

YANJIUSHENG RUXUE KAOSHI ZHENTI · MONI · XIANGSHI

研究生入学考试 真题·模拟·详释

英语

ENGLISH

配有听力磁带 3 盘
外籍教师朗读

主编 江庆心 李崇月

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研究生入学考试真题·模拟·详释

英 语

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前 言

一年一度的硕士研究生入学考试,给每个立志成材的学者提供了尽显才能的良机,也赋予他们以强大的挑战。

2002 年硕士研究生入学英语考试增加“听力理解”部分,对考生英语能力测试更加全面,同时也给考生增加了复习准备的难度。考生应该怎样按照新的考试要求安排好考前模拟练习?如何检查自己的真实水平?怎样在原有基础上找出差距并通过进一步的模拟训练得到提高?这些都是考生在复习迎考过程中面对的难题。

为了帮助考生解决这些难题,长期在大学英语一线从事英语教学工作的教师和富有长期考研辅导经验的教师,本着为学生前途考虑的高度责任心,认真编选题目,将这本考研英语书奉献给广大考研读者,希望它能为大家的成功助一臂之力。

本书包括 12 套模拟试题,每套题目都严格按照考试大纲要求,从题量、难度等诸多方面接近考试真题要求。为了使考生能够在练习的过程中对题目及其中的知识点透彻理解,在每套题目后附有答案和解析,在答案和讲解之后还配有听力理解部分的录音原文。

本书还配有外籍专家录音的听力磁带 3 盘,录音的语音、语速完全依据考试大纲。

建议考生在使用本书时,要做到以下几点:











1. 预先安排好做练习的时间,每次 3 个小时;
2. 准备好练习纸,以备写答案;
3. 每次练习都以听力开始,以养成良好的综合模拟习惯,顺利适应考场实战;
4. 在练习过程中遇到难题,要立即在题目上标记或在练习纸上记录,以备练习完毕仔细核对和深入理解;
5. 严格按照要求解答包括翻译和写作部分在内的所有题目;
6. 做完一整套题目之后再回头检查答案和参照答案分析;
7. 如果做整套模拟训练感到难度太大,可以将其中几套题目分散为单元练习,待速度和能力提高后再做其他的整套题目模拟练习;
8. 在条件允许的情况下,要定时回头检查、理解并巩固已经完成但有难度的题目,以达到最佳的模拟训练效果。

李彦红、江富霞等也为本书做了大量的校核工作,在此向她们表示感谢。

由于作者的水平和能力有限,书中难免存在疏漏之处,恳望同行和读者批评指正。

编 者

全国硕士研究生入学考试英语试题答题卡 1

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	2. 此卡不准弄脏, 弄皱或弄破, 不得折叠。																																	
	3. 考试结束后, 将此卡与答题卡 2 一起装入原试卷袋中, 试卷交给监考人员																																	
	填涂正确      填涂错误     																																	
考生姓名	报考单位		[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[0]	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]		
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			[4]	[5]	[6]	[7]	[8]	[9]	[5]	[6]	[7]	[8]	[9]	[5]	[6]	[7]	[8]	[9]	[6]	[7]	[8]	[9]	[6]	[7]	[8]	[9]	[6]	[7]	[8]	[9]	[6]	[7]	[8]	[9]
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			[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	

全国硕士研究生 入学考试外语试题

答题卡 1

第一部分 听力		A 节		B 节			
1		[R] [W]	此栏考生不得填涂	6		[R] [W]	此栏考生不得填涂
2		[R] [W]		7		[R] [W]	
3		[R] [W]		8		[R] [W]	
4		[R] [W]		9		[R] [W]	
5		[R] [W]		10		[R] [W]	

第二部分 外语知识运用	
C 节	
11 [A] [B] [C] [D]	21 [A] [B] [C] [D]
12 [A] [B] [C] [D]	22 [A] [B] [C] [D]
13 [A] [B] [C] [D]	23 [A] [B] [C] [D]
14 [A] [B] [C] [D]	24 [A] [B] [C] [D]
15 [A] [B] [C] [D]	25 [A] [B] [C] [D]
16 [A] [B] [C] [D]	26 [A] [B] [C] [D]
17 [A] [B] [C] [D]	27 [A] [B] [C] [D]
18 [A] [B] [C] [D]	28 [A] [B] [C] [D]
19 [A] [B] [C] [D]	29 [A] [B] [C] [D]
20 [A] [B] [C] [D]	30 [A] [B] [C] [D]
	31 [A] [B] [C] [D]
	32 [A] [B] [C] [D]
	33 [A] [B] [C] [D]
	34 [A] [B] [C] [D]
	35 [A] [B] [C] [D]
	36 [A] [B] [C] [D]
	37 [A] [B] [C] [D]
	38 [A] [B] [C] [D]
	39 [A] [B] [C] [D]
	40 [A] [B] [C] [D]
	41 [A] [B] [C] [D]
	42 [A] [B] [C] [D]
	43 [A] [B] [C] [D]
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	48 [A] [B] [C] [D]
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	50 [A] [B] [C] [D]
	51 [A] [B] [C] [D]
	52 [A] [B] [C] [D]
	53 [A] [B] [C] [D]
	54 [A] [B] [C] [D]
	55 [A] [B] [C] [D]
	56 [A] [B] [C] [D]
	57 [A] [B] [C] [D]
	58 [A] [B] [C] [D]
	59 [A] [B] [C] [D]
	60 [A] [B] [C] [D]

第三部分 阅读理解 A 节

全国硕士研究生入学考试英语试题答题卡2

填涂说明	1. 书写部分用蓝(黑)色圆珠笔填写,信息点或选项用2B铅笔,修改时用橡皮擦干净		考生编号(左对齐)																	
	2. 此卡不准弄脏,弄皱或弄破,不得折叠。																			
	3. 考试结束后,将此卡与答题卡2一起装入原试卷袋中,试卷交给监考人员		[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]
	填涂正确 填涂错误		[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]
考生姓名	报考单位		[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	
考试语种	[英][日][俄]		[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	
			[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	
			[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	
			[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	
			[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	
			[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	
			[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	

○ 全国 ○ 硕士 ○ 研究生 ○ 入学考试 ○ 外语试题 ○

答题卡2

第三部分 阅读理解 B 节

阅卷教师 A 代号	[0][1][2][3][4][5][6][7][8][9]	阅卷教师 B 代号	[0][1][2][3][4][5][6][7][8][9]
	[0][1][2][3][4][5][6][7][8][9]		[0][1][2][3][4][5][6][7][8][9]
	[0][1][2][3][4][5][6][7][8][9]		[0][1][2][3][4][5][6][7][8][9]
考生成绩	61 [0][0.5][1][1.5][2]	考生成绩	61 [0][0.5][1][1.5][2]
	62 [0][0.5][1][1.5][2]		62 [0][0.5][1][1.5][2]
	63 [0][0.5][1][1.5][2]		63 [0][0.5][1][1.5][2]
	64 [0][0.5][1][1.5][2]		64 [0][0.5][1][1.5][2]
	65 [0][0.5][1][1.5][2]		65 [0][0.5][1][1.5][2]

第四部分 写作

阅卷教师 A 代号	[0][1][2][3][4][5][6][7][8][9]	阅卷教师 B 代号	[0][1][2][3][4][5][6][7][8][9]
	[0][1][2][3][4][5][6][7][8][9]		[0][1][2][3][4][5][6][7][8][9]
	[0][1][2][3][4][5][6][7][8][9]		[0][1][2][3][4][5][6][7][8][9]
考生成绩	66 [1][2]	考生成绩	66 [1][2]
	[0][1][2][3][4][5][6][7][8][9]		[0][1][2][3][4][5][6][7][8][9]

第三部分 阅读理解 B 节

61 _____

62 _____

63

64

65

写作部分请在背面作答

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There is no handwriting or other markings on the page.

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Model Test 1

Section I Listening Comprehension

Part A

Directions:

You will hear three letters with different contents. Listen to them and fill out the table with the information you've heard from the tape. Write **only 1 word** in each numbered box. You will hear the recording twice. You have 25 seconds to read the table below. (5 points)

Letters	Content of the letter	Reasons for writing the letter
The first letter is a letter of	Condolence	To show _____ 1
The second letter is a letter of	2	on their friends' _____ 3
The third letter is a letter of	4	for a post as _____ 5

Part B

Directions:

You will hear an interview. For questions 6 – 10, complete the sentences and answer the questions while you listen. Use **not more than 3 words** for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and the questions below. (5 points)

How many countries has he been to?

	6
--	---

How many languages does he speak?

	7
--	---

Northern Mali, in the Sahara Desert, is particularly memorable to him because he once spent

there	8
-------	---

The first thing he always does when he gets to a new place is to

	9
--	---

He finds it quite easy to adjust to a different place because he is

	10
--	----

Part C

Directions:

You will hear three pieces of recorded material. Before listening to each one, you will have time to

read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece **once only**. (10 points)

Questions 11 – 13 are based on the following monologue. You now have 15 seconds to read questions 11 – 13.

11. How did the people upstairs behave when the speaker asked them about the girl?
- [A] They told him all about her. [B] They didn't tell him anything.
[C] They couldn't tell him much. [D] They were annoyed with him.
12. Why did the speaker want to be left alone?
- [A] Because he didn't like his neighbors.
[B] Because he couldn't speak the local language.
[C] Because he couldn't stand the noise.
[D] Because he had suffered a failure in friendship.
13. The speaker seems to be _____.
[A] in love with Sally [B] unwilling to be involved with Sally
[C] curious about Sally [D] annoyed at being disturbed by Sally

You now have 30 seconds to check your answers to Questions 11 – 13.

Questions 14 – 16 are based on the following talk about parent-child relationships. You now have 15 seconds to read questions 14 – 16.

14. The speaker is primarily addressing _____.
[A] parents of teenagers [B] teachers
[C] teenager consultants [D] teenagers
15. Why do teenagers tend to have strange clothes and hairstyles?
- [A] Because they want to show their existence by creating a culture of their own.
[B] Because they have a strong desire to be leaders in style and taste.
[C] Because they have no other way to enjoy themselves.
[D] Because they want to irritate their parents.
16. To improve parent-child relationships, teenagers are advised to be _____.
[A] obedient [B] responsible
[C] co-operative [D] independent

You now have 30 seconds to check your answers to Questions 14 – 16.

Questions 17 – 20 are based on the following telephone conversation. You now have 20 seconds to read questions 17 – 20.

17. Who first answered the call?
- [A] Mrs. Henderson. [B] Mr. Henderson.
[C] Betty. [D] Mr. Murphy.

18. From the conversation you can see that Betty must be _____.
 [A] Mrs. Henderson's maid [B] Mr. Murphy's daughter
 [C] Mrs. Henderson's daughter [D] a little girl in kindergarten
19. When did Mr. Murphy move in?
 [A] Tuesday. [B] Wednesday.
 [C] Thursday. [D] Friday.
20. What is the man's last question?
 [A] On which day do the dustmen come?
 [B] Where is the nearest police station?
 [C] What time does the milkman call?
 [D] Who is the most dependable newsagent?

You now have 40 seconds to check your answers to Questions 17 – 20.

You now have 5 minutes to transfer all your answers from your test booklets to **ANSWER SHEET 1**.
 That is the end of Listening Comprehension.

Section II Use of English

Directions:

Read the following text. Choose the best words for each numbered blank and mark A, B, C or D on **ANSWER SHEET 1**. (10 points)

According to government statistics, men of all social classes in Britain visit pubs quite regularly, 21 the kind of pub they go to may be different and their reasons for going there 22, too. Nowadays they often take their wives or girl friends, which 23 to be the case.

The fact is that the typical English pub is changing, partly 24 the licensing laws not being so strict as they 25, but also because publicans are trying to 26 away with the old Victorian 27 of the pub and 28 provide couples with an atmosphere where they can both enjoy themselves. Pubs used not to open 29 at certain times. The result was that they were usually 30 with men who seemed to be drinking as much as possible in the time 31. But that kind of pub is rapidly becoming a thing of the past.

Curiously enough, the old British licensing laws, which foreigners found so objectionable and absurd, were 32 introduced as a 33 measure to stop workers drinking in the First World War. 34 the strong Puritanical 35 in Parliament took 36 of the law and 37 it.

Opening hours are 38 limited to eight hours a day, but the public can now choose the hours which 39 him best. And these days you can even get a cup of coffee if you prefer 40 beer. But in spite of this the Puritans would never dream of admitting that a pub could become a repeatable place.

- | | | | |
|------------------|--------------|----------|-------------|
| 21. [A] and | [B] though | [C] when | [D] as |
| 22. [A] disagree | [B] diverge | [C] vary | [D] deviate |
| 23. [A] used not | [B] not used | [C] used | [D] is used |

- | | | | |
|----------------------|----------------|----------------|-----------------|
| 24. [A] because | [B] because of | [C] for | [D] in that |
| 25. [A] were | [B] are | [C] used | [D] had been |
| 26. [A] take | [B] do | [C] keep | [D] go |
| 27. [A] sight | [B] image | [C] appearance | [D] perception |
| 28. [A] then | [B] instead | [C] further | [D] still |
| 29. [A] except | [B] except for | [C] only | [D] only for |
| 30. [A] covered | [B] crowded | [C] full | [D] occupied |
| 31. [A] available | [B] proper | [C] probable | [D] accessible |
| 32. [A] ordinarily | [B] generally | [C] originally | [D] formerly |
| 33. [A] perpetual | [B] temporary | [C] uniform | [D] temperate |
| 34. [A] Nevertheless | [B] However | [C] Afterwards | [D] Furthermore |
| 35. [A] factor | [B] element | [C] component | [D] atom |
| 36. [A] advantage | [B] profit | [C] use | [D] charge |
| 37. [A] retained | [B] contained | [C] maintained | [D] detained |
| 38. [A] even | [B] just | [C] but | [D] still |
| 39. [A] suit | [B] match | [C] meet | [D] agree |
| 40. [A] against | [B] for | [C] with | [D] to |

Section III Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing A, B, C and D. Mark your answer on **ANSWER SHEET 1**. (40 points)

Text 1

Recent stories in the newspapers and magazines suggest that teaching and research contradict each other, that research plays too prominent a part in academic promotions, and that teaching is badly under-emphasized. There is an element of truth in these statements, but they also ignore deeper and more important relationships.

Research experience is an essential element of hiring and promotion at a research university because it is the emphasis on research that distinguishes such a university from an arts college. Some professors, however, neglect teaching for research, and that presents a problem.

Most research universities reward outstanding teaching, but the greatest recognition is usually given for achievements in research. Part of the reason is the difficulty of judging teaching. A highly responsible and tough professor is usually appreciated by top students who want to be challenged, but disliked by those whose records are less impressive. The mild professor gets overall ratings that are usually high, but there is a sense of disappointment on the part of the best students, exactly those for whom the system should present the greatest challenges. Thus, a university trying to promote professors primarily

on the basis of teaching qualities would have to confront this confusion.

As modern science moves faster, two forces are exerted on professors: one is the time needed to keep up with the profession; the other is the time needed to teach. The training of new scientists requires outstanding teaching at the research university as well as the arts college. Although scientists are usually "made" in the elementary schools, scientists can be "lost" by poor teaching and research at the college and graduate levels. The solution is not to separate teaching from research, but to recognize that the combination is difficult but vital. The title of professor should be given only to those who profess, and it is perhaps time for universities to reserve it for those willing to be an earnest part of the community of scholars. Professors unwilling to teach can be called "distinguished research investigators," or something else.

The pace of modern science makes it increasingly difficult to be a great researcher and a great teacher. Yet many are described in just those terms. Those who say we can separate teaching from research simply do not understand the system, but those who say the problems will disappear are not fulfilling their responsibilities.

41. What idea does the author want to convey in the first paragraph?
- [A] It is wrong to overestimate the importance of teaching.
 - [B] Teaching and research are contradictory to each other.
 - [C] Research can never be emphasized too much.
 - [D] The relationship between teaching and research should not be simplified.
42. In academic promotions research universities still attach more importance to research partly because _____.
- [A] research improves the quality of teaching
 - [B] students who want to be challenged appreciate research professors
 - [C] it is difficult to evaluate teaching quality objectively
 - [D] professors with achievements in research are usually responsible and tough
43. According to the fourth paragraph, to which of the following will the author probably agree?
- [A] Distinguished professors at research universities should concentrate on research only.
 - [B] The separation of teaching from research can lower the quality of future scientists.
 - [C] It is of utmost importance to improve teaching in elementary schools in order to train new scientists.
 - [D] The rapid development of modern science makes it impossible to combine teaching with research.
44. The title of professor should be given only to those who, first and foremost, do _____.
- [A] teaching
 - [B] scientific research
 - [C] field work
 - [D] investigation
45. The phrase "the problem" (paragraph 5) refers to _____.
- [A] raising the status of teaching
 - [B] the combination of teaching with research
 - [C] the separation of teaching from research

[D] improving the status of research

Text 2

Our visual perception depends on the reception of energy reflecting or radiating from what we wish to perceive. If your eyes could receive and measure infinitely delicate sense-data, you could perceive the world with infinite precision. The natural limits of our eyes have, of course, been extended by mechanical instruments, telescopes and microscopes. There is, however, an ultimate limit beyond which no instrument can take us. This limit is imposed by our inability to receive sense-data smaller than those conveyed by an individual of energy. Since these quanta are believed to be indivisible packages of energy and so cannot be further refined, we reach a point beyond which further resolution of the world is not possible. It is like a drawing that a child might make by sticking indivisible discs of color onto a canvas.

We might think that we could avoid this limitation by using quanta with extremely long wavelengths, such quanta would be sufficiently sensitive to convey extremely delicate sense-data. And these quanta would be useful, as long as we only wanted to measure energy, but a completely accurate perception of the world will depend also on the exact measurement of the lengths and positions of what we wish to perceive. For this, quanta of extremely long wavelengths are useless. To measure a length accurately within a millionth of an inch, we must have a measure graduated in millionths of an inch, a yardstick graduated in inches is useless. Quanta with a wavelength of one inch would be, in a sense, measures that are graduated in inches. Quanta of extremely long wavelength are useless in measuring anything except extremely large dimensions.

Despite these difficulties, quanta have important theoretical implications for physics. It used to be supposed that, in the observation of nature, the universe could be divided into two distinct parts, a perceiving subject and a perceived object. In physics, subject and object were supposed to be entirely distinct, so that a description of any part of the universe would be independent of the observer. The quantum theory, however, suggests otherwise, for every observation involves the passage of a complete quantum from the object to the subject, and it now appears that this passage constitutes an important coupling between observer and observed. We can no longer make a sharp division between the two in an effort to observe nature objectively. Such an attempt at objectivity would distort the crucial inter-relationship of observer and observed as parts of a single whole. But even for scientists, it is only in the world of atoms that this new development makes any appreciable difference in the explanation of observation.

46. The primary purpose of the passage is to _____.

- [A] discuss a problem that hinders precise perception of the world
- [B] point out the inadequacies of accepted units of measurements
- [C] criticize attempts to distinguish between perceiving subjects and perceived objects
- [D] suggest the limited function of sensory observation

47. According to the passage, quanta with an extremely long wavelength cannot be used to give complete information about the physical world because they _____.

- [A] exist independently of sense-data
 - [B] are graduated only in inches
 - [C] have an insignificant amount of energy
 - [D] provide an insufficiently precise means of measuring length and position
48. The author implies that making a sharp division between subject and object in physics is _____.
- [A] possible in a measurement of an object's length and position, but not in a measurement of its energy
 - [B] still theoretically possible in the small-scale world of atoms and electrons
 - [C] possible in the case of observations involving the passage of a complete quantum
 - [D] no longer an entirely accurate way to describe observation of the universe
49. The phrase "in a sense" (paragraph 2) implies _____.
- [A] quanta of extremely long wavelength are essentially graduated in inches
 - [B] quanta of one-inch wavelength are not precisely compared to yardsticks graduated in inches
 - [C] quanta of extremely long wavelength, in at least one respect, resemble quanta of shorter wavelength
 - [D] quanta of one-inch wavelength and quanta of extremely long wavelength do not differ only in their wavelengths
50. According to the passage, the quantum theory can be distinguished from previous theories of physics by its _____.
- [A] insistence on precise mathematical formulations
 - [B] understanding of the inherent interrelationship of perceiver and perceived
 - [C] recognition of the need for sophisticated instruments of measurement
 - [D] emphasis on small-scale rather than on large-scale phenomena

Text 3

It is difficult to overestimate the significance of literacy to a modern society. But in the attempt to find in literacy an explanation for poverty, unemployment, disease and hopelessness, both in the third world countries and here at home, politicians, educators and now newsmen have succeeded in doing just that. James Reston wrote in the New York Times years ago: "about a third or a half of the world's people suffer from hunger or malnutrition. The people of the undeveloped world are the majority of the human race. . . . There are one hundred million more illiterates in the world today than there were twenty years ago, bringing the total to about eight hundred million."

Notice how easily the author slips from poverty and malnutrition to illiteracy. The transition is possible because of the unexamined assumption that they are causally related.

The Russian writer Tolstoy was among the first to point out that social problems such as poverty and unemployment are not to be remedied by teaching people to read and write. What people need are jobs, not reading lessons. In fact, there is now evidence provided by some leading historians and others that increased literacy is as likely to be a consequence of economic growth as a cause of it. It has

also been noticed that literacy levels increased drastically when communities were industrialized and the reason was very likely to lie in that reading became relevant to "one's daily life." As literacy becomes more functional, both parents and children value education increasingly.

It is a mistake to attribute social problems simply to personal qualities such as intelligence or literacy not only because such attributions are made without good grounds but because it leads one to offer inappropriate solutions. The problem of unemployment will not be solved by reading lessons; job training, skills upgrading, and the like, which are perceived as relevant to "one's daily life," are part of the solution to the problem of unemployment. The fundamental part, of course, is job opportunities. To solve a pressing social problem, it is important to describe the problem correctly.

51. According to the author, politicians, educators and newsmen _____.
[A] are trying to raise the literacy level of the people
[B] are correct in explaining the reason for poverty in the third world countries
[C] are overestimating the significance of literacy to a modern society
[D] are searching for a solution to pressing social problems
52. According to the author, James Reston easily slips from poverty and malnutrition to illiteracy because _____.
[A] it is believed that illiteracy is the cause of poverty
[B] there are more illiterates in the world today than twenty years ago
[C] it has been proved that they are closely related
[D] illiteracy is an outstanding problem to modern society
53. What does the author use to support his argument?
[A] Statistics from reliable sources.
[B] Facts concerning recent social changes.
[C] Logical conclusions based on his own observations.
[D] Views of well-known writers and scholars.
54. According to this passage, industrialization helps to raise the literacy level because _____.
[A] an increasing number of people can afford an education
[B] it creates job opportunities for a great number of people
[C] reading is generally regarded as a necessary part of life in modern society
[D] personal qualities are improved dramatically
55. The main idea of the passage is that social problems such as poverty and unemployment _____.
[A] are causally related to community development
[B] cannot be solved by increasing literacy levels
[C] are the result of understanding the value of education
[D] prevent people from raising their level of literacy

Text 4

Reading to oneself is a modern activity which was almost unknown to the scholars of the classical