



最新考博英语 命题人高分策略 阅读理解强化特训

博士研究生入学英语考试命题研究组 编著

○ 权威专家，联袂打造

一线专家教授倾力合作，作者阵容强大，内容权威

本书由来自北京大学、清华大学和中国人民大学的命题研究专家，以及一线辅导教师共同编写而成

○ 详解真题，总结规律

再现近年考博英语阅读理解真题，全面展现题型特点、热点

本书收录了近几年的考试真题，详解命题规律，诠释高频考点、热点、难点，帮助考生有针对性地复习，从而提升应试能力

○ 提升能力，把握脉搏

命题专家全方位、多角度综合分析，全面把握命题脉搏

本书内容凝练，题量充足，解析方法精辟。让考生全面把握考试的命题重点、难点，掌握命题趋势和出题动态，把握命题脉搏，从容应考

最新考博英语命题人高分策略： **阅读理解强化特训**

博士研究生入学英语考试命题研究组 编著

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内 容 提 要

博士研究生入学英语考试主要测试听力、语法、词汇、阅读理解、完形填空、翻译、写作等方面的知识。本书由来自北京大学、清华大学和中国人民大学的命题研究专家,以及一线教师共同编写而成。书中汇总了考生在学习中常见的阅读理解问题,讲解应试技巧,列举了大量阅读理解自测试题,精辟阐明解题思路,全面剖析考点、重点、疑点和难点,向广大考博学子提供了一套行之有效的备考方案。

考生可以用本书来模拟实战演练,检查复习的效果,查漏补缺,进一步把握考试的特点及命题的思路,从而从容应试,轻取高分。

本书适用于参加博士研究生入学英语考试的广大考生。考生可以利用书中的实战演练进一步提升自己的能力。

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目前,我国博士生英语入学考试采取的是各招生院校自主命题、自行组织考试的办法,各个院校的考试重点、命题特点有相当大的不同。目前国内没有统一的考试大纲,这主要是由于国内没有对博士生入学考试采取统考形式。从整体上看,各院校博士生入学考试的难度越来越大,对考生的外语要求也越来越高,特别是听说能力。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水平的外语能力。中国已经走上了国际化的道路,与国外进行经济、贸易、科学、教育、管理和军事等领域的合作更加紧密,对我国人才的知识水平提出了更高的要求,对国际化人才的需求量也越来越大。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,要求博士生有较高的外语水平,就是理所当然的事情了。

英语考试是考生参加博士生入学考试道路上最大的障碍和挑战。许多考生并非由于专业课不达标,而是英语考试未达到所报考学校最低录取分数线而与自己理想的学校失之交臂。外语成绩一直是筛选考生入选博士研究生的最重要的尺度。

博士研究生入学考试主要测试听力、语法、词汇、阅读理解、完形填空、翻译、写作等方面的知识,各个招生院校的试题尽管具体的考查范围有些出入,但是基本上都是在这些题型的范畴内出题。

为了更好地帮助考生复习并通过有效的考前试题训练掌握各种题型的答题方法和技巧,提高得分能力,我们根据多年的教学实践经验,在认真分析了各重点高等院校最近几年博士生入学考试英语试题的考点、难点、重点及命题套路之后,倾情奉献了这本《2015考博英语命题人高分策略:阅读理解强化特训》。本书特色如下。

一、命题组原成员联袂,一线教授亲自编写,内容权威

本书的主编都是考博英语的首席主讲专家,他们都有在全国一线亲自辅导广大考生的考前复习的经历,有相当丰富的辅导和教学工作经验,深谙命题规律和出题的动态,集合清华大学、北京大学和中国人民大学等名校的权威讯息,汇集成本书。

二、内容全面、凝练,重点突出

在编写过程中,特别注意知识的系统性。在每节后都编写了足量的实战习题,并都给出全文翻译、答案和详解。考生可通过做这些实战习题,达到自测的目的,巩固复习成果。充分的实战练习,不仅能帮助考生熟悉考试的内容,而且能帮助考生摸准考试的规律,做到触类旁通。

三、鲜明的创新特色,编写体例非常符合考生的需要

本书全面吸收了同类图书的优点,结合作者丰富的辅导经验,博采众长,推陈出新,使书中的结构和内容具有鲜明的特色。

总之,本书一定会成为广大立志参加博士研究生入学考试的莘莘学子的良师益友。好的学习方法、好的辅导老师、好的辅导教材以及好的学习热情,是必不可少的成功要素。我们的精益求精和热情付出,恰恰是广大考生迫切需要和殷切期待的。

由于时间有限,不当之处在所难免,望广大读者和专家批评指正。

本书超值赠送价值400元的大礼包。请登录新东方在线官网www.koolearn.com,注册用户,快速注卡,输入卡号和验证码,进入我的课堂免费听200元的精品课程,购买“2015考博全程班”在购物车勾选200元抵用券即可减免200元人民币。

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第一节 看一看考博英语阅读理解的考核重点

❖ 合理的阅读时间安排

阅读理解能力测试在考博英语考试中占有相当大的比例,争取时间是获得阅读部分高分的关键,也直接影响到最终的英语成绩。如何合理安排阅读时间呢?总体来讲,既要在总量上控制,又要在个量上把关。考生可参考下面的方法安排阅读时间。

(1) 不要毫无目的地在文章中寻找答案。可用1分钟左右的时间预先快速浏览问题和每段首句,确定重点和相关因素。

(2) 用5分钟左右的时间快速阅读文章,了解文章和重点。

(3) 用5分钟左右的时间重读问题,找出心中已有的答案位置,再阅读一遍该段有关的资料,尽快答完有把握的问题,对那些尚未回答的问题,再用上述方法重读文章,集中精力来对付难题。

❖ 理解的准确性

考博英语阅读理解文章涉及词汇、句子、段落、语篇四个层次的理解问题。词汇是构成语言的基本元素,阅读理解中最根本的是对词汇的理解。词汇量不足,会直接影响阅读的速度以及对文章的理解。这就要求考生不能只背会每个词的汉语词义,还应在阅读文章中碰到这些词时,能根据上下文正确理解其在该篇文章中的含义。一般来说,阅读理解部分超纲词汇不会超过阅读总词汇量的3%,但还是会碰到超纲词。从这个意义上讲,为了扩大自己阅读理解的词汇量,最好的办法就是多阅读。在阅读过程中有意识地积累词汇,培养通过上下文猜测生词词义的能力。

在阅读中,理解语法结构、句子及段落之间的关系是真正读懂文章的关键所在。英语中非谓语动词的用法,主从复合句中各种从句的构成方法,省略,倒装,以及多种否定方式等语法现象,是考博英语阅读理解中常涉及的语法障碍,这样就需要平时复习做阅读理解题目时,应多读一些包含难句、复杂句的文章,熟练掌握相关语法,培养自己理解难句、复杂句的能力。只有了解了句子之间、段落之间的关系,才能够利用上下文提供的线索确切把握重点句子和段落,抓住文章的重要信息,理解文章的主旨要义,并进行有关的判断、推理和引申,理解作者的意图、观点或态度。

❖ 实战演练

Passage One

The European Union revealed on January 23rd how it plans to save the world. A mammoth climate-change plan spells out in detail how much pain each of its 27 members will have to beat if the EU is to meet ambitious targets set by national leaders last March.

The aim is to cut greenhouse-gas emissions by 2020 by at least a fifth, and more than double to 20% the amount of energy produced from renewable sources such as wind or wave power. If fuel from plants proves green enough, 10% of the fuel used in transport must come from biofuels by the same date. The new plan turns these goals into national targets. This will surely start much grumbling and months of horse-trading, as the European Commission's recommendations are turned into binding law by national governments and the European Parliament.

Countries with greenery in their veins are being asked to take more of the burden than newer members. Sweden, for example, is being invited to meet 49% of its energy from renewables. At the other end, Malta gets a renewables target of just 10%. It is a similar story when it comes to cutting greenhouse gases; by 2020, Denmark must cut emissions by 20% from 2005 levels; Bulgaria and Romania, the newest members, may let their emissions rise by 20%.

EU leadership on climate change will not come cheap. The direct costs alone may be €60 billion (\$87 billion), or about 0.5% of total EU GDP, by 2020, said the commission's president, Jose Manuel Barroso. But this is still presented as a bargain compared with the cost of inaction, which Mr. Barroso put at ten times as high. "Oh, leading the world in the fight against climate change need not cost jobs. Even in the most heavily polluting branches of heavy industry. We want to keep out industry in Europe," insisted Mr. Barroso.

The trick to achieve the seemingly impossible targets is the EU's emissions-trading scheme (ETS). This obliges big polluters such as power companies or manufacturing giants to trade permits that allow them to emit CO₂ and other climate-change nasties, within a steadily tightening overall cap. If countries such as the US do not sign binding international agreements by 2001, then the heaviest greenhouse-gas emitters inside the EU may be given these allowances free, the commission suggests. Or, it threatens, firms to buy ETS permits.

1. To its member nations, the EU's plan means _____.
A. a fierce competition
B. an ideal goal
C. a good opportunity
D. a difficult task
2. Today, the energy the EU gets from renewables must be _____.
A. more than 20%
B. 10 percent
C. 20 percent
D. less than 10%
3. With those national goals set, the governments will expect from companies and industries lots of _____.
A. questions
B. complaints
C. monetary supports
D. recommendations
4. According to Mr. Barroso, heavy industry in the EU countries will _____.
A. stop being the biggest polluter
B. be short of skilled workforce
C. continue operating
D. react with inaction
5. According to the EU's ETS, big polluters _____.
A. shall be given no permits until 2011
B. have to pay for their existence
C. will be allowed a fixed amount of emissions
D. can benefit if they chose to be inside the EU

Passage Two

Statuses are marvelous human inventions that enable us to get along with one another and to determine where we “fit” in society. As we go about our everyday lives, we mentally attempt to place people in terms of their statuses. For example, we must judge whether the person in the library is a reader or a librarian, whether the telephone caller is a friend or a salesman, whether the unfamiliar person on our property is a thief or a meter reader, and so on.

The statuses we assume often vary with the people we encounter, and change throughout life. Most of us can, at very high speed, assume the statuses that various situations require. Much of social interaction consists of identifying and selecting among appropriate statuses and allowing other people to assume their statuses in relation to us. This means that we fit our actions to those of other people based on a constant mental process of appraisal and interpretation. Although some of us find the task more difficult than others, most of us perform it rather effortlessly.

A status has been compared to ready-made clothes. Within certain limits, the buyer can choose style and fabric. But an American is not free to choose the costume of a Chinese peasant or that of a Hindu prince. We must choose from among the clothing presented by our society. Furthermore, our choice is limited to a size that will fit, as well as by our pocketbook. Having made a choice within these limits we can have certain alterations made, but apart from minor adjustments, we tend to be limited to what the stores have on their racks. Statuses too come ready made, and the range of choice among them is limited.

- In the first paragraph, the writer tells us that statuses can help us _____.
 A. determine whether a person is fit for a certain job
 B. behave appropriately in relation to other people
 C. protect ourselves in unfamiliar situations
 D. make friends with other people
- According to the writer, people often assume different statuses _____.
 A. in order to identify themselves with others
 B. in order to better identify others
 C. as their mental processes change
 D. as the situation changes
- The word “appraisal” (Sentence 4, Paragraph 2) most probably means _____.
 A. involvement B. appreciation C. assessment D. presentation
- In the last sentence of the second paragraph, the pronoun “it” refers to “_____”.
 A. fitting our actions to those of other people appropriately
 B. identification of other people’s statuses
 C. selecting one’s own statuses
 D. constant mental process
- By saying that “an American is not free to choose the costume of a Chinese peasant or that of a Hindu prince” (Sentence 3, Paragraph 3), the writer means _____.
 A. different people have different styles of clothes
 B. ready-made clothes may need alterations
 C. statuses come ready made just like clothes
 D. our choice of statuses is limited

Passage Three

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.

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.

Passage Four

Students of the great society, looking at mankind in the long perspective of history, have frequently been disposed to seek an explanation of existing cultural differences among races and peoples in some single dominating cause or condition. One school of thought has found that explanation in climate and in the physical environment. Another school has sought an explanation of divergent cultures in the innate qualities of races biologically inherited. These two theories have this in common, namely, that they both conceive civilization and society to be the result of evolutionary processes—processes by which man has acquired new inheritable traits—rather than processes by which new relations have been established between men.

In contrast to both of these, there is the catastrophic theory of civilization. From this point of view, climate and innate racial traits, important as they may have been in the evolution of races, have been of only minor influence in creating existing cultural differences. In fact, races and cultures, so far from being in any sense identical—or even the products of similar conditions and forces—are perhaps to be set over against one another as contrast effects, the results of antagonistic tendencies, so that civilization may be said to flourish at the expense of racial differences rather than to be conserved by them. At any rate, if it is true that races are the products of isolation and inbreeding, it is just as certain that civilization, on the other hand, is a consequence of contact and communication. The forces which have been decisive in the history of mankind are those which have brought men together in fruitful competition, conflict, and cooperation.

Among the most important of these influences have been—according to what I have called the catastrophic theory of progress—migration and the incidental collisions, conflicts, and fusions of people and culture which they have occasioned. “Every advance in culture,” says Bucher, in his *Industrial Evolution*, “commences, so to speak, with a new period of wandering,” and in support of this thesis he points out that the earlier forms of trade were migratory, that the first industries to free themselves from the household husbandry and become independent occupations were carried on itinerantly. “The great founders of religion, the earliest poets and philosophers, the musicians and actors of past epochs, are all great wanderers. Even today, do not the inventor, the preacher of a new doctrine, and the virtuoso travel from place to place in search of adherents and admirers—notwithstanding the immense recent development in the means of communicating information?” The influences on migrations have not been limited, of course, by the changes which they have effected in existing cultures. In the long run, they have determined the racial characteristics of historical peoples. “The whole teaching of ethnology,” as Griffith Taylor remarks, “show that peoples of mixed race are the rule and not the exceptions.”

Every nation, upon examination, turns out to have been a more or less successful melting-pot. To this constant sifting of races and peoples, human geographers have given the title “the historical movement,” because, as Miss Semple says, “it underlies most written history and constitutes the major part of unwritten history, especially that of savage and nomadic tribes.”

Changes in race do inevitably follow changes in culture. The movements and mingling of peoples which bring rapid, sudden, and often catastrophic changes in customs and habits are followed, in the course of time, as a result of interbreeding, by corresponding modifications in temperament and physique. There has probably never been an instance where races have lived together in the intimate contacts which a common economy enforces in which racial contiguity has not produced racial hybrids. However, changes in racial characteristics and in cultural traits proceed at very different rates, and it is notorious that cultural changes are not consolidated and transmitted biologically.

Comprehension Questions:

1. What does the author believe to be the greatest influence on culture resulting in greater cultural diversity?
 - A. Geographic factors.
 - B. Biological differences.
 - C. Evolution.
 - D. Cross-cultural communication
2. According to the article, human civilization and culture flourished because of _____.
 - A. trade and the need for economic progress
 - B. religious indoctrination of a people
 - C. hostility between races
 - D. civilizations' diverse philosophies
3. In the article, the author defines his notion of “the catastrophic theory of progress” Which of the following can be inferred to be an example of this theory?
 - A. Roman imperialism and the assimilation of peoples into the Roman Empire.
 - B. The study of astrology and its cultural implications.
 - C. The Mayan practice of ritual sacrifice.
 - D. The Women's Liberation Movement in America.
4. The author describes the first forms of independent occupation as being _____.
 - A. Carried out for the purpose of trade and cultural exchange
 - B. Migratory and uninhibited by domestic incumbencies
 - C. Encouraged by autocrats to increase a civilization's wealth
 - D. Superfluous to a civilization's cultural impact
5. What historical significance does the article place on ethnicity and acculturation?
 - A. Historically ethnic independence has been negated by the encroachment of other cultures.
 - B. Historically globalization has destroyed cultural autonomy.
 - C. Historically cultural isolation has succumbed to multiracialism and multiculturalism.
 - D. Historically acculturation resulted from the expansion of civilization.

Passage Five

Every night she listened to her father going around the house, locking the doors and windows. She listened: the back door closed; she could hear the fastener of the kitchen window's click, and the restless pad of his feet going back to try the front door. It wasn't only the outside doors he locked; he locked the empty kitchen too. He was looking something out, but obviously it was something capable of entering into his first defenses. He raised his second line all the way up to bed.

In fourteen years, she thought unhappily, the house will be his; he had paid twenty-five pounds down and the rest he was paying month by month as rent. "Of course," he was in the habit of saying, "I've improved the property." "Yes," he repeated, "I've improved the property," looking around for a nail to drive in, a weed to uproot. It was more than a sense of property; it was a sense of honesty. Some people who bought their homes through the society let them go to rack and ruin and then cleared out.

She stood with her ear against the wall, a small, dark, angry, immature figure. There was no more to be heard from the other room; but in her inner ear she still heard the footsteps of a property owner, the tap-tap of a hammer, the scrape of a spade, the whistle of radiator steam, a key turning, a bolt pushed home, the little busy sounds of men building barriers. She stood planning.

1. Which of the following is TRUE of the father in the passage?
 - A. He thought a lot about his daughter's future.
 - B. He saved a lot of money for his daughter.
 - C. He thought that he was secure.
 - D. He avoided his neighbors on purpose.
2. From the passage we can see that the father is _____.
 - A. kind to his daughter and neighbors
 - B. cruel to his daughter and neighbors
 - C. systematical in his actions
 - D. careful about his appearance
3. According to the passage, the daughter's attitude toward her father is of _____.
 - A. slight dislike
 - B. great disapproval
 - C. strong love
 - D. grateful acceptance
4. Which of the following feelings is conveyed in the passage?
 - A. Tenseness.
 - B. Peace.
 - C. Nervousness.
 - D. Happiness.
5. All of the following are true EXCEPT that _____.
 - A. the father built his defenses carefully
 - B. some property owners let their homes go worse
 - C. the daughter was thin and very young
 - D. the father punished the girl when she was young

Passage Six

In 1896 a Georgia couple suing for damages in the accidental death of their two year old was told that since the child had made no real economic contribution to the family, there was no liability for damages. In contrast, less than a century later, in 1979, the parents of a three year old sued in New York for accidental-death damages and won an award of \$750,000.

The transformation in social values implicit in just-posing these two incidents is the subject of Viviana Zelizer's excellent book, *Pricing the Priceless Child*. During the nineteenth century, she argues, the concept of the "useful" child who contributed to the family economy gave way gradually to the present-day notion of the "useless" child who, though producing no income for, and indeed extremely costly to, its parents, is yet considered emotionally "priceless." Well established among segments of the middle and upper classes by the mid-1800's, this new view of childhood spread through-out society in the late-nineteenth and early-twentieth centuries as reformers introduced child-labor regulations and compulsory education laws predicated in part on the assumption that a child's emotional value made child labor taboo.

For Zelizer the origins of this transformation were many and complex. The gradual erosion of children's productive value in a maturing industrial economy, the decline in birth and death rates, especially in child mortality, and the development of the companionate family (a family in which members were united by explicit bonds of love rather than duty) were all factors critical in changing the assessment of children's worth. Yet "expulsion of children from the 'cash nexus,'...although clearly shaped by profound changes in the economic, occupational, and family structures," Zelizer maintains. "Was also part of a cultural process 'of sacral-ization' of children's lives." Protecting children from the crass business world became enormously important for late-nineteenth-century middle-class Americans, she suggests; this socialization was a way of resisting what they perceived as the relentless corruption of human values by the marketplace.

In stressing the cultural determinants of a child's worth, Zelizer takes issue with practitioners of the new "sociological economics", who have analyzed such traditionally sociological topics as crime, marriage, education, and health solely in terms of their economic determinants. Allowing only a small role for cultural forces in the form of individual "preferences", these sociologists tend to view all human behavior as directed primarily by the principle of maximizing economic gain. Zelizer is highly critical of this approach, and emphasizes instead the opposite phenomenon: the power of social values to transform price. As children became more valuable in emotional terms, she argues, their "exchange" or "surrender" value on the market, that is, the conversion of their intangible worth into cash terms, became much greater.

1. It can be inferred from the passage that accidental-death damage awards in America during the nineteenth century tended to be based principally on the _____.

- A. earnings of the person at time of death
- B. wealth of the party causing the death
- C. degree of culpability of the party causing the death
- D. amount of money that had been spent on the person killed

2. It can be inferred from the passage that in the early 1800's children were generally regarded by their families as individuals who _____.

- A. needed enormous amounts of security and affection
- B. required constant supervision while working
- C. were important to the economic well-being of a family
- D. were unsuited to spending long hours in school

3. Which of the following alternative explanations of the change in the cash value of children would be most likely to be put forward by sociological economists as they are described in the passage?
- A. The cash value of children rose during the nineteenth century because parents began to increase their emotional investment in the upbringing of their children.
 - B. The cash value of children rose during the nineteenth century because their expected earning over the course of a lifetime increased greatly.
 - C. The cash value of children rose during the nineteenth century because the spread of humanitarian ideals resulted in a wholesale reappraisal of the worth of an individual.
 - D. The cash value of children rose during the nineteenth century because compulsory education laws reduced the supply, and thus raised the costs, of available child labor.
4. the primary purpose of the passage is to _____.
- A. review the literature in a new academic subfield
 - B. presents the central thesis of a recent book
 - C. contrast two approaches to analyzing historical change
 - D. refute a traditional explanation of a social phenomenon
5. Zelizer refers to all of the following as important influences in changing the assessment of children's worth except changes in _____.
- A. the mortality rate
 - B. the nature of industry
 - C. the nature of the family
 - D. attitudes toward reform movements

Passage Seven

How many really suffer as a result of labor market problems? This is one of the most critical yet contentious social policy questions. In many ways, our social statistics exaggerate the degree of hardship. Unemployment does not have the same dire consequences today as it did in the 1930s when most of the unemployed were primary breadwinners, when income and earnings were usually much closer to the margin of subsistence, and when there were no countervailing social programs for those failing in the labor market. Increasing affluence, the rise of families with more than one wage earner, the growing predominance of secondary earners among the unemployed, and improved social welfare protection have unquestionably mitigated the consequences of joblessness. Earnings and income data also overstate the dimensions of hardship. Among the millions with hourly earnings at or below the minimum wage level, the overwhelming majority are from multiple-earner, relatively affluent families.

Most of those counted by the poverty statistics are elderly or handicapped or have family responsibilities which keep them out of the labor force, so the poverty statistics are by no means an accurate indicator of labor market pathologies. Yet there are also many ways our social statistics underestimate the degree of labor-market-related hardship. The unemployment counts exclude the millions of fully employed workers whose wages are so low that their families remain in poverty. Low wages and repeated or prolonged unemployment frequently interact to undermine the capacity for self-support. Since the number experiencing joblessness at some time during the year is several times the number unemployed in any month, those who suffer as a result of forced idleness can equal or exceed average annual unemployment, even though only a minority of the jobless in any

month really suffers. For every person counted in the monthly unemployment tallies, there is another working part-time because of the inability to find full-time work, or else outside the labor force but wanting a job.

Finally, income transfers in our country have always focused on the elderly, disabled, and dependent, neglecting the needs of the working poor, so that the dramatic expansion of cash and in-kind transfers does not necessarily mean that those failing in the labor market are adequately protected. As a result of such contradictory evidence, it is uncertain whether those suffering seriously as a result of labor market problems number in the hundreds of thousands or the tens of millions, and, hence, whether high levels of joblessness can be tolerated or must be countered by job creation and economic stimulus. There is only one area of agreement in this debate that the existing poverty, employment, and earnings statistics are inadequate for one their primary applications, measuring the consequences of labor market problems.

1. Which of the following is the principal topic of the passage?
 - A. What causes labor market pathologies that resulting suffering?
 - B. Why income measures are imprecise in measuring degrees of poverty?
 - C. Where the areas of agreement are among poverty, employment, and earnings figures?
 - D. How social statistics give an unclear picture of the degree of hardship caused by low wages and insufficient employment opportunities?
2. The author uses "labor market problems" in lines 1-2 to refer to which of the following?
 - A. The overall causes of poverty.
 - B. Deficiencies in the training of the work force.
 - C. Trade relationships among producers of goods.
 - D. Shortages of jobs providing adequate income.
3. Which of the following proposals best responds to the issues raised by the author?
 - A. Innovative programs using multiple approaches should be set up to reduce the level of unemployment.
 - B. A compromise should be found between the positions of those who view joblessness as an evil greater than economic control and those who hold the opposite view.
 - C. New statistical indices should be developed to measure the degree to which unemployment and inadequately paid employment cause suffering.
 - D. Consideration should be given to the ways in which statistics can act as partial causes of the phenomena that they purport to measure.
4. The author states that the mitigating effect of social programs involving income transfers on the income level of low-income people is often not felt by _____.
 - A. the employed poor
 - B. dependent children in single-earner families
 - C. workers who become disabled
 - D. retired workers
5. According to the passage, one factor that causes unemployment and earnings figures to over predict the amount of economic hardship is the _____.
 - A. recurrence of periods of unemployment for a group of low-wage workers
 - B. possibility that earnings may be received from more than one job per worker
 - C. fact that unemployment counts do not include those who work for low wages and remain poor
 - D. establishment of a system of record-keeping that makes it possible to compile poverty statistics

Passage Eight

In most people's mind, growth is associated with prosperity. We judge how well the economy is doing by the size of the Gross National Product (GNP), a measure, supposedly, of growth. Equally axiomatic, however, is the notion that increased pressure on dwindling natural resources must inevitably lead to a decline in prosperity, especially when accompanied by a growth in population. So, which is correct: growth means prosperity and no growth means adversity, or growth means adversity and no growth means...what?

What growth advocates mean, primarily, when they say growth is necessary for prosperity is that growth is necessary for the smooth functioning of the economic system. In one area the argument in favor of growth is particularly compelling and that is with regard to the Third World. To argue against growth, other than population growth, in light of Third World poverty and degradation seems callous, if not cruel, the pompous postulating of the comfortable and the secure. But is it? Could it be that growth, especially the growth of the wealthier countries, has contributed to the impoverishment, not the advancement, of Third World countries? If not, how do we account for the desperate straits these countries find themselves in today after a century of dedication to growth?

To see how this might be the case we must look at the impact of growth on Third World countries—the reality, not the abstract stages-of-economic-growth nostrum propounded through rose-colored glasses by academicians of the developed world. What good is growth to the people of the Third World if it means the conversion of peasant farms into mechanized agri-businesses producing commodities not for local consumption but for export, if it means the stripping of their land of its mineral and arboreal treasures to the benefit of foreign investors and a handful of their local collaborators, if it means the assumption of a crushing foreign indebtedness, the proceeds of which goes not into the development of the country but into the purchase of luxury cars, the padding of Swiss bank accounts, and the buying of condominiums in Miami?

Admittedly, this is an oversimplification, which applies to no country in its entirety and to some countries not at all. But the point, I believe, remains valid; that growth in underdeveloped countries cannot simply be judged in the abstract; it must be judged based on the true nature of growth in these societies, on who benefits and who is harmed, on where growth is leading these people and where it has left them. When considered in this way, it just might be that in the present context growth is more detrimental to the well-being of the wretched of the earth than beneficial.

So, do we need growth for prosperity? Only the adoption of zero growth can provide the answer. But that is a test not easily undertaken. Modern economies are incredibly complex phenomena, a tribute to man's ability to organize and a challenge to his ability to understanding. Anything that affects their functioning, such as a policy of zero growth, should not be proposed without a wary prudence and a self-doubting humility. But if the prospect of leaping into the economic unknown is fear-inspiring, equally so is the prospect of letting that fear prevent us from acting when the failure to act could mean untold misery for future generations and perhaps environmental catastrophes which threaten our very existence.

1. Which of the following statements does the author support?

- A. Gross National Product is a safe measure for economic growth.
- B. Diminishing natural resources will prove harmful to the well-being of humanity.
- C. A decline in prosperity will inevitably lead to a growth in population.
- D. Growth in population will be a chief threat to economic prosperity.