

# 2015

博士研究生入学考试辅导用书

# 考博英语

(综合卷)

## 全国重点院校真题精解大全

博士研究生入学考试辅导用书 编审委员会 编著

- ◎ 汇集中山大学、厦门大学等全国名校最新考博英语试题信息
- ◎ 凸显全国名校考博英语试题精华，深入剖析命题思路与解题技法
- ◎ 系统明示命题原则与规律，精准把握考博英语命题脉搏



机械工业出版社  
CHINA MACHINE PRESS

随书赠送

价值400元“新东方在线考博精品课程大礼包”

登录新东方在线官方网站 [www.koolearn.com](http://www.koolearn.com)，  
注册用户，快速注卡，在线听课。

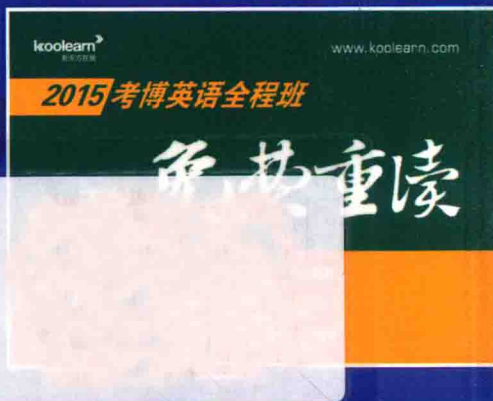
具体操作方法详见本书前言最后部分的介绍。

礼券号：

截止日期：2015年5月31日

# 2015

## 博士研究生入学考试辅导用书



| 书 号   | 书 名                    | 定 价   |
|-------|------------------------|-------|
| 46593 | 考博英语阅读理解精粹100篇 (含1CD)  | 50.00 |
| 46591 | 考博英语全项指导 (含1CD)        | 74.00 |
| 46592 | 考博英语全国名校真题精解           | 98.00 |
| 46590 | 考博英语词汇10000例精解 (含1CD)  | 50.00 |
|       | 考博英语高分阅读特训             |       |
|       | 考博英语作文万能模板             |       |
|       | 考博英语高分听力特训             |       |
| 46721 | 考博英语全国重点院校真题精解大全 (综合卷) | 88.00 |
| 46747 | 考博英语全国重点院校真题精解大全 (北方卷) | 88.00 |
| 46678 | 考博英语全国重点院校真题精解大全 (南方卷) | 88.00 |

请读者将建议和意见发至信箱: [sinotests@sina.com](mailto:sinotests@sina.com)

地址: 北京市百万庄大街22号

邮政编码: 100037

电话服务

社服务中心: 010-88361066

销售一部: 010-68326294

销售二部: 010-88379649

读者购书热线: 010-88379203

网络服务

教材网: <http://www.cmpedu.com>

机工官网: <http://www.cmpbook.com>

机工官博: <http://weibo.com/cmp1952>

封面防伪标均为盗版

上架指导 考博英语

ISBN 978-7-111-46721-2

策划编辑◎王庆龙

ISBN 978-7-111-46721-2



9 787111 467212 >

定价: 88.00元

博士研究生入学考试辅导用书

# 考博英语全国重点院校真题 精解大全（综合卷）

博士研究生入学考试辅导用书编审委员会 编著



机械工业出版社

英语考试是考生参加博士研究生入学考试道路上比较大的障碍和挑战。为了帮助报考博士研究生的考生了解各高等院校考博英语的命题特点和出题动态,我们参照一些名校博士研究生入学英语考试大纲,认真研究了 200 多所高等院校 500 多份历年考博英语真题,精心挑选了部分试题和相关资料,对中山大学、哈尔滨工业大学、厦门大学等 15 所重点高等院校近年博士研究生入学考试英语试题作了详细的解析。本书详解其解题思路,全面分析其命题动向,剖析解题技法,从而帮助考生增强应试能力和信心。

本书适合参加博士研究生入学考试的广大考生使用,也可以作为参加硕士研究生入学考试考生的自学辅导用书。

## 图书在版编目(CIP)数据

考博英语全国重点院校真题精解大全. 综合卷/博士研究生入学考试辅导用书  
编审委员会编著. —北京:机械工业出版社, 2014.4

ISBN 978-7-111-46721-2

I. ①考… II. ①博… III. ①英语—研究生—入学考试—题解 IV. ①H319.6

中国版本图书馆 CIP 数据核字(2014)第 099431 号

机械工业出版社(北京市百万庄大街 22 号 邮政编码 100037)

责任编辑:王庆龙 版式设计:墨格文慧

责任印制:李洋

三河市宏达印刷有限公司印刷

2014 年 6 月第 1 版第 1 次印刷

184mm×260mm·59.5 印张·1480 千字

0 001—5 000 册

标准书号:ISBN 978-7-111-46721-2

定价:88.00 元

凡购本书,如有缺页、倒页、脱页,由本社发行部调换

电话服务

网络服务

社服务中心:(010) 88361066

教材网:<http://www.cmpedu.com>

销售一部:(010) 68326294

机工官网:<http://www.cmpbook.com>

销售二部:(010) 88379649

机工官博:<http://weibo.com/cmp1952>

读者购书热线:(010) 88379203

封面无防伪标均为盗版



# 前 言

攻读博士学位的学生，一方面应该具备坚实的专业理论基础和扎实的科研能力，另一方面还应该具备较强的外语能力。从国家的角度来讲，我国走上了国际化的道路，改革开放的程度已经往纵深方向发展，我国与国外院校在经济、文化、科学、教育、管理和军事等领域的合作也日益紧密——这就对我国人才的知识水平提出了更高的要求。国际化人才首先要具备良好的外语水平，包括听、说、读、写、译的综合能力。作为我国高等教育最高层次的博士研究生教育，要求博士生具有较高的外语水平，也就理所当然了。

我国自 1981 年建立学位制度以来，全国博士研究生招生人数增长速度较快，2012 年全国博士研究生招生人数突破了 6.8 万人，今后国内博士研究生招收人数还将略有增加。从整体上看，由于博士研究生招生形势的不断发展，各院校博士研究生入学考试的难度也越来越大，对考生的外语要求也越来越高，特别是听说能力。英语考试是考生参加博士研究生入学考试道路上比较大的障碍和挑战。许多考生并非由于专业课，而是因为英语成绩未达到所报考院校最低录取分数线，而与自己理想的院校失之交臂。虽然目前我国博士研究生英语入学考试没有统一的考试大纲（这主要是因为国内没有对博士研究生入学英语考试采取统考形式），但是各个院校命题特点大同小异，一些院校的试题类型、内容难易程度都非常相似，所以，研究一些院校的近年考试试题就非常有价值。

目前国内大多数院校博士研究生入学英语考试发展趋势的主要特点是：主观测试题分值增加，博士研究生入学英语考试由水平测试趋向于水平测试和能力测试并重。虽然这种变化趋势并不适用于所有院校，但也反映了大多数院校博士研究生入学英语考试的发展趋势，具体可以总结出以下几点。

## 一、试题难度稳定，录取分数线波动不大

根据统计，全国博士研究生入学英语考试录取分数线总的来说呈上升趋势，这主要是由于报考人数逐年增多和考生整体水平提高。近年来，各院校博士研究生入学英语考试实际录取分数线大体在 50~60 分之间波动，也有个别院校少数专业破格录取分数线在 50 分以下。

通过对比全国大多数院校的历年考博英语试题可以看出，从试题难度方面来说，难度较大的应当数中科院、中国社科院和北京大学的试题，其他院校试题难度基本低于这三所院校。

## 二、重点题型突出，对主观题的考查是今后的方向和重点

博士研究生入学英语考试目前出现过的题型有十几种，例如：听力、词汇、语法、完形填空、改错、英语解释、阅读理解、英译汉、汉译英、写作、Summary 等。但实际考试中多数院校每次只考六七种题型。对于多数院校来说，听力、词汇和语法、阅读理解、翻译和写作是四种常见题型（所有院校的听力部分，本书均未作收录，请读者注意）。

听力在国内博士研究生入学英语考试中占 15~20 分左右；词汇和语法占 10~35 分左右，而词汇和语法分值各半；阅读理解占 10~50 分左右；翻译占 10~15 分左右；写作占 10~15 分左右。

从全国重点院校的博士研究生入学考试英语试卷来看，向主观题型发展是今后的趋势，如西安交通大学考博试卷中全是主观题型，仅考翻译（汉译英与英译汉）和写作；北京大学考博试卷中有篇章改错，还曾采用没有阅读客观题，只有主观问答和阅读理解后写总结的考题形式。因此要想取得好成绩，考生应重视主观题型的训练。

考博试卷中有篇章改错, 还曾采用没有阅读客观题、只有主观问答和阅读理解后写总结的考题形式。因此要想取得好成绩, 考生应重视主观题型的训练。

### 三、引进听写题型, 听力难度有所增加

听力难度增大, 是因为听写在听力考试中逐渐被采用和推广。听写与其他听力选择题的区别是如果听不懂就写不出答案, 而其他听力选择题则有可能猜对。

### 四、用大题拉开分数差距, 阅读、翻译和写作是考试的重中之重

翻译和写作都属于非标准化的题型, 即主观测试题, 这也说明了博士研究生入学英语考试侧重能力测试。尤其是有的院校还增加了英语口语。

通过对国内重点院校近年考题进行分析可知, 翻译(汉译英和英译汉)和写作平均占总分的 30 分左右, 最高的为财政部财料所的 70 分, 最低的为北京大学的 15 分。

### 五、个别院校特别突出某一题型的重要性, 重点考查考生某一方面的能力

国内个别院校考试题型中特别重视某一方面的测试, 如北京师范大学的题型比较特殊, 翻译和写作占 55 分, 阅读占 30 分, 听力占 15 分; 财政部财料所的英语测试中翻译和写作就占了 70 分, 并且听力没有和笔试合计, 这说明了该研究所对阅读和写作要求较高; 而天津大学博士研究生入学英语测试中没有阅读理解, 用其他考试题型代替阅读理解。因此复习的时候, 要有针对性地强化训练。

为了帮助报考博士研究生的考生了解各高等院校考博英语命题特点和出题动态, 我们参照一些名校博士研究生入学英语考试大纲, 认真研究了 200 多所高等院校 500 多份历年考博英语真题, 精心挑选了部分试题和相关资料, 对中山大学、哈尔滨工业大学、厦门大学等 15 所重点高等院校近年博士研究生入学考试英语试题作了详细的解析。本书详解其解题思路, 全面分析其命题动向, 剖析解题技法, 从而帮助考生增强应试能力和信心。

实践证明, 一本好的复习资料, 能够帮助考生达到事半功倍的效果。本书为考生提供了全国名校的考博英语真题精解, 详析解题思路, 分析命题动向, 剖析解题技巧, 从而帮助考生增强应试能力和信心, 获取理想成绩。

凡是购买正版图书, 超值赠送新东方在线考博精品 400 元大礼包。读者登录新东方在线官方网站 [www.koolearn.com](http://www.koolearn.com), 点击免费注册成为新东方在线用户, 点击网站最上部导航栏里的“快速注卡”进入注卡页面, 输入刮开封面涂层获得的卡号以及验证码点击确定, 进入“我的课堂”即可免费听价值 200 元的“博出精彩”考博精品课程, 购买“2015 考博全程班”时在购物车勾选 200 元抵用券即可减免 200 元人民币。

参加本书编写的有李雪、陈冬冬、连庆玲、陈杨庆、黄艳、刘爽、李铁红、汪华、刘仕文、陈明慧、孟楠、成芬、涂振旗、张永艳、赵娜、王宇、董亮、姜宝静、王欢、黎兴刚、高鹏、王德军、范宏博、唐淑华、王春华、刘岩、王芳、陈欢、曹银菊、王艳平、黄春丽、孙璇、张艳霜、张一平、沈二婵、吴经林、范秋杏、李建霞、张秀娟、耿淑玉、王印有、刘东和、王英、王迎秋、刘颖、孙源龙、朱振华和佟琳, 由于时间仓促, 本书错误和纰漏之处在所难免, 诚望广大读者批评指正。读者可将意见或建议发至信箱: [sinotests@sina.com](mailto:sinotests@sina.com), 谢谢!

# 目 录

## 前言

|                                       |     |
|---------------------------------------|-----|
| 中山大学 2008 年博士研究生入学考试英语试题.....         | 1   |
| 中山大学 2008 年博士研究生入学考试英语试题参考答案与解析 ..... | 14  |
| 中山大学 2007 年博士研究生入学考试英语试题.....         | 23  |
| 中山大学 2007 年博士研究生入学考试英语试题参考答案与解析 ..... | 33  |
| 吉林大学 2011 年博士研究生入学考试英语试题.....         | 41  |
| 吉林大学 2011 年博士研究生入学考试英语试题参考答案与解析 ..... | 52  |
| 吉林大学 2010 年博士研究生入学考试英语试题.....         | 61  |
| 吉林大学 2010 年博士研究生入学考试英语试题参考答案与解析 ..... | 71  |
| 吉林大学 2009 年博士研究生入学考试英语试题.....         | 79  |
| 吉林大学 2009 年博士研究生入学考试英语试题参考答案与解析 ..... | 89  |
| 吉林大学 2008 年博士研究生入学考试英语试题.....         | 97  |
| 吉林大学 2008 年博士研究生入学考试英语试题参考答案与解析 ..... | 105 |
| 吉林大学 2007 年博士研究生入学考试英语试题.....         | 111 |
| 吉林大学 2007 年博士研究生入学考试英语试题参考答案与解析 ..... | 119 |
| 吉林大学 2006 年博士研究生入学考试英语试题.....         | 125 |
| 吉林大学 2006 年博士研究生入学考试英语试题参考答案与解析 ..... | 133 |
| 四川大学 2011 年博士研究生英语入学考试试题.....         | 139 |
| 四川大学 2011 年博士研究生入学考试英语试题参考答案与解析 ..... | 150 |
| 四川大学 2010 年博士研究生英语入学考试试题.....         | 159 |
| 四川大学 2010 年博士研究生英语入学考试试题参考答案与解析 ..... | 171 |
| 四川大学 2009 年博士研究生入学考试英语试题.....         | 181 |
| 四川大学 2009 年博士研究生入学考试英语试题参考答案与解析 ..... | 193 |
| 四川大学 2008 年博士研究生入学考试英语试题.....         | 201 |
| 四川大学 2008 年博士研究生入学考试英语试题参考答案与解析 ..... | 214 |
| 中南大学 2011 年博士研究生入学考试英语试题.....         | 222 |
| 中南大学 2011 年博士研究生入学考试英语试题参考答案与解析 ..... | 233 |
| 中南大学 2010 年博士研究生入学考试英语试题.....         | 242 |
| 中南大学 2010 年博士研究生入学考试英语试题参考答案与解析 ..... | 252 |
| 中南大学 2009 年博士研究生入学考试英语试题.....         | 260 |
| 中南大学 2009 年博士研究生入学考试英语试题参考答案与解析 ..... | 271 |
| 中南大学 2008 年博士研究生入学考试英语试题.....         | 279 |
| 中南大学 2008 年博士研究生入学考试英语试题参考答案与解析 ..... | 290 |
| 中南大学 2007 年博士研究生入学考试英语试题.....         | 298 |

|  |     |
|--|-----|
| 中南大学 2007 年博士研究生入学考试英语试题参考答案与解析 .....    | 308 |
| 中南大学 2006 年博士研究生入学考试英语试题 .....           | 316 |
| 中南大学 2006 年博士研究生入学考试英语试题参考答案与解析 .....    | 327 |
| 东北财经大学 2011 年博士研究生入学考试英语试题 .....         | 335 |
| 东北财经大学 2011 年博士研究生入学考试英语试题参考答案与解析 .....  | 346 |
| 东北财经大学 2007 年博士研究生入学考试英语试题 .....         | 355 |
| 东北财经大学 2007 年博士研究生入学考试试题参考答案及解析 .....    | 366 |
| 哈尔滨工业大学 2010 年博士研究生入学考试英语试题 .....        | 373 |
| 哈尔滨工业大学 2010 年博士研究生入学考试英语试题参考答案与解析 ..... | 385 |
| 哈尔滨工业大学 2009 年博士研究生入学考试英语试题 .....        | 393 |
| 哈尔滨工业大学 2009 年博士研究生入学考试英语试题参考答案与解析 ..... | 408 |
| 哈尔滨工业大学 2008 年博士研究生入学考试英语试题 .....        | 417 |
| 哈尔滨工业大学 2008 年博士研究生入学考试英语试题参考答案与解析 ..... | 430 |
| 哈尔滨工业大学 2007 年博士研究生入学考试英语试题 .....        | 439 |
| 哈尔滨工业大学 2007 年博士研究生入学考试英语试题参考答案与解析 ..... | 453 |
| 湖南大学 2011 年博士研究生入学考试英语试题 .....           | 461 |
| 湖南大学 2011 年博士研究生入学考试英语试题参考答案与解析 .....    | 475 |
| 湖南大学 2010 年博士研究生入学考试英语试题 .....           | 483 |
| 湖南大学 2010 年博士研究生入学考试英语试题参考答案与解析 .....    | 495 |
| 湖南大学 2009 年博士研究生入学考试英语试题 .....           | 504 |
| 湖南大学 2009 年博士研究生入学考试英语试题参考答案与解析 .....    | 516 |
| 湖南大学 2008 年博士研究生入学考试英语试题 .....           | 526 |
| 湖南大学 2008 年博士研究生入学考试英语试题参考答案与解析 .....    | 539 |
| 重庆大学 2010 年博士研究生入学考试英语试题 .....           | 549 |
| 重庆大学 2010 年博士研究生入学考试英语试题参考答案与解析 .....    | 560 |
| 昆明理工大学 2011 年博士研究生入学考试英语试题 .....         | 567 |
| 昆明理工大学 2011 年博士研究生入学考试英语试题参考答案与解析 .....  | 577 |
| 昆明理工大学 2010 年博士研究生入学考试英语试题 .....         | 585 |
| 昆明理工大学 2010 年博士研究生入学考试英语试题参考答案与解析 .....  | 595 |
| 昆明理工大学 2009 年博士研究生入学考试英语试题 .....         | 603 |
| 昆明理工大学 2009 年博士研究生入学考试英语试题参考答案与解析 .....  | 613 |
| 西安交通大学 2009 年博士研究生入学考试英语试题 .....         | 621 |
| 西安交通大学 2009 年博士研究生入学考试英语试题参考答案与解析 .....  | 635 |
| 西安交通大学 2008 年博士研究生入学考试英语试题 .....         | 645 |
| 西安交通大学 2008 年博士研究生入学考试英语试题参考答案与解析 .....  | 658 |
| 西安交通大学 2007 年博士研究生入学考试英语试题 .....         | 666 |
| 西安交通大学 2007 年博士研究生入学考试英语试题参考答案与解析 .....  | 673 |
| 大连理工大学 2008 年博士研究生入学考试英语试题 .....         | 678 |
| 大连理工大学 2008 年博士研究生入学考试英语试题参考答案与解析 .....  | 689 |



|  |     |
|--|-----|
| 西北师范大学 2010 年博士研究生入学考试英语试题.....          | 696 |
| 西北师范大学 2010 年博士研究生入学考试英语试题参考答案与解析.....   | 706 |
| 西北师范大学 2009 年博士研究生入学考试英语试题.....          | 714 |
| 西北师范大学 2009 年博士研究生入学考试英语试题参考答案与解析.....   | 725 |
| 郑州大学 2008 年博士研究生入学考试英语试题.....            | 733 |
| 郑州大学 2008 年博士研究生入学考试英语试题参考答案与解析.....     | 747 |
| 中国科学技术大学 2007 年博士研究生入学考试英语试题.....        | 757 |
| 中国科学技术大学 2007 年博士研究生入学考试英语试题参考答案与解析..... | 770 |
| 中国科学技术大学 2006 年博士研究生入学考试英语试题.....        | 778 |
| 中国科学技术大学 2006 年博士研究生入学考试英语试题参考答案与解析..... | 789 |
| 中国科学技术大学 2005 年博士研究生入学考试英语试题.....        | 795 |
| 中国科学技术大学 2005 年博士研究生入学考试英语试题参考答案与解析..... | 806 |
| 厦门大学 2012 年博士研究生入学考试英语试题.....            | 812 |
| 厦门大学 2012 年博士研究生入学考试英语试题参考答案与解析.....     | 823 |
| 厦门大学 2011 年博士研究生入学考试英语试题.....            | 830 |
| 厦门大学 2011 年博士研究生入学考试英语试题参考答案与解析.....     | 840 |
| 厦门大学 2010 年博士研究生入学考试英语试题.....            | 846 |
| 厦门大学 2010 年博士研究生入学考试英语试题参考答案与解析.....     | 857 |
| 厦门大学 2009 年博士研究生入学考试英语试题.....            | 864 |
| 厦门大学 2009 年博士研究生入学考试英语试题参考答案与解析.....     | 875 |
| 厦门大学 2008 年博士研究生入学考试英语试题.....            | 882 |
| 厦门大学 2008 年博士研究生入学考试英语试题参考答案与解析.....     | 896 |
| 厦门大学 2007 年博士研究生入学考试英语试题.....            | 904 |
| 厦门大学 2007 年博士研究生入学考试英语试题参考答案与解析.....     | 917 |
| 厦门大学 2006 年博士研究生入学考试英语试题.....            | 925 |
| 厦门大学 2006 年博士研究生入学考试英语试题参考答案与解析.....     | 937 |

# 中山大学 2008 年博士研究生入学考试英语试题

## Part I Reading Comprehension (30 points)

**Direction:** *There are 6 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 write the corresponding letter on the ANSWER SHEET.*

### Passage 1

In general, our society is becoming one of giant enterprises directed by a bureaucratic (官僚主义的) management in which man becomes a small, well-oiled cog in the machinery. The oiling is done with higher wages, well-ventilated factories and piped music, and by psychologists and “human-relations” experts; yet all this oiling does not alter the fact that man has become power-less, that does not wholeheartedly participate in his work and that he is bore with it. In fact, the blue-and the white-collar workers have become economic puppets who dance to the tune of automated machines and bureaucratic management.

The worker and employee are anxious, not only because they might find themselves out of a job; they are anxious also because they are unable to acquire any real satisfaction of interest in life. They live and die without ever having confronted the fundamental realities of human existence as emotionally and intellectually independent and productive human beings.

Those higher up on the social ladder are no less anxious. Their lives are no less empty than those of their subordinates. They are even more insecure in some respects. They are in a highly competitive race. To be promoted or to fall behind is not a matter of salary but even more a matter of self-respect. When they apply for their first job, they are tested for intelligence as well as for the tight mixture of submissiveness and independence. From the moment on they are tested again and again—by the psychologists, for whom testing is a big business, and by their superiors, who judge their behavior, sociability, capacity to get along, etc. This constant need to prove that one is as good as or better than one's fellow-competitor creates constant anxiety and stress, the very causes of unhappiness and illness.

Am I suggesting that we should return to the pre-industrial mode of production or to nine-teenth-century “free enterprise” capitalism? Certainly not. Problems are never solved by returning to a stage which one has already outgrown. I suggest transforming our social system form a bureaucratically managed industrialism in which maximal production and consumption are ends in themselves into a humanist industrialism in which man and full development of his potentialities

those of all love and of reason—are the aims of social arrangements. Production and consumption should serve only as means to this end, and should be prevented from ruling man.

1. By “a well-oiled cog in the machinery” the author intends to render the idea that man is \_\_\_\_\_.
  - A. a necessary part of the society though each individual’s function is negligible
  - B. working in complete harmony with the rest of the society
  - C. an unimportant part in comparison with the rest of the society, though functioning smoothly
  - D. a humble component of the society, especially when working smoothly
2. The real cause of the anxiety of the workers and employees is that \_\_\_\_\_.
  - A. they are likely to lose their jobs
  - B. they have no genuine satisfaction or interest in life
  - C. they are faced with the fundamental realities of human existence
  - D. they are deprived of their individuality and independence
3. From the passage we can infer that the real happiness of life belongs to those \_\_\_\_\_.
  - A. who are at the bottom of the society
  - B. who are higher up in their social status
  - C. who prove better than their fellow-competitors
  - D. who could keep far away from this competitive world
4. To solve the present social problems the author suggests that we should \_\_\_\_\_.
  - A. resort to the production mode of our ancestors
  - B. offer higher wages to the workers and employees
  - C. enable man to fully develop his potentialities
  - D. take the fundamental realities for granted
5. The author’s attitude towards industrialism might best be summarized as one of \_\_\_\_\_.
  - A. approval
  - B. dissatisfaction
  - C. suspicion
  - D. tolerance

### Passage 2

For decades many U.S. veterans who took part in atmospheric nuclear tests have wondered whether their exposure to radiation might ultimately cost them their lives. Their private fears became a public issue in 1976 after a veteran claimed his leukemia was caused by radiation from a 1957 test series.

The atomic veterans and their families, as well as researchers and policy-makers, continue to struggle for definitive answers. These have been elusive, at least in part, because a crucial piece of information has been difficult to get—the radiation dose that each individual received.

In the largest study to date, researchers from the Institute of Medicine (IOM) have come up with some partial answers. But they too were limited in their ability to draw conclusions by the lack of usable information on radiation exposure.

The new study focused on participants in five series of nuclear tests, all of which took place

either in the Nevada desert or the South Pacific. Nearly 70,000 soldiers, sailors, airmen, and marines were involved in at least one of these, and about 30 percent of them have now died. For comparison, researchers selected a group of 65,000 military people serving at the same time under similar conditions, except that they did not take part in nuclear tests.

After an intensive review of service and death records, researchers found no difference between the two groups in overall death rates or in total deaths from cancer. Had there been a dramatic radiation effect, it would have shown up in this comparison.

The researchers also analyzed specific causes of death, including diseases linked in other studies to radiation. Here there were some differences. Among the nuclear test veterans, 14 percent more died from leukemia than those in the comparison group, although the difference lacked statistical significance and could have resulted from chance.

When comparisons were made based on whether the veterans participated in nuclear tests in Nevada or in the Pacific Ocean, the differences were sharper: a 50 percent higher leukemia death rate among Nevada atomic vets than among the comparison group. This was not true among Pacific test participants, who actually had a slightly lower, though not statistically significant leukemia death rate than those in their comparison group.

6. The passage tells us that researchers wish that they could find out \_\_\_\_\_.
  - A. when and where the veterans received the nuclear radiation
  - B. why the amount of radiation cannot be accurately measured
  - C. who was responsible for the veterans' deaths
  - D. how much radiation each veteran got during the nuclear tests
7. The latest study includes a comparison made between \_\_\_\_\_.
  - A. healthy veterans and unhealthy veterans
  - B. nuclear test participants and those with no radiation exposure
  - C. the veterans who are still alive and those who have died
  - D. people who died of cancer and people who took part in atomic tests
8. What can we learn about the result of the latest study?
  - A. There was a significant difference in total deaths from cancer between the two groups.
  - B. There was no significant difference in death rates between the two groups.
  - C. The comparison group has a lower death rate.
  - D. More veterans died from leukemia than from other cancers.
9. One comparison mentioned in the last paragraph was made between \_\_\_\_\_.
  - A. Pacific test participants and those who undertook the Nevada test
  - B. Nevada atomic veterans and those who didn't take part in any nuclear tests
  - C. Veterans in Nevada and Pacific atomic tests and the comparison group
  - D. half of Nevada test participants and half of the group of on test participants
10. How different is the group of Nevada test participants from their South Pacific counterparts?
  - A. The former shows a higher leukemia death rate than the comparison group.
  - B. The former shows a lower leukemia death rate than the comparison group.



- C. The former shows a higher death rate than the latter.
- D. The former shows a lower death rate than the latter.

### Passage 3

Until recently the halls of North High in Minneapolis were lined with vending machines where students could buy soda pop and other sugary drinks, as they can in most other high schools in the nation. But with rates of childhood obesity sky-rocketing, the Minneapolis school district worried about pushing pop. The district needed a way to keep its lucrative vending contract with Coca-Cola while steering kids toward more healthful beverages.

Bryan Bass, North's assistant principal, took the challenge. He stocked 12 of North's 16 vending machines only with water, priced at 75 cents a bottle. Three machines dispensed juice and sports drinks for \$1. Only one sold soft drinks, at \$1.25 per can. "We located the water machines strategically outside our buildings, so when you come out of a classroom what you see is a water machine," says Bass. "We also decided to allow water in classrooms but not juice or pop." The result? Profits from the vending machines nearly tripled, from \$4,500 to \$11,000 in two years. They're now in their third year, and says Bass: "Water has become 'cool'."

North's success demonstrates what many obesity experts and parents believe: Kids will learn to make healthful food and drink choices if they have access to them and are motivated to do so. "Price is a powerful motivator," says Simone French of the University of Minnesota, an expert on school-based obesity prevention. She's impressed with North's efforts, but she says the problem is implementing these strategies throughout society. "Obesity is the biggest health issue facing kids, and we've got to do more."

How to do more was outlined last week in the Institute of Medicine's 460-page action plan, mandated by Congress, on "Preventing Childhood Obesity." Chaired by Emory University's Jeffrey Koplan, the plan is the first comprehensive look at childhood obesity and what government, industry, schools, communities, families, and medical professionals can do to reduce its impact. "I think this is similar in importance to the first Surgeon General's Report on Smoking and Health in 1964," Koplan says. That landmark document led to the health warning on cigarette packages and a ban on cigarette advertising on TV.

- 11. In most American high schools, selling soft drinks is \_\_\_\_\_.
  - A. encouraged
  - B. allowed
  - C. unlawful
  - D. unprofitable
- 12. Water has become "cool" in the Minneapolis school district partly because \_\_\_\_\_.
  - A. water is provided free
  - B. most kids can afford nothing but water
  - C. water machines are put in noticeable positions
  - D. children have realized the harm of sugary drinks
- 13. We can infer that in terms of healthful drinks for kids, Simone French and some other experts are \_\_\_\_\_.

- A. confident about children's choices
  - B. pessimistic about the future
  - C. puzzled about which approach to take
  - D. worried about how to motivate children
14. By mentioning the 1964 report on smoking, Jeffrey Koplan implied that \_\_\_\_\_.  
A. more children tend to smoke today than yesterday  
B. both obesity and smoking require the attention of schools and society  
C. the present plan on obesity would function similarly as a landmark  
D. obesity and smoking are both health problems
15. The primary purpose of this passage is to \_\_\_\_\_.  
A. report facts  
B. call for action  
C. argue for a new perspective  
D. condemn a social phenomenon

#### Passage 4

I myself first saw Samarkand from a rise across a wilderness of crumbling ruins and great graveyards which lie between it and the airport. Suddenly we caught a glimpse of painted towers and the great blue domes of mosques and tombs shouldering the full weight of the sky among bright green trees and gardens. Beyond the gardens and the glittering domes still were those watchful mountains and their evocative snow. I found myself thinking of the thrill I had on catching my first sight of Damascus after crossing the desert from Syria. The light, file orchards and many of the trees were the same but deeper still was the sense of coming into contact with one of the most astonishing cultures in history, the world of the one and only Allah and his prophet Muhammad. It was a world that completely overawed me.

Yet the memory of Samarkand which stays with me most clearly is quite a humble one. Coming back to the city from the country on my last evening we passed some unusual elm trees and I stopped to have a look at them. They were, my guide told me, perhaps a thousand years old, older certainly than Genghis Khan. A flock of fat-tailed sheep (the same kind of sheep that my own ancestors saw a Hottentot keeping when they landed at the Cape of Good Hope 321 years ago), tended by some Tadshik children, moved slowly home in the distance. Then from the city came quite clearly the call to prayer from mosque and minaret. I had not expected any calls at all and it made no difference that some of the calls came over loud-speakers. Then beyond the trees an old man appeared on a donkey, dismounted, spread a prayer mat on the ground, and kneeling towards Mecca, he began to pray.

From Samarkand I journeyed on to Bokhara which was once the holiest city in Central Asia. At one time it possessed over a hundred religious colleges and close to four hundred mosques. It drew adventurers of all races towards it as it did Marco Polo. Not many of them reached their destination. These days at what used to be one of the richest market places in the world, one buys ice-cream instead of slaves; watches and mass-produced trinkets and fizzy drinks instead of gold,

silks and turquoise jewellery. Few of the four hundred mosques remain and most have vanished without even leaving a trace.

16. Samarkand lies \_\_\_\_\_.  
A. in a desert  
B. high in the mountains  
C. in front of Damascus  
D. between the mountains and the airport
17. The author said that he was overawed by \_\_\_\_\_.  
A. the beauty of the scene  
B. the sight of Damascus  
C. the age of the place  
D. the world of Allah and Muhammad
18. The author refers to his clearest memory of Samarkand as “humble” because \_\_\_\_\_.  
A. it was an ordinary scene that he remembered  
B. it was his last night in the city and his last memory  
C. the elm trees were older than Genghis Khan  
D. the trees looked impressive in the evening light
19. The author says that the sheep he saw were similar to \_\_\_\_\_.  
A. the ones his ancestors had kept  
B. the ones that lived in his own country  
C. those his ancestors had seen at the Cape of Good Hope  
D. those his ancestors had taken to the Cape of Good Hope
20. The author was surprised to hear the calls to prayer because \_\_\_\_\_.  
A. he was far away from the city, yet he could hear them clearly  
B. he did not think there would be any calls  
C. the calls came from the mosques  
D. the calls were no different over loud-speakers

### Passage 5

The component of the healthy personality that is the first to develop is the sense of trust. As with other personality components, the sense of trust is not something that develops independent of other manifestations of growth. It is not that infants learn how to use their bodies for purposeful movement, learn to recognize people and objects around them, and also develop a sense of trust. Rather, the concept “sense of trust” is a shortcut expression intended to convey the characteristic flavor of all the child’s satisfying experiences at this early age.

Studies of mentally ill individuals and observations of infants who have been grossly deprived of affection suggest that trust is an early-formed and important element in the healthy personality. Psychiatrists find again and again that the most serious illnesses occur in patients who have been sorely neglected or abused or otherwise deprived of love in infancy.

Observations of infants brought up in emotionally unfavorable institutions or moved to hospitals with inadequate facilities for psychological care support these findings. A recent report says that “Infants under 5 months of age who have been in an institution for some time present a

well-defined picture. The outstanding features are listlessness, relative immobility, quietness, poor sleep, an appearance of unhappiness, etc.” Another investigation of children separated from their mothers at 6 to 12 months and not provided with an adequate substitute comes to much the same conclusion.

Most significant for our present point, these reactions are most likely to occur in children who, up to the time of separation at 6 to 9 months of age, had a happy relation with their mothers, while those whose relations were unhappy are relatively unaffected. It is at about this age that the struggle between trusting and mistrusting the world comes to a climax, for it is then that children first perceive clearly that they and their environment are things apart. That at this point formerly happy infants should react so badly to separation suggests, indeed, that they had a faith that now has been shattered.

In most primitive societies and in some sections of our own society, the attention accorded infants is more in line with natural processes. Throughout infancy the baby is surrounded by people who are ready to feed it, fondle it, and otherwise comfort it at a moment's notice. Moreover, these ministrations are given spontaneously and wholeheartedly, and without that element of nervous concern that may characterize the efforts of young mothers made self-conscious and insecure by our scientific age.

We must not exaggerate, however. Most infants in our society too find smiles and comfort. As their own bodies come to be more dependable, there is added to the pleasures of increasing sensory response and motor control the pleasure of the mothers' encouragement. Then, too, psychologists tell us that mothers create a sense of trust in their children not by the particular techniques they employ but by the sensitiveness with which they respond to the children's needs and by their overall attitude.

21. The sense of trust in an infant is under development when \_\_\_\_\_.
  - A. the infant experiences some satisfaction
  - B. adults' trust is adequate
  - C. the infant learns how to move
  - D. the infant is surrounded by people he can recognize
22. The author raises evidence of mental illness and other disorders in children \_\_\_\_\_.
  - A. to introduce a discussion of the effect of institutions on children
  - B. to show the effect on children of an unhappy relation with their mothers during infancy
  - C. to warn parents of the dangers of neglecting and abusing their children
  - D. to support the point that trust is an early formed and important element of a healthy personality
23. Babies might mistrust the world if \_\_\_\_\_.
  - A. they did not receive food when they were hungry
  - B. they mastered their body movements too quickly
  - C. someone came too close to them
  - D. they saw an object disappear
24. The climax in the development of a sense of trust occurs \_\_\_\_\_.
  - A. before maternal affection is provided



- B. when a child perceives that he or she is separate from the environment
  - C. when a child successfully controls his or her muscular coordination
  - D. as a result of maternal separation
25. A possible reason that a child having an unhappy relation with his / her mother will not be affected by maternal separation at 6 to 9 months is that \_\_\_\_\_.
- A. the struggle between trusting and mistrusting has reached a climax
  - B. the child sees himself / herself as being separate from the environment
  - C. the child's sense of trust is destroyed
  - D. no sense of trust has ever developed

### Passage 6

In recent years, railroads have been combining with each other, merging into super systems, causing heightened concerns about monopoly. As recently as 1995, the top four railroads accounted for under 70 percent of the total ton-miles moved by rails. Next year, after a series of mergers is completed, just four railroads will control well over 90 percent of all the freight moved by major rail carriers.

Supporters of the new super systems argue that these mergers will allow for substantial cost reductions and better coordinated service. Any threat of monopoly, they argue, is removed by fierce competition from trucks. But many shippers complain that for heavy bulk commodities traveling long distances, such as coal, chemicals, and grain, trucking is too costly and the railroads therefore have them by the throat.

The vast consolidation within the rail industry means that most shippers are served by only one rail company. Railroads typically charge such "captive" shippers 20 to 30 percent more than they do when another railroad is competing for the business. Shippers who feel they are being overcharged have the right to appeal to the federal government's Surface Transportation Board for rate relief, but the process is expensive, time-consuming, and will work only in truly extreme cases.

Railroads justify rate discrimination against captive shippers on the grounds that in the long run it reduces everyone's cost. If railroads charged all customers the same average rate, they argue, shippers who have the option of switching to trucks or other forms of transportation would do so, leaving remaining customers to shoulder the cost of keeping up the line. It's a theory to which many economists subscribe, but in practice it often leaves railroads in the position of determining which companies will flourish and which will fail. "Do we really want railroads to be the arbiters of who wins and who loses in the marketplace?" asks Martin Bercovici, a Washington lawyer who frequently represents shippers.

Many captive shippers also worry they will soon be hit with a round of huge rate increases. The railroad industry as a whole, despite its brightening fortunes, still does not earn enough to cover the cost of the capital it must invest to keep up with its surging traffic. Yet railroads continue to borrow billions to acquire one another, with Wall Street cheering them on. Consider the \$10.2 billion bid by Norfolk Southern and CSX to acquire Conrail this year. Conrail's net railway operating income in 1996 was just \$427 million, less than half of the carrying costs of the