

翻译硕士黄皮书

MTI 真题畅销书



跨考专业硕士 MASTER OF TRANSLATION AND INTERPRETING

翻译硕士 (MTI)

翻译硕士英语

真题解析与习题详解

真题分册

总策划◎跨考考研专业硕士研究院

主 编◎母燕芳

41 所名校 + 66 套真题

真题
精选

• 名校真题 • 精选精练
• 分册装订 • 便于查阅

解析
详尽

• 思路透析 • 技巧点拨
• 全文精译 • 逐题精解

附赠

2010、2011 年电子版真题
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前 言

翻译硕士(MTI)是国务院学位委员会于2007年增设的学位类型,由于其发展势头强劲、就业空间较大,已吸引众多学子加入MTI考研大军行列。为了帮助数万学子圆“翻硕梦”,我们从2013年起就致力于对翻译硕士英语真题的研究,因为我们深知:得真题者得高分。2015年,我们的《跨考专业硕士翻译硕士(MTI)翻译硕士英语真题解析与习题详解》终于破茧而出、成功面世!

(一) 翻译硕士英语考试大纲

翻译硕士英语考试为全国各大院校自主命题,非全国统考,但是也有统一的考试大纲,考试大纲内容如下:

1. 考试目的

《翻译硕士英语》考试作为全日制翻译硕士专业学位(MTI)研究生入学考试的外国语考试,其目的是考查考生是否具备进行MTI学习所要求的外语水平。

2. 考试性质与范围

本考试是一种测试应试者单项和综合语言能力的尺度参照性水平考试。考试范围包括MTI考生入学应具备的外语词汇量、外语语法知识以及外语阅读与写作等方面的技能。

3. 考试基本要求

(1) 具有良好的外语基本功,认知词汇量在10 000以上,掌握6 000个以上的积极词汇,即能正确而熟练地运用常用词汇及其常用搭配。

(2) 能熟练掌握正确的外语语法、结构、修辞等语言规范知识。

(3) 具有较强的外语阅读理解能力和外语写作能力。

4. 考试形式

本考试采取客观试题与主观试题相结合,单项技能测试与综合技能测试相结合的方法。各项试题的分布情况见“翻译硕士英语考试内容一览表”。

5. 考试内容

本考试包括以下三部分:词汇语法、阅读理解、英语写作。总分为100分。

翻译硕士英语考试内容一览表

序号	考试内容	题型	分值
1	词汇语法	选择题或改错题	30
2	阅读理解	1) 选择题 2) 简答题	40
3	英语写作	命题作文	30
共计	—	—	100



(二) 翻译硕士英语真题超精解

1. 真题百科全书：41所院校、66套真题

本书内含41所名校的66套真题，不仅包括中山大学、厦门大学等热门报考院校，还囊括了一些其他地方或专业院校，如北京航空航天大学等。

(1) 纸质版：名校数量12所，真题数量18套。

(2) 电子版：赠送29所名校(2010—2011年)共48套真题，详询翻译硕士考研QQ交流群460396425。

(3) 针对2015年真题，我们会依据试题更新进度，及时公布最新真题，全程服务考生。详询翻译硕士考研QQ交流群460396425。

2. 真题讲解最详尽：不仅知其然，更知其所以然

真题试卷、答案解析单独成册，便于考生利用真题实战演练、对照答案查漏补缺。深度解析每一套真题，使考生充分利用每个院校有限的真题掌握最透彻的命题思路，实现每一套真题的最大价值。

①**快速辨识选择题。**选择题不仅提供正确答案，还提供干扰项分析，同时给出每道题的对应中文翻译，使考生不仅知道答案是什么，更能明白为什么答案是这样的，进而举一反三，总结出应对同类试题的方法。

②**巧妙破解阅读题。**每篇阅读都给出了文章导读、全文翻译、单词释义、难句分析和试题精析。

从最初的文章导读入手，通过全文翻译，便于考生有效把握文章内容；之后，又精选原文中的生词、难句，给出单词释义和难句分析，便于考生重点掌握生僻单词和长难句结构；最后，深度解析真题，便于考生对照参考答案和解析不断修正自己的思路，使自己的思路与命题专家的思路趋于一致，从而达到真正掌握真题的目的。

③**步步写出最美文。**每篇作文都给出了写作要求分析、写作内容分析、文章结构构建、参考范文和评分标准，深入研究写作题的命题思路和作文评分标准。

从写作要求分析和写作内容分析两方面解读每一份试题的作文要求，引导学生建立最佳写作思路；并给出参考范文和对应的评分标准，使考生可以站在阅卷人的角度把握作文的得分要领，从而真正了解真题，有的放矢地展开复习，最终在考试中取得优异成绩。

(三) 翻译硕士英语考试真题分析

虽然翻译硕士英语考试为各大院校自主命题，但是也有统一的考试大纲，综合各大院校的考试情况来看，翻译硕士英语的考核要求可以简单概括如下：

1. 词汇

要求考生的认知词汇量应在10 000以上，其中积极词汇量为6 000以上，即要求考生能够了解近义词、形近词、生僻词和固定搭配的用法。在复习时，考生应该掌握CET-6、TEM-4、TEM-8和部分GRE词汇的用法。大部分院校都以多项选择题的形式考查，但也有部分院校增加了改错的题型，如厦门大学2013年和2014年的改错题。这要求考生不仅认识这些词汇，还要熟练掌握这些词汇的具体应用。还有院校只有改错题，没有多项选择题，如南京大学2013年和2014年的考题。

2. 语法

要求考生能够掌握TEM-4和TEM-8的重点语法知识点。综合各大院校考试真题来看，有以下一些重要的语法知识点：①时态方面重在考查将来完成时、过去完成时或情态动词完成式、



非谓语形式完成式,如南京师范大学 2014 年词汇和语法第 19 题。②非谓语动词形式中常考的有:动名词的用法、分词作定语和独立主格结构作状语的用法,如青岛大学 2014 年词汇和语法第 6 题。③考查 there be 的非谓语形式及用法。④考查虚拟语气的特殊形式,即形容词性从句、名词同位语从句中用虚拟语气、含蓄虚拟条件句及表示愿望的虚拟形式等。⑤考查 as, than 作特殊关系代词引导从句的用法。⑥考查特殊形式的倒装结构,如青岛大学 2014 年词汇和语法第 7 题。⑦考查对否定转移的理解。⑧考查特殊形式的比较结构。

除了词汇和语法之外,有的院校还有自己的特殊要求。如:对外经济贸易大学一直就有一种题型——辨析文本错误。这部分试题考查的文本错误主要有:

(1) run-on sentence 流水句,又叫申句。两个独立完整的单句之间没有用连词或标点点进行连接。

(2) comma splice 逗号叠加句。两个独立句子中间仅用逗号分开。若要用逗号连接独立句子,逗号需要和连词 (and, but, for, yet, or, so) 一起用。

(3) sentence fragment 不完整句。句子残缺不完整、未完成或只是完整句子的一部分。

(4) choppy sentence 不连贯句。过度使用简单句,无条理。订正方法:加逗号和连词;改成并列句或复杂句。

【注意】对外经济贸易大学的“翻译硕士英语大纲”明确指出这部分的评分标准,给出答案得 0.5 分,修改正确才能再得 0.5 分。因此,考生要明确什么是文本错误、错在哪里以及如何改正。在此,建议考生多练习长难句的句法分析。

3. 阅读

这部分对考生的要求很高,全面考查考生对不同题材和体裁的文章做事实性、批判性及鉴赏性的阅读的能力。考生应该达到 TEM-4 或 TEM-8 的阅读水平。如:南京师范大学 2014 年阅读题中第一篇选自 *The Economist*, 词汇和语句均有一定的难度;而第二篇选自 *Times* 的文章,具有时效性。有的院校要求考生能够读懂一般的历史传记和文学作品(包括书评),能够理解其字面意义及隐含意义。如:北京航空航天大学 2014 年的阅读理解第三篇就是一篇文学评论。还有的院校要求考生能够分析不同题材文章的思想特点、通篇布局、语言技巧及修辞手段。

4. 写作

写作部分要求考生能够根据所给题目或信息写出自己的看法或作出评论。如:北京航空航天大学 2014 年写作题: *The Importance of Team Work*。南京师范大学 2013 年的写作题是针对本杰明·富兰克林的一句话写出看法。因为该考试是为选拔翻译硕士研究生而设的,也有一些院校的写作题目与翻译理论和翻译技巧有关。如:青岛大学 2014 年写作题 *What Makes a Good Translator*。此外,也有一些就社会热点、时事新闻等发表看法的写作任务。如:华中师范大学 2013 年的写作题目是要求考生针对年轻人在公交车上未让座被打事件发表看法。对于作文评分的标准,有的学校有,有的学校则没有,但是站在阅卷人的角度来看,作文的总体要求是文体适当、内容完整、条理清楚、语句通顺、无语法错误。

(四) 重点院校翻译硕士英语考试真题比较

通过分析和比较全国众多院校的“翻译硕士英语”历年真题,可以看出:有些院校的历年试题之间以及不同院校的试题之间都会存在一些差异。具体来说,不同点主要体现在:

第一,少数院校的题型和分值会在上一年的试题基础上作一些改动。

第二,不同院校的试题在试卷结构、难易程度、题量和分值方面存在差异。

因此,考生在确定所报考的院校之后,不但要关注该校至少三年的翻译硕士英语真题,有



效地复习,为应对某些院校突发性的试题改动做好准备。

囿于出版时间紧迫,本版暂且收录以上院校真题。笔者会在明年的翻译硕士英语真题解析中增加对各大院校题型的对比分析,完善部分内容的详细解析。

最后,愿“翻硕黄皮书”伴您考研左右,创佳绩,圆“翻硕梦”!

编者

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厦门大学

2013 年全日制翻译硕士专业学位 (MTI) 研究生入学考试试题

科目名称: 翻译硕士英语 科目代码: 211

考试时间: 3 小时 满分: 100 分

Part I Vocabulary and Grammar (30 %)

A. Complete the following sentences with the best choice. (Total of 20 points, 1 point for each question)

- Her health was such that she would not go out in the sun even in winter ____ she have a sunstroke.
[A] lest [B] for fear if [C] on condition that [D] when
- Her facial expression suggested that she ____ angry.
[A] should be [B] must be [C] be [D] was
- ____ idea that ____ learning is ____ lifelong process has been expressed by ____ philosophers and educators throughout ____ centuries.
[A] An; /; a; the; / [B] An; the; a; /; /
[C] The; /; a; /; the [D] The; /; /; the; the
- It was unusual for there ____ so few students in the classroom.
[A] be [B] being [C] are [D] to be
- Since corruption will not vanish ____, we have to combat it firmly. Otherwise it will be Cheng Kejie ____ again.
[A] for itself; once more [B] in itself; come over
[C] of itself; all over [D] by itself; for ever
- Noise pollution generally receives less attention than ____ air pollution.
[A] it does [B] does [C] receives [D] is
- If it ____ too much trouble, I'd love a cup of coffee.
[A] hadn't been [B] may not be [C] weren't [D] isn't
- The application was blank except for ____ Thomas had filled in his name.
[A] what [B] where [C] / [D] that
- A microphone enables musical tones to be amplified, thus ____ the gentle renditions of soft songs in large halls.
[A] making possible [B] making it possible
[C] make possible [D] make it possible
- We hold a meeting yesterday, but you ____, so we did not inform you.
[A] did not need attending [B] needn't have attended
[C] did not need to attend [D] needn't attend



11. Not until _____ himself seriously ill.
 [A] he had completed the task did he find [B] had he completed the task did he find
 [C] he completed the task had he found [D] did he complete the task he had found
12. He never hesitates to make _____ criticisms _____ are considered helpful to others.
 [A] so... that [B] so... as [C] such... that [D] such... as
13. A historical novel may do more than mirror history; _____ future events.
 [A] it even may influence [B] it may even influence
 [C] even it may influence [D] may it even influence
14. Mr. Lung walked out of the conference room, _____.
 [A] red-faced and indignantly [B] red-faced and indignant
 [C] with a red face and indignation [D] with a red face and indignantly
15. _____ so many profits have been made in the past three years is the _____ argument for continuing the business.
 [A] What; best [B] Since; adequate [C] That; strongest [D] As; sufficient
16. Once a person becomes addicted _____ gambling, we all think his obsession is _____ redemption.
 [A] with; beside [B] to; up to [C] with; past [D] to; beyond
17. We tried to settle the problem with them as soon as possible, but they seemed to _____ sincerity.
 [A] lack of [B] be lack of [C] be lacking in [D] lack in
18. Although there was much talk about ideological differences, the trade rivalry of the two centuries proved their conflict to be basically _____.
 [A] presence of its embellishments [B] symmetry of its parts
 [C] emotions it expresses [D] notes of which it is composed
19. Individuality is submerged in standardization. "One hundred fifty million Americans" rather than "you" and "I" and "he" and "she" eat some brand of cereal for breakfast. Why, even our novels are less personal than _____.
 [A] general [B] individual [C] contemporary [D] unique
20. Although we are tolerant in allowing men of genius to have eccentricities of behavior, we do not think of such behavior as necessary or advantageous. A true genius is himself ashamed of being too different and does not try to set himself apart from other people by _____.
 [A] seeking after truth [B] whimsical peculiarities
 [C] scientific inventions [D] theoretical speculation

B. Correct an error in each line marked with a number. (Total of 10 points, 1 point for each error corrected)

Is language, as food, a basic human need? Judging from the
 drastic experiment of Frederick in the 13th century it may be.
 Hoping to discover what language a child would speak if he
 heard mother tongue, he told the nurses to keep silent.

Today no such drastic deprivation exists as ordered by
 Frederick. Furthermore, some children are still backward in
 speaking. Most often the reason for this is that the mother is
 insensitive to the cues and signals of the infant, whose brain
 is programmed to mop up language rapidly. There are critical

1
2
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times, it seems, when children learn more readily. If these sensitive periods are neglected, the ideal time for acquiring skills passes away and they might never be learned so easily again.

Linguists suggest that speech milestones are reached in a fixed sequence and at a constant age. But there are cases where speech has started late in a child who eventually turns up to be of high IQ. Recent evidence suggests that an infant is born of the capacity to speak. But speech has to be triggered, and this depends on interaction between the mother and the child, where the mother realizes the cues and signals in the child's babbling, grasping, crying, smiling, and responds to it. Insensitivity of the mother to these signals dulls the interaction because the child gets discouraged and sends out only obvious signals. Sensitivity to the child's verbal cues is essential to the growth and development of language.

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Part II Reading Comprehension (40%)

In this section there are four reading passages followed by a total of 20 questions. Read the passages and then mark or write down the best answer to each question on your ANSWER SHEET. (Total of 40 points, 2 points for each question)

Passage 1

When Chanukah begins next week, Randy Fuerst and Susan Arnold will mark the Jewish Festival of Lights with the same beloved traditions they've enjoyed since they married in 1983. They'll gather with their kids around the menorah, and Leah, 17, Rachel, 15, or Jonathan, 13, will light the first candle. The family will pray and sing a few songs. When the celebration is over, Mom will give everyone a hug. Then she'll walk out the door and drive back to her own home.

Randy and Susan, of Lake Charles, La., divorced in 1998, but they are far from sworn enemies. They're among a fast-growing number of divorced moms and dads who spend holidays together so the kids don't have to choose between parents or shuttle back and forth. In a dramatic change from the traditional bitterness of divorce, many parted parents are doing their best to be cordial, even warm, especially on the most important days of the year. "Divorce is part of the lifestyle in 50 percent of families," says Andrew Shepard, director of the Center for Children, Families and the Law at Hofstra Law School and one of the country's leading divorce researchers. "Americans have come to view divorce as a natural experience." With mediation instead of litigation now available or required in 37 states, more couples than ever are splitting up without acrimony. "It's a sea change," says Raoul Felder, a New York divorce attorney who took part in many of the most high-profile and nasty breakups of the 1980s and 1990s. In the past, says Felder, divorce was about anger and revenge. Now, he says, a divorce is more likely to involve appraisers than private investigators.

In 1969, California Gov. Ronald Reagan signed the nation's first law permitting no-fault divorce. No-fault—which allows parents to split up without having to declare war—has become the norm rather than the exception. Mediation has also been on the rise: 13 states require it for divorces



involving children, and 24 others allow judges to order it in almost any case they see fit, according to Hofstra's Schepard, who notes that exceptions are made in cases of domestic violence. Divorce lawyers are also encouraging more cooperation, and some specialize in "collaborative divorce," an arrangement where parties agree in advance to treat each other respectfully and resolve disputes without going to court. Jurisdictions in 40 states even require new divorces to undergo a four-hour education course on co-parenting.

Plenty of parents already know firsthand what's at stake for their kids, especially Gen-Xers, who grew up in a society where one out of every two marriages ended in divorce. They remember the restraining orders and midnight screaming matches that marred their own childhoods, and vow to spare their children similar turmoil. "Watching my parents go to war gave me a great model of what not to follow," says Jeff Thomas, 41, an organization consultant in Arizona. "It played out so heavily and bitterly and so publicly in the confines of our home. I just didn't want to repeat that." When Thomas and his wife, Pam, faced their own divorce, they asked a mediator to arrange a parenting schedule for their son, Alek, 10, and they now co-host his birthday parties.

Another big change is the greater role played by today's dads in the raising of their kids. Fathers who share in the parenting during marriage expect nothing less after divorce. Although researchers like Ahrons have known for years that how parents divorce matters even more than the divorce itself, some parents still have trouble not putting their children in the middle of conflict.

Even when parents set aside their negative emotions to give their children a happy holiday, it isn't always easy. The first time Sharyl Jupe hosted Thanksgiving dinner for (deep breath here) her ex-husband Larry Ford, their two teenage children, Larry's wife Jann Blackstone Ford, Jann's daughter from a first marriage, Larry and Jann's daughter Harleigh and Sharyl's divorced mother and father, the atmosphere was decidedly awkward. Sharyl spent nearly a week agonizing over whether to serve creamed corn. "It wasn't that anyone really, really liked it, but it was a tradition from Larry's family." At first, Jann had a hard time, feeling awkward and a little left out. "It's not that I thought they were going to run off together," Jann says, "but there's a lot of history there." Within half an hour, however, the kids were so animated and cheerful that all the tension melted away. "They were laughing, they were happy," says Sharyl. "They didn't have to run out the door and worry that another parent would be angry that they were late." Jann and Larry relaxed, too. "Kids don't have the issues parents have," says Larry. "They just know that they love everybody." Eventually, Sharyl and Jann not only learned to get along but became close enough friends to coauthor *Ex-Etiquette: Good Behavior After a Divorce or Separation*, which offers techniques for enjoying what they decided to view as a "bonus family." Although such advice books can reduce the stress of joint holidays, there is still no panacea for the pain of divorce.

1. Which of the following statements about divorce in America is NOT true?

- [A] In the past a couple usually sued for divorce.
- [B] Today a couple generally breaks up peacefully.
- [C] The children of divorced couples bear a resentment against their parents.
- [D] The children of divorced couples accept their parents' separation easily.

2. The new "no-fault divorce" can be applied in all of the following situation EXCEPT _____.

- [A] a divorce involving spousal abuse
- [B] a divorce involving several kids
- [C] a divorce involving acrimony

- [D] a divorce involving physical disease
3. People of Generation-X experienced all the following EXCEPT ____.
- [A] their parents quarreled in front of them
 [B] their parents sued for their children's guardianship
 [C] they were not allowed to do anything
 [D] their parents made bitter remarks to each other
4. A suitable title for the text probably is ____.
- [A] Divorce Couples
 [B] Children of Divorce Couples
 [C] Nasty Divorce
 [D] Happy Divorce
5. What is the author's attitude towards the book *Ex-Etiquette: Good Behavior After a Divorce or Separation*?

Passage 2

What is it that brings about such an intimate connection between language and thinking? Is there no thinking without the use of language, namely in concepts and concept-combinations for which words need not necessarily come to mind? Has not every one of us struggled for words although the connection between "things" was already clear?

We might be inclined to attribute to the act of thinking complete independence from language if the individual formed or were able to form his concepts without the verbal guidance of his environment. Yet most likely the mental shape of an individual, growing up under such conditions, would be very poor. Thus we may conclude that the mental development of the individual and his way of forming concepts depend to a high degree upon language. This makes us realize to what extent the same language means the same mentality. In this sense thinking and language are linked together.

What distinguishes the language of science from languages as we ordinarily understand the word? How is it that scientific language is international? What science strives for is an utmost acuteness and clarity of concepts as regards their mutual relation and their correspondence to sensory data. As an illustration, let us take the language of Euclidean geometry and algebra. They manipulate with a small number of independently introduced concepts, respectively symbols, such as the integral number, the straight line, the point, as well as with signs which designate the fundamental operations—this is the connections between those fundamental concepts. This is the basis for the construction between concepts and statements on the one hand and the sensory data on the other hand is established through acts of counting and measuring whose performance is sufficiently well determined.

The super-national character of scientific concepts and scientific language is due to the fact that they have been set up by the best brains of all countries and all times. In solitude and yet in cooperative effort as regards the final effect they created the spiritual tools for the technical revolutions which have transformed the life of mankind in the last centuries. Their system of concepts has served as a guide in the bewildering chaos of perceptions so that we learned to grasp general truths from particular observations.

What hopes and fears does the scientific method imply for mankind? I do not think that this is the right way to put the question. Whatever this tool in the hand of man will produce depends entirely on the nature of the goals alive in this mankind. Once these goals exist, the scientific method furnishes means to realize them. Yet it cannot furnish the very goals. The scientific method itself would not have led anywhere; it would not even have been born without a passionate striving for clear understanding.



Perfection of means and confusion of goals seem—in my opinion—to characterize our age. If we desire sincerely and passionately the safety, the welfare and the free development of the talents of all men, we shall not be in want of the means of approaching such a state. Even if only a small part of mankind strives for such goals, their superiority will prove itself in the long run.

6. How does the writer draw the conclusion that mental development of an individual depends on much upon language?

[A] He studies statistics revealed by researchers.

[B] By reasoning.

[C] It is consensus.

[D] He merely asserts it to be the case.

7. According to the writer, scientific language is _____.

[A] super-national [B] limited [C] abstract [D] boring

8. It can be inferred from the passage that the technical revolutions _____.

[A] have no spiritual tool [B] are coming

[C] have little influence on the world [D] have transformed the life of mankind

9. Which of the following statements would the writer probably favor?

[A] Scientific method can provide mankind with means to attain goals.

[B] Scientific method would lead us to doom and chaos.

[C] Scientific method can only lead to warfare.

[D] Scientific method is more important than scientific language.

10. According to the writer, what are the characteristics of our age?

Passage 3

As environment protection becomes a global issue, a new term—"Green EFL" is working its way into our vocabulary. What does it mean? The Project in the English Country School in southern England gives you some idea and shows how environment protection and language teaching can be combined together.

In this school, there are projects on the classification of trees and their leaves, on insects and other invertebrates, pond and river life, flowers and hedgerows. There are air pollution surveys, litter surveys, recycling projects, acid rain surveys, farm visits, country walks, sculpture and collages created from natural materials. It is all backed up in the classroom with EFL materials about the environment—the rain forests, biological diversity, global warming—and with materials which concentrate on the students' immediate environment under the general heading of "Health": smoking, alcohol and drug abuse, diet and exercise. For example, the topic of pollution will involve the students' searching the local environment to find out what has been thrown away. This is then classified according to the type of material found and whether it is recyclable or not. The students follow instructions to set up simple experiments to detect air and water pollution. They investigate mosses and lichens, looking up their findings in field guides, to determine the number and quality of species. They compare and collate their findings, producing diagrams, writing up their results and drawing conclusions. They then practice language work on topics such as the greenhouse effect and global warming.

How do the students benefit from this? In common with all project work, learner autonomy, cooperation and motivation is fostered. The language practice takes place in a natural and enjoyable setting. As a result the students develop an appreciation of and an alertness and sensitivity toward

their surroundings. Another advantage of Green EFL is that the environment is a global issue: What happens in one country affects what happens in another. The environment thus spans borders and cultures. We can teach the language, English, through the environment, without teaching “Englishness,” or “Americanness,” or whatever other culture values we might accidentally or deliberately put across to our students. Finally, through an understanding of the global environment, and the issues which affect it, students will be better able to meet challenges in the future.

For the teacher interested in teaching English through environmental studies, there is a surprising amount of material available. The Cambridge Advanced English exam, with its emphasis on scientific/authentic English, had encouraged authors to include texts on various environmental issues. Sue O’Connell’s “Focus on Advanced English,” for example, includes a chapter called “Paradise Lost” about the rain forests; “Passport to Cambridge Advanced English” discusses the greenhouse effect and global warming; “Cambridge Advanced English” by Leo Jones, has a chapter about green peace and the Antarctic; and so on. Environmental topics in Children’s EFL textbooks are also catching on. Book 3 of Collin “Mode” series is particularly useful.

11. Which of the following statements about “Green EFL” is NOT true?
- [A] It is a teaching program which combines protection and language teaching.
- [B] It is practical in southern England.
- [C] It is a newly coined term which addresses the global issue of environmental protection.
- [D] It becomes a global issue now.
12. It can be inferred from the passage that acid rain surveys are backed up _____.
- [A] with natural materials outside the classroom
- [B] with EFL materials about macro-environment and students’ immediate environment
- [C] with the general heading of “Health”
- [D] with the top of global warming
13. How can students detect air and water pollution?
- [A] They look for mosses and lichens and draw the conclusion.
- [B] They go to the fields to measure the quality of air and water.
- [C] They set up experiments to investigate the substances in air and water.
- [D] They look for several kinds of species in the field, produce diagrams.
14. According to the author, the second advantage of Green EFL is that _____.
- [A] students will not be confined to learn a particular culture value
- [B] students may develop sensitivity towards their surroundings
- [C] students can learn values through Green EFL
- [D] students shall have a better understanding of the global issue
15. What materials are recommended by the author to teachers interested in GREEN EFL?

Passage 4

Cooperative competition. Competitive cooperation. Confused? Airline alliances have travelers scratching their heads over what’s going on in the skies. Some folks view alliances as a blessing to travelers, offering seamless travel, reduced fares and enhanced frequent-flyer benefits. Others see a conspiracy of big businesses, causing decreased competition, increased fares and fewer choices. Whatever your opinion, there’s no escaping airline alliances: the marketing hype is unrelenting, with each of the two mega-groupings, Oneworld and Star Alliance, promoting itself as the best choice for



all travelers. And, even if you turn away from their aids, chances are they will figure in any of your travel plans. By the end of the year, Oneworld and Star Alliance will between them control more than 40% of the traffic in the sky. Some pundits predict that figure will be more like 75% in 10 years.

But why, after years of often ferocious competition, have airlines decided to band together? Let's just say the timing is mutually convenient. North American airlines, having exhausted all means of earning customer loyalty at home, have been looking for ways to reach out to foreign flyers. Asian carriers are still hurting from the region-wide economic downturn that began two years ago—just when some of the airlines were taking delivery of new aircraft. Alliances also allow carriers to cut costs and increase profits by pooling manpower resources on the ground (rather than each airline maintaining its own ground crew) and code-sharing—the practice of two partners selling tickets and operating only one aircraft.

So alliances are terrific for airlines—but are they good for the passenger? Absolutely, say the airlines: think of the lounges, the joint FFP (frequent flyer programme) benefits, the round-the-world fares, and the global service networks. Then there's the promise of “seamless” travel: the ability to, say, travel from Singapore to Rome to New York to Rio de Janeiro, all on one ticket, without having to wait hours for connections or worry about your bags. Sounds utopian? Peter Buecking, Cathay Pacific's director of sales and marketing, thinks that seamless travel is still evolving. “It's fair to say that these links are only in their infancy. The key to seamlessness rests in infrastructure and information sharing. We're working on this.” Henry Ma, spokesperson for Star Alliance in Hong Kong, lists some of the other benefits for consumers: “Global travelers have an easier time making connections and planning their itineraries.” Ma claims alliances also assure passengers consistent service standards.

Critics of alliances say the much-touted benefits to the consumer are mostly pie in the sky, that alliances are all about reducing costs for the airlines, rationalizing services and running joint marketing programmes. Jeff Blyskal, associate editor of Consumer Reports magazine, says the promotional ballyhoo over alliances is much ado about nothing. “I don't see much of a gain for consumers: alliances are just a marketing gimmick. And as far as seamless travel goes, I'll believe it when I see it. Most airlines can't even get their own connections under control, let alone coordinate with another airline.” Blyskal believes alliances will ultimately result in decreased flight choices and increased costs for consumers. Instead of two airlines competing and each operating a flight on the same route at 70% capacity, the allied pair will share the route and run one full flight. Since fewer seats will be available, passengers will be obliged to pay more for tickets.

The truth about alliances and their merits probably lies somewhere between the travel utopia presented by the players and the evil empires portrayed by their critics. And how much they affect you depends on what kind of traveler you are.

Those who've already made the elite grade in the FFP of a major airline stand to benefit the most when it joins an alliance: then they enjoy the FFP perks and advantages on any and all of the member carriers. For example, if you're a Marco Polo Club “gold” member of Cathay Pacific's Asia Miles FFP, you will automatically be treated as a valuable customer by all members of Oneworld, of which Cathay Pacific is a member—even if you've never flown with them before.

For those who haven't made the top grade in any FFP, alliances might be a way of simplifying the earning of frequent flyer miles. For example, I belong to United Airline's Mileage Plus and generally fly less than 25,000 miles a year. But I earn miles with every flight I take on Star Alliance