邹申 总主编

TEM8

MODEL TESTS

英语专业八级考试
模拟试题集

（2016新题型版）

★主编／李战子 ★副主编／杨晓冬 何星

上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
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总　序

　　英语专业四、八级考试(Test for English Majors,简称 TEM)是我国自主开发的一个考试系列。四级考试对象为在校的二年级英语专业学生,八级考试对象是四年级英语专业学生。TEM 考试根据《高等学校英语专业本科教学质量国家标准(征求意见稿)》的培养规格以及《高等学校英语专业英语教学大纲》规定的教学要求,阶段性检查学生的英语语言运用能力(包括语言知识)。

　　TEM 考试从 2016 年起按照高校外语专业教学测试办公室的《关于英语专业四、八级考试题型调整的说明》命题和实施。

　　TEM4 考试的题型、题数、计分、比重和时间列表如下:

序号	题号	各部分名称	题型	题数	计分	比重	考试时间(分钟)
Ⅰ		听写	作答题	1	10	10%	10
Ⅱ	(1)–(10) 1–10	听力理解 A 讲座 B 会话	作答题 选择题	10 10	20	20%	20
Ⅲ	11–30	语言知识	选择题	20	20	20%	10
Ⅳ	31–40	完型填空	选择题	10	10	10%	10
Ⅴ	41–55 (41–50) (51–55)	阅读理解 A 选择题 B 简答题	选择题 作答题	15	20	20%	35
Ⅵ		写作	作答题	1	20	20%	45
合计				67	100	100%	130

TEM8 考试的题型、题数、计分、比重和时间列表如下：

序号	题号	各部分名称	题型	题数	计分	比重	考试时间（分钟）
I	（A1）-（A10） 1-10	听力理解 A 讲座 B 会话	作答题 选择题	15 10	15 10	15% 10%	25
II	11-24 25-32	阅读理解 A 选择题 B 简答题	选择题 作答题	22	30	30%	45
III	（B1）-（B10）	语言知识	作答题	10	10	10%	15
V		翻译	作答题	1	15	15%	20
VI		写作	作答题	1	20	20%	45
合计				59	100	100%	150

TEM 考试开考至今已有二十余年。据统计，2015 年 TEM4 考试人数为 26 万左右，参考学校 882 所。TEM8 考试人数为 20 万左右，参考学校 871 所。目前，TEM 考试的权威性不断提高，在教学中的评估功能也不断凸现，已成为各校英语专业本科教学评估的一项重要指标。

本系列按照高校外语专业教学测试办公室的《关于英语专业四、八级考试题型调整的说明》要求编写，旨在向考生、教师和其他有关人员全面、系统地介绍 2016 年起 TEM 考试的性质、目的、内容等，使读者熟悉和了解考试的基本项目和所涉及的语言技能和能力。本书通过翔实的项目介绍、考生错误辨析及具有针对性的练习，提高学生的语言水平，使单纯的应试准备转变为训练与提高语言运用能力的过程。

来自全国多所著名（外语）高校的专家和教授参与了本系列的编写工作。他们在英语专业教学与研究方面颇有建树，其中大部分编者还在不同时期参与了英语专业考试大纲的修订、阅卷等项工作。本系列是他们多年教学研究和实践的结晶。

在编写过程中，我们得到了高校外语专业教学测试办公室的大力支持，在此表示衷心的谢意。

邹　申

2015 年 11 月 8 日

前　言

　　全国高等学校英语专业高年级阶段考试(TEM8)是由高等学校外语专业指导委员会主持实施的全国性考试。考试的目的是帮助各高校和有关部门了解执行《高等学校英语专业英语教学大纲》的情况,检查学生的实际语言应用能力,并为各高校和相关部门提供信息反馈,为教学过程提供参考依据。

　　2015 年 8 月,高校外语专业教学测试办公室发布公告,外语专业教学测试专家委员会经过讨论,通过了英语专业八级考试(TEM8)题型调整方案,并决定从 2016 年起对 TEM8 考试的试卷和测试试题作局部调整。

　　调整后的 TEM8 考试的试卷的题型、题数、计分、比重和考试时间如下表所示。

序号	题号	各部分名称	题型	题数	计分	比重	考试时间(分钟)
I	(A1)—(A15) 1—10	听力理解 A 讲座 B 会话	作答题 选择题	15 10	15 10	15% 10%	25
II	11—24 25—32	阅读理解 A 选择题 B 简答题	选择题 作答题	22 14 8	30 14 16	30% 14% 16%	45
III	(B1)—(B10)	语言知识	作答题	10	10	10%	15
IV		翻译 汉译英	作答题	1	15	15%	20
V		写作	作答题	1	20	20%	45
合计				59	100	100%	150

　　TEM8 考试经过多年的实践,事实证明其具有一定的科学性和权威性。为了帮助广大高校师生了解 TEM8 考试的目的和内容,考试所要求的语言文化知识和语言运用能力等,

我们编写了此书。

参与编写此书的同志均为多年来参与 TEM8 考试培训和试题研究的高校教师,在理论和实践上具有相当丰富的经验。

本书分为三大部分。

第一部分为模拟试题。该部分包括八套 TEM8 考试的模拟题,根据 TEM8 题型调整方案编制,难度、内容、题量等方面与 TEM8 考试要求相仿。

第二部分为录音文字。该部分包括八套模拟题的录音稿,为使用者进一步熟悉听力理解的内容提供参照。

第三部分为试题题解。该部分为每套模拟题提供了标准答案、翻译参考译文和答案的详尽解释,供使用者参考。

在编写本书过程中,我们得到了上海外国语大学邹申教授的大力支持,在此表示衷心的感谢。

由于水平有限,不妥之处在所难免,恳请广大读者批评指正。

编　者

2015 年 12 月

目　录

第一部分   模拟试题

Model Test I

TEST FOR ENGLISH MAJORS

GRADE EIGHT

TIME LIMIT: 150 MIN

PART I LISTENING COMPREHENSION   [25 MIN]

SECTION A MINI-LECTURE

*In this section you will hear a mini-lecture. You will hear the mini-lecture ONCE ONLY. While listening to the mini-lecture, please complete the gap-filling task on **ANSWER SHEET ONE** and write NO MORE THAN THREE WORDS for each gap. Make sure the word(s) you fill in is (are) both grammatically and semantically acceptable. You may use the blank sheet for note-taking.*

You have THIRTY seconds to preview the gap-filling task.

Now listen to the mini-lecture. When it is over, you will be given THREE minutes to check your work.

SECTION B INTERVIEW

*In this section you will hear ONE interview. The interview will be divided into TWO parts. At the end of each part, five questions will be asked about what was said. Both the interview and the questions will be spoken ONCE ONLY. After each question there will be a ten-second pause. During the pause, you should read the four choices of A, B, C and D, and mark the best answer to each question on **ANSWER SHEET TWO**.*

You have THIRTY seconds to preview the questions.

Now listen to Part One of the interview.

1. A. Creativity of Google engineers.   B. The "twenty cents".
   C. The recent recession.   D. The importance of creativity.
2. A. To let the two proceed on their own.
   B. To ask people to work together.
   C. To choose one for them to develop.

D. To order them to change subjects.

3. A. America suffers badly from the recession.
   B. America has more financial support than other countries.
   C. America has more jobs lost and more jobs created per year.
   D. America has more experience in starting from scratch.

4. A. New companies are born by defeating old ones.
   B. New jobs are created while old ones are lost.
   C. Many companies are formed out of recession.
   D. Some jobs and companies are destroyed creatively.

5. A. Positive.   B. Negative.   C. Neutral.   D. Ambiguous.

Now listen to Part Two of the interview.

6. A. Because during tough times personal costs will be minimized.
   B. Because during tough times government will give more incentives.
   C. Because innovation occurs everywhere.
   D. Because few resources lead to more focus on ongoing attempts.

7. A. It will remain much the same as today.
   B. It will continue to focus on end users.
   C. It will retain the same values.
   D. It will continue to focus on creativity.

8. A. To show that Google will double its size in 18 months.
   B. To indicate Google's prospect in ten years.
   C. To demonstrate that everything will be better in the future.
   D. To offer a look into a farther developed world in the future.

9. A. Because it'll be more convenient.
   B. Because it'll be much cheaper.
   C. Because it'll be much faster.
   D. Because people prefer that way.

10. A. A goggle producer.   B. A critic.
    C. A Google user.   D. Google CEO.

PART II READING COMPREHENSION   [45 MIN]

SECTION A MULTIPLE-CHOICE QUESTIONS

*In this section there are several passages followed by fourteen multiple-choice questions. For each question, there are four suggested answers marked A, B, C, and D. Choose the one that you think is the best answer and mark your answers on **ANSWER SHEET TWO**.*

PASSAGE ONE

Water shortages plague a fifth of southern Europe. And with temperatures in the region forecast to rise several degrees this century — reducing rainfall another 30% — things will

only get worse. Several thousand miles to the northwest, however, global warming is increasing the number of icebergs calving off Greenland; they now number about 15,000 a year. An iceberg is a floating reservoir. Water from icebergs is the purest water, which was formed some 10,000 years ago. All those bergs eventually dissolve in the ocean's brine. Why not capture and haul some of them to Europe's arid south?

The idea of towing icebergs to the world's thirstiest regions goes back to the 1950s. Georges Mougin, a French engineer and eco-entrepreneur, began looking seriously at the concept in the mid-1970s. Technologies to handle such a massive undertaking didn't exist then. But they do now, thanks to Mougin, who at 86 is still working full tilt. A few years ago, he came up with the idea to enclose the bottom half of an iceberg with a skirt fashioned from insulating geotextile material to reduce melting en route. Then he imagined a scenario in which ocean currents could be used to help steer the tugboat pulling the iceberg and drastically reduce fuel consumption — a principle Mougin calls assisted drift. But a trial tow of a 7 million-ton iceberg would cost about $10 million — a sum that chilled investors.

The problem was that he couldn't show them his vision — until now. Thanks to a virtual-reality boost from French software company Dassault Systèmes, he can simulate an iceberg's entire journey from Newfoundland to the Canary Islands. The collaboration is part of an effort by Dassault, which sells high-end product-testing software to such companies as Boeing and Toyota, to offer modeling expertise to researchers like Mougin whose lofty ideas often dwarf their budgets.

Two years ago, Dassault placed its 3-D imaging technologies and 15 of its engineers at Mougin's disposal. Many hours and algorithms later, the team concluded recently that Mougin's big idea would work. One standard-size tug traveling at 1 knot, using assisted drift, could get a skirted 7 million-ton berg to the Canaries in about 141 days with only 38% of it melting. Better yet, larger bergs would lose proportionately less, because the amount of ice that melts off the sides is fairly static.

Mougin was inspired to approach Dassault after watching a documentary that used the company's 3-D modeling to bring to life architect Jean-Pierre Houdin's theory on how the Great Pyramid of Giza was built. Dassault believes sharing the modeling software is a high-profile way to show off the cool things its products can do while simultaneously supporting scientific inquiry. "It's a way to contribute to the community of innovators," says Cédric Simard, project director. Aside from supporting innovators, Dassault gives the software to French and U.S. programs aimed at improving science, technology and engineering education in schools.

Engineers on the iceberg project charted the journey under numerous scenarios. The model relied heavily on historical meteorologic and oceanographic data as well as forecasts in real time culled from satellites, buoys and balloons. Temperature, salinity, winds, swells, currents and eddies were all calculated; the model even factored in a fierce storm on day 22 of a trip. The model was also able to track the melt rate and the tugboat's fuel consumption.

Using 3-D glasses, Mougin's team virtually examined the berg from all angles and inspected both the insulation skirt and the seine used to capture and tow it. While ultimately

proving Mougin's theories were correct, the simulation wasn't without drama. Indeed, the first trial was a disaster, which confirmed the wisdom of modeling. The simulated tug hit a huge eddy and spent a month circling in place before moving on, resulting in too much melting and heavy fuel consumption. Despite some initial hand-wringing, the necessary fix proved quite simple: moving the departure date from mid-May to mid-June.

The next step for Mougin is to secure funding — from $2.96 million to $4.44 million — for a pilot study using a smaller fragment of ice to give the theory a real-world test. He and Wadhams got an encouraging response but no money when they sought a European Union grant a few years ago, but that was before the Dassault simulation. They expect the 3-D visuals will improve their chances of landing a grant or a commercial partner.

Mougin hopes to launch the pilot test next year and advance to a full-scale trial a year or two later. He's also confident of the gambit's commercial potential and has formed a company called WPI to exploit it. After nearly 40 years of effort, Mougin anticipates serving frozen drinks en masse soon.

11. The fix to the first trial was moving the departure date from mid-May to mid-June because

_____ .

    A. the current travelled fast in mid-June than in mid-May

    B. it was hotter in mid-June than in mid-May

    C. there were no more eddies en route in mid-June

    D. there were no more winds en route in mid-June

12. According to the passage, which of the following statements is NOT true?

    A. Larger bergs would lose proportionately less, because less amount of ice would melt off the sides.

    B. Ocean currents could be used to reduce fuel consumption.

    C. 3-D imaging technologies could prove that idea of towing icebergs would work.

    D. The first trial confirmed the wisdom of modeling.

13. The writer's attitude towards the idea of towing icebergs is _____ .

    A. favourable   B. ambiguous   C. critical   D. reserved

PASSAGE TWO

In 1990, William Deresiewicz was on his way to gaining a Ph.D. in English literature at Columbia University. Describing that time in the opening pages of his sharp, endearingly self-effacing new book, *A Jane Austen Education*, Deresiewicz explains that he faced one crucial obstacle. He loathed not just Jane Austen but the entire gang of 19th-century British novelists: Hardy, Dickens, Eliot ... the lot.

At 26, Deresiewicz wasn't experiencing the hatred born of surfeit that Mark Twain described when he told a friend, "Every time I read *Pride and Prejudice* I want to dig her up and hit her over the skull with her own shinbone." What Deresiewicz was going through was the rebel phase in which Dostoyevsky rules Planet Gloom, that stage during which the best available image of marriage is a prison gate.

Sardonic students do not, as Deresiewicz points out, make suitable shrine-tenders for a

female novelist whose books, while short on wedding scenes, never skimp on proposals. Emma Bovary fulfilled all the young scholar's expectations of literary culture at its finest; Emma Woodhouse left him cold. "Her life," he lamented, "was impossibly narrow." Her story, such as it was, "seemed to consist of nothing more than a lot of chitchat among a bunch of commonplace characters in a country village." Hypochondriacal Mr. Woodhouse, garrulous Miss Bates — weren't these just the sort of bores Deresiewicz had spent his college years struggling to avoid? Maybe, he describes himself conceding, the sole redeeming feature of smug Miss Woodhouse was that she seemed to share his distaste for the dull society of Highbury.

The state of outraged hostility is, of course, a setup. Many of Deresiewicz's readers will already know him as the author of the widely admired *Jane Austen and the Romantic Poets*. One of the novelist's most appreciative critics isn't about to knock Austen off her plinth. Nevertheless, a profound truth lies embedded in Deresiewicz's witty account of his early animosity. He applies that comic narrative device to her six completed novels. Considered so, each work reveals itself as a teaching tool in the painful journey toward becoming not only adult but useful.

The truth is that young readers don't easily attach themselves to Austen. Mr. Darcy, "haughty as a Siamese cat", isn't half as appealing on the page as Colin Firth stalking across the screen in Andrew Davies's liberty-taking film. Seventeen-year-old Catherine Morland seems coltish and naive to readers of her own age today, while Emma Woodhouse, all of 20, appears loud, vain and bossy. And who, at 27 or thereabouts, now feels sympathy for the meekness of Anne Elliot, a young woman who has allowed a monstrous father and a persuasive family friend to ruin her chances of happiness with the engaging Captain Wentworth?

Deresiewicz's emphasis on Austen's lack of appeal to young readers struck a chord. The memory still lingers of being taken to lunch by my father to meet a cultured man who might, it must have been hoped, exert a civilizing influence on a willful 20-year-old. We'd barely started on the appetizers before Jane Austen's name came up. "I hate her," I announced, brandishing my scorn as a badge of pride. Invited to offer reasons, I prattled on, much like Deresiewicz's younger self, about her dreary characters: all so banal, so unimportant. Glancing up for admiration, I caught an odd expression on our guest's face, something between amusement and disgust. I carried right on. It was another five years before I comprehended the shameless depths of my arrogance. I had matched Emma — at her worst.

It happens that Emma at her worst is the turning point in Deresiewicz's account of his own conversion. The fictional scene that taught him to understand the subtlety of Austen's manipulation of the reader was the picnic at which Emma, cocksure as ever, orders gentle Miss Bates to restrict her utterance of platitudes during the meal. Miss Bates blushes painfully, and yet accepts the truth of Emma's critique. The reader has no option but to admire, however grudgingly, such quiet humility.

Although he's a shrewd critic of Austen's work, Deresiewicz is less at ease when entering the genre of memoir. Girlfriends come and go; a controlling father is described without ever

being quite brought to life; personal experiences of community in a Jewish youth movement are awkwardly yoked to the kindly naval group evoked by Austen in the Harville-Benwick household of *Persuasion*. Very occasionally, as in a startling passage that offers a real-life analogy to the socially ambitious Crawfords of *Mansfield Park*, a sentence leaps free of Deresiewicz's selective recollections. "You guys are lunch meat now," a friend's rich wife advises both him and her husband. "Wait a few years — you'll be sirloin steak." Here, slicing up through the text like a knife blade, surfaces a statement to match Austen's own scalpel-wielding.

Teaching became Deresiewicz's chosen vocation. And Austen, he claims, taught him the difficult art of lecturing without being didactic, in just the way that Henry Tilney instructs a wide-eyed Catherine Morland — and that Austen herself lays down the law to her readers.

Rachel M. Brownstein's *Why Jane Austen?* offers a different approach. Excellent in her overview of Austen's ascent of the Olympian literary slope, Brownstein speaks down to her readers from an equally dizzy height. Pity the "smart, eloquent and clubbable" former pupil Brownstein names and thanks for having, at the end of the term, "helpfully clarified things by telling me what I had been saying." Ouch. Students, Brownstein loftily declares, are best introduced to Austen's novels by being informed, for example, that the title "Mr. Knightley of Donwell Abbey" conceals the code words "knightly" and "donewell." No indication is given that this formidable tutor would embrace the collaborative observations from her pupils that Deresiewicz has learned to welcome and enjoy.

Brownstein remains, however, a superb critic, seen at her best when illuminating Austen's mastery of significant detail — a quality, she reminds us, Walter Scott was quick to discern and praise. Exasperated though I was when Brownstein remarked that partaking of the daily feasts at the Rockefeller Foundation's Bellagio Center presented her with a "moral" obligation, I'd gladly forgive worse for the pleasure of learning how artfully Austen sows our mistrust of her nastier characters.

I have, however, one suggestion. Brownstein, almost as socially obsessed as her elegant scapegoat of choice, Lionel Trilling, dithers over exactly where to place Austen. Snobs, she declares, without much evidence, are among the novelist's firmest fans. But Austen belonged neither to the aristocracy nor to the rising middle class. There's no need for her to be pigeon-holed, but if a place must be granted, how about "vicarage class" — for the position from which a parson's clever daughter could observe the mannered comedy of all walks of life?

14. "Struck a chord" in the sixth paragraph is closest in meaning to _____.

    A. bring back recollections   B. strike a straight line

    C. play musical notes   D. identify with something

15. According to the passage, Deresiewicz's job is _____.

    A. a teacher   B. a critic   C. a dramatist   D. a novelist

16. William Deresiewicz's attitude to Jane Austen is _____.

    A. hostile   B. appreciative   C. outraged   D. neutral

17. A suitable title for the passage would be _____.

    A. Lessons from Jane Austen

B. Lessons from William Deresiewicz
C. A Novelist's Story
D. Lessons from Rachel M. Brownstein

PASSAGE THREE

The languages of the world can be divided into a number of families of related languages, possibly grouped into larger stocks, plus a residue of isolates, languages that appear not to be genetically related to any other known languages, languages that form one-member families on their own. The number of families or stocks, languages, and isolates is hotly disputed. The disagreements centre around differences of opinion as to what constitutes a family or stock, as well as the acceptable criteria and methods for establishing them.

Linguists are sometimes divided into lumpers and splitters according to whether they lump many languages together into large stocks, or divide them into numerous smaller family groups. Merritt Ruhlen is an extreme lumper: in his classification of the world's languages he identifies just nineteen language families or stocks, and five isolates. More towards the splitting end is *Ethnologue*, which identifies some ninety-four top-level families, as well as thirty-six isolates, and forty-three unclassified languages. About two hundred other exceptional languages are identified as well, including deaf sign languages. Even so, in terms of what has actually been established by application of the comparative method, the *Ethnologue* system is wildly lumping!

Some families, for instance Austronesian and Indo-European, are well established, and few serious doubts exist as to their genetic unity. Others are quite contentious. Both Ruhlen and *Ethnologue* identify an Australian family, although there is as yet no firm evidence that the languages of the continent are all genetically related. At least as contentious is Joseph Greenberg's putative Amerind stock of Native American languages.

The Indo-European languages have been recognized as forming a family since at least the late seventeenth century, when Andreas Jäger observed in 1686 that Persian and many of the languages of Europe are descendants of a single language. Since Jäger's time, many more languages have been shown to belong to the family. Indeed, Indo-European languages are spoken throughout most of Europe, across Iran, through Central Asia, and into India. With the colonial expansions of the fifteenth to nineteenth centuries, they spread into the Americas, Australia, New Zealand, Africa, and Asia, in the process, diversifying into numerous dialects. They have become major languages in many of the former colonies, and are spoken by a staggering two and a half billion speakers.

The family consists of just over 400 languages (430 according to the latest edition of *Ethnologue*), which can be grouped together into a number of subfamilies or branches.

More historical-comparative work has been done on Indo-European than any other language family, and many lexemes have been reconstructed for proto-Indo-European, as well as some of its grammar. Proto-Indo-European was an inflecting language, like ancient Indo-European languages such as Latin, Hittite and Ancient Greek, with a complex verbal system with different inflections for different persons and numbers of the subject, tense, aspect,

mood, as well as case-marking for nouns.

Proto-Indo-European is widely believed to have been spoken in the south-east of Europe, perhaps in the region of Turkey, some six to eight thousand years ago. Opinions differ, however, and some argue for a more northerly location in the steppes of Russia. From the homelands the language spread east and west, in the process fragmenting into numerous mutually unintelligible languages.

It is now widely believed that the early period of Indo-European expansion that took the languages as far as India in the east and Ireland in the west, was not via military style invasions like the Roman conquests of 2,000-odd years ago. One influential idea is that the expansion of the languages accompanied the spread of agriculture from a centre in the near east, beginning some six to eight thousand years ago. According to one version of the story, farmers gradually spread outwards, using land previously occupied by hunters and gatherers, eventually ousting them. Another version has it that agriculture and the language of the agriculturalists spread by diffusion, without major population movements. This story is not without difficulties, and it seems that there are some problems with the timing of some events. An alternative view is that Indo-European spread instead with the domestication of the horse and the invention of the wheel.

The much smaller Uralic family consists of some thirty-eight languages, of which Finnish and Hungarian are the best known members. Uralic languages were probably once spoken over a large area in the north-east of Europe and the south-west of Asia, but were split up by intrusions of speakers of Indo-European and Altaic languages, leaving many of them geographically isolated. Hungarian is geographically separated from its relatives as a result of migrations beginning in about the sixth century AD, and continuing until about the eleventh century.

Altaic is an uncertain grouping of at least three relatively well established families, Turkic, Tungusic and Mongolic. According to some, Korean and Japanese also belong to this genetic group, although this is contested; more usually Korean and Japanese are taken to be language isolates, although according to *Ethnologue*, Japanese represents a small language family.

Also spoken in this large region are languages of the Caucasian families and the Chukotko-Kamchatkan family. Caucasian languages are spoken in the Caucasus region, along with Indo-European and Turkic languages. The Chukotko-Kamchatkan family is a small family of languages spoken on the two peninsulas with these names in far north-east Siberia. All of these languages are endangered, including the best known of them, Chukchi.

18. Which of the following is the best title for this text?
    A. Survey of the World's Languages
    B. Survey of European and Asian Languages
    C. Survey of European and Asian Language Families
    D. Survey of the Languages in Europe and Parts of Asia
19. Which one of the following statements is TRUE of the *Ethnologue* system?
    A. It identifies less top-level families than isolates.

B. It is attached towards the splitting end.

C. It fails to identify an Australian family.

D. It moves more towards the lumping end.

20. How many families are mentioned in the text?

    A. 7.   B. 8.   C. 6.   D. Unknown.

21. Which one of the following statements is INCORRECT?

    A. Latin belongs to one of ancient Indo-European languages.

    B. Korean and Japanese belong to the group of Altaic.

    C. Proto-Indo-European was perhaps spoken in the region of Turkey.

    D. Finnish belongs to the Uralic family.

PASSAGE FOUR

Educators are seriously concerned about the high rate of dropouts among the doctor of philosophy candidates and the consequent loss of talent to a nation in need of PhDs. Some have placed the dropouts loss as high as 50 percent. The extent of the loss was, however, largely a matter of expert guessing. Last week a well-rounded study was published. It was based on 22,000 questionnaires sent to former graduate students who were enrolled in 24 universities and it seemed to show many past fears to be groundless.

The dropouts rate was found to be 31 per cent, and in most cases the dropouts, while not completing the PhD requirement, went on to productive work. They are not only doing well financially, but, according to the report, are not far below the income levels of those who went on to complete their doctorates.

Discussing the study last week, Dr. Tucker said the project was initiated because of the concern frequently expressed by graduate faculties and administrators that some of the individuals who dropped out of PhD programs were capable of completing the requirement for the degree. Attrition at the PhD level is also thought to be a waste of precious faculty time and a drain on university resources already being used to capacity. Some people expressed the opinion that the shortage of highly trained specialists and college teachers could be reduced by persuading the dropouts to return to graduate schools to complete the PhD.

Lack of motivation was the principal reason for dropping out. Most dropouts went as far in their doctoral program as was consistent with their levels of ability or their specialties. Most dropouts are now engaged in work consistent with their education and motivation.

Nearly 75 per cent of the dropouts said there was no academic reason for their decision, but those who mentioned academic reason cited failure to pass the qualifying examination, uncompleted research and failure to pass language exams. Among the single most important personal reasons identified by dropouts for non-completion of their PhD program, lack of finances was marked by 19 per cent.

As an indication of how well the dropouts were doing, a chart showed 2% in humanities were receiving $20,000 and more annually while none of the PhDs with that background reached this figure. The PhD's shone in the $7,500 to $15,000 bracket with 78% at that level against 50% for the dropouts. This may also be an indication of the fact that top salaries