

名校研究生的摇篮——全国考研英语 **金牌** 图书

FOCUS ON SKILLS TO PREPARE THE POSTGRADUATE EXAMINATION

考研英语 全真考场 秘笈

主编 ◎ 魏承杰 马春媛

外语教学与研究出版社
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前言

纵观琳琅满目的图书市场，到处都是“历年考研英语真题详解”之类的书籍，却很少见到“模拟或预测题集”。而信度高、效度好的“全真模拟试卷”更是少之又少。为了满足广大考生的热切期待，作者萌生了编写《考研英语 全真考场秘笈》一书的想法。经认真研读教育部最新颁布的考研英语大纲、反复深入研究历年真题并探究其规律，加之昼夜兼程、一丝不苟地不懈努力，该书终于写成。

全书含 10 套秘笈试卷及详尽透彻的试题解析。编拟此书是一项十分严肃、认真的应用语言实践活动。每套试卷均按考研英语大纲的规定和要求，并在对历年真题进行深度剖析与总结（包括真题的语料来源、选文特点、文章体裁与题材、词汇覆盖率、命题思路、考点分布等）的基础上进行命题。因此，所有试题的严谨性、仿真度、难易度、准确性及实用性与历年真题相比毫不逊色，是一本极具全真考场“考试相”的秘笈。另外，每套秘笈试卷均附有参考答案与译文；试题解析部分包括：题型解析、考点说明、解题思路、干扰排除、译句考点、难句分析、写作指南、范文解析、通用模板等十余个专项。考生通过本书的认真演练，定会夯实基础、增强信心，极大地提高备考效率。

本书在语料遴选和命题思路等方面堪比真题，主要体现在以下几个方面：

一、全书所有文章均选自历年考研真题的出题源

1. 探究历年考研真题，我们发现选文主要来自以下题源：The Economist（《经济学人》）、Newsweek Global（《新闻周刊》）、Bloomberg Businessweek（《商业周刊》）、Time（《时代周刊》）、The New Scientist（《新科学家》）、Scientific American（《科学美国人》）、Nature（《自然》）、Mckinsey Quarterly（《麦卡锡季刊》）、Harvard Business Review（《哈佛商业评论》）等英美主流报刊杂志。本书所选文章覆盖以上所有题源。

2. 从以上题源分布加之纵观近年真题，不难发现试题语料呈专业化和半专业化趋势。因此，我们在选材时注意节选具有一定专业性的文章，同时对所选文章进行易读度研究。读者会惊奇地发现，本书所有命题语料在语言形式上，如句长、词长、超纲词汇量及语法复杂程度等方面和历年真题极为相似。这就从根本上保证了本书的旺盛生命力。

3. 从历年考研真题的选文来看，多为英美等国家广泛关注的社会热点话题。其体裁主要以议论文或说明文为主，题材主要涉及社会生活、商业经济、科普知识以及文化教育等四大类别。本书选材均来自历年考研文章的出题源，与此同时，作者还对所有入围语料进行科学量化、精挑细选，确保最后选用的语料在体裁和题材上与历年真题完全吻合。

二、严格遵循历年真题的命题思路与规律进行语料遴选

历年真题多出自英美人之手，内容涉及英美社会热点话题。用这些语料进行试题命制，主要考查考生对文章主要信息、作者观点以及态度的把握能力。因此我们选用那些反映社会热点话题的文章，让考生充分了解英美人的思维方式和看待问题的视角，以便考生全面了解西方文化与背景知识，更好地应对考研真题的命题思路并把握其规律。

三、入选语料词汇覆盖率与再现率高，全面覆盖历年真题的大纲词汇

通过对历年真题语料库的筛查与测试，我们发现历年真题（2002-2014）的语料覆盖大纲词汇的比率为68.04%，即3742词；其再现率：高频词（8次以上）为968词，次高频与常用词（7-2次）为1678词；可见考试核心词汇所占比率为48.11%，即2646词。因此，覆盖历年真题的考试词汇并多次复现核心词汇成为选材成败的关键。经过认真遴选、求索查证、仔细筛查、反复研讨与测试，入选语料几乎全面覆盖历年真题的大纲词汇，较历年真题相比仅缺53词；其核心词汇为2657词，较历年真题相比增加11词。如此高质量的选材不仅符合词汇习得规律，而且定会使广大考生找到考研突破口，一举成功，金榜题名！

囿于作者水平，本书恐有不足与疏漏之处，恳请读者提出宝贵意见。

编者

2015年9月

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全国硕士研究生入学统一考试 英语全真考场秘笈一

Section I Use of English

Directions: Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on the ANSWER SHEET. (10 points)

The Economist has created a “glass-ceiling index”, to show where women have the best chances of equal treatment at work. It 1 data on higher education, labour-force participation, pay, child-care costs, maternity rights, business-school applications and representation in 2 jobs. Each country's score is a weighted average of its 3 on nine indicators.

To no one's 4, Nordic countries 5 out well on educational attainment and labour-force participation. Women are also relatively well 6 in their parliaments; Finland and Sweden were among the first countries to 7 women to vote and stand 8 election. 9 even there women are paid less than men for 10 work. In Finland and Sweden the gap is 11 to the OECD average of 15%, though in Norway it has fallen to 8%.

In Finland women 12 almost half of those who took the GMAT, an 13 exam for business schools, in 2012-2013. Worldwide, the share was 43%, an increase of five points in a decade. In Norway 14 two-fifths of board members for the largest listed companies are women, 15 largely to the introduction of mandatory quotas in 2008. That is twice the share in the European Union, which is considering 16 in quotas if the current voluntary approach 17.

At the 18 of our index are Japan and South Korea. Too few women there have jobs, few senior managers or board members are women and pay gaps are large — in South Korea, at 37%, the largest in the OECD. 19, in the UN's words, “20 for women is progress for all”, both countries have a long way to go.

- | | | | |
|-------------------|-----------------|--------------|-----------------|
| 1. A. joins | B. combines | C. connects | D. relates |
| 2. A. minor | B. senior | C. better | D. inferior |
| 3. A. performance | B. behavior | C. action | D. measure |
| 4. A. expectation | B. judgement | C. surprise | D. anticipation |
| 5. A. go | B. turn | C. work | D. come |
| 6. A. represented | B. demonstrated | C. presented | D. embodied |

- | | | | |
|---------------------|---------------|-----------------|----------------|
| 7. A. forbid | B. allow | C. encourage | D. require |
| 8. A. in | B. by | C. out | D. for |
| 9. A. Yet | B. So | C. Unless | D. Although |
| 10. A. different | B. major | C. similar | D. senior |
| 11. A. due | B. familiar | C. close | D. basic |
| 12. A. join in | B. take up | C. enter for | D. account for |
| 13. A. achievement | B. entrance | C. intelligence | D. enrolment |
| 14. A. nearly | B. rarely | C. exactly | D. hardly |
| 15. A. appreciation | B. obligation | C. gratitude | D. thanks |
| 16. A. filling | B. taking | C. bringing | D. holding |
| 17. A. prevails | B. excels | C. vanishes | D. fails |
| 18. A. edge | B. bottom | C. centre | D. middle |
| 19. A. Once | B. Since | C. If | D. But |
| 20. A. equality | B. fraternity | C. liberty | D. superiority |

Section II Reading Comprehension

Part A

Directions: Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on the ANSWER SHEET. (40 points)

Text I

The blunt fact is that high school grades, as long as they are adjusted to account for the curriculums and academic programs in the high school from which a student graduates, are a much better predictor of academic achievement in college than the SAT. The essential mechanism of the SAT — the multiple-choice test question — is a bizarre relic of long-outdated 20th century social-scientific assumptions and strategies. As every adult recognizes, knowing something, or knowing how to do something in real life is never defined by being able to choose a “right” answer from a set of possible options (some of them are intentionally misleading). No scientist, engineer, writer, psychologist, artist or physician pursues his or her vocation by getting right answers from a set of prescribed alternatives that trivialize complexity and ambiguity.

These tests actually violate the basic justification for any test. First, despite the changes, the SAT remains divorced from what is taught in high school and what ought to be taught in high school. Second, the test taker never really finds out whether he or she got any answer right or wrong — nor

does he or she ever find out why. No baseball coach would train a team by accumulating an aggregate comparative numerical score of errors and well-executed plays by each player, rating the players and then sending them the results weeks later. What purpose is served by putting young people through an ordeal from which they learn nothing?

The new changes to the SAT are harmless. But these modest reforms will do little to stem the rising tide against such testing. There is more and more resistance to pressuring students and parents into paying money to take a senseless exam that claims to be objective when, in fact, the most striking persistent statistical result from the SAT is the correlation between high income and high test scores. The richer one is, the better one does on the SAT. Nothing that is now proposed by the College Board breaks the fundamental role the SAT plays in perpetuating economic and therefore educational inequality.

So why do we remain addicted to the College Board's near monopoly on tests? Why do they have an undue influence on college placement? We pretend that the SAT is an objective instrument that measures one's ability to succeed in college. But the truth is less principled. The SAT is used by selective institutions for a much more practical and cynical reason — to help them sort applicants and justify dismissing many from consideration. Of course, SAT scores also have become an integral part of another moneymaking racket: college rankings. Institutions can boost their scores by admitting more higher-scoring students. The victims in this unholy alliance between the College Board and our elite institutions of higher education are the students — and our nation's educational standards.

21. The testing mechanism of the SAT might be _____.
 - A. effective in prediction of students' possible academic ability in college
 - B. useful for assumptions and strategies in social sciences last century
 - C. practical for the right choice among possible options in real life
 - D. helpful for professionals to get proper answers from prescribed alternatives
22. The example of baseball coach in the second paragraph is given to show that the SAT is _____.
 - A. practical
 - B. ridiculous
 - C. outdated
 - D. ordinary
23. The correlation between high income and high scores in SAT indicates that _____.
 - A. it has proved to be an objective test
 - B. it has made some harmless changes
 - C. it gives students and parents pressure
 - D. it maintains inequality in education
24. According to the last paragraph, which of the following is NOT true?
 - A. The College Board almost have the complete manipulation of the SAT.
 - B. Universities take advantage of the SAT scores for their own sake.
 - C. SAT helps students make objective judgments of their own abilities.
 - D. Many applications are turned down by universities due to low SAT scores.
25. The author's attitude toward SAT is that _____.
 - A. SAT needs to be abandoned and replaced
 - B. harmless new changes should be made to SAT

- C. SAT should relieve students and parents of pressure
- D. SAT should not be used by selective institutions

Text 2

Although criticism is as old as language, if not older, feedback is a newer phenomenon. In the late 1800s it was used in engineering to describe the process by which the output from a system looped back into the system: Positive feedback fed the process; negative feedback damped it.

Systematic evaluations are even older, according to Peter Capelli, a professor at the University of Pennsylvania's Wharton School. In the early 19th century, the social reformer and utopian socialist Robert Owen instituted them in his cotton mills. Each worker had a four-sided wooden block hung by him called a "silent monitor". The color that was turned outward indicated how hard he had worked the previous day: black was the worst, blue was indifferent, yellow was good, and white was best. Owen hated punishing his employees, and he relied on this form of public reward and shaming in his factories. The evaluations, in other words, were their own consequences. Whether the silent monitor had anything to do with it, Owen's mill, New Lanark, had a happy and productive workforce, and the owner's methods made it a tourist attraction. Of course, most factory owners were not as humane: Near the end of the century, the "drive" system took hold. "Basically... supervisors yelling at you and hitting you," Capelli says. "That may have been a low point."

In the years after World War I, fast-growing companies started hiring social scientists to evaluate and get the most efficient worker performance. Later, around World War II, forced ranking — using yearly evaluations to rate employees from best to worst — was introduced, along with the 360-degree review. That's when the term "feedback" began to refer to behavior rather than machines. Yet for most of the 1900s, the term remained white-collar jargon. Despite its origins, the idea of comparing midcentury factory hands to each other was an affront to the solidarity-based worldview of organized labor; when unions ruled the American manufacturing sector, they were able to keep evaluations off the floor.

There was a good reason for workers to be cynical. Most management experts agree that, when poorly executed, the feedback process can be worse than useless. Stone and Heen cite statistics suggesting a performance review culture at many places is at once ineffective and unpleasant. Sixty-three percent of executives see their biggest challenge as the fact that "their managers lack the courage and ability to have difficult feedback discussions". In many companies the point is less to help employees improve than to insulate against lawsuits.

26. Silent monitor used in Robert Owen's cotton mill is intended to _____.

- A. punish the workers
- B. make the mill a tourist attraction
- C. evaluate the workers
- D. obtain a cheerful workforce

27. Around World War II, feedback started to be used to _____.
 A. put employees in ranks from best to worst
 B. describe a process of machines in engineering
 C. compare the factory hands to each other in America
 D. evaluate social scientists' performance
28. The word "indifferent" (Line 5, Paragraph 2) most probably means _____.
 A. not at all interested in someone or something
 B. greatly different from other workers
 C. not particularly good
 D. the same as other workers
29. According to the passage, which of the following is true?
 A. Poorly executed feedback has useless effects.
 B. Factory owners were not humane in evaluations.
 C. Feedback is a term used only for white-collars.
 D. Feedback is supposed to help employees to improve.
30. The following statements are the reasons why "feedback discussions are difficult" except that _____.
 A. they need to be handled with skills
 B. they originate from the term for machines
 C. workers hold a cynical attitude toward it
 D. they might bring unpleasant effects

Text 3

Between 1998 and 2013, the Earth's surface temperature rose at a rate of 0.04°C a decade, far slower than the 0.18°C increase in the 1990s. Meanwhile, emissions of carbon dioxide (which would be expected to push temperatures up) rose uninterruptedly. This pause in warming has raised doubts in the public mind about climate change. A few sceptics say flatly that global warming has stopped. Others argue that scientists' understanding of the climate is so flawed that their judgments about it cannot be accepted with any confidence. A convincing explanation of the pause therefore matters both to a proper understanding of the climate and to the credibility of climate science — and papers published over the past few weeks do their best to provide one. Indeed, they do almost too good a job. If all were correct, the pause would now be explained twice over.

This is the opposite of what happened at first. As evidence piled up that temperatures were not rising much, some scientists dismissed it as a blip. The temperature, they pointed out, had fallen for much longer periods twice in the past century or so, in 1880-1910 and again in 1945-1975, even though the general trend was up. Variability is part of the climate system and a 15-year hiatus, they suggested, was not worth getting excited about.

An alternative way of looking at the pause's significance was to say that there had been a slowdown but not a big one. Most records, including one of the best known (kept by Britain's Meteorological Office), do not include measurements from the Arctic, which has been warming faster than anywhere else in the world. Using satellite data to fill in the missing Arctic numbers, Kevin Cowtan of the University of York, in Britain, and Robert Waly of the University of Ottawa, in Canada, put the overall rate of global warming at 0.12°C a decade between 1998 and 2012 — not far from the 1990s rate. A study by NASA puts the "Arctic effect" over the same period somewhat lower, at 0.07°C a decade, but that is still not negligible.

It is also worth remembering that average warming is not the only measure of climate change. According to a study just published by Sonia Seneviratne of the Institute for Atmospheric and Climate Science, in Zurich, the number of hot days, the number of extremely hot days and the length of warm periods all increased during the pause (1998-2012). A more stable average temperature hides wider extremes.

Still, attempts to explain away that stable average have not been convincing, partly because of the conflict between flat temperatures and rising CO_2 emissions, and partly because observed temperatures are now falling outside the range climate models predict. The models embody the state of climate knowledge. If they are wrong, the knowledge is probably faulty, too. Hence attempts to explain the pause.

31. According to the scientists, which of the following can not explain the slower rate of temperature increase during 1998-2013?
 - A. Variability is one part of the climate system.
 - B. The emissions of CO_2 rose continuously.
 - C. Temperature records from Arctic are not included.
 - D. A stable average temperature may hide extremes.
32. The papers published over the past few weeks have _____.
 - A. explained convincingly the pause in warming twice over
 - B. proved the credible and trustworthy qualities of climate science
 - C. proposed the climate models to predict the temperature change
 - D. provided the not-so-convincing explanations for the pause
33. The temperature measurements in Arctic would _____.
 - A. not be neglected since Arctic region gets warm fastest in the world
 - B. make no big difference if considered from the global perspective
 - C. demonstrate the general decreasing trend of temperature in the region
 - D. not be considered since it is low, only 0.07°C for a decade
34. The stable average temperature of the Earth may reveal _____.
 - A. the longer duration of warm periods
 - B. a minor slowdown of global warming

- C. the increased number of hot days
- D. the termination of global warming

35. We can infer from the passage that _____.

- A. sceptics claim that scientists' understanding of the climate is flawed
- B. the rising CO₂ emissions would surely result in rising temperature
- C. the period between 1998-2013 is the third pause of global warming in history
- D. the faulty climate knowledge would produce the corresponding wrong models

Text 4

Few things leaders can do are more important than encouraging helping behavior within their organizations. In the top-performing companies it is a norm that colleagues support one another's efforts to do the best work possible. That has always been true for pragmatic reasons: If companies were to operate at peak efficiency without what organizational scholars call "citizenship behavior", tasks would have to be optimally assigned 100% of the time, projects could not take any unexpected turns, and no part of any project could go faster or slower than anticipated. But mutual helping is even more vital in an era of knowledge work, when positive business outcomes depend on creativity in often very complex projects. Beyond simple workload sharing, collaborative help comes to the fore — lending perspective, experience, and expertise that improve the quality and execution of ideas.

Helpfulness must be actively nurtured in organizations, however, because it does not arise automatically among colleagues. Individuals in social groups experience conflicting impulses: As potential helpers, they may also be inclined to compete. As potential help seekers, they may also take pride in doing it alone, or be distrustful of those whose assistance they could use. On both sides, help requires a commitment of time for uncertain returns and can seem like more trouble than it's worth. Through their structures and incentives, organizations may, however unwittingly, compound the reluctance to provide or seek help.

The trickiness of this management challenge — to increase a discretionary behavior that must be inspired, not forced — makes what the design firm IDEO has achieved all the more impressive. Ask people there about the organizational culture, and invariably they mention collaborative help. Observe how things get done, and you see it at every turn. Actually map the networks of help, as we did, and it becomes obvious how broad and dense they are. Clearly the firm is high performing; it is lauded all over the world for innovations in business, government, and health care, and regularly called upon to advise other firms that want to increase their innovation capabilities. All this help seeking and help giving apparently pays off.

Not every large company's leader would, if asked about organizational priorities, bring up the topic of encouraging collaborative help in the ranks. But IDEO's leadership is explicitly focused on it. For Tim Brown, the CEO, that's not only because the problems IDEO is asked to solve require extreme creativity; it's also because they have become more complicated. Brown says, "I believe that the more complex the problem, the more help you need. And that's the kind of stuff we're getting asked to tackle,

so we need to figure out how to have a culture where help is much, much more embedded.” Essentially, this is a conviction that many minds make bright work.

36. Organizational leaders should _____.
 A. encourage helping behavior among colleagues
 B. do a few things which are important
 C. set up a rule that colleagues should support one another
 D. have colleagues share workload simply
37. People are reluctant to seek or give help because _____.
 A. potential helpers may also be competitors with each other
 B. potential helpers may distrust help seekers
 C. potential help seekers may be proud of doing it alone
 D. the worth of seeking or giving help is bigger than the trouble
38. Tim Brown lists collaborative help as one of the organizational priorities because _____.
 A. the network of help within the organization is widespread
 B. IDEO is short of extremely creative employees
 C. the problems IDEO is going to solve are complicated
 D. many people working together can finish it quickly
39. What does the author mean by “pays off” (Last Line, Paragraph 3)?
 A. The firm gains benefits from help seeking and help giving.
 B. The firm can pay back all the money it has owed.
 C. The firm pays the colleagues wages and let them help each other.
 D. The firm has colleagues pay for help seeking.
40. Which of the following would be the best title for the text?
 A. Ways of Collaborative Help
 B. IDEO’s Culture of Helping
 C. IDEO’s Network of Help
 D. Organizational Priorities

Part B

Directions: The following paragraphs are given in a wrong order. For questions 41-45, you are required to reorganize these paragraphs into a coherent text by choosing from the list A-G and filling them into the numbered boxes. **Paragraphs A and E** have been correctly placed. Mark your answers on the ANSWER SHEET. (10 points)

A. The effects of the environment, in other words, are profound. An impoverished upbringing can dent a child’s cognitive ability by as much as nine IQ points. By contrast, a privileged background can boost IQ. Adopted children born into poverty but brought up in well-off households have shown big gains in IQ compared with their non-adopted siblings.

B. These findings have clear implications. To help all children reach their potential, it's not enough to wait until they start school — by then it may already be too late. What's needed, says Melhuish, are high-quality “early education centres” that combine child care, parenting support, healthcare and learning in one place, an intervention that has already proved beneficial to children from all backgrounds, and to disadvantaged children most of all.

C. While intelligence clearly matters, then, by itself it is no guarantee of success. There is also overwhelming evidence of the importance of environmental factors, particularly those related to socio-economic status. Children who grow up in poor areas with limited access to computers and books, and who may also have little routine and little parental attention, not only have worse health, but are also more likely to do badly at school. This makes it far harder for them to flourish in adulthood. By contrast, many successful entrepreneurs, leaders and artistic high achievers grow up in stimulating homes surrounded by a diversity of books and are party to inspiring meal-time conversations.

D. The importance of early intervention is now widely recognised, and has led to child development initiatives such as Sure Start in the U.K. and Head Start in the U.S. President Obama is now seeking cross-party support for his plans to expand access to pre-kindergarten education. “Research shows that one of the best investments we can make in a child's life is high-quality early education,” Obama said in January. In the U.K., however, funding for the Sure Start initiative has been cut by a third in the past two years.

E. Why do some people practise more than others? Early on, perhaps because of pushy parents. But certain factors appear essential for anyone plotting a path to the top. For instance, you won't get far without the ability to persevere and stay committed to far-off goals, or “grit”. “Grittier individuals are more successful than others, particularly in very challenging situations,” says Angela Duckworth at the University of Pennsylvania in Philadelphia.

F. There is more to success, though, than innate potential and growing up in an environment that helps you realise that potential. “Cognitive ability and intelligence do not seem to predict individual differences in performance among skilled expert performers,” says psychologist K. Anders Ericsson at Florida State University in Tallahassee. He and others argue that the accomplishments of elite performers in many fields, including music and sports but also chess and others involving memory, owe far more to focused practice than to innate talent.

G. Children whose parents split up or who grow up in emotionally unstable homes also start out at a disadvantage, regardless of their social background. They tend to be more badly behaved and underperform at school. Edward Melhuish of Birkbeck, University of London, who studies child development, warns that children under five who don't receive consistent affection and responsive communication from their parents or caregivers have impaired social and emotional development. Crucially, this affects their language skills, which Melhuish says is a major reason why children from disadvantaged families generally do poorly at school. “Improved language development helps boost cognitive development, literacy and educational attainment as well as social skills,” he says.

Part C

Directions: Read the following text carefully, and then translate the underlined segments into Chinese. Your translation should be written clearly on the ANSWER SHEET. (10 points)

Scientists are used to facing the music. Failure stares them down every time their grant is denied, their paper is rejected, their fellowship is declined or their experiment flops.

But many deal with the anguish of figuratively facing the music by literally making it. (46) Although no formal statistics document the number of researchers who are professional or amateur musicians, anecdotal evidence suggests that they are numerous. Those who cultivate a second life as musicians say that the misery of failed experiments, vetoed grant applications and refused manuscripts falls away whenever they pick up their guitar, trumpet or drumsticks.

(47) One might wonder why early-career researchers — who typically work 70-80-hour-plus weeks — spend what little spare time they have rehearsing, performing and recording music when they could be, say, sleeping, or spending that time with their family. In part, say scientist-musicians, it is because performing live onstage or setting down tracks in the studio is akin to a powerfully addictive drug: it gives them such a rush that they must keep coming back for more. Indeed, research has confirmed that creating, performing and listening to music produces dopamine, the same neurochemical released during sex and other such pleasurable experiences.

It has another advantage, too. For many who pursue music, it feeds and helps their science. (48) Freeing their mind from the tightly structured rigours of an experiment and the tedium of data collection to wander through fields of melodies and measures nurtures their scientific creativity. Days, even hours, after a particularly satisfying performance, writing period or rehearsal session, a researcher often finds that she or he can suddenly devise a better way to approach a study, develop a stronger hypothesis for a manuscript or come up with a different rationale for a grant.

(49) There is, of course, another, more fundamental reason for the time sacrifice: performing music onstage, writing and even rehearsing it is great fun.

The music-science interplay can have real benefits. (50) One study, for instance, has found that people who form companies and file patents are much more likely to be involved in the arts than are those who have never done these things. Long-term participation may enhance creative potential in science and technology, and scientists who are musicians are likely to be highly successful, publishing provocative papers or producing many patentable inventions, says psychologist Robert Root-Bernstein from Michigan State University in East Lansing, and an author of the study. “They are more successful by any set of criteria, including publishing and grants,” he says. “They are more innovative. A lifelong exposure to music helps to foster a more creative approach to work.”

Section III Writing

Part A

51. Directions:

You were absent from Professor Wang's class last week. Write him a letter to

- 1) make an apology,
- 2) explain the reasons, and
- 3) inquire for the handout and the homework.

You should write about 100 words on the ANSWER SHEET.

Do not sign your own name at the end of the letter. Use "Li Ming" instead.

Do not write the address. (10 points)

Part B

52. Directions:

Write an essay of 160-200 words based on the following drawing. In your essay, you should

- 1) describe the drawing briefly,
- 2) explain its intended meaning, and
- 3) give your comments.

You should write neatly on the ANSWER SHEET. (20 points)

