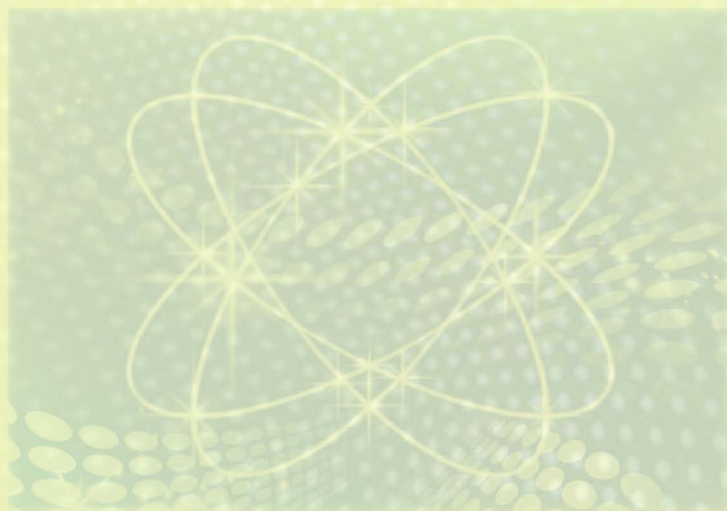# 最新考博英语

前　　言

　　《最新考博英语模拟试题精解》的第 1 版、第 2 版、第 3 版和第 4 版问世以后,深受广大考生的欢迎。为迎接 2011 年的考博潮,追踪最新考试信息,反映最新命题动态,编者对第 4 版的内容进行了全面的修订,模拟试题的内容更换了百分之百,真题部分收录了 2004—2010 年武汉大学博士研究生入学考试英语试题和湖北省博士研究生入学考试英语联考试题。每套模拟试题和真题后均附有答案及详细注解,供广大考生或考博英语辅导班授课老师参考。本书精选了 6 套模拟试题,前 3 套的题型与武汉大学近几年考博英语题型一致,后 3 套的题型与 2010 年湖北省博士研究生入学考试英语联考的题型一致。前 3 套的题型是阅读理解、英译汉、汉译英和作文;后 3 套的题型是阅读理解、完型填空、英译汉、汉译英和作文。这些题型不仅对湖北省招收博士研究生的院校,如独立命题的武汉大学、华中科技大学、中国地质大学(武汉)和湖北省联考的院校,而且对国内其他招收博士研究生的院校都有一定的参考价值。湖北科学技术出版社的几位编辑为本书付梓做了大量的工作,借此机会,向他们表示诚挚的谢意。

　　为了让本书早日问世,编者付出了辛勤的汗水。从资料的搜集、整理、改编和加工到本书的初审、复审和终审,编者经历了一个艰辛的过程。限于水平,书中的错误和疏漏在所难免,欢迎广大考生提出宝贵的意见,以便再版时修订。如果本书能为你实现博士梦起到导向性的作用,编者会感到无比的欣慰。亲爱的考生,历练是成功的必由之路。愿你经过奋斗的历程以后,脸上露出胜利的笑容。

编者于武汉大学

目　　录

Practice Examination 1

Part Ⅰ Reading Comprehension (40%)

Directions: There are 5 reading passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A，B，C，and D. You should decide on the best choice and mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets.

Questions 1 to 4 are based on the following passage：

A long-held view of the history of the English colonies that became the United States has been that England's policy toward these colonies before 1763 was dictated by commercial interests and that a change to a more imperial policy，dominated by expansionist militarist objectives，generated the tensions that ultimately led to the American Revolution. In a recent study，Stephen Saunders Webb has presented a formidable challenge to this view. According to Webb，England already had a military imperial policy for more than a century before the American Revolution. He sees Charles Ⅱ，the English monarch between 1660 and 1685，as the proper successor of the Tudor monarchs of the sixteenth century and of Oliver Cromwell，all of whom were bent on extending centralized executive power over England's possessions through the use of what Webb calls "garrison government." Garrison government allowed the colonists a legislative assembly，but real authority，in Webb's view，belonged to the colonial governor，who was appointed by the king and supported by the "garrison" that is，by the local contingent of English troops under the colonial governor's command.

According to Webb，the purpose of garrison government was to provide military support for a royal policy designed to limit the power of the upper classes in the American colonies. Webb argues that the colonial legislative assemblies represented the interests not of the common people but of the colonial upper classes，a coalition of merchants and nobility who favored self-rule and sought to elevate legislative authority at the expense of the executive. It was，according to Webb，the colonial governors who favored the small farmer，opposed the plantation system，and tried through taxation to break up large holdings of land. Backed by the military presence of the garrison，these governors tried to prevent the gentry and merchants，allied in the colonial assemblies，from transforming colonial America into a capitalistic oligarchy.

Webb's study illuminates the political alignments that existed in the colonies in the century prior to the American Revolution，but his view of the crown's use of the military as

an instrument of colonial policy is not entirely convincing. England during the seventeenth century was not noted for its military achievements. Cromwell did mount England's most ambitious overseas military expedition in more than a century，but it proved to be an utter failure. Under Charles Ⅱ，the English army was too small to be a major instrument of government. Not until the war with France in 1697 did William Ⅲ persuade Parliament to create a professional standing army，and Parliament's price for doing so was to keep the army under tight legislative control. While it may be true that the crown attempted to curtail the power of the colonial upper classes，it is hard to imagine how the English army during the seventeenth century could have provided significant military support for such a policy.

1．The passage can best be described as a _____.

A．survey of the inadequacies of a conventional viewpoint

B．reconciliation of opposing points of view

C．summary and evaluation of a recent study

D．defense of a new thesis from anticipated objections

2．The passage suggests that the view referred to in lines 1－4 argued that _____.

A．the colonial governors were sympathetic to the demands of the common people

B．Charles Ⅱ was a pivotal figure in the shift of English monarchs toward a more imperial policy in their governorship of the American colonies

C．the American Revolution was generated largely out of a conflict between the colonial upper classes and an alliance of merchants and small farmers

D．the military did not play a major role as an instrument of colonial policy until 1763

3．It can be inferred from the passage that Webb would be most likely to agree with which of the following statements regarding garrison government?

A．Garrison government gave legislative assemblies in the colonies relatively little authority，compared to the authority that it gave the colonial governors.

B．Garrison government proved relatively ineffective until it was used by Charles Ⅱ to curb the power of colonial legislatures.

C．Garrison government became a less viable colonial policy as the English Parliament began to exert tighter legislative control over the English military.

D．Oliver Cromwell was the first English ruler to make use of garrison government on a large scale.

4．According to the passage，Webb views Charles Ⅱ as the "proper successor" of the Tudor monarchs and Cromwell because Charles Ⅱ _____.

A．used colonial tax revenues to fund overseas military expeditions

B．used the military to extend executive power over the English colonies

C. wished to transform the American colonies into capitalistic oligarchies

D. resisted the English Parliament's efforts to exert control over the military

Questions 5 to 8 are based on the following passage:

Discussion of the assimilation of Puerto Ricans in the United States has focused on two factors: social standing and the loss of national culture. In general, excessive stress is placed on one factor or the other, depending on whether the commentator is North American or Puerto Rican. Many North American social scientists, such as Oscar Handlin, Joseph Fitzpatrick, and Oscar Lewis, consider Puerto Ricans as the most recent in a long line of ethnic entrants to occupy the lowest rung on the social ladder. Such a "sociodemographic" approach tends to regard assimilation as a benign process, taking for granted increased economic advantage and inevitable cultural integration, in a supposedly egalitarian context. However, this approach fails to take into account the colonial nature of the Puerto Rican case, with this group, unlike their European predecessors, coming from a nation politically subordinated to the United States. Even the "radical" critiques of this mainstream research model, such as the critique developed in *Divided Society*, attach the issue of ethnic assimilation too mechanically to factors of economic and social mobility and are thus unable to illuminate the cultural subordination of Puerto Ricans as a colonial minority.

In contrast, the "colonialist" approach of island-based writers such as Eduardo Seda-Bonilla, Manuel Maldonado-Denis, and Luis Nieves-Falcón tends to view assimilation as the forced loss of national culture in an unequal contest with imposed foreign values. There is, of course, a strong tradition of cultural accommodation among other Puerto Rican thinkers. The writings of Eugenio Fernández Méndez clearly exemplify this tradition, and many supporters of Puerto Rico's commonwealth status share the same universalizing orientation. But the Puerto Rican intellectuals who have written most about the assimilation process in the United States all advance cultural nationalist views, advocating the preservation of minority cultural distinctions and rejecting what they see as the subjugation of colonial nationalities.

This cultural and political emphasis is appropriate, but the colonialist thinkers misdirect it, overlooking the class relations at work in both Puerto Rican and North American history. They pose the clash of national cultures as an absolute polarity, with each culture understood as static and undifferentiated. Yet both the Puerto Rican and North American traditions have been subject to constant challenge from cultural forces within their own societies, forces that may move toward each other in ways that cannot be written off as mere "assimilation." Consider, for example, the indigenous and Afro-Caribbean traditions in Puerto Rican culture and how they influence and are influenced by other Caribbean

cultures and Black cultures in the United States. The elements of coercion and inequality，so central to cultural contact according to the colonialist framework，play no role in this kind of convergence of racially and ethnically different elements of the same social class.

5．The author's main purpose is to _____.

    A．criticize the emphasis on social standing in discussions of the assimilation of Puerto Ricans in the United States

    B．support the thesis that assimilation has not been a benign process for Puerto Ricans

    C．defend a view of the assimilation of Puerto Ricans that emphasizes the preservation of national culture

    D．indicate deficiencies in two schools of thought on the assimilation of Puerto Ricans in the United States

6．According to the passage，cultural accommodation is promoted by _____.

    A．Eduardo Seda-Bonilla

    B．Manuel Maldonado-Denis

    C．the author of *Divided Society*

    D．many supporters of Puerto Rico's commonwealth status

7．The author implies that the Puerto Rican writers who have written most about assimilation do not _____.

    A．regard assimilation as benign

    B．resist cultural integration

    C．describe in detail the process of assimilation

    D．take into account the colonial nature of the Puerto Rican case

8．It can be inferred from the passage that the "colonialist" approach is so called because its practitioners _____.

    A．support Puerto Rico's commonwealth status

    B．have a strong tradition of cultural accommodation

    C．emphasize the class relations at work in both Puerto Rican and North American history

    D．regard the political relation of Puerto Rico to the United States as a significant factor in the experience of Puerto Ricans

Questions 9 to 12 are based on the following passage：

    Classical physics defines the vacuum as a state of absence：a vacuum is said to exist in a region of space if there is nothing in it. In the quantum field theories that describe the physics of elementary particles，the vacuum becomes somewhat more complicated. Even in empty space，particles can appear spontaneously as a result of fluctuations of the vacuum. For example，an electron and a positron，or antielectron，can be created out of the void.

Particles created in this way have only a fleeting existence; they are annihilated almost as soon as they appear, and their presence can never be detected directly. They are called virtual particles in order to distinguish them from real particles, whose lifetimes are not constrained in the same way, and which can be detected. Thus it is still possible to define the vacuum as a space that has no real particles in it.

One might expect that the vacuum would always be the state of lowest possible energy for a given region of space. If an area is initially empty and a real particle is put into it, the total energy, it seems, should be raised by at least the energy equivalent of the mass of the added particle. A surprising result of some recent theoretical investigations is that this assumption is not invariably true. There are conditions under which the introduction of a real particle of finite mass into an empty region of space can reduce the total energy. If the reduction in energy is great enough, an electron and a positron will be spontaneously created. Under these conditions the electron and positron are not a result of vacuum fluctuations but are real particles, which exist indefinitely and can be detected. In other words, under these conditions the vacuum is an unstable state and can decay into a state of lower energy; i. e. , one in which real particles are created.

The essential condition for the decay of the vacuum is the presence of an intense electric field. As a result of the decay of the vacuum, the space permeated by such a field can be said to acquire an electric charge, and it can be called a charged vacuum. The particles that materialize in the space make the charge manifest. An electric field of sufficient intensity to create a charged vacuum is likely to be found in only one place: in the immediate vicinity of a superheavy atomic nucleus, one with about twice as many protons as the heaviest natural nuclei known. A nucleus that large cannot be stable, but it might be possible to assemble one next to a vacuum for long enough to observe the decay of the vacuum. Experiments attempting to achieve this are now under way.

9. Which of the following titles best describes the passage as a whole?

    A. The Vacuum: Its Fluctuations and Decay.

    B. The Vacuum: Its Creation and Instability.

    C. The Vacuum: A State of Absence.

    D. Particles That Materialize in the Vacuum.

10. According to the passage, the assumption that the introduction of a real particle into a vacuum raises the total energy of that region of space has been cast into doubt by _____.

    A. findings from laboratory experiments

    B. findings from observational field experiments

    C. accidental observations made during other experiments

D．predictions based on theoretical work

11．It can be inferred from the passage that scientists are currently making efforts to observe _____．

A．the decay of a vacuum in the presence of virtual particles

B．the decay of a vacuum next to a superheavy atomic nucleus

C．the creation of a superheavy atomic nucleus next to an intense electric field

D．the creation of a virtual electron and a virtual positron as a result of fluctuations of a vacuum

12．According to the passage，the author considers the reduction of energy in an empty region of space to which a real particle has been added to be _____．

A．a well-known process

B．a frequent occurrence

C．a fleeting aberration

D．an unexpected outcome

Questions 13 to 16 are based on the following passage：

"Popular art" has a number of meanings，impossible to define with any precision，which range from folklore to junk．The poles are clear enough，but the middle tends to blur．The Hollywood Western of the 1930's，for example，has elements of folklore，but is closer to junk than to high art or folk art．There can be great trash，just as there is bad high art．The musicals of George Gershwin are great popular art，never aspiring to high art．Schubert and Brahms，however，used elements of popular music—folk themes—in works clearly intended as high art．The case of Verdi is a different one：he took a popular genre—bourgeois melodrama set to music（an accurate definition of nineteenth-century opera）—and，without altering its fundamental nature，transmuted it into high art．This remains one of the greatest achievements in music，and one that cannot be fully appreciated without recognizing the essential trashiness of the genre．

As an example of such a transmutation，consider what Verdi made of the typical political elements of nineteenth-century opera．Generally in the plots of these operas，a hero or heroine—usually portrayed only as an individual，unfettered by class—is caught between the immoral corruption of the aristocracy and the doctrinaire，a hero or secret greed of the leaders of the proletariat．Verdi transforms this naïve and unlikely formulation with music of extraordinary energy and rhythmic vitality，music more subtle than it seems at first hearing．There are scenes and arias that still sound like calls to arms and were clearly understood as such when they were first performed．Such pieces lend an immediacy to the otherwise veiled political message of these operas and call up feelings beyond those of the opera itself．

Or consider Verdi's treatment of character. Before Verdi, there were rarely any characters at all in musical drama, only a series of situations which allowed the singers to express a series of emotional states. Any attempt to find coherent psychological portrayal in these operas is misplaced ingenuity. The only coherence was the singer's vocal technique: when the cast changed, new arias were almost always substituted, generally adapted from other operas. Verdi's characters, on the other hand, have genuine consistency and integrity, even if, in many cases, the consistency is that of pasteboard melodrama. The integrity of the character is achieved through the music: once he had become established, Verdi did not rewrite his music for different singers or countenance alterations or substitutions of somebody else's arias in one of his operas, as every eighteenth-century composer had done. When he revised an opera, it was only for dramatic economy and effectiveness.

13. The author refers to Schubert and Brahms in order to suggest _____.

    A. that their achievements are no less substantial than those of Verdi

    B. that their works are examples of great trash

    C. the extent to which Schubert and Brahms influenced the later compositions of Verdi

    D. that popular music could be employed in compositions intended as high art

14. According to the passage, the immediacy of the political message in Verdi's operas stems from the _____.

    A. vitality and subtlety of the music

    B. audience's familiarity with earlier operas

    C. portrayal of heightened emotional states

    D. individual talents of the singers

15. According to the passage, all of the following characterize musical drama before Verdi EXCEPT _____.

    A. arias tailored to a particular singer's ability

    B. adaptation of music from other operas

    C. psychological inconsistency in the portrayal of characters

    D. music used for the purpose of defining a character

16. Which of the following best describes the relationship of the first paragraph of the passage to the passage as a whole?

    A. It provides a group of specific examples from which generalizations are drawn later in the passage.

    B. It leads to an assertion that is supported by examples later in the passage.

    C. It defines terms and relationships that are challenged in an argument later in the passage.

D. It briefly compares and contrasts several achievements that are examined in detail later in the passage.

Questions 17 to 20 are based on the following passage：

Surprisingly enough，modern historians have rarely interested themselves in the history of the American South in the period before the South began to become self-consciously and distinctively "Southern"—the decades after 1815. Consequently，the cultural history of Britain's North American empire in the seventeenth and eighteenth centuries has been written almost as if the Southern colonies had never existed. The American culture that emerged during the Colonial and Revolutionary eras has been depicted as having been simply an extension of New England Puritan culture. However，Professor Davis has recently argued that the South stood apart from the rest of American society during this early period，following its own unique pattern of cultural development. The case for Southern distinctiveness rests upon two related premises：first，that the cultural similarities among the five Southern colonies were far more impressive than the differences，and second，that what made those colonies alike also made them different from the other colonies. The first，for which Davis offers an enormous amount of evidence，can be accepted without major reservations；the second is far more problematic.

What makes the second premise problematic is the use of the Puritan colonies as a basis for comparison. Quite properly，Davis decries the excessive influence ascribed by historians to the Puritans in the formation of American culture. Yet Davis inadvertently adds weight to such ascriptions by using the Puritans as the standard against which to assess the achievements and contributions of Southern colonials. Throughout，Davis focuses on the important，and undeniable，differences between the Southern and Puritan colonies in motives for and patterns of early settlement，in attitudes toward nature and Native Americans，and in the degree of receptivity to metropolitan cultural influences.

However，recent scholarship has strongly suggested that those aspects of early New England culture that seem to have been most distinctly Puritan，such as the strong religious orientation and the communal impulse，were not even typical of New England as a whole，but were largely confined to the two colonies of Massachusetts and Connecticut. Thus，what in contrast to the Puritan colonies appears to Davis to be peculiarly Southern—acquisitiveness，a strong interest in politics and the law，and a tendency to cultivate metropolitan cultural models—was not only more typically English than the cultural patterns exhibited by Puritan Massachusetts and Connecticut，but also almost certainly characteristic of most other early modern British colonies from Barbados north to Rhode Island and New Hampshire. Within the larger framework of American colonial life，then，not the Southern but the Puritan colonies appear to have been distinctive，and even they

seem to have been rapidly assimilating to the dominant cultural patterns by the late Colonial period.

17. The author is primarily concerned with _____.
    A. refuting a claim about the influence of Puritan culture on the early American South
    B. refuting a thesis about the distinctiveness of the culture of the early American South
    C. refuting the two premises that underlie Davis' discussion of the culture of the American South in the period before 1815
    D. challenging the hypothesis that early American culture was homogeneous in nature

18. The passage implies that the attitudes toward Native Americans that prevailed in the Southern colonies _____.
    A. were in conflict with the cosmopolitan outlook of the South
    B. derived from Southerners' strong interest in the law
    C. were modeled after those that prevailed in the North
    D. differed from those that prevailed in the Puritan colonies

19. According to the author，the depiction of American culture during the Colonial and Revolutionary eras as an extension of New England Puritan culture reflects the _____.
    A. fact that historians have overestimated the importance of the Puritans in the development of American culture
    B. fact that early American culture was deeply influenced by the strong religious orientation of the colonists
    C. failure to recognize important and undeniable cultural differences between New Hampshire and Rhode Island on the one hand and the Southern colonies on the other
    D. extent to which Massachusetts and Connecticut served as cultural models for the other American colonies

20. The passage suggests that by the late Colonial period the tendency to cultivate metropolitan cultural models was a cultural pattern that was _____.
    A. dying out as Puritan influence began to grow
    B. self-consciously and distinctively Southern
    C. spreading to Massachusetts and Connecticut
    D. more characteristic of the Southern colonies than of England

Part Ⅱ English-Chinese Translation（20％）

21. Productivity is the yardstick by which socioeconomic revolutions are measured. Plows triggered the agrarian revolution by greatly improving the productivity of farmers.

Engines，and later electricity，triggered the industrial revolutions by greatly improving the productivity of workers in manufacturing and transportation. If there is to be a true information revolution，then computers will have to repeat the pattern with information and information work.

22. Information technology has barely begun to improve productivity，and it has even hurt it in some cases；it takes longer to wade through those endless automated phone answering menus than it does to talk to a human operator. However，as I suggested in the previous chapter，productivity will rise once computers and communications are used in the Information Marketplace to relieve people of brain work in the way that industrial machinery relieved us of physical work.

Indeed，the Information Marketplace will give rise to two great new forces that will drive change in the twenty-first century："electronic bulldozers" and "electronic proximity". This chapter deals with the first force. Chapter 13 deals with the second.

23. Ultimately，most of the hardware and communications technologies，human-machine interfaces，middleware，and information infrastructures we have discussed will either serve as electronic bulldozers or create electronic proximity. The bulldozers will relieve us of the burden of human work，either by completely replacing information-related human activities or by augmenting our ability to carry out these activities with less human work—in short，by increasing our productivity.

The world has largely ignored the cause-and-effect relationship between electronic bulldozers and productivity. Most people and companies buy new computers because the hardware has faster processors（more megahertz）or more memory（more megabytes or gigabytes），or because it is fashionable to own a new model，or because competitors have bought them and "we can't afford to fall behind." Imagine the absurdity of a company buying a new bulldozer because the motor turns at a higher speed，or because it's in vogue to do so，or because the competition just bought that model regardless of whether the machine can move any more earth in an hour！

Two hundred years ago，more than half of all Americans used their shovels，axes，and later their animal-drawn plows to produce the food that fed the nation. Today，about 3 percent of the people work toward the same goal. That's about a 20-to-1 increase in human productivity in agriculture，since we also produce more food today for a larger population than we did then.

The Industrial Revolution came along and turned all the displaced framers loose on the engines，factories，transportation systems，and auxiliary professions that the Industrial Age created. The new kid on the block，manufacturing，became the big winner and rose to the same magical figure；by the end of the nineteenth century about half of the population in

industrialized nations worked to produce the goods consumed by the citizenry.

Since then, the manufacturing establishments have progressively learned how to make goods with less and less human effort. Today, only 17 percent of the workforce in the United States is needed to manufacture all the goods that used to be made, plus many new ones—less imports, of course—another huge productivity increase. We are naturally led to ask, "Are we going to reach a stage where only 3 percent of the people will be able to manufacture everything we need?" We'll get to that topic shortly in our discussion of the prospects for a work-free society. For now, let's simply accept that productivity increases in manufacturing will continue.

So where have all the displaced people gone? To service jobs, which have been growing steadily. The key point to realize, however, is that a significant and growing portion of the service jobs, and the remaining manufacturing jobs, involve information. As we saw in the last chapter, the information-dominant economic activity, the GNIP, is now up to about half of the GNP in the world's industrial economies.

That's roughly the same portion of the workforce that was dedicated to agriculture and to manufacturing when those waves reached their peaks. If these magic patterns hold, it may be time for human productivity to begin its next surge, this time through electronic bulldozers. The social patterns are there in our own lives to remind us of this progression, too. Most of our great-grandfathers worked the land; our grandfathers shed plows for assembly lines; our fathers and mothers moved to the office; and now, we and our children are beginning to use the Information Marketplace on an increasingly regular basis.

Productivity will rise in the Information Age as it did in the Industrial Age and for the same reasons it did before: the application of new tools to relieve human work. To ignore computers' fundamental ability to help humans do their brain work is at best perverse and at worst irresponsible.

24. Let's explore how the Information Marketplace might help us in the eternal quest to get more results for less work. To do this, we will first examine a series of "faults"— ways in which computer technology is misused today, because of either technological or human foibles. Correcting these faults will be the first step toward increasing our productivity. Making the Information Marketplace easier to use will be the second step.

Part Ⅲ Chinese-English Translation（20％）

Directions：Translate the following passage into English and write your translation on the ANSWER SHEET.

关于月亮的起源,理论家们意见不同。一些理论家提出假设:月亮形成的方式与太阳系内部的行星(水星、金星、火星和地球)形成的方式是一样的——均源自太阳产生以

前的星云中构成行星的物质。但是,与太阳系内部行星的核心不同,月亮的核心含有少量的铁或许根本就不含铁,而典型的、构成行星的物质曾经含铁量高。另外一些理论家提出,地球上大量的铁落到它的核心以后,地球同另一个巨大的天体相撞,致使月亮被从地球上不稳固的风化层那里撕裂。"撞击说"要解决的一个问题是探究以这种方式形成的卫星是如何适应月亮如今所拥有的呈环状的轨道。幸好,"撞击说"可以接受检验。如果它是正确的,那么从地质化学的角度看,月亮和地球上的风化层应该是一样的。

Part Ⅳ Writing（20％）

Directions：In this part，you are required to write a composition entitled ***Which Do You Prefer***，***Keeping a Low Profile or a High Profile in Your Life and Work***？．You should use your own ideas，knowledge and experience and support your arguments with examples and relevant evidence．Write at least 200 words．

Practice Examination 1 答案与注解

Part Ⅰ Reading Comprehension

1．答案是 C。这篇短文可以很恰当地说成是对一项新研究的总结和评价。短文第一段第二句说,韦布对旧的历史观提出了惊人的挑战。下文介绍并评价了他的观点。第二段的主题句和第三段的主题句是答案的重要依据。

2．答案是 D。短文暗示,1～4 行所提到的观点认为:直到 1763 年,作为殖民地政府工具的军队才开始起重要作用。根据第一段第一句,长期以来,人们对后来成为美国的英国殖民地持有这样的历史观:在 1763 年以前,英国对这些殖民地的政策受商业利益支配,后来转向一种由军事扩张主义为目的的帝国主义政策,这导致了英国与殖民地之间的紧张关系,最终导致了美国革命。可见,根据传统的历史观,1763 年以后英国才加强了对殖民地的军事控制。

3．答案是 A。根据短文可以推断,就实行军事体制的政府而言,韦布很可能同意以下哪一种观点? 与实行军事体制的政府给予殖民地总督的权力相比,它给予殖民地议会比较少的权力。从第一段的结尾处可以看出,实行军事体制的政府允许殖民地居民成立议会。但是,根据韦布的观点,真正的权力属于殖民地的总督。

4．答案是 B。根据短文,韦布把查理二世看作是 16 世纪的都铎王朝和克伦威尔合适的继承人,因为查理二世利用军队扩大对英国殖民地的行政权力。从第一段第四句可以看出,韦布把 1660 年至 1685 年担任英国君主的查理二世看作是 16 世纪的都铎王朝和克伦威尔的合适继承人,因为都铎王朝和克伦威尔决意利用韦布所说的"实行军事体制的政府",扩大中央集权,统治英国殖民地。

5．答案是 D。作者的主要目的是指出与美国波多黎各人同化过程有关的两个流派的不足之处。第一段介绍了"社会人口学分析方法"(sociodemographic approach),然后指出这种方法未能考虑波多黎各人具有殖民地的本性。第二段介绍了"殖民主义的分析方法"(colonialist approach),但第三段对"殖民主义的分析方法"提出了批评。这一点从第三段开头就可以看得出来。根据第三段头两句,这种强调文化和政治的做法是合理的,但这些殖民主义的思想家的重点放错了方向,忽视了波多黎各和美国历史上存在的阶级关系。他们指出截然对立的民族文化之间的冲突,把每一种文化看作是静止的,一成不变的。

6．答案是 D。根据短文,许多支持波多黎各联邦地位的人提倡文化适应。根据第二段第二句和第三句,当然,在其他波多黎各思想家当中存在着根深蒂固的文化适应传统,尤金尼奥·弗尔南德斯·门德斯显然属于这个传统,而且许多支持波多黎各联邦地位的人也拥有这种越来越普及的导向性观点。

7．答案是 A。作者暗示,在同化过程方面著述颇丰的波多黎各作家不会把同化过

程看作是良性的过程。根据第二段最后一句,生活在美国的波多黎各知识分子就同化过程写了大量的著作,他们都提出了文化民族主义的观点,提倡保持少数民族文化特色,拒绝接受对殖民地民族文化的征服。

8. 答案是 D。根据短文可以推断,之所以有"殖民主义的分析方法"的提法是因为从事这项研究的人把波多黎各同美国的政治关系看作是波多黎各历史上的一个重要因素。从第一段我们了解到,波多黎各是一个在政治上隶属于美国的国家。第二段中提到了"殖民主义的分析方法",运用这种方法的波多黎各知识分子们拒绝接受他们所认为的对殖民地少数民族的征服(subjugation)。根据这一点,也可以看出波多黎各同美国的政治关系。

9. 答案是 A。以下哪一个标题最恰当地概括全文? 真空的不稳与衰变。第一段和第二段讲真空的不稳定(vacuum fluctuations),第三段讨论真空的衰变(the decay of the vacuum)。

10. 答案是 D。根据短文,基于理论工作的预言使人对这种假设表示怀疑:将真正的粒子放入真空能够增加空间中这一区域的总能量。根据第二段第三句,最近一些理论研究的惊人结果表明,这种假设并非总是正确的。

11. 答案是 B。根据短文可以推断,科学家们目前正在付出努力,观察贴近超重原子核的真空的衰变。根据第三段最后两句,那么大的原子核不可能稳定,但有可能在靠近真空的地方集合成一个原子核,可以长时间地观察真空的衰变。尝试取得这一效果的试验目前正在进行之中。

12. 答案是 D。根据短文,作者认为,减少添加了真正粒子的真空的能量是一种出乎意料的结果。从第二段可以看出,如果一个区域原本是空的,然后被放入一个真正的粒子,那么表面上看,总的能量应该是增加了。但在某些情况下,将具有有限质量的真正粒子放入真空中会减少总的能量。

13. 答案是 D。作者提到舒伯特和布拉姆斯,以便让人想起通俗音乐可以用于旨在追求高尚艺术的作品中。根据第一段第五句和第六句,乔治·格什温的音乐喜剧属于了不起的通俗艺术,从不追求高雅的艺术。然而,舒伯特和布拉姆斯在旨在追求高尚艺术的作品中运用了通俗音乐的元素,即民间主题。

14. 答案是 A。根据短文,威尔地歌剧政治信息的直接性源于音乐的活力和微妙。根据第二段第三句,威尔地用具有非凡力量的、既具有节奏感又充满活力的音乐,即比乍一听还要觉得微妙的音乐,改变天真的、不大可能的构想。

15. 答案是 D。根据短文,以下各项代表威尔地以前的音乐剧的特征,用于界定人物的音乐除外。A(适合某一特定歌手能力的独唱曲)和 B(根据其他歌剧改编成的音乐)在最后一段的第四句中提到。这句话的意思是:唯一的连贯性是歌唱家的发声技巧。如果演员阵容起了变化,几乎总是更换新的独唱曲,那些独唱曲是根据其他歌剧改编而成的。C(人物描写中心理连贯性的缺乏)与最后一段第三句的意思吻合。这句话的意思是:在这些歌剧中试图找到连贯的心理描写意味着机智被误用了。没有提到 D。