



硕士**博士**研究生英语考试系列丛书

中国科学院研究生院 **博士研究生** 招生入学考试英语考试大纲

中国科学院研究生院人文学院外语系 编著



北京理工大学出版社

BEIJING INSTITUTE OF TECHNOLOGY PRESS



附有光盘

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前 言

中国科学院博士研究生招生考试英语考试实行春、秋季制(春季考试,秋季入学;秋季考试,春季入学),分别安排在每年的三月和十月。自1984年起至2001年,该考试的统一命题和阅卷工作,春季由原中国科技大学研究生院(北京)(现更名中国科学院研究生院)外语教学部(现人文学院外语系)负责,秋季由中国科学技术大学(合肥)外语系负责。自2002年起,该考试的春、秋季统一命题和阅卷都由中国科学院研究生院人文学院外语系承担。2002年,遵照中国科学院研究生院教学委员会及招生办公室的指示,外语系学术小组对《中国科学院博士研究生秋季入学英语考试大纲(1999年,试行稿)》重新进行审订,制定出《中国科学院博士研究生入学考试英语考试大纲(2002)》。新大纲更侧重全面地测试考生的英语语言水平和实际应用能力,去掉了原大纲规定测试的结构改错部分,认为,单独考核结构知识并不能真正反映考生的实际英语水平;还去掉了原大纲规定测试的汉译英部分,认为,考生的汉译英能力大体上可以通过考核其英语写作的能力而反映出来。新大纲增加了测试听力理解的分量,进一步强调了具备听力理解能力的重要性;还增添了对英译汉能力的测试,认为,博士研究生必须具备较强的英语汉译的能力。

为使广大考生及时了解考试大纲的变化,有的放矢地备考中国科学院博士研究生,我们于2002年6月印制了一个供内部使用的小册子,内容包括新的考试大纲、样题及参考答案、答题纸的样式、翻译及写作的评分标准,还包括一个工作词汇表。该词汇表综合了《硕士/博士学位研究生英语教学大纲》、《大学英语教学大纲词汇表》、《2001年全国硕士研究生入学考试英语考试大纲(非英语专业)》以及《同等学力人员申请硕士学位英语水平全国统一考试大纲(第二版)》四个大纲词汇表的收词,经外语系学术小组认定,作为今后中国科学院博士研究生招生考试英语考试命题词汇涵盖的主要依据。小册子的发行对广大考生提供了很大的帮助,但他们同时热切希望,大纲词汇表提供中文解释,以便复习词汇时更省时、省力。鉴于此,我们在正式出版这本考试大纲之际,给词汇表加注了中文解释和用法举例。主要参考书包括:《2001年全国硕士研究生入学考试英语考试大纲(非英语专业)》、《大学英语教学大纲词汇表》、《英汉大词典》(陆谷孙)、“LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH (CD-ROM)”、“COLLINS COBUILD ENGLISH DICTIONARY”、“LONGMAN DICTIONARY OF PHRASAL VERBS”。

本书中除了《中国科学院博士研究生招生考试英语考试大纲(2002)》是由外语系学术小组(成员:张文芝、李晓棣、韩文盛、连先、彭工、郭建)制定之外,其他部分的编写工作承担情况如下:

(1) 样题由李晓棣统题,张亦政审题,韩文盛等提供了部分素材。

(2) 李晓棣综合了四个大纲词汇表的词、词组及附表信息;连先、彭工、郭建、张文芝做了部分词组的补充和取舍工作;刘红做了词汇表附表的录入和词汇表的排版工作;李晓棣策划组织了词汇表的中文释义和例句说明,参加中文释义及例句录入和取舍工作的有(按承担词汇表字母排列):郑群(A-B)、洪雷(C)、胡江波(D-H)、马红玲(I-O)、邵春(R-S)、杨莉(P-Q、T-Z)、于华(附录)。

(3) 本书在出版前由李晓棣做了重新审定和部分修改。

本书是外语系教师及教辅人员集体劳动和智慧的结晶,它的出版得到了北京理工大学出版社的大力支持和协助,在此谨表示对本书所有参与者和支持者最诚挚的谢意。书中的错误和不足,敬请专家和广大读者批评和指正。

编 者
2004年6月

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中国科学院研究生院博士研究生招生考试 英语考试大纲 (2002)

本大纲是在 1999 年 3 月起试行的原《中国科学技术大学研究生院(北京)中国科学院博士研究生秋季入学英语考试大纲(试行稿)》的基础上修订的,自 2002 年 10 月起在中国科学院范围内试行。

考试对象

报考中国科学院所属各院、所、站、台、中心相关专业拟攻读博士学位的考生。

考试目的

检验考生是否具有进入攻读博士学位阶段的英语水平和能力。

考试类型、考试内容及考试结构

本考试共有六个部分:听力理解(占 20%)、词汇(占 10%)、完形填空(占 15%)、阅读理解(占 30%)、英译汉(占 10%)、写作(占 15%)。试卷分为:试卷一(Paper One)客观试题,包括前四个部分,共 85 题,顺序编号;试卷二(Paper Two)主观试题,包括英译汉和写作两个部分。

一、听力理解

主要测试考生对一般性听力材料的理解与判断能力。语速约为 140 词/分钟。要求考生听过一遍后回答所提问题。

共 20 题,分 A, B 两节。

A 节:共 10 组对话。每组对话不超过 60 词。根据所听对话内容,考生应能:

- 1) 判断对话场景;
- 2) 判断人物关系及身份;
- 3) 理解说话者的意图、观点或态度;
- 4) 理解话语要点或含义;
- 5) 获取具体信息。

就对话内容提问后有 15 秒间隙。要求考生在听完每组对话后从所给的四个选择项中选出一个最佳答案。

B 节:共 3 段听力材料。每段为 250 词左右的独白。根据所听材料,考生应能:

- 1) 理解中心思想;
- 2) 获取具体信息;
- 3) 理解说话者的意图、观点和态度;
- 4) 进行有关的判断和推理。

每段听力材料之后设 3~4 个问题。每次提问后留 15 秒的间隙。要求考生在听完提问后就听力材料的内容从所给的四个选择项中选出一个最佳答案。

二、词汇

主要测试考生是否具备一定的词汇量和根据上下文对词和词组意义判断的能力。词和词组的测试范围基本以本考试大纲词汇表为参照依据。

共 20 题。每题为一个留有空白的英文句子。要求考生从所给的四个选项中选出可用在句中的最恰当的词或词组。

三、完形填空

主要测试考生在语篇层次上的理解能力以及对词汇表达方式和结构掌握的程度。考生应具有借助于词汇、句法及上下文线索对语言进行综合分析和应用的能力。要求考生就所给篇章中 15 处空白所需的词或短语分别从四个选项中选出最佳答案。

四、阅读理解

主要测试考生在规定时间内通过阅读获取相关信息的能力。考生须完成 1800 ~ 2000 词的阅读量(5 ~ 6 篇短文)并就题目从四个选项中选出最佳答案。要求考生能:

- 1) 掌握中心思想、主要内容和具体细节;
- 2) 进行相关的判断和推理;
- 3) 准确把握某些词和词组在上下文中的特定含义;
- 4) 领会作者观点和意图、判断作者的态度。

五、英译汉

要求考生将一篇近 400 词的英语短文中有下划线的 5 个句子翻译成汉语。主要测试考生是否能从语篇的角度正确理解英语原句的意思,并能用准确、达意的汉语书面表达出来。

六、写作

要求考生按照命题、所给提纲或背景图、表写出一篇不少于 200 字的短文。目的是测试考生用英语表达思想或传递信息的能力及对英文写作基础知识的实际运用。

考试时间及计分

考试时间总计约为 180 分钟,其中试卷一约为 110 分钟(含听力),试卷二为 70 分钟。卷面总分 100 分。详见下表:

试卷一:

题号	名称	题量	分值	时间(分钟)
I - A	听力 - 对话	10	10	7 - 8
I - B	听力 - 短文	10	10	12 - 13
II	词汇选择填空	20	10	15
III	完形填空	15	15	15
IV	阅读理解	30	30	60
小计		85	75	约 110 分钟

注:听力计时以录音结束为准,约 20 分钟。试卷一其余部分单独计时,共计 90 分钟。

试卷二:

题号	名称	题量	分值	时间(分钟)
V	英译汉 - 语篇中句子	5	10	30
VI	写作	1	15	40
小计		6	25	70 分钟

样 题

THE CHINESE ACADEMY OF SCIENCES ENGLISH ENTRANCE EXAMINATION FOR DOCTORAL CANDIDATES

PAPER ONE

PART I LISTENING COMPREHENSION (20 minutes, 20 points)

Section A (10 points, 1 point each)

Directions: In this section, you will hear ten short conversations between two speakers. At the end of each conversation, a question will be asked about what was said. The question will be spoken only once. Choose the best answer from the four choices given by marking the corresponding letter with a single bar across the square brackets on your Machine-scoring Answer Sheet.

- | | | | |
|--|--|--|----------------|
| 1. A. Disappointed. | B. Pleased. | C. Shocked. | D. Bored. |
| 2. A. Two and a half months. | | B. Two months. | |
| | C. One and a half months. | D. One month. | |
| 3. A. It sure helps a lot. | | B. It does no good at all. | |
| | C. Its effects are rather slow. | D. It may not work as expected. | |
| 4. A. How much the education costs. | | | |
| | B. Which country they will work after graduation. | | |
| | C. How easy they can get a good job after graduation. | | |
| | D. How soon they will graduate. | | |
| 5. A. He opposes cloning. | | B. He supports cloning. | |
| | C. He has no opinion about it. | D. He tries to understand both sides. | |
| 6. A. In a bank. | B. On a plane. | C. In a library. | D. On a train. |
| 7. A. To see the house before buying it. | | B. To take a look around the house. | |
| | C. To be invited to an open house. | D. To be ushered into a greenhouse. | |
| 8. A. It is too expensive. | | B. It is very reasonable. | |
| | C. There is no charge for utilities. | D. If only utilities were covered in the rent. | |
| 9. A. Count the money before going shopping. | | | |
| | B. Lose weight before buying new clothes. | | |
| | C. Have the tailor redo the measurements. | | |
| | D. Watch out for anybody walking off with his clothes. | | |
| 10. A. He's mean. | B. He's rude. | C. He's poor. | D. He's lazy. |

Section B (10 points, 1 point each)

Directions: In this section, you will hear three short passages. At the end of each passage, there will be a few

questions. Both the passage and the questions will be read to you only once. After each question, there will be a pause. During the pause, you must choose the best answer from the four choices given by marking the corresponding letter with a single bar across the square brackets on your Machine-scoring Answer Sheet.

Questions 11 – 13 are based on Passage 1.

- | | |
|---|-----------------------------------|
| 11. A. To ride for half-fare on bus. | B. To respect those over 65. |
| C. To pay for the wealthiest. | D. To see a movie on discount. |
| 12. A. They are the richest portion. | B. They live in state-own houses. |
| C. They don't pay business tax. | D. They rarely eat at home. |
| 13. A. The older one gets, the more decent life he/she lives. | |
| B. The elderly deserves love and concern from the public. | |
| C. The welfare benefits should not be limited to the elderly. | |
| D. Old age does not account for enjoying tax-free benefits. | |

Questions 14 – 16 are based on Passage 2.

- | | |
|---|---------------------------------------|
| 14. A. She couldn't play the piano very well. | B. She pretended to be Liszt's pupil. |
| C. She couldn't earn a decent living. | D. She studied the piano under Liszt. |
| 15. A. Angry. | B. Proud. |
| | C. Sympathetic. |
| | D. Surprised. |
| 16. A. He played the last piece at her recital. | |
| B. He gave financial support to the recital. | |
| C. He pointed out the girl's mistakes. | |
| D. He played in place of the girl at the recital. | |

Questions 17 – 20 are based on Passage 3.

- | | |
|--|--------------------------------|
| 17. A. Iranians like McDonald's as much as Americans do. | |
| B. German students rarely go to professors' offices. | |
| C. Students from Middle East seldom talk in class. | |
| D. Americans do not give formal greetings. | |
| 18. A. Rules for giving greetings. | B. Rules for decent manners. |
| C. Rules for communication. | D. Rules for proper behaviors. |
| 19. A. With defiance. | B. With caution. |
| C. Unknowingly. | D. Reluctantly. |
| 20. A. By visiting another culture. | B. Through books and papers. |
| C. From teachers. | D. From parents. |

PART II VOCABULARY (15 minutes, 10 points, 0.5 point each)

Directions: Choose the word or expression below each sentence that best completes the statement, and mark the corresponding letter of your choice with a single bar across the square brackets on your Machine-scoring Answer Sheet.

21. Ten years ago, a house with a decent bathroom was a _____ symbol among university professors.
A. post B. status C. position D. place
22. It would be far better if collectors could be persuaded to spend their time and money in support of _____ archaeological research.
A. legible B. legitimate C. legislative D. illicit

23. We seek a society that has at its _____ a respect for the dignity and worth of the individual.
A. end B. hand C. core D. best
24. A variety of problems have greatly _____ the country's normal educational development.
A. impeded B. imparted C. implored D. implemented
25. A good education is an asset you can _____ for the rest of your life.
A. spell out B. call upon C. fall over D. resort to
26. Oil can change a society more _____ than anyone could ever have imagined.
A. grossly B. severely C. rapidly D. drastically
27. Beneath its myriad rules, the fundamental purpose of _____ is to make the world a pleasanter place to live in, and you a more pleasant person to live with.
A. elitism B. eloquence C. eminence D. etiquette
28. The New Testament was not only written in the Greek language, but ideas derived from Greek philosophy were _____ in many parts of it.
A. altered B. criticized C. incorporated D. translated
29. Nobody will ever know the agony I go _____ waiting for him to come home.
A. over B. with C. down D. through
30. While a country's economy is becoming the most promising in the world, its people should be more _____ about their quality of life.
A. discriminating B. distributing C. disagreeing D. disclosing
31. Cheated by two boys whom he had trust on, Joseph promised to _____ them.
A. find fault with B. make the most of
C. look down upon D. get even with
32. The Minister's _____ answer let to an outcry from the Opposition.
A. impressive B. evasive C. intensive D. amusing
33. In proportion as the _____ between classes within the nation disappears the hostility of one nation to another will come to an end.
A. intolerance B. pessimism C. injustice D. antagonism
34. Everyone does their own thing, to the point where a fifth-grade teacher can't _____ on a fourth-grade teacher having taught certain things.
A. count B. insist C. fall D. dwell
35. When the fire broke out in the building, the people lost their _____ and ran into the elevator.
A. hearts B. tempers C. heads D. senses
36. Consumers deprived of the information and advice they needed were quite simply _____ every cheat in the marketplace.
A. at the mercy of B. in lieu of
C. by courtesy of D. for the price of
37. In fact the purchasing power of a single person's pension in Hong Kong was only 70 per cent of the value of the _____ Singapore pension.
A. equivalent B. similar C. consistent D. identical
38. He became aware that he had lost his audience since he had not been able to talk _____.
A. honestly B. graciously C. coherently D. flexibly
39. The novel, which is a work of art, exists not by its _____ life, but by its immeasurable difference from life.
A. significance in B. imagination at
C. resemblance to D. predominance over
40. She was artful and could always _____ her parents in the end.
A. shout down B. get round C. comply with D. pass over

PART III CLOZE TEST (15 minutes, 15 points)

Directions: For each blank in the following passage, choose the best answer from the four choices given in the opposite column. Mark the corresponding letter of your choice with a single bar across the square brackets on your Machine-scoring Answer Sheet.

We are entering a period in which rapid population growth, the presence of deadly weapons, and dwindling resources will bring international tensions to dangerous levels for an extended period. Indeed, 41 seems no reason for these levels of danger to subside unless population equilibrium is 42 and some rough measure of fairness reached in the distribution of wealth among nations. 43 of adequate magnitude imply a willingness to redistribute income internationally on a more generous 44 than the advanced nations have evidenced within their own domains. The required increases in 45 in the backward regions would necessitate gigantic applications of energy merely to extract the 46 resources.

It is uncertain whether the requisite energy-producing technology exists, and more serious, 47 that its application would bring us to the threshold of an irreversible change in climate 48 a consequence of the enormous addition of manmade heat to the atmosphere. It is this 49 problem that poses the most demanding and difficult of the challenges. The existing 50 of industrial growth, with no allowance for increased industrialization to repair global poverty, hold 51 the risk of entering the danger zone of climatic change in as 52 as three or four generations. If the trajectory is in fact pursued, industrial growth will 53 have to come to an immediate halt, for another generation or two along that 54 would literally consume human, perhaps all life. The terrifying outcome can be postponed only to the extent that the wastage of heat can be reduced, 55 that technologies that do not add to the atmospheric heat burden—for example, the use of solar energy—can be utilized. (1996)

- | | | | |
|------------------|-----------------|---------------|----------------|
| 41. A. one | B. it | C. this | D. there |
| 42. A. achieved | B. succeeded | C. produced | D. executed |
| 43. A. Transfers | B. Transactions | C. Transports | D. Transcripts |
| 44. A. extent | B. scale | C. measure | D. range |
| 45. A. outgrowth | B. outcrop | C. output | D. outcome |
| 46. A. needed | B. needy | C. needless | D. needing |
| 47. A. possible | B. possibly | C. probable | D. probably |
| 48. A. in | B. with | C. as | D. to |
| 49. A. least | B. late | C. latest | D. last |
| 50. A. race | B. pace | C. face | D. lace |
| 51. A. on | B. up | C. down | D. out |
| 52. A. less | B. fewer | C. many | D. little |
| 53. A. rather | B. hardly | C. then | D. yet |
| 54. A. line | B. move | C. drive | D. track |
| 55. A. if | B. or | C. while | D. as |

PART IV READING COMPREHENSION (60 minutes, 30 points)

Directions: Below each of the following passages you will find some questions or incomplete statements. Each question or statement is followed by four choices marked A, B, C, and D. Read each passage carefully, and then select the choice that best answers the question or completes the statement. Mark the letter of your choice with a single bar across the square brackets on your Machine-scoring Answer Sheet.

Passage 1

The writing of a historical synthesis involves integrating the materials available to the historian into a comprehensible whole. The problem in writing a historical synthesis is how to find a pattern in, or impose a pattern upon, the detailed information that has already been used to explain the causes for a historical event.

A synthesis seeks common elements in which to interpret the contingent parts of a historical event. The initial step, therefore, in writing a historical synthesis, is to put the event to be synthesized in a proper historical perspective, so that the common elements or strands making up the event can be determined. This can be accomplished by analyzing the historical event as part of a general trend or continuum in history. The common elements that are familiar to the event will become the ideological framework in which the historian seeks to synthesize. This is not to say that any factor will not have a greater relative value in the historian's handling of the interrelated when viewed in a broad historical perspective.

The historian, in synthesizing, must determine the extent to which the existing hypotheses have similar trends. A general trend line, once established, will enable these similar trends to be correlated and paralleled within the conceptual framework of a common base. A synthesis further seeks to determine, from existing hypotheses, why an outcome took the direction it did; thus, it necessitates reconstructing the spirit of the times in order to assimilate the political, social, psychological, etc., factors within a common base.

As such, the synthesis becomes the logical construct in interpreting the common ground between an original explanation of an outcome (thesis) and the reinterpretation of the outcome along different lines (antithesis). Therefore, the synthesis necessitates the integration of the materials available into a comprehensible whole which will in turn provide a new historical perspective for the event being synthesized.

56. The author would mostly be concerned with _____.
A. finding the most important cause for a particular historical event
B. determining when hypotheses need to be reinterpreted
C. imposing a pattern upon varying interpretations for the causes of a particular historical event
D. attributing many conditions that together lead to a particular historical event or to single motive
57. The most important preliminary step in writing a historical synthesis would be _____.
A. to accumulate sufficient reference material to explain an event
B. analyzing the historical event to determine if a "single theme theory" applies to the event
C. determining the common strands that make up a historical event
D. interpreting historical factors to determine if one factor will have relatively greater value
58. The best definition for the term "historical synthesis" would be _____.
A. combining elements of different material into a unified whole
B. a tentative theory set forth as an explanation for an event
C. the direct opposite of the original interpretation of an event
D. interpreting historical material to prove that history repeats itself
59. A historian seeks to reconstruct the "spirit" of a time period because _____.
A. the events in history are more important than the people who make history
B. existing hypotheses are adequate in explaining historical events
C. this is the best method to determine the single most important cause for a particular action
D. varying factors can be assimilated within a common base
60. Which of the following statements would the author consider false?
A. One factor in a historical synthesis will not have a greater value than other factors.
B. It is possible to analyze common unifying points in hypotheses.
C. Historical events should be studied as part of a continuum in history.

- D. A synthesis seeks to determine why an outcome took the direction it did.

Passage 2

When you call the police, the police dispatcher has to locate the car nearest you that is free to respond. This means the dispatcher has to keep track of the status and location of every police car—not an easy task for a large department.

Another problem, which arises when cars are assigned to regular patrols, is that the patrols may be too regular. If criminals find out that police cars will pass a particular location at regular intervals, they simply plan their crimes for times when no patrol is expected. Therefore, patrol cars should pass by any particular location at random times; the fact that a car just passed should be no guarantee that another one is not just around the corner. Yet simply ordering the officers to patrol at random would lead to chaos.

A computer dispatching system can solve both these problems. The computer has no trouble keeping track of the status and location of each car. With this information, it can determine instantly which car should respond to an incoming call. And with the aid of a pseudorandom number generator, the computer can assign routine patrols so that criminals can't predict just when a police car will pass through a particular area.

(Before computers, police sometimes used roulette wheels and similar devices to make random assignments.)

Computers also can relieve police officers from constantly having to report their status. The police car would contain a special automatic radio transmitter and receiver. The officer would set a dial on this unit indicating the current status of the car—patrolling, directing traffic, chasing a speeder, answering a call, out to lunch, and so on. When necessary, the computer at headquarters could poll the car for its status. The voice radio channels would not be clogged with cars constantly reporting what they were doing. A computer in the car automatically could determine the location of the car, perhaps using the LORAN method. The location of the car also would be sent automatically to the headquarters computer.

61. The best title for this passage should be _____.
 A. Computers and Crimes
 B. Patrol Car Dispatching
 C. The Powerful Computers
 D. The Police with Modern Equipment
62. A police dispatcher is NOT supposed to _____.
 A. locate every patrol car
 B. guarantee cars on regular patrols
 C. keep in touch with each police car
 D. find out which car should respond to the incoming call
63. If the patrols are too regular, _____.
 A. the dispatchers will be bored with it
 B. the officers may become careless
 C. the criminals may take advantage of it
 D. the streets will be in a state of chaos
64. The computer dispatching system is particularly good at _____.
 A. assigning cars to regular patrols
 B. responding to the incoming calls
 C. ordering officers to report their location
 D. making routine patrols unpredictable
65. According to the account in the last paragraph, how can a patrol car be located without computers?
 A. Police officers report their status constantly.
 B. The headquarters poll the car for its status.

- C. A radio transmitter and receiver is installed in a car.
- D. A dial in the car indicates its current status.

Passage 3

A child who has once been pleased with a tale likes, as a rule, to have it retold in identically the same words, but this should not lead parents to treat printed fairy stories as sacred texts. It is always much better to tell a story than read it out of a book, and, if a parent can produce what, in the actual circumstances of the time and the individual child, is an improvement on the printed text, so much the better.

A charge made against fairy tales is that they harm the child by frightening him or arousing his sadistic impulse. To prove the latter, one would have to show in a controlled experiment that children who have read fairy stories were more often guilty of cruelty than those who had not. Aggressive, destructive, sadistic impulses every child has and, on the whole, their symbolic verbal discharge seem to be rather a safety valve than an incitement to overt action. As to fears, there are, I think, well-authenticated cases of children being dangerously terrified by some fairy story. Often, however, this arises from the child having heard the story once. Familiarity with the story by repetition turns the pain of fear into the pleasure of a fear faced and mastered.

There are also people who object to fairy stories on the grounds that they are not objectively true, that giants, witches, two-headed dragons, magic carpets, etc., do not exist; and that, instead of indulging his fantasies in fairy tales, the child should be taught how to adapt to reality by studying history and mechanics. I find such people, I must confess, so unsympathetic and peculiar that I do not know how to argue with them. If their case were sound, the world should be full of madmen attempting to fly from New York to Philadelphia on a broomstick or covering a telephone with kisses in the belief that it was their enchanted girl-friend.

No fairy story ever claimed to be a description of the external world and no sane child has ever believed that it was.

- 66. According to the author, the best way to retell a story to a child is to _____.
 - A. tell it in a creative way
 - B. take from it what the child likes
 - C. add to it whatever at hand
 - D. read it out of the story book
- 67. In the second paragraph, which statement best expresses the author's attitude towards fairy stories?
 - A. He sees in them the worst of human nature.
 - B. He dislikes everything about them.
 - C. He regards them as more of a benefit than harms.
 - D. He is expectant of the experimental results.
- 68. According to the author, fairy stories are most likely to _____.
 - A. make children aggressive the whole life
 - B. incite destructiveness in children
 - C. function as a safety valve for children
 - D. add children's enjoyment of cruelty to others
- 69. If the child has heard some horror story for more than once, according to the author, he would probably be _____.
 - A. scared to death
 - B. taking it and even enjoying it
 - C. suffering more the pain of fear
 - D. dangerously terrified
- 70. The author's mention of broomsticks and telephones is meant to emphasize that _____.
 - A. old fairy stories keep updating themselves to cater for modern needs
 - B. fairy stories have claimed many lives of victims
 - C. fairy stories have thrown our world into chaos
 - D. fairy stories are after all fairy stories

Passage 4

There has been a lot of hand-wringing over the death of Elizabeth Steinberg. Without blaming anyone in particular, neighbors, friends, social workers, the police and newspaper editors have struggled to define the community's responsibility to Elizabeth and to other battered children. As the collective soul-searching continues, there is a pervading sense that the system failed her.

The fact is, in New York State the system couldn't have saved her. It is almost impossible to protect a child from violent parents, especially if they are white, middle-class, well-educated and represented by counsel.

Why does the state permit violence against children? There are a number of reasons. First, parental privilege is a rationalization. In the past, the law was giving its approval to the biblical injunction against **sparing the rod**.

Second, while everyone agrees that the state must act to remove children from their homes when there is danger of serious physical or emotional harm, many child advocates believe that state intervention in the absence of serious injury is more harmful than helpful.

Third, courts and legislatures tread carefully when their actions intrude or threaten to intrude on a relationship protected by the Constitution. In 1923, the Supreme Court recognized the "liberty of parent and guardian to direct the upbringing and education of children under their control." More recently, in 1977, it upheld the teacher's privilege to use corporal punishment against schoolchildren. Read together, these decisions give the constitutional imprimatur to parental use of physical force.

Under the best conditions, small children depend utterly on their parents for survival. Under the worst, their dependency dooms them. While it is questionable whether anyone or anything could have saved Elizabeth Steinberg, it is plain that the law provided no protection.

To the contrary, by justifying the use of physical force against children as an acceptable method of education and control, the law lent a measure of plausibility and legitimacy to her parents' conduct.

More than 80 years ago, in the teeth of parental resistance and Supreme Court doctrine, the New York State Legislature acted to eliminate child labor law. Now, the state must act to eliminate child abuse by banning corporal punishment. To break the cycle of violence, nothing less will answer. If there is a lesson to be drawn from the death of Elizabeth Steinberg, it is this: spare the rod and spare the child.

71. The New York State law seems to provide least protection of a child from violent parents of _____.
 A. a family on welfare
 B. a poor uneducated family
 C. an educated black family
 D. a middle-class white family
72. "Sparing the rod" (in boldface) means _____.
 A. spoiling children
 B. punishing children
 C. not caring about children
 D. not beating children
73. Corporal punishment against schoolchildren is _____.
 A. taken as illegal in the New York State
 B. considered being in the teacher's province
 C. officially approved by law
 D. disapproved by school teachers
74. From the article we can infer that Elizabeth Steinberg is probably the victim of _____.
 A. teachers' corporal punishment
 B. misjudgment of the court
 C. parents' ill-treatment
 D. street violence
75. The writer of this article thinks that banning corporal punishment will in the long run _____.
 A. prevent violence of adults
 B. save more children
 C. protect children from ill-treatment
 D. better the system

Passage 5

With its common interest in lawbreaking but its immense range of subject-matter and widely-varying methods of