surprising.

The temperature on the sun is about ten thousand degrees Fahrenheit. But we receive only a small part of this heat.

The brightness of the sun is equally astonishing. The sun gives such bright light that 1, 575, 000, 000, 000, 000, 000, 000, 000 wax candles would be needed to give an equal light. This very long row of figures gives us some ideas of the brilliance of the sun. As we said earlier, we receive only a very small part of its light. This is sufficient for the growth of trees and plants, and for the existence of living creatures on earth. Too much heat and light would destroy the balance of life. The heat and light from the sun come in just the right quantities for life on earth.

136. Now \_\_\_\_\_ reach the sun \_\_\_\_\_.
- A. we can... in the fastest rocket
  - B. we still can't... even in the fastest rocket
  - C. it will take us hundreds of years to... if we can build a very fast rocket
  - D. we should spend hundreds of years to... because of the rocket
137. The diameter of the sun is \_\_\_\_\_.
- A. two hundred and eighteen times as big as that of the earth
  - B. ninety-five million miles
  - C. one hundred and nine times as large as that of the earth
  - D. ninety-three million times as large as that of the earth
138. Which of the following statements is TRUE?
- A. The temperature on the sun is about 1000 °C
  - B. The trees and plants need more heat from the sun in order to grow well.
  - C. Nothing can describe the brightness of the sun.
  - D. The distance from the sun to earth is 93 million miles.
139. The balance of life on earth would be destroyed if \_\_\_\_\_.
- A. the temperature on the sun were ten thousand degrees Centigrade
  - B. the earth received a small part of the sun's heat
  - C. the living things couldn't receive the lights for their growth
  - D. the light and heat from the sun came in just the right quantities for us on earth
140. The author of this passage leads us to learn of that \_\_\_\_\_.
- A. life on earth depends on the right quantities of heat and light from the sun
  - B. too much heat and light from the sun would destroy the balance of life
  - C. the planet earth is very small, compared with the sun
  - D. all of the above

#### Passage 5

Questions 141 to 145 are based on the following passage:

It has often been said that a little knowledge can be dangerous and so it would seem in relation to SARS. We have been told that there is a new disease which can be spread by contact with an affected person and which is responsible for 500 plus deaths worldwide.

This news has sent a wave of panic through the world, which to me seems way out of proportion. After all more people than that die on the roads every day, but no one suggests we return to horse drawn transport.

Now that the WHO (世界卫生组织) is involved, we should assume that doctors all over the world are pooling (集中) their resources and knowledge to find a cure and prevention. As SARS is a new form of virus, I understand that it will probably mutate (变异) and as it does so it is likely to become weaker. Also, so far as we know, anyone unfortunate enough to catch the

disease has a very much higher chance of recovery than not. So what is all the panic about?

When people don't really know, they tend to assume the worst. People worry and panic because they know that the hospitals are not likely to be able to cope with a mass influx of highly infectious patients, yet they don't know how to save themselves or what to do should they become infected. Worried people don't always behave rationally, so more information or knowledge is essential.

141. The underlined word "SARS" means \_\_\_\_\_.  
A. a new drug that can cure people of dangerous disease  
B. a new knowledge about a disease  
C. a new disease which can be spread by infectious patients  
D. a new disease which can not be prevented
142. According to the author, SARS has caused a wave of panic because \_\_\_\_\_.  
A. it's a new fatal disease  
B. it has killed more than 500 people  
C. it spreads more quickly than expected  
D. people don't yet know much about it
143. From the passage we know that \_\_\_\_\_ are trying their best to find a cure and prevention of SARS.  
A. doctors in China  
B. people all over the world  
C. scientists all over the world  
D. worried people and affected persons
144. Anyone who has got the disease of SARS \_\_\_\_\_.  
A. should try to get more information about its virus  
B. should directly ask for help from WHO  
C. may always behave reasonably  
D. has great chance of being cure
145. The author writes this article to tell us that \_\_\_\_\_.  
A. if we learn more about SARS, we won't be as afraid of it as we used to  
B. we should be careful not to make any contact with the affected person  
C. we must try our best to avoid being infected  
D. there is no need to be afraid of SARS because its cure has been discovered

#### Passage 6

Questions 146 to 150 are based on the following passage:

Many families in the United States have a larger income now than ever before, but people are finding it difficult to make ends meet anyway. Almost everyone is wondering, "What happens to all my money? I never seem to have anything left to put away."

Why isn't a dollar worth as much as it used to? One dollar is always worth the same amount, that is, 100 cents. But the value of a dollar is how much it can buy. The value of money depends on the cost of living. Economists say that the cost of living is the money that a family must pay for the necessities of life such as food, housing or rent, clothes, and medical expenses. For many years now, the cost of living has increased greatly, so the value of dollar has decreased. When a dollar had a low value, you cannot buy as many things with it as before.

No one fully understands why the cost of living keeps increasing, but economists believe that workers and producers can make prices go up. As workers earn more money, they have more money to spend, so they demand more goods. If there is a great demand for certain goods, the prices of these goods rise. At the same time, if there is a shortage of goods, the prices also go up. For example, if everyone wants to buy more and more gas, the price of gas goes up. When companies withhold gas from buyers, they can also make the price of gas go up.



146. \_\_\_\_\_ has troubled many families in the United States.  
 A. A not-large-enough income B. Nothing is left over to put away  
 C. The increasing cost of living D. A shortage of certain goods
147. The value of the dollar is determined by \_\_\_\_\_.  
 A. the government B. the demand of market  
 C. the economist D. the supply of products
148. The cost of living keep increasing because \_\_\_\_\_.  
 A. there are always shortages of goods B. the workers are paid lower than before  
 C. the government makes no interference D. people demand more and better goods
149. According to the writer, \_\_\_\_\_ fully understand(s) why the cost of living keeps increasing.  
 A. clerks B. workers  
 C. economists D. no one
150. The TRUE statement of the following is \_\_\_\_\_.  
 A. housewives needn't know what is happening in the market  
 B. people are most concerned about the value of money  
 C. there seems no need for everyone to know about the rising cost of living  
 D. the prices will certainly go up if more goods are produced

## 五 完形填空

(共 20 题, 每题 1 分; 计 20 分)

阅读下面两篇短文, 掌握其大意, 然后从 151 - 170 各题所给的 A, B, C 和 D 四个选项中选出最佳答案。

### Passage 1

Some of Smith's friends were talking about the young people in their town. They all agreed that old people were wiser than 151. 152 one of the old men said, "but young men are stronger than old men." 153 of them agreed that this was true, except Smith. He said, "No, I'm as 154 now as when I was a young man."

"What do you 155?" said his friends. "How is that possible? Explain 156."

"Well," said Smith, "in one corner of my field there is a big stone. When I was a young man, I often tried to move 157, but I couldn't because I was 158 strong enough. I'm an old man now and 159 I try to move it, I 160 cannot."

- |                  |              |
|------------------|--------------|
| 151. A. children | B. others    |
| C. old women     | D. young men |
| 152. A. So       | B. Because   |
| C. Then          | D. When      |
| 153. A. All      | B. Some      |
| C. Any           | D. None      |
| 154. A. old      | B. strong    |
| C. wise          | D. smart     |
| 155. A. mean     | B. do        |
| C. say           | D. tend      |
| 156. A. your     | B. you       |
| C. yourself      | D. their     |
| 157. A. that     | B. this      |
| C. them          | D. it        |

- |               |            |
|---------------|------------|
| 158. A. very  | B. not     |
| C. too        | D. so      |
| 159. A. when  | B. because |
| C. while      | D. how     |
| 160. A. still | B. neither |
| C. either     | D. already |

*Passage 2*

If I should ask you whether dust is of any use, what answer would you give? You would probably say that it is only a tiresome thing. You may say that dust in the house makes it very 161, and that much time has 162 in dusting and sweeping the rooms.

These answers would be only 163 right. It is true that many germs live in dust, and everyone knows that germs 164 disease. Therefore dust in houses and cities is 165. Yet, 166 dust in the air, we should not have the gentle rain, the soft daylight and beauty of the blue sky. The dust 167 the light and spreads it around. If there were no dust, there would be 168 very strong sunshine that would be harmful to the eyes.

If we go up a high mountain, most of the dust is below us. We then find that the sky is much deeper blue than it is when 169 from the foot of the mountain.

So we see that, though we must keep 170 we can out of our houses yet dust has a very important part to play in the work of nature.

- |                      |                    |
|----------------------|--------------------|
| 161. A. unhealthy    | B. healthy         |
| C. healthier         | D. unhealthier     |
| 162. A. spend        | B. to spend        |
| C. to be spent       | D. spent           |
| 163. A. some         | B. partly          |
| C. part              | D. quite           |
| 164. A. make         | B. work            |
| C. fetch             | D. carry           |
| 165. A. dangerous    | B. unharmed        |
| C. harmful           | D. mysterious      |
| 166. A. without      | B. with            |
| C. none              | D. not             |
| 167. A. reveals      | B. reviews         |
| C. reflects          | D. receives        |
| 168. A. neither      | B. both            |
| C. either            | D. nor             |
| 169. A. see          | B. seeing          |
| C. to see            | D. seen            |
| 170. A. as much dust | B. as much dust as |
| C. much dust as      | D. as dust as much |

( 试题到此结束。 )