

复旦大学英语水平测试样卷¹
(2020年修订版)

Part I Listening (25%)

Section A Spot Dictation

Directions: In this section, you will hear a passage twice. It will be read at the normal speed with a 30-second pause afterwards. You are required to fill in the blanks numbered from L1 to L7 with the exact word or words you have heard and type them in the corresponding blanks provided on the computer screen.

The strong emphasis on educational achievement in China, Japan and other parts of South East-Asia may be (L1) _____ at a heavy price. Researchers say that hard work at school plus the lack of exposure to outdoor light is damaging the eyes of almost 9 out of 10 students—with 1 in 5 at serious risk of visual impairment and (L2) _____. The scientists say that young people need up to 3 hours a day of outdoor light—but many (L3) _____ are also missing out as they nap around lunch time. Dr. Ian Morgan is the (L4) _____ author of the study: “I think what's happened in East Asia is we've got a double whammy (打击). We've got the massive educational pressures and we've got the construction of a child's day in a way that really minimises the amount of time they spend outside in bright light.” The scientists say that (L5) _____, long thought to play a big role in short sightedness, are not as important as the environment. They point to Singapore as a place with (L6) _____, all of whom are now suffering high levels of myopia(近视). The authors suggest that (L7) _____ by educational authorities across South-East Asia as a way of dealing with the problem.

Section B Multiple Choice Questions Based on Conversations

Directions: In this section, you will hear two conversations only once. Listen carefully and choose the best answer for each question from the choices marked A), B), C) and D).

Conversation One

1. The second speaker mentions all the following as a possible sign of heatstroke in pets except _____.
A) diarrhea

¹ 本套样卷包含锚题。考试总时长为 100 分钟。

- B) vomiting
 - C) excessive panting
 - D) unsteady walk
2. Which of the following is the most important way to protect pets from the summer heat?
- A) Keeping them indoors all the time.
 - B) Turning on the air-conditioner.
 - C) Providing them with enough water.
 - D) Limiting exercise to early morning or evening hours.

Conversation Two

3. What is the woman complaining about at the beginning of the conversation?
- A) Her memory is not as good as before.
 - B) She is losing her memory of the past.
 - C) People are too dependent on the telephone today.
 - D) She knows only four phone numbers by heart.
4. Which of the following gadgets is **NOT** mentioned in the conversation?
- A) iPhone.
 - B) Post-it note.
 - C) Computer.
 - D) Calculator.
5. According to the man, what is the worst thing about being tied up with technology?
- A) People may lack face-to-face interactions.
 - B) People may lose critical and analytical skills.
 - C) People may waste their brain energy.
 - D) People may fail to get the necessary information they need.

Section C Multiple Choice Questions Based on Academic Lectures

Directions: In this section, you will hear two audio clips taken from academic lectures only once. Listen carefully and choose the best answer for each question from the choices marked A), B), C) and D).

Lecture One

6. According to the speaker, asking the question "What's happiness for?" is quite similar to asking the following except _____.
- A) What's language for?
 - B) What's hunger for?
 - C) What's evolution for?
 - D) What's laughter for?

7. Which of the following words is missing in the speaker's description of happiness?
- A) dream
 - B) goal
 - C) needs
 - D) carrot
8. The speaker uses the example of food to show _____.
- A) how scarce food has become
 - B) how happiness can be achieved
 - C) where the source of poverty lies
 - D) why some people eat more than others
9. Which of the following is true according to this lecture clip?
- A) Americans in this century are generally healthier and better fed than anyone in history.
 - B) Americans in the 1950s did not earn as much money as we do today, but their life expectancy is the same as ours.
 - C) Americans in this century are happier than anyone in history.
 - D) Americans today are happier than their parents or grandparents.
10. What has the speaker observed in terms of happiness among ordinary people?
- A) They are quite similar.
 - B) They are quite different.
 - C) Men are generally happier than women.
 - D) It's difficult to tell if they are similar or different.

Lecture Two

11. Which of the following is mentioned by the speaker?
- A) Many people now form or break relationship fast.
 - B) Heavy work pressure forces people to worship a culture of speed.
 - C) It is impossible for people to slow down now.
 - D) Many people don't seem to notice the downside of the fast life.
12. What was the cause of the quarrel between the speaker and his son?
- A) He didn't want to read bedtime stories to his son.
 - B) He skipped lines while reading stories to his son.
 - C) His son kept asking him to read "The Cat in the Hat".
 - D) His son didn't think he was an expressive reader.
13. How did the speaker feel when he first read of the book series "The One-Minute Bedtime Story"?
- A) Doubtful.
 - B) Puzzled.

- C) Excited.
- D) Curious.

14. What did the speaker do after putting away the newspaper with timesaving tips?
- A) He sat comfortably in his chair on the airplane, relaxing himself.
 - B) He practiced the tips offered in the newspaper.
 - C) He decided to change his roadrunner form of living.
 - D) He started to think deep about the fast life style he had observed.

Part II Essay Writing (25%)

Directions: In this section, you are required to write an essay about the **SECOND** academic lecture you heard in Section C of Part I. Answer the following questions in your essay and support your viewpoint effectively.

1. What do you think of the phenomena the speaker (*Carl Honore*) has talked about in his lecture?
2. Would you like to speed up or slow down?

You should provide a title for your essay and write at least 180 words.

Part III Reading (25%)

Section A Multiple Choice Questions Based on Short Reading Passages

Directions: There are three short reading passages in this section. Each passage is followed by some questions. Read the passage carefully and choose the best answer for each question from the four choices marked A), B), C) and D).

Passage One

Love is a wondrous(奇妙的) state, deep, tender, and rewarding. Because of its intimate and personal nature it is regarded by some as an improper topic for experimental research. But, whatever our personal feelings may be, our assigned mission as psychologists is to analyze all facets of human and animal behavior into their component variables. So far as love or affection is concerned, psychologists have failed in this mission. The little we write about it has been written better by poets and novelists. But of greater concern is the fact that psychologists tend to give progressively less attention to a motive which pervades our entire lives. Psychologists, at least psychologists who write textbooks, not only show no interest in the origin and development of love or affection, but they seem to be unaware of its very existence.

The apparent repression of love by modern psychologists stands in sharp contrast with the attitude taken by many famous and normal people. The word "love" has the highest reference frequency of any word cited in *Familiar Quotations*. It would appear that this emotion has long had a vast interest and fascination for human beings, regardless of the attitude taken by psychologists; but the quotations cited, even by famous and normal people, have a mundane(世俗的) redundancy. These authors and authorities have stolen love from the child and infant and made it the exclusive

property of the adolescent and adult.

Thoughtful men, and probably all women, have speculated on the nature of love. From the development point of view, the general plan is quite clear: The initial love responses of the human being are those made by the infant to the mother. From this intimate attachment of the child to the mother, multiple learned and generalized affectional responses are formed.

Unfortunately, beyond these simple facts we know little about the fundamental variables underlying the formation of affectional responses and little about the mechanisms through which the love of the infant for the mother develops into the multifaceted(多面的) response patterns characterizing love or affection in the adult. Because of the dearth(缺乏) of experimentation, theories about the fundamental nature of affection have evolved at the level of observation, intuition, and discerning guesswork, whether these have been proposed by psychologists, sociologists, anthropologists, physicians, or psychoanalysts.

15. Love seems to be difficult to study because _____.
- A) people studying it tend to be too emotional
 - B) a study on it may encroach on people's personal feelings
 - C) it is impossible to do any experimental research on it
 - D) psychologists don't know how to study it
16. Why does the writer say "psychologists have failed this mission"?
- A) Because poets and novelists have done a better job in describing love than psychologists.
 - B) Because psychologists measure just a few limited aspects of human and animal behavior.
 - C) Because people other than psychologists have already done a thorough study on love.
 - D) Because psychologists generally seem to ignore love in their study.
17. The writer cites *Familiar Quotations* in order to show that _____.
- A) love is a fascinating topic for human beings
 - B) quotations about love are mundane and redundant
 - C) people tend to associate love with sex only
 - D) infants understand love better than adolescents and adults
18. According to the writer, which of the following is true about love?
- A) Love is first experienced between the infant and the mother.
 - B) Human beings are born with different ways to express love.
 - C) People know how love is developed and formed.
 - D) The love of the infant for the mother is entirely different from adult love.
19. What is the theme of the passage?
- A) The complex nature of love.

- B) The lack of scientific study of love.
- C) The importance of a cross-disciplinary study on love.
- D) The initial formation of love.

Passage Two

In the early years of printing, books and other written matter became part of the public domain when they were published. Like patents, the grant of book privileges originated in the Republic of Venice in the fifteenth century, a practice which was soon prevalent in a number of other European countries. However, authorship was not required for the grant of a privilege, and printers and publishers obtained monopolies over existing books as well as new works. Since privileges were granted on a case by case basis, they varied in geographical scope, duration, and breadth of coverage, as well as in terms of the attendant penalties for their violation. Grantors included religious orders and authorities, universities, political figures, and the representatives of the Crown.

The French privilege system was introduced in 1498 and was well-developed by the end of the sixteenth century. Privileges were granted under the auspices of the monarch, generally for a brief period of two to three years, although the term could be as much as ten years. Protection was granted to new books or translations, maps, type designs, engravings and artwork. Petitioners paid formal fees and informal gratuities(酬金) to the officials concerned. Since applications could only be sealed if the King were present, petitions had to be carefully timed to take advantage of his route or his return from trips and campaigns. It became somewhat more convenient when the courts of appeal such as the Parlement de Paris began to issue grants that were privileges in all but name, although this could lead to conflicting rights if another authority had already allocated the monopoly elsewhere. The courts sometimes imposed limits on the rights conferred, in the form of stipulations about the prices that could be charged. Privileges were property that could be assigned or licensed to another party, and their infringement was punished by a fine and at times confiscation of all the output of "pirates."

After 1566, the Edict of Moulins required that all new books had to be approved and licensed by the Crown. Favored parties were able to get renewals of their monopolies that also allowed them to lay claim to works that were already in the public domain. By the late eighteenth century an extensive administrative procedure was in place that was designed to restrict the number of presses and engage in surveillance and censorship of the publishing industry. Manuscripts first had to be read by a censor, and only after a permit was requested and granted could the book be printed, although the permit could later be revoked if complaints were lodged by sufficiently influential individuals.

20. In most years of the fifteenth century, monopolies over books were granted

-
- A) by a group of selected authorities
 - B) only to printers and publishers

- C) under different terms
 - D) on an extensive scale
21. What's the king's role in the French privilege system in the 16th century?
- A) Appointing officials concerned.
 - B) Presiding over the grant of privileges.
 - C) Protecting the operation of the system.
 - D) Dealing with petitions when he was traveling.
22. Which of the following statements is true about the Parlement de Paris's grant?
- A) It charged less than other grants.
 - B) It was not called a privilege by name.
 - C) The rights it could confer were limited.
 - D) It must not conflict grants issued by the monarch.
23. By the late eighteenth century, a publisher could not print a book without _____.
- A) getting a permit from the author
 - B) claiming it in the public domain
 - C) having its manuscript censored
 - D) obtaining approval from influential individuals
24. This passage is mainly about the _____.
- A) early history of the publishing industry
 - B) protection of intellectual property
 - C) implementation of censorship
 - D) development of book privileges

Passage Three

Have you ever stopped and thought about the plants' ability to sense us? In *What a Plant Knows*, Daniel Chamovitz guides readers through the landscape of plant biology and describes how it is not all that different from our own biological complexity.

Although a plant is rooted in one spot, it is not insensitive to the world. It must be able to detect and respond to environmental changes. Chamovitz discusses several examples, drawing parallels between human senses and those of plants. Plants "see" using cryptochrome, a blue-light receptor, to determine the time of the day that imparts circadian(生理节奏的) rhythm. Cryptochromes are now known from every kingdom of life. When a caterpillar nibbles on the leaves of a white poplar, the victim alerts neighboring brethren(兄弟们) of the attack by emitting a hormone that surrounding trees can "smell." They respond by producing toxic compounds in their leaves to ward off the pest. The classic example of the Venus flytrap highlights that plant's ability to feel the pressure of an unsuspecting lunch and quickly close its jaws, operating via action potentials much like our own nerves.

Whereas plants cannot hear per se, a number of genes involved in hearing impairments in humans have been found in plants. These affect myosin(肌浆球蛋白), which is crucial for the function of the hair cells in our inner ear and the root hairs of plants (which allow them to absorb water and nutrients from the soil). Needing to know where the earth is, plants sense gravity. Employing a mechanism similar to that we use for balance, plants contain heavy starchy(含淀粉的) sacks that sink, thus indicating the down direction. And in order to time their next flowering, many plants remember whether they have experienced a cold season.

The author never claims that plants are sentient(能感知或感觉事物的) beings with feelings and instead emphasizes their lack of nerves and brains. In fact, he often spotlights the faults of pseudoscience(伪科学) that has advanced alternative claims about plant sentience. Rather, Chamovitz tries to convey the interesting aspects of plants that we may take for granted.

Early on, Chamovitz reminds us that several of the most important discoveries in biology—including Robert Hooke’s identification of cells (in cork) and Barbara McClintock’s recognition of jumping genes (in corn)—arose through the study of plants. He gently hints that we should have a greater appreciation of plants’ complexity and perceptiveness. Although he doesn’t make any controversial arguments, he does suggest that we reconsider what it means to be aware. If plants can see, smell, feel, know where they are, and remember, then perhaps they do possess some kind of intelligence.

25. Cryptochrome can help a plant to _____.
- A) see what’s happening around
 - B) detect temperature change
 - C) set its biological clock
 - D) sense danger
26. A white poplar may produce toxic compounds in its leaves when _____.
- A) it smells a pest nearby
 - B) it is attacked by a pest
 - C) a neighbor smells a pest nearby
 - D) a neighbor is attacked by a pest
27. As to the sense of hearing, plants _____.
- A) do not have genes possessed by humans with normal hearing ability
 - B) share the same properties with humans
 - C) use it to direct the growth of their root hairs
 - D) have nothing similar to the human balance mechanism
28. Which of the following adjectives would Chamovitz probably choose to describe plants?
- A) Sentient and intelligent.
 - B) Perceptive and complex.

- C) Complex and sentient.
- D) Intelligent and unthinkable.

29. Judging from the passage, *What a Plant Knows* is written to _____.
- A) enlighten ordinary readers
 - B) challenge pseudo-scientists
 - C) report new discoveries in plant biology
 - D) settle controversies over plant intelligence

Section B Short Answer Questions Based on a Long Reading Passage

Directions: In this section, you are going to read a long reading passage followed by some incomplete statements. Complete each statement with **NO MORE THAN 3 WORDS**.

Books and shapes and numbers puzzles are a just few of Hageman's favorite activities to play with Brooklynn at home.

"She likes to learn, and I try to make it as fun as possible for her," says Hageman, a human-relations specialist. "Making learning fun keeps her attention longer."

Many parents take on the role of being their children's preschool teacher and the responsibility of readying them for kindergarten.

To achieve this goal, it is important for parents to introduce a variety of subjects in a positive and playful manner.

"Learning should not be forced," says Marion Godwin, who has taught first grade for more than 30 years. "It should be taught according to what they know and do best—and that is play. When teaching them, play games and have fun with the subject."

Godwin says parents should try to create a nurturing learning environment in their homes by filling it with books, puzzles, blocks and other stimulating toys. And parents should always be looking for "teachable moments."

"You want a child to be a lifelong learner, so you want to show them learning is everywhere," says Godwin. "If parents take the time to lay a strong educational foundation, their children will keep building on it."

Introduce children to science with hands-on activities that interest them, such as growing plants from seeds, discussing animals and how to care for pets, and observing the chemical changes that occur during cooking, says Godwin.

Sorting activities, simple patterns and counting games are a great way to teach children the basics of math, and taking them on field trips, singing songs and reciting rhymes also are ways to prepare them for the first day of school, she says.

"I think children are naturals when it comes to computers," says Godwin. "Let them play educational games on the computer and teach them how to type their first names using the keyboard. When they are more familiar with using the computer, let them find pictures of animals and places on the web."

Ann Garofola is a mother of four children. As a part-time independent contractor for the Children's Literacy Initiative, she knows the importance of reading to her

children.

"If you read with your children for at least 15 minutes every day it is going to be a huge help for them," says Garofola. "It will make them become better readers. The kids and I don't just read the words in a book either. We discuss the title, author and illustrator, where a sentence begins and ends, and make inferences with the pictures while we read."

Garofola says she tries to help her children understand that every letter makes a sound with fun activities and phonics(字母拼读) games.

"When we go to the grocery store every child brings their own list," she says. "Even Luke has a list with A, B and C on it. I help him find something that begins with each letter and make the sound of the letters."

As a former elementary school teacher, Garofola knows the importance of preparing her children for school. And another important learning aspect to consider, she says, is socialization.

"I think socialization is one of the most important parts of school," she says. "Do activities with your child like sitting down and reading, following instructions and other social cues a teacher may give. There also are a lot of free programs like story times at libraries and book stores that can introduce a child to socializing with others."

Hageman visits the park every weekend so her daughter, Brooklynn, can make friends and play with other children.

"At first she didn't want to play with other kids," she says. "But now she likes going to the park and interacting with her friends. She also enjoys playing with my family and friends' children."

If you notice a particular subject a child is struggling with, it is important to stay positive, says Godwin.

"Don't criticize the child," she says. "You can't force them to learn something. If they don't get something right, so what? Smile and be happy and make the experience joyful."

"Parents need to understand that if a child gets something wrong, they may think something is wrong with them. Keep working with them and when they get the right answer make sure you tell them how hard they worked to get the correct answer."

SAQ 1. To prepare children for kindergarten, it is important for parents to introduce learning activities that are _____.

SAQ 2. Godwin believes that _____ may take place at any time and anywhere.

SAQ 3. In Godwin's opinion, discussing how to care for pets can help children get to know _____.

SAQ 4. Activities such as sitting down and reading, or following instructions are important to help children _____ with others.

SAQ 5. When a child gets something wrong in learning, they tend to blame _____.

Part IV Speaking (25%)

Section A Responding to a Short Talk (5 minutes)

Directions: In this part, after listening to a short talk once, you will have 3 minutes to answer the following questions. You should talk to the microphone when the recording signal is given.

Question 1 (for the FIRST HALF of your talking time): According to the speaker, what findings have been obtained in a new research by British scientists?

Question 2 (for the SECOND HALF of your talking time): Do you think you were happy when you were a teenager? Why?

Section B Talking about a Topic (5 minutes)

Directions: In this part, you will have 2 minutes to think about the following topic and then 3 minutes to talk about it. You should talk to the microphone when the recording signal is given.



FET 样卷参考答案

Part I Listening (25%)

Section A Spot Dictation

- (L1) coming
- (L2) blindness
- (L3) infants
- (L4) lead
- (L5) genetic factors
- (L6) several distinct ethnic groups
- (L7) mandatory time outdoors should be considered

Sections B & C Multiple Choice Questions

- 1. D 2. C 3. A 4. D 5. B
- 6. C 7. A 8. B 9. A 10. B
- 11. D 12. B 13. C 14. D

Part III Reading (25%)

Section A Multiple Choice Questions Based on Short Reading Passages

- 15. B 16. D 17. A 18. A 19. B
- 20. C 21. B 22. B 22. C 24. D
- 25. C 26. D 27. A 28. B 29. A

Section B Short Answer Questions Based on a Long Reading Passage

- SAQ 1. fun / interesting
- SAQ 2. learning
- SAQ 3. science
- SAQ 4. make friends / socialize
- SAQ 5. themselves