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The Correlation Study on the Relationship Between the Depth of Vocabulary Knowledge and Comprehensive Ability

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Abstract

This paper examines the correlation between English as a second language (ESL) learners' depth of vocabulary knowledge and their comprehensive ability. Two tests, including the word associate test and CET4 paper, are given to the participants to assess what depth of vocabulary knowledge could add to the prediction of comprehensive ability, and whether the degree of this predictive power is the same among different level learners. The results from the scores indicate that depth of vocabulary knowledge has a positive correlation with the comprehensive ability, and this predictive contribution becomes bigger with the increased level of the comprehensive ability. Depth of vocabulary knowledge plays a fundamental role in these ESL learners' comprehensive ability.

Key Words: Depth of vocabulary knowledge; Comprehensive ability; Vocabulary acquiring for ESL

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INTRODUCTION

(a) Background of the Research. Vocabulary is arguably the most important aspect of language learning. It is the words that carry the meaning and the knowledge that enables us to understand. It is considered to be the core of language. Therefore, in the process of second language learning, vocabulary acquisition is quite an important part. Vocabulary knowledge and vocabulary acquisition in a second language have emerged after years of neglect as key areas for research (Meara, 1980; Laufer, 1986). "In the last twenty or so years, there has been a growing realization that total language proficiency consists of much more than just grammatical competence" (Schmitt & Meara, 1997).

Although the understanding and explanations of vocabulary knowledge vary in some way, there is a clear agreement that the development of vocabulary knowledge is gradual and processing, and the vocabulary knowledge is complex and multi-dimensional, not single dimensional. The breadth of vocabulary knowledge and the depth of vocabulary knowledge are the two dimensions usually considered in the understanding of the vocabulary knowledge, which are also the basic categories in this paper. In most frameworks, there is a clear consideration that depth of vocabulary knowledge occupies a primary and central place in the multi-dimension of vocabulary knowledge. (Laufer & Elder, 2004).

In the researches on the depth of vocabulary knowledge, some researches explore the model of vocabulary development and changes for the second language learners on certain aspects or the components of the vocabulary knowledge and the inter-relationship of those components. They find the receptive vocabulary knowledge is growing more after a period of learning than the productive one.

In terms of the relationship of the vocabulary knowledge with English abilities, many researchers pay much more attention on the role of vocabulary size in the English competence. It is found the size of the vocabulary has a great influence on the English abilities. However, there are less researches mainly or directly focusing on the influence and indicative ability of the depth of the vocabulary. Recent years, researchers began to discuss the role of the depth of

the vocabulary in the English skills. (Nation, 1990; Schmitt & Meara, 1997; Read, 2000; Qian, 2002; Liu, 2001).

(b) Purpose of the Research. In the area of second language teaching and learning, vocabulary size is commonly considered to be an indicator of the comprehensive ability while the depth of vocabulary knowledge is not paid so much attention. Moreover, many of the already researches focus on the relationship between the depth of vocabulary and reading. But, few investigate its relationship with the comprehensive ability. How much could the depth of vocabulary knowledge reflect and predict the comprehensive ability? For different level learners, is this correlation to the same degree?

In this paper, the author presents the study on these two questions. The main goal of this research is to examine whether the depth of the vocabulary and comprehensive have a positive correlation.

(c) Data Collection and Methodology. The research is carried out on some learners of English as a second language (ESL learners), which includes two tests—the depth of vocabulary knowledge test and the English comprehensive test. For the data collection, the author adopts the Word Associates Test (Read, 1998) for the former and a CET4 paper of 2004 for the latter, and SPSS11.5 and Excel software is applied for data analysis.

1. LITERATURE REVIEW

1.1 Vocabulary Knowledge Framework

It is commonly accepted that the vocabulary knowledge plays a great role in the language learning, neither for the first language learners nor the second language learners. In the researches on the vocabulary knowledge and its related study, the basic question is the definition and connotation of vocabulary knowledge.

The connotation of vocabulary knowledge can be defined in a number of ways. Some researchers (Richards, 1976; Nation, 1990, 2001) claim that knowing a word involves a range of inter-related sub-knowledge such as morphological and grammatical knowledge and knowledge of word meanings. In order to explain the components and aspects of the vocabulary knowledge, many researchers apply "dimension" to describe the structure and connotation of the vocabulary knowledge by providing their frameworks. The early definition offered by Cronbach (1942) divided the vocabulary knowledge into two main aspects: knowledge of word meaning (generalization, breadth of meaning, and precision of meaning) and levels of accessibility to the knowledge (availability and application). This definition shows the basic idea of the vocabulary knowledge. However, the obvious weakness in this definition is the lack of other aspects of lexical knowledge, such as spelling, pronunciation, syntactic properties, and collocation (Qian, 2002). Richards (1976) added these factors to his framework to offer more aspects to indicate what is involved in knowing a word, including: frequency, register, syntax, derivation, association, semantic features, and polysemy. He presents more characteristics of a word than the ever before. He also mentions that knowing a word well should mean more than knowing its individual meanings. Various kinds of knowledge are associated with a word that a learner must know, ranging from knowledge related to its pronunciation, spelling, register, stylistic, and morphological features. Knowing a word means mastering all these knowledge (Nation, 1990). Basing on this thinking, Nation (1990) improved the framework to further classify these relative knowledge into four categories: (a) form, including spoken form and written form; (b) position, including the collocations and grammatical patterns; (c) function, including frequency and appropriateness; (d) meaning, including concept and association, each of these four consists of two aspects——the receptive and productive ones. Nation not only makes a progress in the development of the previous framework, but also provides the receptive and productive ability to the understanding of the vocabulary knowledge. This framework is considered particularly useful for classroom teachers (Qian, 2002). Qian's (2002) recent framework, developed on the collective strength of earlier models of vocabulary knowledge (Chapelle, 1998; Qian, 1998; 1999; Henriksen, 1999; Nation, 2001), proposed that vocabulary knowledge comprised four intrinsically connected dimensions: (a) vocabulary size; (b) depth of vocabulary knowledge, which includes all lexical characteristics, such as phonemic, graphemic, morphemic, syntactic, semantic, collocational, and phraseological properties, as well as frequency and register; (c) lexical organization, which refers to the storage, connection, and representation of words in the mental lexicon of a learner; and (d) automaticity of receptive–productive knowledge, which refers to all the fundamental processes through which access to word knowledge is achieved for both receptive and productive purposes, including phonological and orthographic encoding and decoding, access to structural and semantic features from the mental lexicon, lexical-semantic integration and representation, and morphological parsing and composing. This framework shows a broad concept of the understanding of vocabulary knowledge and contains more aspects. In the framework, "These dimensions are not only intrinsically connected but also interact closely with one another in fundamental processes of vocabulary use and growth. The importance of various factors in these dimensions will vary according to the special purpose of language use" (Laufer & Elder, 2004).

1.2 The Breadth and Depth of Vocabulary Knowledge

In the researches on vocabulary learning, two primary dimensions of vocabulary knowledge have often been considered: depth of vocabulary knowledge and breadth of

vocabulary knowledge (Qian, 1998; Meara, 1996; Read, 2000; Wesche & Paribakht, 1996). Breadth of vocabulary knowledge has been taken to refer to the quantity or number of words learners know at a particular level of language proficiency (Nation, 2001). Depth of vocabulary knowledge, on the other hand, has been used to refer to the quality of lexical knowledge, or how well the learner knows a word (Meara, 1996; Read, 1993, 2000). In terms of the depth of vocabulary knowledge, knowing a word is not just a yes or no question. Henriksen (1999) explained depth of vocabulary knowledge by proposing the continua for lexical competence. He considered depth of vocabulary knowledge as one dimension of his model which emphasized the developing process of vocabulary acquisition. Moreover, the depth of vocabulary knowledge covers word knowledge components as found in other frameworks of vocabulary knowledge. Haastrup and Henriken (2000) defined the depth of knowledge as mainly involving "the knowledge of a word's different sense relations to other words in the lexicon, e.g., paradigmatic (antonymy, synonymy, hyponymy, gradation and syntagmatic)".

In this paper, the vocabulary knowledge is considered to be divided into the breadth and depth dimensions. Based on the definitions and understandings discussed above (Henriksen, 1999; Nation, 1990; Qian, 2002; Meara, 1980; Read, 1998), the depth of vocabulary knowledge should cover all word characteristics such as phonemic, graphemic, morphemic, semantic, collocational and phraseological properties and so on.

1.3 The Research on the Depth of Vocabulary

The multi-dimensional framework of word knowledge (Nation, 1990) has provided a new way for the researchers to explore the depth of vocabulary study and the interrelationship of the components of the depth of vocabulary knowledge in second language learning. Based on this theory, Smitt and Meara (1997) examined the development and changes of vocabulary knowledge of second language learners in the affix and associations aspects after a certain time of learning. From the comparison of different English lever learners, the researchers found the there was a limitation in the growth of affix and associations knowledge, and the affix and associations had a positive correlation. Smitt (1998) added two more aspects including the spelling and meaning of a word into another research on the depth of vocabulary knowledge. He used the longitudinal approach to test the learners' acquisition of the target words in order to find the possible developmental hierarchies of vocabulary acquisition and their internal relationship. He discovered that the learners had difficulties in getting different meanings of the words and the affix aspect knowledge. Resent years, national researchers started the research on this area. Liu (2000) conducted a research on the depth of vocabulary of Chinese students. In this research, the researcher used the grammatical patterns, collocations and concept, these three aspects of the words to test Chinese students in order to find the changing model during the words learning. In this research, it is found that the receptive vocabulary size is much bigger than the productive size.

1.4 Role of the Depth of Vocabulary Knowledge in English Abilities for the EFL Learners

Despite the researches on the internal relation of vocabulary knowledge, researchers begin to investigate its relationship with the English ability. As mentioned in the background of this paper, many researches focus on the role of the breadth or the size of vocabulary in the English abilities. It may because that the depth of vocabulary knowledge contains many aspects and is difficult to measure for the researches. The attention paid to the role of depth of vocabulary knowledge in assessing the English abilities began to be drawn in the relationship between depth of vocabulary and comprehensive reading. Qian (2002) believed both vocabulary size and depth dimensions played positive roles in reading comprehension.

> Vocabulary is acquired in an incremental fashion, so words acquired at the beginning of the learning process are likely to have much more depth than words more recently learned. The more a learner knows, the more likely it is that he or she will have a greater depth of knowledge for these words. Equally, although having a large vocabulary size will give the learner a larger database from which to guess the meaning of unknown words or behavior of newly learned words, having deeper vocabulary knowledge will very likely improve the results of the guessing work…In exploring the role of vocabulary knowledge in reading comprehension, both dimensions deserve equal attention. (pp.517-518)

Attempting to discover the role of ESL learners' depth of vocabulary knowledge in reading ability, Qian (2002) conducted a series of studies and found that there was a high correlations between vocabulary size, depth of vocabulary knowledge, and reading comprehension, and the depth of vocabulary knowledge, conceptualized as receptive knowledge of word meanings and collocations, was not only a better predictor of second language learners' reading comprehension but also made a great contribution to reading comprehension, over the contribution made by size of vocabulary knowledge.

Nowadays, it is believed that the depth of vocabulary knowledge has some influence in the performance of the whole English ability. The researchers have found that the depth of vocabulary knowledge has a positive correlation with comprehensive reading (Qian, 2002). However, except for the reading comprehension, few researches directly explore the role of depth of vocabulary knowledge in other English abilities or the whole comprehensive ability of the second language learners. Huang (2003) tested the English major students from the collocation angle and found the collocations of the

words had a positive correlation with the comprehensive ability (listening, reading and writing). Lu (2004) who investigated the relationship of the size and depth of vocabulary knowledge with the comprehensive ability found that the depth of vocabulary knowledge showed an imbalanced performance among different level learners. Huang (2004) made a test of the depth of vocabulary knowledge and pointed out the correlation of the scores of the English test performance and the depth of the vocabulary knowledge. However, the researches have limitation in the tools for measuring the depth of vocabulary knowledge (Li, 2007). Recently, Li (2007) did a study on the relationship of the size, depth of vocabulary knowledge with the comprehensive ability and suggested the depth of vocabulary knowledge make a greater contribution to the English ability compared with the size of the vocabulary.

Based on the previous researches, we could understand that the depth of vocabulary could be an indictor of the reading ability and also may show a correlation with other aspects of the comprehensive abilities. This paper tries to further explore the relationship between the depth of the vocabulary knowledge and comprehensive ability, including listening, reading, cloze performance, vocabulary and grammar knowledge and writing, in order to answer the question that how much the depth of vocabulary could predict the comprehensive ability.

2. METHODOLOGY

2.1 Participants

Participants in the present study are 82 non-English major freshmen of Dalian University of Technology, who are EFL learners. They come from different majors ranging from the applied mathematics, biological engineering, chemical machinery, inorganic non-meal materials, automation, electronics, chemical engineering, environmental science, metal materials, engineering mechanics, and information technology management to human resources management. They are randomly selected with the different levels of the English ability.

2.2 Instruments

The paper adopts the Word Associates Test (Read, 1998) for the depth of vocabulary knowledge test and a CET4 paper of 2004 for the English comprehensive test, and SPSS11.5 and Excel software is applied for data analysis.

As discussed above, depth of vocabulary knowledge contains many components and is complex, and it is hard to text all the aspects of this dimension. But recent researches on the depth of vocabulary knowledge (Qian, 2002; Read, 2000) showed that the Word Associate Test would be an applicable tool for the measurement since it covered the important aspects of the vocabulary knowledge. Based on these considerations, this measure is selected for the present research and the scores from the test are used as the variable of the depth of vocabulary knowledge.

The Word Associate Test for the present study is originally designed by Read and gets developed by Qian (Read, 1998). It contains 40 items. Each item consists of one target word, which is a frequently-used adjective in English, and two boxes, each containing four words. Among the four words in the left box, one to three of them can be synonymous to one aspect or the whole meaning of the target word, while among the four words in the right box, there can be one to three that could collocate with the target word. Each item always has four correct choices. However, these choices are not evenly spread. An example of the item format is as follows:

Sudden

beautiful quick surprising thirsty	change doctor noise school

For example, the word “sudden” means “happening quickly and unexpectedly”, so the correct answers on the left side are “quick” and “surprising”. And we do not normally say “a sudden doctor” or “a sudden school”, but we often say “a sudden change” and “a sudden noise”, so “change” and “noise” are the correct answers on this side. The reliability of the test, as reported by Read (1993), is 0.93. In scoring, each word correctly chosen was awarded one point. The maximum possible score, therefore, was 160 for the 40 items.

The tool for the Englsih comprehensive abilities is the CET4 paper in 2004, which is used for identify the English levels of the college students and widely accepted in China Therefore, the reliability of the test could be trusted. All the participants are the first grade students whose English levels generally match the text, and none of them have ever the examination before. The text paper for measuring the comprehensive abilities consists of 5 parts. Part one is listening comprehension, with totally 20 questions and each question one mark. Part two is reading comprehension, with 20 questions and each question two marks. Part three is vocabulary & grammatical structures with 30 questions and each question 0.5 marks. Part four is cloze that has 20 questions and each 0.5 marks. Part five is the writing, 15 marks. Therefore, the full score for this text paper is 100 marks.

The scores of each part obtained are used separately as the variables identifying the abilities like listening, reading, grammar, and writing. And the whole mark is for the comprehensive ability.

2.3 Procedure

The two tests for the participants are conducted separately. The first section of the testing is the depth of vocabulary knowledge test within 30 minutes. The invigilators explain and present this test to the participants to ensure the every one answer clearly. After a short break, the second

section is conducted within 120 minutes as required. At the beginning of each testing section, all participants are asked to answer the personal information on their sex, English level, and major. The scores obtained are analyzed by applying the SPSS 11.5 and Excel software.

3. RESULTS AND DISCUSION

3.1 Data Analysis

Table 1 showed the descriptive statistics including the maximum and minimum scores, mean and standardized deviations collected from the two tests. As seen from the table, relatively high reliabilities are obtained for all the instruments and data in the study. There is a reasonable spread of the obtained score ranges. Other descriptive statistics generally look normal and acceptable.

However, from the mean data, we find that the students' performance at part of vocabulary & grammatical structure is below the normal level (the percent of the mean occupying the full score is below 60%), which may affect the results of its correlation with the depth of the vocabulary knowledge.

Table 1
Means, Standard Deviations, Reliabilities, and Obtained Score Ranges

Variable	Maximum possible score	Minimum score obtained	Maximum score obtained	Mean (percent of the full score, %)	*SD*	Reliability (split-half)
Depth of vocabulary knowledge	160	75	127	105.82 (66%)	8.7	0.963
Listening comprehension	20	6	19	12.71 (64%)	3.56	0.845
Reading comprehension	40	8	40	26.95 (67%)	6.31	0.985
Vocabulary & grammatical structure	15	3	13	7.22 (48%)	1.92	0.902
Cloze	10	2	9.5	6.39 (64%)	1.52	0.959
Writing	15	6	13	10.26 (68%)	1.61	0.954
Comprehension ability	100	36	86	63.52 (64%)	10.66	0.959

3.2 Relationship Between Depth of Vocabulary Knowledge and Comprehensive Ability

In order to answer how much the depth of the vocabulary knowledge could predict the comprehensive ability and each ability contained in the test paper, the score obtained from the word associate test is used as independent variable as others are used as the dependent variables separately, and the data is analyzed by applying the liner regression to show the predictive power of the depth of vocabulary knowledge on each dependent available.

Table 2 showed the results of the linear regression analysis. The significance of the regression is proved by the figures of the t, F, sig. and R squares (R squares>0.25). From the regression coefficient, we can see the relationship between the depth of the vocabulary knowledge and the abilities.

Table2
Regression Results of the Depth of Vocabulary Knowledge With Listening, Reading, Vocabulary & Grammatical Structure, Cloze, Writing and Comprehensive Ability

Model	Regression coefficient	*t.*	Sig.	*F*	*R* square
Depth-listening	.120	32.397	.000	1049.595	.928
Depth-reading	.254	40.214	.000	1617.168	.952
Depth-vocabulary	.068	35.127	.000	1233.922	.938
Depth-cloze	.160	35.894	.000	1288.351	.940
Depth-writing	.096	54.593	.000	2980.359	.974
Depth-comprehension	.599	55.103	.000	3036.385	.974

From the table, we can discover the depth of vocabulary knowledge could explain about 12% variance, namely, the changes of the listening ability will rise by 12 percent if the depth of vocabulary knowledge is raised by one point. For the reading comprehension part, the depth of vocabulary knowledge contributes 25.4% to predict the performance. The predictive values of the depth on the vocabulary & grammatical structure are 6.8%, and the values in explaining the variance in cloze and writing part is 16% and 9.6%. For the whole comprehensive ability, the depth of vocabulary knowledge could contribute 59.9% predictive power.

To sum, the statistics suggest that the depth of vocabulary knowledge has a high predictive power on the comprehensive ability, namely, they have a high positive correlation. This result is similar to that of the research conducted by Li (2007) who concluded the depth of vocabulary knowledge had a high value in indicating the comprehensive ability.

There is also a comparable influence on the reading comprehension and cloze performance, which are consistent with the results of Qian's study on the

relationship of the depth of vocabulary knowledge with the reading comprehension, whose correlation level is much higher, up to about 60% (Qian, 2002).

The positive correlation results can also be seen between the depth of vocabulary knowledge and listening comprehension, vocabulary & grammatical structure and writing. However, the coefficient of them is lower than that of the others and the result is a little different in the writing part from what Li (2007) has got.

The results for the lower coefficient could be due to each part's requirement for the students. The listening comprehension should require higher in the aspect of pronunciation and the degree of the familiarity of the learners with the sound of the words. We could understand that it is a common phenomenon that knowing the words is a little separate from getting the words through the ears for the Chinese second language students since they are lack of the environment for listening and speaking.

The part of writing consists many factors of which the context and idea of the students' articles are more emphasized than the usage and precise of the words, which indicates that the level of knowledge of the vocabulary could not be a direct indicator for the performance of the writing.

The vocabulary & grammatical structure is a weak part as showed in the results above; the mean score is 48% of the full mark. Many questions in this part test the English grammar like the usage of tense and clause, which may be the possible reason for the low coefficient and the correlation.

3.3 Predictive Power of the Depth of Vocabulary Knowledge Among Different Level Learners

In order to further test the contribution of the depth of vocabulary knowledge to the comprehensive ability among different level learners, all the samples are divided into—low, middle and high—three levels according to the learners' performance of comprehensive ability. Then the score of the depth of vocabulary knowledge is still entered as the independent variable and the comprehensive ability score as the dependent variable.

The results are showed in Table 3. The statistics indicate that in the group of low level learners, the predictive power is 45.5%; for the middle level, the depth of vocabulary knowledge could explain 60.6% variance in the comprehensive ability; and contribute 72.6% among the high level group.

Table 3
The Regression Results of the Depth of Vocabulary Knowledge on the Comprehensive Ability Among Different Levels

Model	The regression coefficient
Depth-comprehensive ability in low level	.455
Depth-comprehensive ability in middle level	.606
Depth-comprehensive ability in high level	.726
Depth-comprehensive ability (whole)	.599

It appears that with the increase of the level of the comprehensive ability, the contribution of the depth of vocabulary knowledge presents an increasing tendency. This suggests the higher level the second language learners have reached, the more important role will the depth of vocabulary knowledge play in the performance of the English ability. It may be because that when the learners' whole level of English ability is low, other factors such as certain background knowledge interfere the performance of the comprehensive ability while for the higher level learners who have held a certain proportion of the vocabulary, the more precise knowledge of the vocabulary is required to raise and reflect the English ability.

CONCLUSION

The results of the analyses indicate that scores on the depth of vocabulary knowledge have positive correlations with the scores on the comprehensive ability and its single section, especial for the part of reading comprehension and cloze. Since the regression coefficient of the depth of vocabulary knowledge with the whole comprehensive ability, it could come to the conclusion that the depth of vocabulary knowledge could be a valuable way to predict the English ability. The results also suggest that the depth of the vocabulary knowledge develops with English ability and play more obvious role in a higher level of the second language learners. Based on the results, three advices are provided: (a) in the teaching and learning of vocabulary knowledge, more aspects of the understanding and connotation of the vocabulary knowledge should be notice, for example, the related sub-knowledge; (b) except for the size of the vocabulary, the quality of vocabulary knowledge could an important indictor, so the components of the depth of vocabulary knowledge, like the semantic and collocational aspects could be good ways to acquire the vocabulary knowledge; (c) for the higher level learners of the second language, more attention should be paid on the quality and precise of the vocabulary knowledge.

Since the word associate test represents only partially the dimension of depth of vocabulary knowledge; the tool for the comprehensive ability assessment is simple and the samples are limited on one-grade students, the results of the study should be further validated. To take this a step further, progress in the development of the assessment instruments of more dimensions in the depth of vocabulary test and complete comprehensive ability need to be made.

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APPENDIX A

The Original Data of the Obtained Score From Both Tests and the Basic Information of the Participants

NO.	Student	Major	Sex	Depth of vocabulary knowledge	Listening compre--hension	Reading compre--hension	Vocabulary	Cloze	Writing	Compre--hensive ability
1	200711001	Applied Mathematics	male	103	8	22	8.5	7	11	56.5
2	200711011	Applied Mathematics	male	88	11	30	8	8	10	67
3	200711017	Applied Mathematics	male	103	11	26	7.5	5.5	12	62
4	200711021	Applied Mathematics	male	87	6	20	4	4.5	10	44.5
5	200711022	Applied Mathematics	male	115	13	28	7.5	7.5	11	67
6	200711033	Applied Mathematics	male	106	16	34	8	7	8	73
7	200711042	Applied Mathematics	female	99	19	30	11	7.5	6	73.5
8	200712004	Applied Mathematics	female	114	7	34	7.5	8	11	67.5
9	200712006	Applied Mathematics	male	93	13	30	6	7.5	9	65.5
10	200712062	Applied Mathematics	male	97	7	28	5	7	11	58
11	200712063	Applied Mathematics	male	108	8	16	6.5	5.5	10	46
12	200712074	Applied Mathematics	male	91	14	16	3	4.5	10	47.5
13	200712081	Applied Mathematics	male	105	7	26	7	4.5	10	54.5
14	200712083	Applied Mathematics	male	119	12	32	8.5	6.5	11	70
15	200712086	Applied Mathematics	male	112	15	26	5.5	8.5	12	67
16	200741002	Biological Engineering	male	75	11	30	7	8	12	68
17	200741003	Biological Engineering	male	108	13	34	5	6	9	67
18	200741008	Biological Engineering	male	95	11	32	6.5	6	10	65.5
19	200741011	Biological Engineering	female	109	10	32	6.5	6	7	61.5
20	200741012	Biological Engineering	male	93	7	10	5	4.5	12	38.5
21	200741026	Biological Engineering	female	106	14	40	7	7.5	10	78.5
22	200741029	Biological Engineering	female	107	19	36	8	8	12	83
23	200742002	Chemical Machinery	male	104	14	32	9.5	3.5	9	68
24	200742021	Chemical Machinery	male	105	8	16	6.5	8	10	48.5
25	200742026	Chemical Machinery	male	106	7	32	8	8	11	66
26	200742032	Chemical Machinery	male	103	14	32	4	8.5	11	69.5
27	200742038	Chemical Machinery	male	104	11	20	4	5.5	10	50.5
28	200742042	Chemical Machinery	male	110	15	30	8.5	7.5	10	71
29	200742045	Chemical Machinery	male	112	10	30	7.5	4.5	11	63
30	200742053	Chemical Machinery	male	107	9	18	5	2.5	10	44.5
31	200742055	Chemical Machinery	male	104	17	28	8.5	6	11	70.5
32	200742072	Chemical Machinery	male	115	13	36	8	7.5	10	74.5
33	200744024	Inorganic Non-metal Materials	male	119	13	30	8	5.5	13	69.5
34	200744101	Inorganic Non-metal Materials	female	110	17	16	7	2	6	48
35	200744104	Inorganic Non-metal Materials	male	114	15	30	7	5	12	69
36	200744109	Inorganic Non-metal Materials	male	104	14	30	8	5.5	10	67.5
37	200744122	Inorganic Non-metal Materials	male	95	16	34	11	8	8	77
38	200746005	Environmental Science	male	104	15	26	6	8	10	65
39	200746107	Environmental Science	female	104	13	16	6	3	8	46
40	200746111	Environmental Science	male	98	7	26	7.5	7.5	11	59
41	200746113	Environmental Science	male	117	17	28	11.5	8.5	12	77
42	200746124	Environmental Science	male	107	11	30	9	9	9	68
43	200748007	Chemical Engineering	male	117	14	14	6.5	5.5	12	52
44	200748009	Chemical Engineering	male	113	12	22	7	6	9	56
45	200748019	Chemical Engineering	female	114	14	36	10	6.5	13	79.5
46	200748038	Chemical Engineering	male	86	10	8	4.5	3.5	10	36
47	200748076	Chemical Engineering	male	117	15	26	7	6.5	12	66.5
48	200748088	Chemical Engineering	female	108	13	32	5.5	5.5	13	69
49	200748124	Chemical Engineering	female	98	17	28	7.5	7.5	10	70
50	200748129	Chemical Engineering	male	98	14	26	6	7	9	62

To be continued

Continued

NO.	Student	Major	Sex	Depth of vocabulary knowledge	Listening compre--hension	Reading compre--hension	Vocabulary	Cloze	Writing	Compre--hensive ability
51	200748134	Chemical Engineering	female	97	19	28	10.5	7	11	75.5
52	200748135	Chemical Engineering	male	111	18	28	6.5	7	13	72.5
53	200748139	Chemical Engineering	female	114	18	36	9	8.5	12	83.5
54	200748143	Chemical Engineering	female	101	13	22	7.5	4	9	55.5
55	200748164	Chemical Engineering	male	114	16	38	13	7	12	86
56	200782011	Automation	male	115	16	28	7.5	6.5	11	69
57	200782018	Automation	male	108	16	26	5	6	6	59
58	200782023	Automation	male	102	16	30	5.5	7.5	11	70
59	200782046	Automation	male	102	13	24	7.5	6	10	60.5
60	200782100	Automation	male	116	14	30	5.5	6.5	10	66
61	200782105	Automation	male	104	10	18	4.5	5	7	44.5
62	200782112	Automation	male	111	8	26	7	6	9	56
63	200782115	Automation	male	106	13	26	6.5	7	11	63.5
64	200782119	Automation	male	111	9	26	8.5	6	13	62.5
65	200700009	Electronics	male	102	14	28	9.5	7	8	66.5
66	200700013	Electronics	male	103	11	30	5.5	5.5	10	62
67	200703001	Information Technology Management	male	105	8	20	6	7	10	51
68	200703003	Information Technology Management	male	105	6	20	5	7	9	47
69	200703009	Information Technology Management	male	103	14	30	11.5	7.5	12	75
70	200703021	Information Technology Management	female	110	16	26	10	4.5	11	67.5
71	200703026	Information Technology Management	male	106	14	24	8.5	6.5	11	64
72	200703027	Information Technology Management	male	127	6	30	6.5	6	10	58.5
73	200703030	Information Technology Management	female	104	14	26	7.5	4.5	8	60
74	200703035	Information Technology Management	male	111	13	24	8.5	6.5	9	61
75	200703042	Information Technology Management	male	112	9	26	4.5	4.5	9	53
76	200703045	Information Technology Management	male	126	14	34	10	6.5	11	75.5
77	200703048	Information Technology Management	male	95	6	18	5.5	7.5	12	49
78	200706006	Human Resources Management	female	105	15	24	8.5	6.5	9	63
79	200731030	Engineering Mechanics	female	106	15	28	6	5.5	10	64.5
80	200757109	Mathematics	female	113	17	28	7.5	7	11	70.5
81	200757118	Mathematics	male	102	15	34	7	8.5	12	76.5
82	200766039	Metal Materials	male	104	19	30	7.5	9.5	10	76

APPENDIX B

The Depth of Vocabulary Knowledge Test Paper

This is test for the level of English adjectives, please try it.

Thank you for the assistance.

Sex: Major: English level: (Whether to pass the level CET-4: Yes/No); Score:

e.g.: **sudden**

beautiful quick surprising thirsty	change doctor noise school

There're eight words in the two boxes around.

Some of the words in left column can help to explain the meaning of sudden	Some words in right column is the Noun which can follow by the word sudden in a sentence or phrase.

"Sudden" means "happening quickly and unexpectedly", the correct answers in the column are "quick" and "surprising".	We usually don't talk "a sudden doctor" or "a sudden school", but unually "a sudden change" and "a sudden noise", then, "change" and "noise" are the correct answers in right column.

Please choose 4 related words from both columns. You should note that not every question as the sample (each column has 2 answer), you must select 4 word totally.

1. beautiful

enjoyable expensive free loud	education face music weather

2. bright

clever famous happy shining	colour hand poem taste

3. calm

open quiet smooth tired	cloth day light person

4. natural

expected helpful real short	foods neighbours parents songs

5. fresh

another cool easy raw	cotton heat language water

6. general

closed different usual whole	country idea reader street

7. bare

empty heavy uncovered useful	cupboard feet school tool

8. acute

hidden often rich sharp	angle hearing illness stones

9. common

complete light ordinary shared	boundary circle name party

10. complex

angry difficult necessary sudden	argument passengers patterns problem

11. broad

full moving quiet wide	night river shoulders smile

12. conscious

awake healthy knowing laughing	face decision effort student

13. convenient

easy fresh near suitable	experience sound time vegetable

14. dense

crowded hot noisy thick	forest handle smoke weather

15. curious

helpful interested missing strange	accident child computer steel

16. distinct

clear famous separate true	advantage meanings news parents

17. dull

cloudy loud nice secret	colour knife place rock

18. direct

honest main straight wide	fence flight heat river

19. favorable

helpful legal possible positive	habit response teacher weather

20. secure

confident enjoyable fixed safe	game job meal visitor

21. tight

close rough uncomfortable wet	bend pants surface wood

22. violent

expected smelly strong unlucky	anger death rubbish storm

23. chronic

continuing local serious unplanned	accident examination illness shortage

24. compact

effective small solid useful	group kitchen medicine string

25. crude

clever fair rough valuable	behaviour drawing oil trade

26. domestic

home national regular smooth	animal movement policy speed

27. profound

bright deep exact great	effect machine taste thought

28. fertile

dark growing private special	business egg mind soil

29. formal

fast loud organised serious	bomb education growth statement

30. independent

changed equal important separate	child country ideas prices

31. original

careful closed first proud	condition mind plan sister

32. sensitive

feeling interesting sharp thick	clothes instrument skin topic

33. professional

paid public regular religious	advice manner musician transport

34. critical

clear dangerous important rough	festival illness time water

35. synthetic

artificial electronic expensive simple	drug meal radio sound

36. liberal

free moderate plenty valuable	crops furniture parents transport

37. dramatic

exciting official surprising worried	adventure change patient salary

38. conservative

cautious hopeful traditional warm	clothes estimate meeting signal

39. coherent

clear normal recent together	crime health speech theory

40. ample

heavy large plentiful windy	amount climate feelings time

APPENDIX C

The Comprehensive Ability Test Paper

Part I Listening Comprehension (20 minutes)
Section A

Directions In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D) and decide which the best answer is. Then mark the corresponding letter on the Answer Sheet with a single line through the centre. Example You will hear.

You will read

A) At the office.

B) In the waiting room.

C) At the airport.

D) In a restaurant.

From the conversation we know that the two were talking about some work they had to finish in the evening. This conversation is most likely to have taken place at the office. Therefore, A) At the office is the best answer. You should choose [A] on the Answer Sheet and mark it with a single line through the centre.

Sample Answer [A] [B] [C] [D]

1. A) The man saw Mark on the street two months ago.

B) The woman had forgotten Mark's phone number.

C) The woman made a phone call to Mark yesterday.

D) Mark and the woman had not been in touch for some time.

2. A) The man is late for the trip because he is busy.

B) The woman is glad to meet Mr. Brown in person.

C) The man is meeting the woman on behalf of Mr. Brown.

D) The woman feels sorry that Mr. Brown is unable to come.

3. A) At 1030. B) At 1025. C) At 1040. D) At 1045.

4. A) The man no longer smokes.

B) The man is under pressure from his wife.

C) The man usually follows his wife's advice.

D) The man refuses to listen to his doctor's advice.

5. A) Move to a big city. B) Become a teacher.

C) Go back to school. D) Work in New York.

6. A) Quit delivering flowers. B) Work at a restaurant.

C) Bring her flowers every day. D) Leave his job to work for her. r>

7. A) She can find the right person to help the man.

B) She can help the man out.

C) She's also in need of a textbook.

D) She picked up the book from the bus floor.

8. A) The man was confused about the date of the appointment.

B) The man wants to change the date of the appointment.

C) The man is glad he's got in touch with the doctor.

D) The man can't come for the appointment at 415.

9. A) The two speakers are at a loss what to do.

B) The man is worried about his future.

C) The two speakers are seniors at college.

D) The woman regrets spending her time idly.

10. A) She has learned a lot from the novel.

B) She also found the plot difficult to follow.

C) She usually has difficulty remembering names.

D) She can recall the names of most characters in the novel.

Section B Compound Dictation

The Library of Congress is America's national library. It has millions of books and other objects. It has newspapers, (S1) publications as well as letters of (S2) interest. It also has maps, photographs, art (S3) , movies, sound recordings and musical (S4) . All together, it has more than 100 million objects.

The Library of Congress is open to the public Monday through Saturday, except for public holidays. Anyone may go there and read anything in the collection. But no one is (S5) to take books out of the building.

The Library of Congress was (S6) in 1800. It started with eleven boxes of books in one room of the Capitol Building. By 1814, the collection had increased to about 3,000 books. They were all (S7) that year when the Capitol was burned down during America's war with Britain.

To help re-build the library, Congress bought the books of President Thomas Jefferson. Mr. Jefferson's collection included 7,000 books in seven languages.

(S8) . Today, three buildings hold the library's collection.

(S9) . It buys some of its books and gets others as gifts. It also gets materials through its copyright office. (S10) . This means the Library of Congress receives almost everything that is published in the United States.

Part II Reading Comprehension (35 minutes)

Directions There are 4 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage One

Questions 11 to 15 are based on the following passage.

A is for always getting to work on time.

B is for being extremely busy.

C is for the conscientious (勤勤恳恳的) way you do your job.

You may be all these things at the office, and more. But when it comes to getting ahead, experts say, the ABCs of business should include a P, for politics, as in office politics.

Dale Carnegie suggested as much more than 50 years ago Hard work alone doesn't ensure career advancement. You have to be able to sell yourself and your ideas, both publicly and behind the scenes. Yet, despite the obvious rewards of engaging in office politics—a better job, a raise, praise—many people are still unable—or unwilling—to play the game.

People assume that office politics involves some manipulative (工于心计的) behavior, says Deborah Comer, an assistant professor of management at Hofstra University. But politics derives from the word 'polite'. It can mean lobbying and forming associations. It can mean being kind and helpful, or even trying to please your superior, and then expecting something in return.

In fact, today, experts define office politics as proper behavior used to pursue one's own self-interest in the workplace. In many cases, this involves some form of socializing within the office environment—not just in large companies, but in small workplaces as well.

The first thing people are usually judged on is their ability to perform well on a consistent basis, says Neil P. Lewis, a management psychologist. But if two or three candidates are up for a promotion, each of whom has reasonably similar ability, a manager is going to promote the person he or she likes best. It's simple human nature.

Yet, psychologists say, many employees and employers have trouble with the concept of politics in the office. Some people, they say, have an idealistic vision of work and what it takes to succeed. Still others associate politics with flattery(奉承), fearful that, if they speak up for themselves, they may appear to be flattering their boss for favors.

Experts suggest altering this negative picture by recognizing the need for some self-promotion.

11. Office politics (line 2, para. 4) is used in the passage to refer to .

A) the code of behavior for company staff

B) the political views and beliefs of office workers

C) the interpersonal relationships within a company

D) the various qualities required for a successful career

12. To get promoted, one must not only be competent but.

A) give his boss a good impression

B) honest and loyal to his company

C) get along well with his colleagues

D) avoid being too outstanding

13. Why are many people unwilling to play the game (line 4, para. 5)

A) They believe that doing so is impractical.

B) They feel that such behavior is unprincipled.

C) They are not good at manipulating colleagues.

D) They think the effort will get them nowhere.

14. The author considers office politics to be.

A) unwelcome at the workplace

B) bad for interpersonal relationships

C) indispensable to the development of company culture

D) an important factor for personal advancement

15. It is the author's view that.

A) speaking up for oneself is part of human nature

B) self-promotion does not necessarily mean flattery

C) hard work contributes very little to one's promotion

D) many employees fail to recognize the need of flattery

Passage Two

Questions 16 to 20 are based on the following passage.

As soon as it was revealed that a reporter for Progressive magazine had discovered how to make a hydrogen bomb, a group of firearm (火器) fans formed the National Hydrogen Bomb Association, and they are now lobbying against any legislation to stop Americans from owning one.

The Constitution, said the association's spokesman, gives everyone the right to own arms. It doesn't spell out what kind of arms. But since anyone can now make a hydrogen bomb, the public should be able to buy it to protect themselves.

Don't you think it's dangerous to have one in the house, particularly where there are children around

The National Hydrogen Bomb Association hopes to educate people in the safe handling of this type of weapon. We are instructing owners to keep the bomb in a locked cabinet and the fuse (导火索) separately in a drawer.

Some people consider the hydrogen bomb a very fatal weapon which could kill somebody.

The spokesman said, Hydrogen bombs don't kill people—people kill people. The bomb is for self-protection and it also has a deterrent effect. If somebody knows you have a nuclear weapon in your house, they're going to think twice about breaking in.

But those who want to ban the bomb for American citizens claim that if you have one locked in the cabinet, with the fuse in a drawer, you would never be able to assemble it in time to stop an intruder (侵入者).

Another argument against allowing people to own a bomb is that at the moment it is very expensive to build one. So what your association is backing is a program which would allow the middle and upper classes to acquire a bomb while poor people will be left defenseless with just handguns.

16. According to the passage, some people started a national association so as to.

A) block any legislation to ban the private possession of the bomb

B) coordinate the mass production of the destructive weapon

C) instruct people how to keep the bomb safe at home

D) promote the large-scale sale of this newly invented weapon

17. Some people oppose the ownership of H-bombs by individuals on the grounds that.

A) the size of the bomb makes it difficult to keep in a drawer

B) most people don't know how to handle the weapon

C) people's lives will be threatened by the weapon

D) they may fall into the hands of criminals

18. By saying that the bomb also has a deterrent effect the spokesman means that it.

A) will frighten away any possible intruders

B) can show the special status of its owners

C) will threaten the safety of the owners as well

D) can kill those entering others' houses by force

19. According to the passage, opponents of the private ownership of H-bombs are very much worried that.

A) the influence of the association is too powerful for the less privileged to overcome

B) poorly-educated Americans will find it difficult to make use of the weapon

C) the wide use of the weapon will push up living expenses tremendously

D) the cost of the weapon will put citizens on an unequal basis

20. From the tone of the passage we know that the author is.

A) doubtful about the necessity of keeping H-bombs at home for safety

B) unhappy with those who vote ;against the ownership of H-bombs

C) not serious about the private ownership of H-bombs

D) concerned about the spread of nuclear weapons

Passage Three

Questions 21 to 25 are based on the following passage.

Sign has become a scientific hot button. Only in the past 20 years have specialists in language study realized that signed languages are unique—a speech of the hand. They offer a new way to probe how the brain generates and understands language, and throw new light on an old scientific controversy whether language, complete with grammar, is something that we are born with, or whether it is a learned behavior. The current interest in sign language has roots in the pioneering

work of one rebel teacher at Gallaudet University in Washington, D.C., the world's only liberal arts university for deaf people.

When Bill Stokoe went to Gallaudet to teach English, the school enrolled him in a course in signing. But Stokoe noticed something odd among themselves, students signed differently from his classroom teacher.

Stokoe had been taught a sort of gestural code, each movement of the hands representing a word in English. At the time, American Sign Language (ASL) was thought to be no more than a form of pidgin English (混杂英语). But Stokoe believed the hand talk his students used looked richer. He wondered Might deaf people actually have a genuine language And could that language be unlike any other on Earth It was 1955, when even deaf people dismissed their signing as substandard. Stokoe's idea was academic heresy (异端邪说).

It is 37 years later. Stokoe—now devoting his time to writing and editing books and journals and to producing video materials on ASL and the deaf culture—is having lunch at a café near the Gallaudet campus and explaining how he started a revolution. For decades educators fought his idea that signed languages are natural languages like English, French and Japanese. They assumed language must be based on speech, the modulation (调节) of sound. But sign language is based on the movement of hands, the modulation of space. What I said, Stokoe explains, is that language is not mouth stuff—it's brain stuff.

21. The study of sign language is thought to be.

A) a new way to look at the learning of language

B) a challenge to traditional views on the nature of language

C) an approach to simplifying the grammatical structure of a language

D) an attempt to clarify misunderstanding about the origin of language

22. The present growing interest in sign language was stimulated by .

A) a famous scholar in the study of the human brain

B) a leading specialist in the study of liberal arts

C) an English teacher in a university for the deaf

D) some senior experts in American Sign Language

23. According to Stokoe, sign language is.

A) a substandard language

B) a genuine language

C) an artificial language

D) an international language

24. Most educators objected to Stokoe's idea because they thought.

A) sign language was not extensively used even by deaf people

B) sign language was too artificial to be widely accepted

C) a language should be easy to use and understand

D) a language could only exist in the form of speech sounds

25. Stokoe's argument is based on his belief that .

A) sign language is as efficient as any other language

B) sign language is derived from natural language

C) language is a system of meaningful codes

D) language is a product of the brain

Passage Four

Questions 26 to 30 are based on the following passage.

It came as something of a surprise when Diana, Princess of Wales, made a trip co Angola in 1997, to support the Red Cross's campaign for a total ban on all anti-personnel landmines. Within hours of arriving in Angola, television screens around the world were filled with images of her comforting victims injured in explosions caused by landmines. I knew the statistics, she said. But putting a face to those figures brought the reality home to me; like when I met Sandra, a 13- year-old girl who had lost her leg, and people like her.

The Princess concluded with a simple message We must stop landmines. And she used every opportunity during her visit to repeat this message.

But, back in London, her views were not shared by some members of the British government, which refused to support a ban on these weapons. Angry politicians launched an attack on the Princess in the press. They described her as very ill-informed and a loose cannon (乱放炮的人)."

The Princess responded by brushing aside the criticisms This is a distraction (干扰) we do not need. All I'm trying to do is help.

Opposition parties, the media and the public immediately voiced their support for the Princess. To make matters worse for the government, it soon emerged that the Princess's trip had been approved by the Foreign Office, and that she was in fact very well-informed about both the situation in Angola and the British government's policy regarding landmines. The result was a severe embarrassment for the government.

To try and limit the damage, the Foreign Secretary, Malcolm Rifkidnd, claimed that the Princess's views on landmines were not very different from government policy, and that it was working towards a worldwide ban. The Defence Secretary, Michael Portillo, claimed the matter was a misinterpretation or misunderstanding.

For the Princess, the trip to this war-torn country was an excellent opportunity to use her popularity to show the

world how much destruction and suffering landmines can cause. She said that the experience had also given her the chance to get closer to people and their problems.

26. Princess Diana paid a visit to Angola in 1997.

A) to voice her support for a total ban of landmines

B) to clarify the British government's stand on landmines

C) to investigate the sufferings of landmine victims there

D) to establish her image as a friend of landmine victims

27. What did Diana mean when she said ... putting a face to those figures brought the reality home to me (line 5, para.1)

A) She just couldn't bear to meet the landmine victims face to face.

B) The actual situation in Angola made her feel like going back home.

C) Meeting the landmine victims in person made her believe the statistics.

D) Seeing the pain of the victims made her realize the seriousness of the situation.

28. Some members of the British government criticized Diana because.

A) she was ill-informed of the government's policy

B) they were actually opposed to banning landmines

C) she had not consulted the government before the visit

D) they believed that she had misinterpreted the situation in Angola

29. How did Diana respond to the criticisms

A) She paid no attention to them

B) She made more appearances on TV

C) She met the 13-year-old girl as planned

D) She rose to argue with her opponents

30. What did Princess Diana think of her visit to Angola

A) It had caused embarrassment to the British government

B) It had brought her closer to the ordinary people

C) It had greatly promoted her popularity

D) It had affected her relations with the British government

Part III Vocabulary (20 minutes)

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 answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

31. I went along thinking of nothing _____, only looking at things around me.

A) in particular B) in harmony C) in doubt D) in brief

32. Critics believe that the control of television by mass advertising has _____ the quality of the programs.

A) lessened B) declined C) affected D) effected

33. I must congratulate you _____ the excellent design of the new bridge.

A) with B) of C) at D) on

34. There is a fully _____ health center on the ground floor of the main office building.

A) installed B) equipped C) provided D) projected

35. For more than 20 years, we've been supporting educational programs that _____ from kindergartens to colleges.

A) move B) shift C) range D) spread

36. The _____ at the military academy is so rigid that students can hardly bear it.

A) convention B) confinement C) principle D) discipline

37. The test results are beyond_____; they have been repeated in labs all over the world.

A) negotiation B) conflict C) bargain D) dispute

38. I was so _____in today's history lesson. I didn't understand a thing.

A) amazed B) neglected C) confused D) amused

39. It _____ you to at least 50% off the regular price of either frames or lenses when you buy both.

A) presents B) entitles C) credits D) tips

40. Deserts and high mountains have always been a _____ to the movement of people from place to place.

A) barrier B) fence C) prevention D) jam

41. In order to make things convenient for the people, the department is planning to set up some _____ shops in the residential area.

A) flowing B) drifting C) mobile D) unstable

42. Mr. Smith says The media are very good at sensing a mood and then _____ it.

A) overtaking B) enlarging C) widening D) exaggerating

43. This is not an economical way to get more water; _____, it is very expensive.

A) on the other hand B) on the contrary C) in short D) or else

44. It was the first time that such a _____had to be taken at a British nuclear power station.

A) presentation B) precaution C) preparation D) prediction

45. _____ that he wasn't happy with the arrangements, I tried to book a different hotel.

A) Perceiving B) Penetrating C) Puzzling D) Preserving

46. The board of the company has decided to _____ its operations to include all aspects of the clothing business.

A) multiply B) lengthen C) expand D) stretch

47. His business was very successful, but it was at the _____ of his family life.

A) consumption B) credit C) exhaustion D) expense

48. First published in 1927, the charts remain an _____ source for researchers.

A) identical B) indispensable C) intelligent D) inevitable

49. Joe is not good at sports, but when it_____ mathematics, he is the best in the class.

A) comes to B) comes up to C) comes on to D) comes around to

50. Doctors warned against chewing tobacco as a _____ for smoking.

A) relief B) revival C) substitute D) succession

51. When carbon is added to iron in proper _____the result is steel.

A) rates B) thicknesses C) proportions D) densities

52. You should try to _____ your ambition and be more realistic.

A) reserve B) restrain C) retain D) replace

53. Nancy is only a sort of _____ of her husband's opinion and has no ideas of her own.

A) sample B) reproduction C) shadow D) echo

54. Now that spring is here, you can _____ these fur coats till you need them again next winter.

A) put over B) put away C) put off D) put down

55. There is a _____ of impatience in the tone of his voice.

A) hint B) notion C) dot D) phrase

56. Please _____dictionaries when you are not sure of word spelling or meaning.

A) seek B) inquire C) search D) consult

57. At yesterday's party, Elizabeth's boyfriend amused us by _____ Charlie Chaplin.

A) copying B) following C) imitating D) modeling

58. She keeps a supply of candles in the house in case of power _____.

A) failure B) lack C) absence D) drop

59. The group of technicians are engaged in a study which _____ all aspects of urban planning.

A) inserts B) grips C) performs D) embraces

60. The lecture which lasted about three hours was so _____ that the audience couldn't help yawning.

A) tedious B) bored C) clumsy D) tired

Part IV Cloze (15 minutes)

Directions There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D) on the right side of the paper. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Historians tend to tell the same joke when they are describing history education in America. It's the one 61 the teacher standing in the schoolroom door 62 goodbye to students for the summer and calling 63 them, By the way, we won World War II.

The problem with the joke, of course, is that it's 64 funny. The recent surveys on 65 illiteracy (无知) are beginning to numb(令人震惊) nearly one third of American 17-year-olds cannot even 66 which countries the United States 67 against in that war. One third have no 68 when the Declaration of Independence was 69 . One third thought Columbus reached the New World after 1750. Two thirds cannot correctly 70 the Civil War between 1850 and 1900. 71 when they get the answers right, some are 72 guessing.

Unlike math or science, ignorance of history cannot be 73 connected to loss of international 74 . But it does affect our future 75 a democratic nation and as individuals.

The 76 news is that there is growing agreement 77 what is wrong with the 78 of history and what needs to be 79 to fix it. The steps are tentative (尝试性的) 80 yet to be felt in most classrooms.

61. A) about B) in C) for D) by

62. A) shaking B) waving C) nodding D) speaking

63. A) in B) after C) for D) up

64. A) rarely B) so C) too D) not

65. A) historical B) educational C) cultural D) political

66. A) distinguish B) acknowledge C) identify D) convey

67. A) defeated B) attacked C) fought D) struck

68. A) sense B) doubt C) reason D) idea

69. A) printed B) signed C) marked D) edited

70. A) place B) judge C) get D) lock

71. A) Even B) Though C) Thus D) So

72. A) hardly B) just C) still D) ever

73. A) exclusively B) practically C) shortly D) directly

74. A) competitiveness B) comprehension C) community D) commitment

75. A) of B) for C) with D) as

76. A) fine B) nice C) surprising D) good

77. A) to B) with C) on D) of

78. A) consulting B) coaching C) teaching D) instructing

79. A) done B) dealt C) met D) reached

80. A) therefore B) or C) and D) as

Part V Writing (30 minutes)

Directions For this part, you are allowed 30 minutes to write a composition entitled A Brief Introduction to a Tourist Attraction. You should write at least 120 words according to the following guidelines

Your role a tour guide

Your audience a group of foreign tourists

Your introduction should include

- some welcoming words
- the schedule for the day
- a description of the place the tourists will be visiting (e.g. a scenic spot or a historical site, etc.)

You should make the introduction interesting and the arrangements for the day clear to everybody.