

C O N T E N T S

考博英语阅读理解、
翻译与写作高分突破

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Chapter 1 第一章

阅读理解

■ 第一节 阅读理解基本考情分析 ■

根据对全国重点院校博士生入学英语考试题型进行分析,阅读理解分值平均为 30 分左右,最高为 50 分,最低为 15 分(如下表所示)。阅读理解部分主要考查考生理解具体信息、掌握文章大意、猜测生词词义并进行推断等能力。要求考生根据文章(每篇约 5 道题目,总长度约 1 600 词)的内容,从每题所给出的 4 个选项中选出最佳答案。

国内部分院校博士生入学英语考试阅读理解分值比较

院 校	分值
北京大学	10~15
清华大学	40~50
中国人民大学	20
复旦大学	40
中国科技大学	30
上海交通大学	30
武汉大学	30

阅读理解能力测试的主要要求是:

- (1) 掌握所读材料的主旨大意,以及用以说明主旨和大意的事实和细节。
- (2) 既理解具体的事实,也理解抽象的概念。
- (3) 既理解字面意思,也理解深层含义,包括作者的态度、意图等。
- (4) 能理解某句、某段的意义,并能把握全篇的文脉,即句与句、段与段之间的关系,并能据此进行推理和判断。
- (5) 能根据材料所提供的信息,结合应有的常识正确判断生词和短语的含义。

(一) 阅读理解题的命题依据及趋势

阅读理解题主要考查考生获取准确信息的能力。考查方式包括两大类:一类为客观理解题,即理解文章中叙述的具体事实和抽象概念;另一类为主观理解题,即通过阅读文章,对文章的主旨和深层的意义、作者的意图和态度以及整篇文章的逻辑关系有更深入的理解,并据此进行推理和判断。

根据对近几年阅读理解试卷的分析,可推测未来该题型仍会保持其命题的基本原则,

在选择文段方面会涉及更多交际功能强、实用性强的应用文、说明文等，涉及人文、社会、历史、科学、政经等多领域的题材。题目设计会进一步向较深层次发展，需要考生有足够的词汇储备量和丰富的相关知识积累。综合归纳、推理判断以及细节转换理解题会更加突出。

在解题中，可将题型进行分类，还应明确命题立意，如：

- (1) 注意篇章结构组织的分析理解题的立意。
- (2) 注意词语转换理解题的立意。
- (3) 注意细节理解题中转换理解的立意。

题目设计上无一道题可直接“对号入座”，均要通过词义语意进行转换理解，需找到与之对应的相近意义的词和句，有时要进行快速计算或归纳。

- (4) 注意判断推理题的立意。

一般可分事实判断推理题和识别语气心态题两种。

- (5) 注意主旨理解的立意。

考生在解答此类题目时，应仔细寻找文中的关键句。

(二) 阅读理解题的解题对策及技巧

根据历年的试卷命题特点，英语篇章阅读理解题对考生提出了如下的能力要求：

- (1) 丰富的英语词语知识和巩固、扎实、熟练的英语语法知识。
- (2) 综合运用各项英语基础知识和阅读技巧，进行快速阅读以获取信息的能力。
- (3) 正确的阅读方法、科学的阅读技巧和合理的阅读速度。
- (4) 正确分析认识文章结构，理解各段落、各层次之间的逻辑关系和表达方法。
- (5) 要求信息全面、理解深刻、推导合理、判断准确。
- (6) 丰富的阅历、广博的知识。

从历年的考博试题来看，这种能力要求反映在选择题中，具体可分为：认定事实，理解主题，理解支撑细节，综合概括，推导结论，推理判断，联想猜测，辨别语气，理解人物性格，识别图形等等。如果把这些试题的考查内容概括起来，基本上可分为四类试题。①猜测词义题。②理解认定事实题（直接理解和语意转换理解）。③归纳概括题。④推理判断题。下面集中分析上述四种题型的特点、具体要求以及应试中应注意的问题，并结合近年试题加以举例说明。

1. 猜测词义题

考生猜测词义的能力，即掌握一些猜测生词词义的方法，对排除阅读中某些生词的干扰、降低生词率、提高阅读速度和理解能力是必不可少的。这是考生英语阅读理解能力的一个重要组成部分。在做此类题时考生可以尽可能地利用上下文来猜测词义，推求未知。在用我们熟悉的词或短语来猜测不熟悉的词义时，应注意：①要对上下文已知部分进行逻辑推理。②有时还必须进行语法分析，特别要注意判断词与词之间的关系。③有时也可依据自己的常识和经验进行判断。

2. 理解认定事实题

在阅读测试中，这类题占大部分，多数是针对文章（段落）中的细节而设计的。这类题一般只针对文章中某一个特定的细节，也可能涉及若干个细节，或者针对文章的主要事

实,或利用图表、图形、地图来表示信息等。这类题一般分两种。第一种是直接理解题。这种题的答案与原文直接挂钩,在原文中一目了然,可以直接找到。这种题难度低,只要考生读懂文章就能得分,属于低层次题。第二种是词义转换题。这种题常常是原文有关词语和句子的转换,不能在原文中直接找到答案。它要求考生能理解原文中某个短语或句子的含义。这种题属于中层次题,在历年考博试题中占大多数。

3. 归纳概括题

这类题主要考查考生把握全文主题和理解中心思想的能力,包括分析、归纳文章的段落大意、重要情节、人物特征的能力。这种试题要求考生能把握文章的总体,并真正理解主题和中心句;要求能较好地运用概念、判断、归纳、推理等逻辑思维的方法,难度较大,属于高层次题。在考查考生这方面的阅读理解能力时,重点是考查短文(段落)的主题(subject)、中心思想(main idea)、标题(title)或写作目的(purpose)。

4. 推理判断题

推理是要求考生在阅读过程中沟通外现的和内含的、已述的和未述的含义。判断是要求考生以文章提供的事实为依据,经过分析、思考形成这种或那种观点。它们都要求考生尽量考虑文中的全部信息或事实,在通盘理解文章的基础上去领会作者的言外之意,并作出正确的推理和判断。这就是对文章深层意义的把握,属于最高层次阅读理解题。

阅读理解题的解题技巧有:

(1) 通读文章时不要做题,第二遍阅读时再做题。

(2) 遇到生词不要急。试题中如出现生词,一般会注上中文词义。如果遇到没有注出词义的情况,考生应这样处理:

1) 利用构词法知识来猜测词义。

2) 人名、地名等专有名词,不必弄清其中文意思。

3) 有些普通名词要根据上下文去猜测其意义。某些与主旨及答题无关的不常见的名词,如表示动物、树木、建筑、机器、食物的词,只要能确定其大致的类别即可。一些不影响答题的形容词及副词也可不必过多花费时间。

4) 对于有的生词,试卷上故意不注明词义,而把它编成词语释义题。考生要根据上下文选出表达该词在文中的意义的选项。

(3) 弄清问题所指,作出正确选择。

1) 有的问题是针对文章中的一句话设计的,因此,可以从文章的那句话中找到正确答案。

2) 有的问题是针对一段话所陈述的事实设计的,因此,可以从文章的那段话中找到正确答案。

3) 有的问题是针对整篇文章设计的,或者问全文的中心思想,或者要求给文章确定标题,或者要求指出事情发生的先后顺序,或者要求判断地理位置和相互关系。这类题要求考生认真读懂全文意思,根据文中提供的信息或线索进行逻辑推理。

(4) 采用排除法,排除以下选项:

1) 与文中陈述的事实相反的选项。

2) 文中完全没有提到的内容的选项。

3) 与全文内容或句子意义不沾边的选项。

4) 不合情理或荒谬的选项。

5) 表示间接或次要因素的选项 (如果选项中既有直接因素, 也有间接或次要因素, 应选前者, 排除后者)。

(5) 不以阅读速度回行。

考生在阅读文字时由于理解的需要, 通常速度较为缓慢, 倘若一行结束后, 用此速度回到下一行首, 无形中会挤占宝贵的阅读时间。建议考生养成快速回行的习惯, 即比阅读文字的速度快一倍左右迅速回行。这样做, 一方面会节省不少时间, 另一方面也会使思维速度加快, 其好处是不言而喻的。

■ 第二节 重点院校真题演练 ■

Text 1

Pronouncing a language is a skill. Every normal person is expert in the skill of pronouncing his own language, but few people are even moderately proficient at pronouncing foreign languages. Now there are many reasons for this, some obvious, some perhaps not so obvious. But I suggest that the fundamental reason why people in general do not speak foreign languages very much better than they do is that they fail to grasp the true nature of the problem of learning to pronounce, and consequently never set about dealing with it in the right way. Far too many people fail to realize that pronouncing a foreign language is a skill, one that needs careful training of a special kind, and one that cannot be acquired by just leaving it to take care of itself. I think even teachers of language, while recognizing the importance of a good accent, tend to neglect, in their practical teaching, *the branch of study* concerned with speaking the language. So the first point I want to make is that English pronunciation must be taught; the teacher should be prepared to devote some of the lesson time to this, and his whole attitude to the subject should get the student to feel that here is a matter worthy of receiving his close attention. So, there should be occasions when other aspects of English, such as grammar or spelling, are allowed for the moment to take second place.

Apart from this question of the time given to pronunciation, there are two other requirements for the teacher: the first, knowledge; the second, technique.

It is important that the teacher should be in possession of the necessary information. This can generally be obtained from books. It is possible to get from books some idea of the mechanics of speech, and of what we call general phonetic theory. It is also possible in this way to get a clear mental picture of the relationship between the sounds of different languages, between the speech habits of English people and those, say, of your students. Unless the teacher has such a picture, any comments he may make on his

students' pronunciation are unlikely to be of much use, and lesson time spent on pronunciation may well be time wasted. (厦门大学 2014 年试题)

1. According to the passage, _____ pronouncing foreign languages.

A. few people are extremely good at

B. even modern people are not good at

C. only a few people are somewhat good at

D. few people are at the average level in

2. According to the author, pronunciation is a skill that can NOT be _____.

A. picked up without conscious training

B. trained consciously

C. taught

D. carefully trained

3. The italicized "the branch of study" in Para. 1 refers to _____.

A. accent

B. pronunciation

C. the learning of spoken English

D. both A and B

4. In the author's opinion, _____.

A. grammar is less important than pronunciation

B. grammar and spelling should always make room for pronunciation

C. grammar and spelling are sometimes less important than pronunciation

D. grammar is more important than spelling

5. Which of the following best states the main idea of the passage?

A. The difficulty and importance of pronunciation.

B. The difficulty and the teaching requirements concerning pronunciation.

C. The significance and the teaching methods of pronunciation.

D. The difficulty and features of pronunciation.

Text 2

What will man be like in the future—in 5,000 or even 50,000 years from now? We can only make a guess, of course, but we can be sure that he will be different from what he is today. For man is slowly changing all the time.

Let us take an obvious example. Man, even five hundred years ago, was shorter than he is today. Now, on average, men are about three inches taller. Five hundred years is a relatively short period of time, so we may assume that man will continue to grow taller.

Again, in the modern world we use our brains a great deal. Even so, we still make use of only about 20% of the brain's capacity. As time goes on, however, we shall have to use our brains more and more, and eventually we shall need larger ones! This is likely to

bring about a physical change too: the head, in particular the forehead, will grow larger.

Nowadays our eyes are in constant use. In fact, we use them so much that very often they become weaker and we have to wear glasses. But over very long period of time it is likely that man's eyes will grow stronger.

On the other hand, we tend to make less use of our arms and legs. These, as a result, are likely to grow weaker. At the same time, however, our fingers will grow more sensitive because they are used a great deal in modern life.

But what about hair? This will probably disappear from the body altogether in course of time because it does not serve a useful purpose any longer. In the future, then, both sexes are likely to be bald!

Perhaps all this gives the impression that future man will not be a very attractive creature to look at! This may well be true. All the same, in spite of all these changes, future man will still have a lot in common with us. He will still be a human being, with thoughts and emotions similar to our own. (厦门大学 2014 年试题)

1. The passage tells us about _____.

- A. how man's life will be in the future
- B. how future man will look like
- C. the fact that man's organs will function differently in the future
- D. the fact that man is growing uglier as time passes

2. There is evidence that man is changing —_____.

- A. man has been growing taller over the past five hundred years
- B. man has got stronger eyes now than he ever had
- C. man's hair is getting thinner and thinner
- D. man's limbs are growing weaker because he tends to make less use of them

3. Man's forehead will grow larger because _____:

- A. he still makes use of only about 20% of the brain's capacity
- B. the other 80% of his brain will grow in due time
- C. he had rather narrow forehead a few hundred years ago
- D. he will have to use his brain more and more as time goes on

4. Future man will probably _____.

- A. have smaller eyes
- B. have larger eyes
- C. see better
- D. have to wear better glasses

5. The reason for believing that future man will be different is that he _____.

- A. is always growing
- B. never stops changing
- C. hopes for a change
- D. will live a different life

Text 3

Most episodes of absent-mindedness—forgetting where you left something or wondering why you just entered a room—are caused by a simple lack of attention, says Schacter. “You’re supposed to remember something, but you haven’t encoded it deeply.”

Encoding, Schacter explains, is a special way of paying attention to an event that has a major impact on recalling it later. Failure to encode properly can create annoying situations. If you put your mobile phone in a pocket, for example, and don’t pay attention to what you did because you’re involved in a conversation, you’ll probably forget that the phone is in the jacket now hanging in your wardrobe. “Your memory itself isn’t failing you,” says Schacter. “Rather, you didn’t give your memory system the information it needed.”

Lack of interest can also lead to absent-mindedness. “A man who can recite sports statistics from 30 years ago,” says Zelinski, “may not remember to drop a letter in the mailbox.” Women have slightly better memories than men, possibly because they pay more attention to their environment, and memory relies on just that.

Visual cues can help prevent absent-mindedness, says Schacter. “But be sure the cue is clear and available,” he cautions. If you want to remember to take a medication with lunch, put the pill bottle on the kitchen table—don’t leave it in the medicine chest and write yourself a note that you keep in a pocket.

Another common episode of absent-mindedness: walking into a room and wondering why you’re there. Most likely, you were thinking about something else. “Everyone does this from time to time,” says Zelinski. The best thing to do is to return to where you were before entering the room, and you’ll likely remember. (厦门大学 2014 年试题)

1. Why does the author think that encoding properly is very important?
 - A. It helps us understand our memory system better.
 - B. It enables us to recall something from our memory.
 - C. It expands our memory capacity considerably.
 - D. It slows down the process of losing our memory.
2. One possible reason why women have better memories than men is that _____.
 - A. they have a wider range of interests
 - B. they are more reliant on the environment
 - C. they have an unusual power of focusing their attention
 - D. they are more interested in what’s happening around them
3. A note in the pocket can hardly serve as a reminder because _____.
 - A. it will easily get lost
 - B. it’s not clear enough for you to read
 - C. it’s out of your sight

D. it might get mixed up with other things

4. What do we learn from the last paragraph?

A. If we focus our attention on one thing, we might forget another.

B. Memory depends to a certain extent on the environment.

C. Repetition helps improve our memory.

D. If we keep forgetting things, we'd better return to where we were.

5. What is the passage mainly about?

A. The process of gradual memory loss.

B. The causes of absent-mindedness.

C. The impact of the environment on memory.

D. A way of encoding and recalling.

Text 4

A considerable part of Facebook's appeal stems from its miraculous fusion of distance with intimacy, or the illusion of distance with the illusion of intimacy. Our online communities become engines of self-image, and self-image becomes the engine of community. The real danger with Facebook is not that it allows us to isolate ourselves, but that by mixing our appetite for isolation with our vanity, it threatens to alter the very nature of solitude. The new isolation is not of the kind that Americans once idealized, the lonesomeness of the proudly nonconformist, independent-minded, solitary stoic, or that of the astronaut who blasts into new worlds. Facebook's isolation is a grind. What's truly staggering about Facebook usage is not its volume—750 million photographs uploaded over a single weekend—but the constancy of the performance it demands. More than half its users—and one of every 13 people on Earth is a Facebook user—log on every day. Among 18-to-34-year-olds, nearly half check Facebook minutes after waking up, and 28 percent do so before getting out of bed. The relentlessness is what is so new, so potentially transformative. Facebook never takes a break. We never take a break. Human beings have always created elaborate acts of self-presentation. But not all the time, not every morning, before we even pour a cup of coffee.

Nostalgia for the good old days of disconnection would not just be pointless, it would be hypocritical and ungrateful. But the very magic of the new machines, the efficiency and elegance with which they serve us, obscures what isn't being served: everything that matters. What Facebook has revealed about human nature—and this is not a minor revelation—is that a connection is not the same thing as a bond, and that instant and total connection is no salvation, no ticket to a happier, better world or a more liberated version of humanity. Solitude used to be good for self-reflection and self-reinvention. But now we are left talking about who we are all the time, without ever really thinking about who we are. Facebook denies us a pleasure whose profundity we had underestimated; the chance to

forget about ourselves for a while, the chance to disconnect. (北京大学 2013 年试题)

1. Which of the following statements regarding the power of Facebook can be inferred from the passage?

- A. It creates the isolation people want.
- B. It delivers a more friendly world.
- C. It produces intimacy people lack in the real world.
- D. It enables us to be social while avoiding the mess of human interaction.

2. Which of the following statements about the underside of Facebook is supported by the information contained in this passage?

- A. It imprisons people in the business of self-presentation.
- B. It causes social disintegration.
- C. It makes people vainer.
- D. It makes people lonelier.

3. Which of the following best states “the new isolation” mentioned by the author?

- A. It is full of the spirit of adventure.
- B. It is the extension of individualism.
- C. It has a touch of narcissism.
- D. It evolves from the appetite for independence.

4. Which of the following belongs to the category of “something that matters” according to the passage?

- A. Constant connection.
- B. Instant communication.
- C. Smooth sociability.
- D. A human bond.

5. Which of the following conclusions about Facebook does the author want us to draw?

- A. It creates friendship.
- B. It denies us the pleasure of socializing.
- C. It opens a new world for us.
- D. It draws us into a paradox.

Text 5

Most scholars agree that Isaac Newton, while formulating the laws of force and gravity and inventing the calculus in the late 1600s, probably knew all the science there was to know at the time. In the ensuing 350 years an estimated 50 million research papers and innumerable books have been published in the natural sciences and mathematics. The modern high school student probably now possesses more scientific knowledge than Newton did, yet science to many people seems to be an impenetrable mountain of facts.

One way scientists have tried to cope with this mountain is by becoming more and more specialized. Another strategy for coping with the mountain of information is to largely ignore it. That shouldn't come as a surprise. Sure, you have to know a lot to be a scientist, but knowing a lot is not what makes a scientist. What makes a scientist is ignorance. This

may sound ridiculous, but for scientists the facts are just a starting place. In science, every new discovery raises 10 new questions.

By this calculus, ignorance will always grow faster than knowledge. Scientists and laypeople alike would agree that for all we have come to know, there is far more we don't know. More important, every day there is far more we know we don't know. One crucial outcome of scientific knowledge is to generate new and better ways of being ignorant; not the kind of ignorance that is associated with a lack of curiosity or education but rather a cultivated, high-quality ignorance. This gets to the essence of what scientists do: they make distinctions between qualities of ignorance. They do it in grant proposals and over beers at meetings. As James Clerk Maxwell, probably the greatest physicist between Newton and Einstein, said, "Thoroughly conscious ignorance ... is a prelude to every real advance in knowledge."

This perspective on science—that it is about the questions more than the answers—should come as something of a relief. It makes science less threatening and far more friendly and, in fact, fun. Science becomes a series of elegant puzzles and puzzles within puzzles—and who doesn't like puzzles? Questions are also more accessible and often more interesting than answers; answers tend to be the end of the process, whereas questions have you in the thick of things.

Lately this side of science has taken a backseat in the public mind to what I call the accumulation view of science—that it is a pile of facts way too big for us to ever hope to conquer. But if scientists would talk about the questions, and if the media reported not only on new discoveries but the questions they answered and the new puzzles they created, and if educators stopped trafficking in facts that are already available on Wikipedia—then we might find a public once again engaged in this great adventure that has been going on for the past 15 generations. (北京大学 2013 年试题)

1. Which of the following would most scholars agree to about Newton and science?

- A. Newton was the only person who knew all the science in the 1600s.
- B. Newton's laws of force and gravity dominated science for 350 years.
- C. Since Newton's time, science has developed into a mountain of facts.
- D. A high school student probably knows more science than Newton did.

2. Which of the following is best supported in this passage?

- A. A scientist is a master of knowledge.
- B. Knowledge generates better ignorance.
- C. Ignorance is a sign of lack of education.
- D. Good scientists are thoroughly ignorant.

3. Why is it a relief that science is about the questions more than the answers?

- A. Because people like solving puzzles.
- B. Because questions make science accessible.
- C. Because there are more questions than answers.

D. Because questions point the way to deep answers.

4. The expression “take a backseat” (line 1, paragraph 5) probably means _____.

A. take a back place

B. have a different role

C. be of greater priority

D. become less important

5. What is the author's greatest concern in the passage?

A. The involvement of the public in science.

B. Scientists' enjoyment of ignorance.

C. The accumulation of scientific knowledge.

D. Newton's standing in the history of science.

Text 6

Picture-taking is a technique both for annexing the objective world and for expressing the singular self. Photographs depict objective realities that already exist, though only the camera can disclose them. And they depict an individual photographer's temperament, discovering itself through the camera's cropping of reality. That is, photography has two antithetical ideals: in the first, photography is about the world and the photographer is a mere observer who counts for little; but in the second, photography is the instrument of intrepid, questing subjectivity and the photographer is all.

These conflicting ideals arise from a fundamental uneasiness on the part of both photographers and viewers of photographs toward the aggressive component in “taking” a picture. Accordingly, the ideal of a photographer as an observer is attractive because it implicitly denies that picture-taking is an aggressive act. The issue, of course, is not so clear-cut. What photographers do cannot be characterized as simply predatory or as simply, and essentially, benevolent. As a consequence, one ideal of picture-taking or the other is always being rediscovered and championed.

An important result of the coexistence of these two ideals is a recurrent ambivalence toward photography's means. Whatever the claims that photography might make to be a form of personal expression on a par with painting, its originality is inextricably linked to the powers of a machine. The steady growth of these powers has made possible the extraordinary informativeness and imaginative formal beauty of many photographs, like Harold Edgerton's high-speed photographs of a bullet hitting its target or of the swirls and eddies of a tennis stroke. But as cameras become more sophisticated, more automated, some photographers are tempted to disarm themselves or to suggest that they are not really armed, preferring to submit themselves to the limits imposed by premodern camera technology because a cruder, less high-powered machine is thought to give more interesting or emotive results, to leave more room for creative accident. For example, it has been virtually a point of honor for many photographers, including Walker Evans and Cartier-Bresson, to refuse to use modern equipment. These photographers have come to doubt the value of the camera

as an instrument of “fast seeing.” Cartier-Bresson, in fact, claims that the modern camera may see too fast.

This ambivalence toward photographic means determines trends in taste. The cult of the future (of faster and faster seeing) alternates over time with the wish to return to a purer past—when images had a handmade quality. This nostalgia for some pristine state of the photographic enterprise is currently widespread and underlies the present-day enthusiasm for daguerreotypes and the work of forgotten nineteenth-century provincial photographers. Photographers and viewers of photographs, it seems, need periodically to resist their own knowingness. (北京航空航天大学 2013 年试题)

1. According to the passage, interest among photographers in each of photography's two ideals can be described as _____.

- A. rapidly changing
- B. cyclically recurring
- C. steadily growing
- D. unimportant to the viewers of photographs

2. The author is primarily concerned with _____.

- A. establishing new technical standards for contemporary photography
- B. analyzing the influence of photographic ideals on picture-taking
- C. tracing the development of camera technology in the twentieth century
- D. describing how photographers' individual temperaments are reflected in their work

3. The author mentions the work of Harold Edgerton in order to provide an example of _____.

- A. how a controlled ambivalence toward photography's means can produce outstanding pictures
- B. how the content of photographs has changed from the nineteenth century to the twentieth
- C. the popularity of high-speed photography in the twentieth century
- D. the relationship between photographic originality and technology

4. According to the passage, the two antithetical ideals of photography differ primarily in the _____.

- A. value that each places on the beauty of the finished product
- B. emphasis that each places on the emotional impact of the finished product
- C. degree of technical knowledge that each requires of the photographer
- D. way in which each defines the role of the photographer

5. Which of the following statements would be most likely to begin the paragraph immediately following the passage?

- A. Photographers, as a result of their heightened awareness of time, are constantly trying to capture events and actions that are fleeting.
- B. Thus the cult of the future, the worship of machines and speed, is firmly estab-

lished in spite of efforts to the contrary by some photographers.

- C. The rejection of technical knowledge, however, can never be complete and photography cannot for any length of time pretend that it has no weapons.
- D. The point of honor involved in rejecting complex equipment is, however, of no significance to the viewer of a photograph.

Text 7

Germany, Europe's economic powerhouse, does not lack courage: it rebounded from two world wars, digested reunification and has now powered ahead of neighbors still reeling from the financial crisis. It overhauled a rigid labor market and raised the retirement age to 67 with little fuss. Most recently, it simply decided to abandon nuclear power.

With this boldness at the top comes obedience at the bottom—82 million Germans will wait at a pedestrian red light, even with no car in sight.

But when it comes to empowering women, no Teutonic drive or respect seems to work—even under one of the world's most powerful women, Chancellor Angela Merkel.

Despite a batch of government measures and ever more passionate debate about gender roles, only about 14 percent of German mothers with one child resume full-time work, and only 6 percent of those with two. All 30 German stock index companies are run by men. Nationwide, a single woman presides on a supervisory board: Dr. Simone Bagel-Trah at Henkel.

Eighteen months after the *International Herald Tribune* launched a series on the state of women in the 21st century with a look at Germany, the country has emerged as a test case for the push-and-pull of economics and tradition.

For the developed world, Germany's situation suggests that puzzling out how to remove enduring barriers to women's further progress is one of the hardest questions to solve.

In all European countries, from the traditionally macho southern rim to more egalitarian Nordic nations, the availability and affordability of child care, intertwined with traditional ideas about gender roles, have proved key factors in determining gender equality. The nature of male networks is another telling factor.

Women remain a striking minority in top corporate circles, even in fiercely egalitarian countries like Sweden or the US where opportunities often go with one's abilities. Very few countries approach 20 percent female representation on corporate executive boards.

Yet if Swedish executive suites boast 17 percent women and the United States and Britain 14 percent, in Germany it is 2 percent—as in India, according to McKinsey's 2010 Women Matter report.

One of the countries in most need of female talent—the German birthrate is among the lowest in Europe and labor shortages in skilled technical professions are already 150,000—

Germany is a place where gender stereotypes remain engrained in the mind, and in key institutions across society. (中国科学院 2013 年 10 月试题)

1. The first two paragraphs describe _____.
 - A. practical German leadership in various fields
 - B. retired German workers' lives
 - C. a successful Germany since World War I
 - D. a German style of dealing with crises
2. According to the author, under the leadership of Chancellor Angela Merkel _____.
 - A. females must have been allowed to take some full-time jobs
 - B. women might have been supported to become stronger
 - C. discussions should have been held about women's importance
 - D. women should have become more powerful than they are now
3. The author mentions Dr. Simone Bagel-Trah in order to show _____.
 - A. the potential for females to become top executives
 - B. the scarcity of female CEOs in the country
 - C. the inferiority of female CEOs to male ones
 - D. the strength of a company led by a female
4. The phrase "the push-and-pull of economics and tradition" (in Paragraph 5) refers to the fact that _____.
 - A. economic progress needs efforts by both genders
 - B. traditional gender roles remain in modern society
 - C. economic needs conflict with traditional mindsets
 - D. traditional gender bias makes economy even worse
5. Which of the following situations forms a barrier to European women's progress?
 - A. A woman may feel very proud with all her colleagues being male.
 - B. A babysitter may find it very hard to make the hostess satisfied.
 - C. Men's friendship is thought to be much stronger than women's.
 - D. Women are deemed more capable than men only at home.
6. By writing this passage, the author aims to suggest that in Germany the improvement of women's social roles is _____.
 - A. essential
 - B. debatable
 - C. hopeless
 - D. formidable

Text 8

Lately I got a chance to read *People* magazine's most recent compilation of "The 50 Most Beautiful People in the World." It was fabulous. In addition to offering helpful grooming tips, the issue involves an attempt to answer one of the most difficult questions of our time: Which is ultimately more influential, nature or nurture?

Consider first the extreme nurturists, who abstain from the notion that anything is bi-

ologically fixed. There's John Watson, famous for the statement: "Give me a child and let me control the total environment in which he is raised, and I will turn him into whatever I wish."

A nurture viewpoint is also advanced by TV star Jenna Elfman, who attributes her beauty to drinking 100 ounces of water a day, and using a moisturizer that costs \$1,000 pounds. However, even a beginner in the study of human developmental biology might easily note that no degree of expensive moisturizers would get, say, me on *People's* beauty list.

Naturally, similarly strong opinions come from the opposing, nature faction—the genetic determinists among the Most Beautiful. Perhaps the cockiest of this school is Josh Brolin, an actor whose statement could readily serve as a manifesto for those in his profession: "I was given my dad's good genes."

One searches the pages for a middle ground, for the interdisciplinary synthesizer who perceives the contributions of both nature and nurture. At last, we find Monica, a singer, who has an absolutely wondrous skill for applying makeup. This, at first, seems like just more nurture propaganda. But where does she get this cosmetic aptitude? Her mother supplies the answer: it's something that's inborn. One gasps at the insight: There is a genetic influence on how one interacts with the environment. Too bad a few more people can't think this way when figuring out what genes have to do with intelligence, substance abuse, or violence.

In matters of human beauty, hardwired preferences matter but can be overcome. Novelist George Eliot was strikingly homely, but her magnetic character inspired Henry James to write in a letter: "She is magnificently ugly—deliciously hideous. She has a dull grey eye, a vast pendulous nose, a huge mouth, and full of uneven teeth...Now in this vast ugliness resides a most powerful beauty which, in a very few minutes, steals forth and charms the mind, so that you end as I ended, in falling in love with her." (中国科学院 2013 年 10 月试题)

1. The article suggests that *People* magazine regularly _____.

- A. provides a list of the most beautiful people in the world
- B. gives advice about how to look like international beauties
- C. provides guidance on answering complex questions
- D. offers help in dealing with marriage or family problems

2. What John Watson said can best be interpreted as _____.

- A. parents' oversight guides a child's growth
- B. one's upbringing determines what he becomes
- C. a change of environment affects one's health
- D. child-raising is by no means easy

3. According to Paragraph 3, the author believes _____.

- A. one can get prettier if drinking enough water every day

- B. Jenna Elfman's experience is worth publicizing
C. the secrets of beauty are found in human biology
D. beauty must depend on more than one or two factors
4. According to the author, Josh Brolin's statement shows that the actor is _____.
- A. over-charming B. over-assertive
C. over-confident D. over-sensitive
5. As an example in favor of both nature and nurture, the author feels that Monica's mother is rather _____.
- A. insightful B. absurd C. justifiable D. irrelevant
6. As he wrote, Henry James fell in love with George Eliot because of _____.
- A. her unique ugliness B. her attractive character
C. her masculine beauty D. her skillful writing

Text 9

All countries have obvious incentives to learn from past mistakes, but those that have successfully risen to the status of great powers may be less inclined to adapt quickly in the future. When it comes to learning the right lessons, paradoxically, nothing fails like prior success.

This wouldn't seem to make sense. After all, strong and wealthy states can afford to devote a lot of resources to analyzing important foreign-policy problems. But then again, when states are really powerful, the negative consequences of foolish behavior rarely prove fatal. Just as America's "Big Three" automakers were so large and dominant they could resist reform and innovation despite ample signs that foreign competition was rapidly overtaking them, strong and wealthy states can keep misguided policies in place and still manage to limp along for many years.

The history of the Soviet Union offers an apt example of this phenomenon. Soviet-style communism was woefully inefficient, and its Marxist-Leninist ideology both alarmed the capitalist world and created bitter splits within the international communist movement. Yet the Soviet Union survived for almost 70 years and was one of the world's two superpowers for more than four decades. The United States has also suffered serious self-inflicted wounds on the foreign-policy front in recent decades, but the consequences have not been so severe as to compel a broader reassessment of the ideas and strategies that have underpinned many of these mistakes.

The tendency to cling to questionable ideas or failed practices will be particularly strong when a set of policy initiatives is bound up in a great power's ruling ideology or political culture. Soviet leaders could never quite abandon the idea of world revolution, and defenders of British and French colonialism continued to see it as the "white man's