海文考研
万学·海文

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考研英语

全国硕士研究生入学考试用书

历年真题全新解读

（1999-2008）

人民大学资深阅卷组专家团队
20年阅卷心得给你最权威保障

白洁 韩满玲 刘启升 唐启明 王建华 伍松等
编著

20年阅卷心得
独创一题多解解析模式
充分结合各类考生答题特点
让每一个考生都能找到适合自己的解题思路

全程规划＋使用说明
手把手教你高效复习

海文考研
内部教案首度
公开出版

对外经济贸易大学出版社
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考研全程学习规划方案

对全国937所院校考研学生的学习时间调查显示：如果考生提前一年进行研究生入学考试的准备，扣除其完成学校课程及考试，参加四、六级，参加工作面试等等必不可少的事宜所占用的时间，每个考生所能自由支配用于考研复习的全部时间大约为2000个小时。

以清华大学课程最繁忙的理工科学生为例，全年时间300天，可用于自由支配的学习时间共计1920小时，由三部分构成，具体计算如下：

1、大三下半学期，不算节假日，共计80天，课程较多，在校考生每天可自由支配时间3小时，共计学习时间240小时；

2、大四上半学期，不算节假日，共计80天，只有极少量课程，在校考生每天可自由支配时间6小时，共计学习时间480小时；

3、其余时间都是节假日，共计140天，减去一些不可预知事件所占用的天数20天，还剩120天，在校考生每天可自由支配时间10小时，共计学习时间1200小时。

这2000个小时在各门学科中应该如何分配才相对合理？考生应该如何选择相对应的学习资料？如何选择相对应的课程？为帮助每一位刚刚踏上考研征程的学子彻底解决以上疑虑，万学海文融合了众多考研高分学子的宝贵经验，并结合学科特点对各门学科的全年学习方案进行了系统规划。

一、考生初始状态预设及达成目标

为尽量保证绝大多数考研学生可参照此方案制定个性化的学习计划，我们设定了一个标准初始状态以及目标终点。

1、起点：政治为零，英语4级400分水平，数学当年期末考试擦边及格，至今未学；

2、过程：跨校跨档跨一级学科，但非跨排斥学科；

3、目标：80%概率达到政治75，英语65，数学120，专业课排名前10%（报录比10：1左右的硕士点）。

注：（1）以下方案是依托上述标准起点和目标所设定，考生可在此基础上根据个人情况对每阶段复习任务及时间进行弹性调整；

（2）以下方案是按考数学的情况进行设定，不考数学的考生政治、英语科目的复习同样可参照此方案，并可适当加强英语的复习时间。

二、政治全程解决方案

考研政治复习全程总时间大约需要200–300小时。

政治全程详细解决方案敬请关注万学·海文考研政治类图书。

三、英语全程解决方案

考研英语复习全程总时间大约需要500–700小时。

在前期复习阶段每天至少保证学习英语2.5–3小时，中后期根据各科的总体规划，英语学习时间有所下降，为1.5–2小时，给政治和专业课让路。

考研英语最核心的复习工作其实就集中在两件事，背单词、做阅读，单词记忆和阅读训练最少要占用每个考生80%的复习时间。关于作文考生只要熟练掌握一些高品质的模版再加以适当训练，即可取得较好的成绩，无需占用太多的时间。

由于很多在校学生英语一直都没有完全放下，功底较为扎实，所以许多考生没有把考研英语的复习放在一个很重要的位置，而事实上全国每年英语是淘汰考生最多的一门学科，每年全国过60分的比率只略多于10%。因此希望各位考生对考研英语必须引起足够的重视，并从自身实际情况出发，结合我们的建议，合理规划学习，才能取得良好的成绩。

阶段划分	学习任务及时间规划	学习资料	本阶段目标
第一阶段： 夯实基础阶段（3月1日–5月31日，平均每天2小时，共计160–180小时）	1、将大纲要求的5500words、常见超纲词、短语和固定搭配背7–10遍；（120–140小时） 2、将考研基本语法融会贯通、理解记忆3遍（20–30小时） 3、研究传统阅读理解（阅读Part A）解题技巧并进行基本训练；（20–30小时） 4、万学导学课程（10小时）	1、《2009考研英语考研词汇分级速成手册》 2、《考研英语语法特训手册》 3、《2009考研英语阅读理解技巧标准全书》 4、《考研词汇自定义手册》 5、《导学班内部讲义》	1、熟悉考研词汇，达到5成熟； 2、熟练掌握考研语法； 3、对传统阅读理解（阅读Part A）命题规律有较深入了解。
第二阶段： 强化提高阶段1（6月1日–8月31日，平均每天2.5–3小时，共计180–240小时）	1、传统阅读理解（阅读Part A）的解题技巧复习和强化训练；（80–100小时） 2、新题型（阅读Part B）的解题技巧研究和强化训练（30小时） 3、万学强化班课程；（50–60小时，7月或8月） 4、复习单词、语法和强化重难点词汇。（30–50小时，以单词为主）	1、两本词汇手册 2、《2009考研英语阅读理解技巧标准全书》 3、《2009考研英语阅读理解高分强化训练120篇》 4、《2009考研英语易混超难词汇特训手册》 5、《强化班内部讲义》 6、自行增加其他阅读理解训练资料（针对基础较好者）	1、由对单词熟悉的语点能力提升为对句子理解到位的语线能力，全面提升传统阅读理解和新题型的做题能力； 2、阅读理解能力有一个质的飞跃，为完形填空、翻译这些本质上还是考察阅读能力的题型打下基础； 3、通过做题进一步巩固单词和语法。
第三阶段： 强化提高阶段2（9月1日–9月30日，平均每天2小时，共计50–60小时）	1、完形填空强化训练；（20–25小时） 2、翻译的强化训练；（20–25小时） 3、复习单词和语法。（10小时，以单词为主）	1、三本词汇手册 2、《2009考研英语完形填空特训手册》 3、《2009考研英语翻译特训手册》	1、熟悉考研英语完形填空的命题特点并进行强化训练； 2、熟悉考研英语翻译的命题特点并进行强化训练； 3、单词和语法进一步巩固记忆。

本书特点及使用说明

一、本书特点说明

真题在考研复习中具有任何其他资料不可替代的作用，它是试金石也是练兵场。用好真题，既可以在打基础时雪中送炭，也可以在提升成绩时锦上添花。真题最直接、准确地反映了命题方向，其新颖而科学的命题思路与角度是考生最好的学习模版。许多考生对真题的重视程度不够，草草看过一遍，就不复再顾了。根据我们对上千名高分学子的研究数据，英语成绩在70分以上的同学都对真题做过3遍以上，都对真题进行过比较细致的研究，或多或少地总结了一些规律。这些规律是真正有实战意义的，海文《考研英语阅读理解技巧标准全书》是目前市场上规律总结得最全的一本。所谓万变不离其宗，只要把真题吃透了，考研英语过关易于反掌，高分不再是梦想。

本书以最新考纲为准绳，以命题规律与解题技巧为线索，从学生的思路切入，多角度全方位进行讲解，以点带面，独创一题多解的解析模式。它是在万学海文内部资料的基础之上修订而成，凝聚了万学海文名师们的集体智慧，其科学性与实用性已经过数万名学子的检验与证实，是一本真正适合学生以学生为本的真题解析。本书旨在让考生在阅读的过程中形成科学规范的解题套路，掌握快速准确的答题技巧，养成实战演练的良好习惯。

二、本书使用说明

为了达到本书的最大使用效果，我们依据考研复习的进程以及本书的编排结构，对本书的复习做如下安排。

我们设定一个标准考生的初始状态、期望目标以及达成此目标所需花费的时间：对于一个起点为四级英语400分左右，目标65分以上的考生整个英语复习约需要500–600个小时左右的时间，本书预计复习时间为80小时。我们根据复习的阶段性，配合其他的复习进程来安排，为此我们给出了如下的学习方案。

注：对于起点状态与上述情况有所偏差的考生，可根据自己的情况，进行方案的合理调整。根据万学海文对全国上千名成功考生的调研数据得出，具体做题的时间分配：完型填空20分钟，阅读理解60–70分钟，新题型20分钟，翻译20分钟，小作文15分钟，大作文30分钟。

阶段	内容说明	使用说明	参考用时
		当大部分考生已经将基本知识点很扎实地掌握之后，就可以用真题来检验自己的学习效果，找出差距，设定目标，以便制定出更加有针对性的复习方案。 将所选 4 套试题按时间顺序仔细研究一遍，先做 1999 年的真题，可以不按考试时间来做，但应尽自己最快	

接上表：

阶段	内容说明	使用说明	参考用时
第一阶段 利用真题确定努力方向	1999年、2000年、2005年、2007年真题	的速度一次性做完整套试题，记下所用的总时间，作为以后的参考。认真对答案，找自己的薄弱环节。参照海文《考研英语阅读技巧标准全书》中的技巧，熟悉各题型的解题方法。经过一段时间的针对性复习后，再以同样的方法做2000年的真题，对比自己在哪些方面进步了，什么地方仍有待于加强。2005年的真题按照考试规定时间来做，也就是在120分钟内完成（作文除外），检验自己的答题正确率。如果正确率大大低于在不限时间内的正确率，说明要有意识地提高阅读速度。2007年真题也是在120分钟内完成（作文除外），与2005年所做结果对比，看是否有进步，并总结成功经验和失误的地方。另外，对2005年、2007年真题中的新题型还要重点关注一下，研究方法请参照《考研英语阅读技巧标准全书》。 最后找出错题知识点，在计划的时间内，有针对性地重点攻克。	20–25小时
第二阶段 真题模拟调整状态	2001年、2002年、2003年、2004年、2006年、2008年真题	在深入分析过四套真题后，将所剩6套试题按考试科目时间安排逐套做完并认真分析。 为保证做题的效率和吸收的质量，按照每隔1–2天一套的频度进行，尽量保证在下午做题，以达到最佳效果。在规定考试时间内完成后，立即查看答案（不看解析），给所做试卷评分，检测成绩水平。并对查出错误的题目进行仔细分析，先独立寻找出错误原因所在，对于找到错误原因的，再与解析比较，看哪种解释更贴切；对没有找出出错原因的题目，仔细揣摩解析内容，直到将本题知识考点吃透为止。 找出出错知识点，重点学习吃透。 同时，参照《考研英语阅读技巧标准全书》重点分析阅读理解的出题规律和解题技巧，主攻阅读的知识点部分。	25–30小时
第三阶段 真题模拟强化题感	1999年—2008年10年真题	在考前一个半月左右，开始把1999–2008年的真题再做一遍，做完后还要反复揣摩已经攻克过的知识点、词汇、长难句和再次做错的题目，如果时间允许，或者希望得到精解，可以参看译文。同时对真题的命题规律做进一步深入的研究思考，对所考查的知识难点融会贯通，达到看到知识点就能想到题目，看到题目就能想到知识点的熟练程度。	30小时

本书最后特别感谢万学教育教学研究中心李秀敏、陆汉艳、禹瑞丽、陈胡露、房甜和贺刚等老师，他们良好的建议为本书增色不少。可以说，本书是万学教育全体同仁共同智慧的结晶。

最后，如果您有任何疑问或建议敬请与我们联系。E－mail：books@wanxue.cn。

万学·海文教学研究中心

2008年5月

接上表：

第四阶段： 真题研究阶段（10月1日–10月31日，平均每天2小时，共计50–60小时）	1、对近十年真题以做套题的方式全真模拟一遍并认真分析；（40–50小时） 2、复习单词和语法。（10小时，以单词为主）	1、三本词汇手册 2、《2009考研英语阅读理解技巧标准全书》 3、《2009考研英语历年真题全新解读》	1、对考研英语真题的特点有更系统深入的研究和把握； 2、尤其真题中的阅读理解要能从命题角度去掌握每一篇文章； 3、单词和语法进一步巩固记忆。
第五阶段： 模拟训练阶段（11月1日–11月30日，平均每天2小时，共计50–60小时）	1、做十套模拟题； （40–50小时） 2、万学真题精讲课程； （6小时，11月下旬） 3、复习单词和语法； （10小时，以单词为主）	1、三本词汇手册 2、《2009考研英语阅读理解技巧标准全书》 3、《2009考研英语10套全真模拟题》 4、《2009考研英语历年真题全新解读》	1、通过做一定数量的模拟题提高做题速度，把握好做题节奏； 2、通过真题精讲课程进一步把握命题规律，找到做真题的感觉； 3、单词和语法进一步巩固记忆。
第六阶段： 冲刺备考阶段（12月1日–1月8日，平均每天2小时，共计70–80小时）	1、将十年真题再做一遍；（20–30小时） 2、万学作文模版班及作文训练；（作文模版班8小时，12月，训练10–20小时） 3、万学冲刺课程（12小时，12月）； 4、复习单词和语法。（10–20小时）	1、三本词汇手册 2、《2009考研英语阅读理解技巧标准全书》 3、《2009考研英语历年真题全新解读》 4、《2009考研英语作文21天高分突破》 5、《冲刺班内部讲义》	1、继续保持做真题的感觉，迎接最后的挑战； 2、熟练运用大、小作文常用模版； 3、单词的冲刺性记忆。

（注：关于本方案的操作细节和学习原理敬请考生关注万学海文所开设的全程策划班。）

四、数学全程解决方案

考研数学复习全程总时间大约需要700–1000小时。

数学全程详细解决方案敬请关注万学海文考研数学类图书。

五、专业课全程解决方案

专业课因为考生的情况十分复杂，不一一探讨，考生可关注www.vipkaoyan.com，获取适合自己的专业课解决方案。

前言

以突破某种考试为目的的学习行为，其基本学习原理就是锁定最有效的学习任务，并精确测算完成此任务所需的学习时间，在学习时间和学习任务之间构建最合理的配置关系才能达成最佳的学习效果。

对于刚刚踏上征途的考研学子而言，其最主要的学习任务就是看书，最迫切需要了解的就是到底应该看哪些书，需要花多少时间，如何来规划才能收获最大的学习价值。

万学·海文通过对往年数万考研学子的深入调查表明：

◆ 每个考研学子最少会在学习资料上花费超过70%的学习时间；

◆ 许多考研学子因缺乏科学权威的指导在选择学习资料时常常无所适从；

◆ 许多考研学子因盲目跟风常常会购买大量超越自己学习时间极限的学习资料。

为帮助刚刚踏上考研路的学子们构建最清晰、最合理的学习规划方案，万学·海文凭借其在考研领域最强大的权威师资和最优秀的辅导团队，组织了各考研学科原命题组专家、阅卷组专家，并会同万学·海文冠军辅导团队，融合十五年辅导精华，回归学习原理的本质，精心打造了本套全程策划书系，在众多的考研辅导书籍中，它独具特色，卓尔不群，主要具有如下优异品质：

一、全国唯一配备《使用说明书》的考研辅导书

好的产品要有好的《使用说明书》；

万学·海文09考研辅导书系全国独家首度配备《使用说明书》。

本书附有详尽的学习计划，针对不同基础的学生应该在什么阶段、花费多少时间学习本书，在学习计划中都有科学量化的系统说明。

二、全国唯一以学生为本全程整体策划的考研辅导书

在10多年的考研辅导过程中，我们透彻了解各种考生的学习特性，归纳总结了众多学子的优秀学习方法，并以此为基础提炼出最有效的学习内容，同时进行全程学习规划，最大限度提升考研学子的学习效率，使其不再将宝贵的复习时间浪费在一些根本不会考到的学习内容上。

三、全国唯一系统整合资深专家命题经验和高分学子学习实践的考研辅导书

8位有丰富经验的命题组组长和数十位命题组专家，根据其多年的命题经验，集合众多高分优秀学子的学习实践，在精准把握命题规律的基础上，对备考内容进行最权威和最科学的剖析。

万学·海文教学研究中心

2008年5月

目录

1999年全国硕士研究生入学考试英语试题

Part I Structure and Vocabulary (略)

Part II Cloze Test

Directions:

For each numbered blank in the following passage, there are four choices marked A,B, C, and D. Choose the best one and mark your answer on ANSWER SHEET I by blackening the corresponding letter in the brackets with a pencil. (10 points)

Industrial safety does not just happen. Companies __41__ low accident rates plan their safety programs, work hard to organize them, and continue working to keep them __42__ and active. When the work is well done, a __43__ of accident–free operations is established __44__ time lost due to injuries is kept at a minimum.

Successful safety programs may __45__ greatly in the emphasis placed on certain aspects of the program. Some place great emphasis on mechanical guarding. Others stress safe work practices by __46__ rules of regulations. __47__ others depend on an emotional appeal to the worker. But, there are certain basic ideas that must be used in every program if maximum results are to be obtained.

There can be no question about the value of a safety program. From a financial standpoint alone, safety __48__ . The fewer the injury __49__ , the better the workman's insurance rate. This may mean the difference between operating at __50__ or at a loss.

41. [A] at	[B] in	[C] on	[D] with
42. [A] alive	[B] vivid	[C] mobile	[D]diverse
43. [A] Regulation	[B] climate	[C] circumstance	[D] requirement
44. [A] where	[B] how	[C] what	[D] unless
45. [A] alter	[B] differ	[C] shift	[D] distinguish
46. [A] constituting	[B] aggravating	[C] observing	[D] justifying
47. [A] Some	[B] Many	[C] Even	[D] Still
48. [A] comes off	[B] turns up	[C] pays off	[D] holds up
49. [A] claims	[B] reports	[C] declarations	[D] proclamations
50. [A] an advantage	[B] a benefit	[C] an interest	[D] a profit

Part III Reading Comprehension

Directions:

Each of the passages below is followed by some questions. For each question there are four answers marked A, B, C and D. Read the passages carefully and choose the best answer to each of questions.

Then mark your answers on ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (40 points)

Passage 1

It's a rough world out there. Step outside and you could break a leg slipping on your doormat. Light up the stove and you could burn down the house. Luckily, if the doormat or stove failed to warn of coming disaster, a successful lawsuit might compensate you for your troubles. Or so the thinking has gone since the early 1980s, when juries began holding more companies liable for their customers' misfortunes.

Feeling threatened, companies responded by writing ever–longer warning labels, trying to anticipate every possible accident. Today, stepladders carry labels several inches long that warn, among other things, that you might — surprise! —fall off. The label on a child's Batman cape cautions that the toy "does not enable user to fly."

While warnings are often appropriate and necessary—the dangers of drug interactions, for example—and many are required by state or federal regulations, it isn't clear that they actually protect the manufacturers and sellers from liability if a customer is injured. About 50 percent of the companies lose when injured customers take them to court.

Now the tide appears to be turning. As personal injury claims continue as before, some courts are beginning to side with defendants, especially in cases where a warning label probably wouldn't have changed anything. In May, Julie Nimmons, president of Schutt Sports in Illinois, successfully fought a lawsuit involving a football player who was paralyzed in a game while wearing a Schutt helmet. "We're really sorry he has become paralyzed, but helmets aren't designed to prevent those kinds of injuries," says Nimmons. The jury agreed that the nature of the game, not the helmet, was the reason for the athlete's injury. At the same time, the American Law Institute —a group of judges, lawyers, and academics whose recommendations carry substantial weight — issued new guidelines for tort law stating that companies need not warn customers of obvious dangers or bombard them with a lengthy list of possible ones. "Important information can get buried in a sea of trivialities," says a law professor at Cornell Law School who helped draft the new guidelines. If the moderate end of the legal community has its way, the information on products might actually be provided for the benefit of customers and not as protection against legal liability.

51. What were things like in 1980s when accidents happened?

[A] Customers might be relieved of their disasters through lawsuits.

[B] Injured customers could expect protection from the legal system.

[C] Companies would avoid being sued by providing new warnings.

[D] Juries tended to find fault with the compensations companies promised.

52. Manufacturers as mentioned in the passage tend to _____ .

[A] satisfy customers by writing long warnings on products

[B] become honest in describing the inadequacies of their products

[C] make the best use of labels to avoid legal liability

[D] fell obliged to view customers' safety as their first concern

53. The case of Schutt helmet demonstrated that _____ .

[A] some injury claims were no longer supported by law

[B] helmets were not designed to prevent injuries

[C] product labels would eventually be discarded

[D] some sports games might lose popularity with athletes

54. The author's attitude towards the issue seems to be _____ .

[A] biased [B] indifferent

[C] puzzling [D] objective

Passage 2

In the first year or so of Web business, most of the action has revolved round efforts to tap the consumer market. More recently, as the Web proved to be more than a fashion, companies have started to buy and sell products and services with one another. Such business–to–business sales make sense because businesspeople typically know what product they're looking for.

Nonetheless, many companies still hesitate to use the Web because of doubts about its reliability. "Businesses need to feel they can trust the pathway between them and the supplier," says senior analyst Blane Erwin of Forrester Research. Some companies are limiting the risk by conducting online transactions only with established business partners who are given access to the company's private intranet.

Another major shift in the model for Internet commerce concerns the technology available for marketing. Until recently, Internet marketing activities have focused on strategies to "pull" customers into sites. In the past year, however, software companies have developed tools that allow companies to "push" information directly out to consumers, transmitting marketing messages directly to targeted customers. Most notably, the Pointcast Network uses a screen saver to deliver a continually updated stream of news and advertisements to subscribers' computer monitors. Subscribers can customize the information they want to receive and proceed directly to a company's Web site. Companies such as Virtual Vineyards are already starting to use similar technologies to push messages to customers about special sales, product offerings, or other events. But push technology has earned the contempt of many Web users. Online culture thinks highly of the notion that the information flowing onto the screen comes there by specific request. Once commercial promotion begins to fill the screen uninvited, the distinction between the Web and television fades. That's a prospect that horrifies Net purists.

But it is hardly inevitable that companies on the Web will need to resort to push strategies to make money. The examples of Virtual Vineyards, Amazon.com, and other pioneers show that a Web site selling the right kind of products with the right mix of interactivity, hospitality, and security will attract online customers. And the cost of computing power continues to free fall, which is a good sign for any enterprise setting up shop in silicon. People looking back 5 or 10 years from now may well wonder why so few companies took the online plunge.

55. We learn from the beginning of the passage that Web business_____.

[A] has been striving to expand its market

[B] intended to follow a fanciful fashion

[C] tried but in vain to control the market

[D] has been booming for one year or so

56. Speaking of the online technology available for marketing, the author implies that_____.

[A] the technology is popular with many Web users

[B] businesses have faith in the reliability of online transactions

[C] there is a radical change in strategy

[D] it is accessible limitedly to established partners

57. In the view of Net purists, _____.

[A] there should be no marketing messages in online culture

[B] money making should be given priority to on the Web

[C] the Web should be able to function as the television set

[D] there should be no online commercial information without requests

58. We learn from the last paragraph that _____.

[A] pushing information on the Web is essential to Internet commerce

[B] interactivity, hospitality and security are important to online customers

[C] leading companies began to take the online plunge decades ago

[D] setting up shops in silicon is independent of the cost of computing power

Passage 3

An invisible border divides those arguing for computers in the classroom on the behalf of students' career prospects and those arguing for computers in the classroom for broader reasons of radical educational reform. Very few writers on the subject have explored this distinction—— indeed, contradiction —— which goes to the heart of what is wrong with the campaign to put computers in the classroom.

An education that aims at getting a student a certain kind of job is a technical education, justified for reasons radically different from why education is universally required by law. It is not simply to raise everyone's job prospects that all children are legally required to attend school into their teens. Rather, we have a certain conception of the American citizen, a character who is incomplete if he cannot competently assess how his livelihood and happiness are affected by things outside of himself. But this was not always the case; before it was legally required for all children to attend school until a certain age, it was widely accepted that some were just not equipped by nature to pursue this kind of education. With optimism characteristic of all industrialized countries, we came to accept that everyone is fit to be educated. Computer–education advocates forsake this optimistic notion for a pessimism that betrays their otherwise cheery outlook. Banking on the confusion between educational and vocational reasons for bringing computers into schools, computer–ed advocates often emphasize the job prospects of graduates over their educational achievement.

There are some good arguments for a technical education given the right kind of student. Many European schools introduce the concept of professional training early on in order to make sure children are properly equipped for the professions they want to join. It is, however, presumptuous to insist that

there will only be so many jobs for so many scientists, so many businessmen, so many accountants. Besides, this is unlikely to produce the needed number of every kind of professional in a country as large as ours and where the economy is spread over so many states and involves so many international corporations.

But, for a small group of students, professional training might be the way to go since well-developed skills, all other factors being equal, can be the difference between having a job and not. Of course, the basics of using any computer these days are very simple. It does not take a lifelong acquaintance to pick up various software programs. If one wanted to become a computer engineer, that is, of course, an entirely different story. Basic computer skills take — at the very longest—a couple of months to learn. In any case, basic computer skills are only complementary to the host of real skills that are necessary to becoming any kind of professional. It should be observed, of course, that no school, vocational or not, is helped by a confusion over its purpose.

59. The author thinks the present rush to put computers in the classroom is_____.

[A] far-reaching

[B] dubiously oriented

[C] self-contradictory

[D] radically reformatory

60. The belief that education is indispensable to all children_____.

[A] is indicative of a pessimism in disguise

[B] came into being along with the arrival of computers

[C] is deeply rooted in the minds of computer-ed advocates

[D] originated from the optimistic attitude of industrialized countries

61. It could be inferred from the passage that in the author's country the European model of professional training is_____.

[A] dependent upon the starting age of candidates

[B] worth trying in various social sections

[C] of little practical value

[D] attractive to every kind of professional

62. According to the author, basic computer skills should be_____.

[A] included as an auxiliary course in school

[B] highlighted in acquisition of professional qualifications

[C] mastered through a life-long course

[D] equally emphasized by any school, vocational or otherwise

Passage 4

When a Scottish research team startled the world by revealing 3 months ago that it had cloned an adult sheep, President Clinton moved swiftly. Declaring that he was opposed to using this unusual animal husbandry technique to clone humans, he ordered that federal funds not be used for such an experiment—although no one had proposed to do so—and asked an independent panel of experts chaired by Princeton President Harold Shapiro to report back to the White House in 90 days with

recommendations for a national policy on human cloning. That group—the National Bioethics Advisory Commission (NBAC)—has been working feverishly to put its wisdom on paper, and at a meeting on 17 May, members agreed on a near-final draft of their recommendations.

NBAC will ask that Clinton's 90-day ban on federal funds for human cloning be extended indefinitely, and possibly that it be made law. But NBAC members are planning to word the recommendation narrowly to avoid new restrictions on research that involves the cloning of human DNA or cells—routine in molecular biology. The panel has not yet reached agreement on a crucial question, however, whether to recommend legislation that would make it a crime for private funding to be used for human cloning.

In a draft preface to the recommendations, discussed at the 17 May meeting, Shapiro suggested that the panel had found a broad consensus that it would be "morally unacceptable to attempt to create a human child by adult nuclear cloning." Shapiro explained during the meeting that the moral doubt stems mainly from fears about the risk to the health of the child. The panel then informally accepted several general conclusions, although some details have not been settled.

NBAC plans to call for a continued ban on federal government funding for any attempt to clone body cell nuclei to create a child. Because current federal law already forbids the use of federal funds to create embryos (the earliest stage of human offspring before birth) for research or to knowingly endanger an embryo's life, NBAC will remain silent on embryo research.

NBAC members also indicated that they will appeal to privately funded researchers and clinics not to try to clone humans by body cell nuclear transfer. But they were divided on whether to go further by calling for a federal law that would impose a complete ban on human cloning. Shapiro and most members favored an appeal for such legislation, but in a phone interview, he said this issue was still "up in the air."

63. We can learn from the first paragraph that _____.

[A] federal funds have been used in a project to clone humans

[B] the White House responded strongly to the news of cloning

[C] NBAC was authorized to control the misuse of cloning technique

[D] the White House has got the panel's recommendations on cloning

64. The panel agreed on all of the following except that_____.

[A] the ban on federal funds for human cloning should be made a law

[B] the cloning of human DNA is not to be put under more control

[C] it is criminal to use private funding for human cloning

[D] it would be against ethical values to clone a human being

65. NBAC will leave the issue of embryo research undiscussed because _____.

[A] embryo research is just a current development of cloning

[B] the health of the child is not the main concern of embryo research

[C] an embryo's life will not be endangered in embryo research

[D] the issue is explicitly stated and steeled in the law

66. It can be inferred from the last paragraph that _____.

[A] some NBAC members hesitate to ban human cloning completely

[B] a law banning human cloning is to be passed in no time

[C] privately funded researchers will respond positively to NBAC's appeal

[D] the issue of human cloning will soon be settled

Passage 5

Science, in practice, depends far less on the experiments it prepares than on the preparedness of the minds of the men who watch the experiments. Sir Isaac Newton supposedly discovered gravity through the fall of an apple. Apples had been falling in many places for centuries and thousands of people had seen them fall. But Newton for years had been curious about the cause of the orbital motion of the moon and planets. What kept them in place? Why didn't they fall out of the sky? The fact that the apple fell down toward the earth and not up into the tree answered the question he had been asking himself abut those larger fruits of the heavens, the moon and the planets.

How many men would have considered the possibility of an apple falling up into the tree? Newton did because he was not trying to predict anything. He was just wondering. His mind was ready for the unpredictable. Unpredictability is part of the essential nature of research. If you don't have unpredictable things, you don't have research. Scientists tend to forget this when writing their cut and dried reports for the technical journals, but history is filled with examples of it.

In talking to some scientists, particularly younger ones, you might gather the impression that they find the "scientific method" a substitute for imaginative thought. I've attended research conferences where a scientist has been asked what he thinks about the advisability of continuing a certain experiment. The scientist has frowned, looked at the graphs, and said "the data are still inconclusive", "We know that," the men from the budget office have said, "but what do you think? Is it worthwhile going on? What do you think we might expect?" The scientist has been shocked at having even been asked to speculate.

What this amounts to, of course, is that the scientist has become the victim of his own writings. He has put forward unquestioned claims so consistently that he not only believes them himself, but has convinced industrial and business management that they are true. If experiments are planned and carried out according to plan as faithfully as the reports in the science journals indicate, then it is perfectly logical for management to expect research to produce results measurable in dollars and cents. It is entirely reasonable for auditors to believe that scientists who know exactly where they are going and how they will get there should not be distracted by the necessity of keeping one eye on the cash register while the other eye is on the microscope. Nor, if regularity and conformity to a standard pattern are as desirable to the scientist as the writing of his papers would appear to reflect, is management to be blamed for discriminating against the "odd balls" among researchers in favor of more conventional thinkers who "work well with the team."

67. The author wants to prove with the example of Isaac Newton that_____.

[A] inquiring minds are more important than scientific experiments

[B] science advances when fruitful researches are conducted

[C] scientists seldom forget the essential nature of research

[D] unpredictability weighs less than prediction in scientific research

68. The author asserts that scientists_____.

[A] shouldn't replace "scientific method" with imaginative thought