

江苏省 硕士研究生

学位英语考试

历年全真试题集 (非英语专业)

主编 江苏省硕士研究生学位英语考试命题组



东南大学出版社

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出版说明

为了贯彻原国家教委制定的研究生英语教学大纲,确保研究生英语教学质量,江苏省学位办公室自1995年起每年在全省举行两次非英语专业硕士研究生学位英语统一考试。几年来,在省学位办领导下,东南大学研究生院组织了来自全省多所院校的一线教师,严格按照大纲要求,认真命题,然后由几位负责老师细心审题,最后再请外籍教师过目,层层把关,本着对全省所有考生负责的精神,尽量保证试卷质量,使这项工作得以顺利进行至今,并对全省的硕士研究生英语教学成功地起到了很好的督促推动作用。

应省内各校师生的要求,便于考生熟悉题型,了解试题难度,帮助考生顺利通过考试,促进教学,我们命题组三位负责教师整理了几年来的试卷,在本书中向大家提供了1995年12月起至2002年12月的全真试卷、答案和听力文字资料,共计15套,授权东南大学出版社出版。全部听力原声磁带也同时由东南大学出版社出版。我们相信,此书的出版一定会对全省各院校的硕士研究生英语教学和考生们顺利通过学位英语考试有所帮助。

江苏省硕士研究生学位英语考试命题组
2003年3月

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非英语专业硕士研究生英语 学位课程考试大纲 (试行稿)

《非英语专业硕士研究生英语学位课程考试大纲》(Non-English Major Graduate Student English Qualifying Test,简称GET)是根据《非英语专业研究生英语(第一外语)教学大纲》制定的。本大纲规定了硕士生英语学位课程通过考试的内容、形式、时间和计分。考试目的在于考核已修完研究生英语课程的学生是否达到教学大纲所规定的各项要求,以及实际掌握和运用英语的能力。

一、基础英语部分

本考试共有六个部分:听力理解(占15%)、词汇(占10%)、完形填空(占15%)、阅读理解(占30%)、翻译(占20%)、写作(占10%)。分两份试卷:试卷一(Paper One)包括前四个部分,共80题;试卷二(Paper Two)包括翻译和写作,共3题。全部题目按顺序统一编号。

第一部分 听力理解(Part I Listening Comprehension):听力理解部分主要测试考生掌握听力材料中心思想和主要内容的能力,判断对话情景、场合、人物关系、身份和说话人的意图及话语含义的能力。共15题,考试时间为15分钟左右。主要测试考生能否一遍听懂语速为每分钟120个词的对话和短文。本部分共有二节:

A节(Section A):共9题,每题为一段对话。问句后有15秒间隙,要求考生从所给出的四个选择项中选出一个最佳答案。

B节(Section B):共6题,题目或为问句或为未完成的句子,分别安排在2~3篇听力材料之后。要求考生在15秒的间隙中从所给出的四个选择项中选出一个最佳答案。

第二部分 词汇(Part II Vocabulary):词汇部分主要测试考生运用词汇和短语的能力。测试教学大纲的词汇表、词组表及词根词缀表所覆盖的内容。着重测试研究生阶段所学的词和基础词的多种词性及词义搭配,易混词的区别及难词的认知。词汇与词组的比例为7:3。共20题,分A、B两节,考试时间为10分钟。

A节(Section A):共10题。每题为一英文句,句中有一词或固定词组下面划有横线,要求从所给的四个选择项中选出该划线词或词组的最佳同义词或最佳释义。

B节(Section B):共10题。每题为一英文句,句子中有一个空白,要求从所给的四个选择项中选出最恰当的词或词组使该句成为逻辑合理、表达正确的英文句。

第三部分 完形填空(Part III Cloze Test):主要测试考生在语篇水平上的理解能力和实际运用语言的能力。测试内容可以是句型、结构,也可以是词汇、词组和习惯用语。共15题,考试时间为10分钟。测试的形式是在一篇题材熟悉、难度适中的短文(约200~250词)中留有15个空白,每个空白为一题。要求考生从所给出的四个选择项中选择最佳答案。选择项可以是一个单词,也可以是短语。

第四部分 阅读理解(Part IV Reading Comprehension):这部分的目的是测试学生通过阅读获取信息的能力,既要求准确,也要求有一定速度。主要测试下述能力:

1. 掌握所读材料的中心思想、主要内容和细节;
2. 对所读材料的内容进行一定的判断和推理;

- 理解某些词和句子的意义及上下文之间的逻辑关系；
- 领会作者的观点和判断作者的态度。

阅读材料的选择原则：

- 题材广泛，可以包括社会、文化、科普常识、史地、日常生活知识、人物传记等。所涉及背景知识应能为考生所了解。
- 体裁多样，可以包括叙事、议论、描述、说明、应用文等。
- 文章应有一定的难度。

考试共 30 题，时间为 45 分钟。

测试要求考生阅读若干篇材料，每篇材料后有若干问题，考生应根据文章内容从每题所给的四个选择项中选出一个最佳答案。此部分总阅读量（不包括题目及选择项）为 1,600~1,800 词。

第五部分 翻译(Part V Translation):共 2 题，考试时间为 40 分钟。本部分共有两节：

A 节(Section A):英译汉:内容为一般性或科学常识性的论述文。要求译文忠实于原文，表达正确。考试时间为 20 分钟。这一节是总量为 120 词左右的英语短文或难句。

B 节(Section B):汉译英:内容为一般性或科学常识性的短文。要求译文忠实于原文，表达基本正确，无重大语言错误。考试时间为 20 分钟。这一节是总量为 80 个左右汉字的段落或语句。

第六部分 写作(Part VI Writing):写作部分的目的是测试考生用英语书面表达思想的一般能力。写作要求切题，能正确表达思想，意义连贯，无重大语言错误。摘要要求概括内容准确。考试时间为 30 分钟。要求考生写出不少于 120 词左右的短文(或段落)。试卷上可能给出题目、情景、写作提纲或材料表格，要求写出短文或根据文章(中文或英文)要求写英文摘要或大意。考摘要或大意时，应适当增加阅读原文时间。

试卷六个部分的题目数、计分和考试时间列表如下：

卷别	序号	节号	题号	各部分名称	题数	计分	考试时间
试卷一	I	A 节	1~9	听力理解;对话	9	9 分	15 分钟
		B 节	10~15	听力理解;短文	6	6 分	
	II	A 节	16~25	选择释义	10	5 分	10 分钟
		B 节	26~35	填空	10	5 分	
III			36~50	完形填空	15	15 分	10 分钟
IV			51~80	阅读理解	30	30 分钟	45 分钟
试卷二	V	A 节		英译汉	1	10 分	20 分钟
		B 节		汉译英	1	10 分	20 分钟
	VI			短文写作	1	10 分	30 分钟
合计					83	100 分	150 分钟

二、专业英语部分

本考试共有两部分：翻译(占 50%)，阅读和写作(占 50%)。

第一部分 翻译(Part I Translation):这部分主要测试学生专业英语的翻译能力。

考试时间为 60 分钟。本部分共有二节：

A 节(Section A):英译汉,考试时间为 30 分钟。总量为 170 词左右的有关专业的短文或若干段落,要求译文忠实于原文,汉语通顺。

B 节(Section B):汉译英,考试时间为 30 分钟。总量为 120 词左右的一篇有关专业的短文或若干段落。要求译文忠实于原文,表达正确,无重大语言错误。

第二部分 阅读和写作(Part II Reading and Writing):这一部分主要测试考生阅读本专业英语材料的能力及用英语书面表达本专业内容的写作能力。考试时间为 60 分钟。要求考生在阅读完 2,700 词左右的有关专业材料后,根据要求用英文写出 150 词左右的摘要或报告,或根据要求回答问题或写出短文。

试卷两个部分的题目数、计分和考试时间列表如下：

序号	节号	题号	各部分名称	题数	计分	考试时间
I	A 节	1	英译汉	1	25 分	30 分钟
	B 节	2	汉译英	1	25 分	30 分钟
II		3	阅读和写作	1	50 分	60 分钟
合计				3	100 分	120 分钟

注:硕士生学位英语考试不得使用字典。

2002 年 12 月试题

Paper One

Part I Listening Comprehension (15 minutes, 15 points)

Section A (1 point each)

Directions: *In this section, you will hear nine short conversations between two speakers. At the end of each conversation, a question will be asked about what was said. The questions and the conversations will be spoken only once. Choose the best answer from the four choices given by marking the corresponding letter A, B, C or D on your ANSWER SHEET I.*

1. A. He owns a radio factory.
B. He owns an audio-video center.
C. He is a technician in a factory.
D. He works at a radio station.
2. A. The woman works in a bookstore.
B. The two speakers are visiting a museum.
C. The man is going to write a science fiction.
D. The two speakers are talking about a movie.
3. A. A laser printer.
B. A color printer.
C. A color copier.
D. A computer.
4. A. The man doesn't have as many hobbies as the woman.
B. The woman is a professional painter.
C. The man is good at painting.
D. The woman doesn't have much leisure time.
5. A. A museum tour guide.
B. A college teacher.
C. An at-home-mother.
D. An aeronautical engineer.
6. A. John will keep walking.
B. They have no idea what to do next.
C. They are going to buy some hot dogs.
D. They'll eat in a table-service restaurant.
7. A. At home.
B. In a hotel.
C. At a friend's house.
D. In a school dorm.
8. A. The post office.
B. A map store.
C. The local police station.
D. A gas station.
9. A. They have both graduated.
B. They are with the same company.
C. They both lost their jobs.

D. They are both in a computer class.

Section B (1 point each)

Directions: *In this section, you will hear two passages. At the end of each of them, there will be some questions. The passages and the questions will be read to you only once. After each question, there will be a pause. During the pause, you must choose the best answer from the four choices given by marking the corresponding letter A, B, C or D on your ANSWER SHEET I.*

Questions 10 through 12 are based on the talk you have just heard.

10. A. Telecommunication was introduced.
B. Written communication developed rapidly.
C. People wrote postcards with pencils.
D. More people learned to read and write.
11. A. They were used to promote business sales.
B. They were collected and traded by people.
C. People read postcards to get information on politics.
D. People used postcards to save on postage.
12. A. Laws that allowed postcards to be used as advertisements.
B. Laws that allowed postcards to replace letters completely.
C. Laws that allowed manufacturers to develop postcard businesses.
D. Laws that allowed the use of postcards as a means of communication.

Questions 13 through 15 are based on the talk you have just heard.

13. A. Speaking smart in public.
B. Helping speech-impaired people.
C. Ways to help hearing-impaired people.
D. Ways to help reduce stammering.
14. A. They work with family members of the patients.
B. They work independently.
C. They work with other specialists.
D. They work with physical health consultants.
15. A. The therapists let them imitate essential speech patterns.
B. The therapists let physicians treat them first.
C. The therapists ask them to ignore their anxiety.
D. The therapists use a program of speech exercise.

Part II Vocabulary (10 minutes, 10 points)

Section A (0.5 point each)

Directions: *There are ten sentences in this section. Each sentence has one word or a set of words underlined. Below the sentence are four words or phrases marked A, B, C and D.*

Choose the word or phrase that is closest in meaning to the underlined one. Mark the corresponding letter on your ANSWER SHEET I.

16. Few people can give a coherent account of the film they saw the week before last.
A. clear B. liable C. chronic D. classical
17. He was a devoted scientist and made a thorough study of the plants in the area.
A. vigorous B. rigorous C. harsh D. ridiculous
18. These red crosses on the drawing designate all the possible entrances to the ancient castle.
A. entitle B. indicate C. define D. clarify
19. Modern printing equipment quickly turns out duplicate copies of textual and pictorial matter.
A. excessive B. illustrated C. legible D. identical
20. Buyers have withdrawn from the market in view of the abrupt turn of the trend of prices.
A. unexpected B. ongoing C. enduring D. accelerated
21. I am always suspicious of anyone who wants to sell me something on the cheap.
A. believable B. incredible C. doubtful D. curious
22. Susan has been blind from birth, but she did not let her handicap stop her from going to college.
A. virtue B. insulation C. hindrance D. thrift
23. He described the situation as very dangerous and called for resolute action.
A. determined B. shaken C. courteous D. hopeful
24. Nuclear electric power reactors should be built on two major premises of assuring safety and strengthening disaster prevention systems for emergencies.
A. guarantees B. preconditions C. convictions D. interactions
25. The players' frustration mounted as the rain continued to pour down outside.
A. contentment B. disappointment C. gratification D. uproar

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Section B (0.5 point each)

Directions: There are ten sentences in this section. Each sentence has something omitted. Choose the word or words from the four choices given to best complete each sentence. Mark the corresponding letter on your ANSWER SHEET I.

26. When a lawyer _____ a case, he or she tries to prove that the person who is on trial is guilty.
A. proclaims B. profiles C. propagates D. prosecutes
27. The doctor explained that he was prescribing a _____ drug; hence I needed only a very small dosage.
A. stout B. vigorous C. potent D. potential
28. Can you tell me on what _____ you believe he has killed the man?
A. grounds B. fountain C. proof D. conclusion

29. The tests are supposed to provide a basis for the _____ of children.
A. assignment B. assessment C. detachment D. appointment
30. By helpful kindness the teacher _____ the new boy's shyness.
A. broke away B. broke off C. broke out D. broke down
31. Long skirts have been out of fashion for a long time, but they are _____ this year.
A. coming out B. coming back C. coming on D. coming off
32. Buildings are left to decay at the _____ of vandals and the weather.
A. point B. attribute C. judgment D. mercy
33. "I need a little time to answer you," the speaker replied, and you could see that question had _____ him off his balance.
A. made B. taken C. thrown D. got
34. Tidying up in fall, many Swedish farmers machine-wrap their hay in air tight polyethylene to _____ it through winter.
A. prolong B. protect C. pile D. preserve
35. With the aid of a sonar-type electronic device that he wears on his head, the blind man is learning to _____ the people and objects around him by means of echoes.
A. provoke B. specify C. stimulate D. identify

Part III Cloze Test (10 minutes, 15 points)

Directions: Read the passage through. Then go back and choose one suitable word marked A, B, C or D for each blank in the passage. Mark the corresponding letter on your ANSWER SHEET I.

Scientists who study the Earth's climate are convinced that volcano eruptions have a significant effect on general weather patterns. In fact, one of the many (36) which attempt to explain how an ice age begins holds that the (37) is a dramatic increase in volcanic eruptions. The volcanic explosions, besides causing local thunderstorms and lightning, inject great amounts of gas and (38) into the stratosphere(同温层). At this (39), the volcanic material spreads all the way around the Earth. This volcanic material (40) a certain amount of sunlight and (41) some back into space. The net result is to (42) the planet's surface. For instance, (43) was perhaps the largest eruption occurred in 1883 when the Indonesia volcano Krakatoa exploded. The following year was (44) in Europe as the "year without summer" because the (45) was so cool and rainy.

While there is (46) scientific agreement that volcanic eruption can lead to cooling, (47) of how this happens are not clear. As a result, scientists cannot (48) whether the volcanic activity which (49) past ice ages would result (50) sufficient cooling to cause a glacial period. Similarly, it is not possible for scientists to predict the climate effect of a future volcanic eruption with any confidence.

36. A. theories B. inventions C. judgments D. discoveries
37. A. cause B. course C. means D. case
38. A. petroleum B. ash C. flame D. garbage

- | | | | |
|-------------------|----------------|----------------|--------------|
| 39. A. relation | B. instance | C. moment | D. altitude |
| 40. A. scatters | B. releases | C. constitutes | D. absorbs |
| 41. A. carries | B. converts | C. reflects | D. gathers |
| 42. A. cool | B. warm | C. freeze | D. heat |
| 43. A. such | B. what | C. there | D. that |
| 44. A. known | B. reported | C. marked | D. testified |
| 45. A. air | B. temperature | C. sky | D. weather |
| 46. A. committed | B. optimistic | C. general | D. absolute |
| 47. A. indexes | B. predictions | C. details | D. decisions |
| 48. A. analyze | B. determine | C. assure | D. assume |
| 49. A. confronted | B. promoted | C. proceeded | D. preceded |
| 50. A. in | B. from | C. to | D. with |

Part IV Reading Comprehension (45 minutes, 30 points)

Directions: In this part of the test, there are five passages for you to read. Read each passage carefully, and then do the questions that follow. Choose the best answer A, B, C or D, and mark the corresponding letter on your ANSWER SHEET I.

Passage 1

So far as I know, Miss Hannah Arendt was the first person to define the essential difference between work and labor. To be happy, a man must feel, firstly, free and, secondly, important. He cannot be really happy if he is compelled by society to do what he does not enjoy doing, or if what he enjoys doing is ignored by society as of no value or importance. In a society where slavery in the strict sense has been abolished, the sign that what a man does is of social value is that he is paid money to do it, but a laborer today can rightly be called a wage slave. A man is a laborer if the job society offers him is of no interest to himself but he is compelled to take it by the necessity of earning a living and supporting his family.

The antithesis(对立面) to labor is play. When we play a game, we enjoy what we are doing, otherwise we should not play it, but it is a purely private activity; society could not care less whether we play it or not.

Between labor and play stands work. A man is a worker if he is personally interested in the job which society pays him to do; what from the point of view of society is necessary labor is from his own point of view voluntary play. Whether a job is to be classified as labor or work depends, not on the job itself, but on the tastes of the individual who undertakes it. The difference does not, for example, coincide with the difference between a manual and a mental job; a gardener or cobbler may be a worker, a bank clerk, a laborer. Which a man is can be seen from his attitude toward leisure. To a worker, leisure means simply the hours he needs to relax and rest in order to work efficiently. He is therefore more likely to take too little leisure than too much; workers die of coronaries(冠

心病) and forget their wives' birthdays. To the laborer, on the other hand, leisure means freedom from compulsion, so that it is natural for him to imagine the fewer hours he has to spend laboring, and the more hours he is free to play, the better.

51. The best title for the passage could be _____.
- A. Work, Labor and Play B. Ways Leading to Happiness
C. The Most Desirable Job in the World D. The Necessity of Leisure
52. If a person wishes to be happy, _____.
- A. he must have something to do
B. he must realize the essential difference between work and labor
C. he must feel free first of all
D. he must do something valuable to society
53. A man is a laborer if _____.
- A. what he likes to do is not recognized by society
B. he has to make a living or supporting his family
C. he cannot get paid for what he does
D. he is forced to do what he doesn't enjoy
54. According to the passage, what is society's attitude toward the game we play?
- A. Society regards play as another kind of labor.
B. Society doesn't care what we play at all.
C. Society forbids us to play any game.
D. Society cares for private games very much.
55. Which of the following kinds of person is a worker?
- A. A teacher who enjoys working with students
B. A white-collar employee who is well paid
C. A man who doesn't mix work with play
D. A man who has good appetite and enjoys good health
56. What does the laborer think of leisure?
- A. He thinks he has no time for it since he has to support his family.
B. He wishes to have as little leisure as possible.
C. He hopes to have more leisure to play.
D. He thinks it more important than health and family.

Passage 2

For decades, U. S. schoolkids have chewed nervously on their No. 2 pencils as they sweated over multiple-choice exams. Now, testing fever is about to liven up. States are beginning to put into practice the No Child Left Behind Act, the sweeping education law George Bush signed last January. The decisions each state makes about how to proceed with the bill's mandates will determine whether it improves the education children receive—or actually lowers educational standards.

The scramble to meet the law's ambitious goals is already under way. States are

required to test the math and English proficiency of every child in grades three through eight, which must begin no later than 2005. Each year thereafter, schools must show progress on their test scores, including those of poor and minority students. Those that fail to improve will be subject to escalating penalties, ranging from being forced to bus their students to better schools to having their administrations tossed out. The idea: Use testing to shine a light on what students are learning and to prod schools to do better.

The concept is simple, the execution anything but. Because each state—not Washington—gets to decide what proficiency means, it can in effect decide just how many schools are “failing”. States also get to choose which testing system to use. If they follow the advice of most education experts, state officials will devote lots of time and money to designing high-quality tests that reflect the classroom curriculum and well-studied proficiency standards. A handful, such as Maryland and Massachusetts, are doing just that.

But at a time of budget crises from Albany (capital city of New York state) to Sacramento (capital city of California State), many education departments are under pressure to take a quicker, less costly approach. With education budgets already under the knife, there are few extra funds to improve classroom—and test scores—performance.

Facing an aggressive timeline, state educators are setting standards that won't cause too many students to fail on the upcoming tests. Connecticut, for example, recently set its benchmarks so that 80% of students will pass its tests under the new federal guidelines. Louisiana and Colorado are following suit, while Wyoming set its proficiency goals so low that not a single school in the state is failing. Such moves prompted Education Secretary Rod Paige to fire off a blistering letter to the nation's school commissioners in late October, saying: “Some states have lowered the bar of expectations to hide the low performance of their schools. This is not worthy of a great country.”

57. The new education law was meant to _____.
A. urge schools to guarantee kids' proficiency in basic courses
B. give schoolkids easier tests in the future
C. push state governments to spend more money on education
D. ensure the right to education for minority and poor students
58. After 2005, a school administrator may get fired if _____.
A. kids in his school do not show progress on their test scores
B. he doesn't shine a light on what students are learning
C. he does not bus his students to better schools
D. testing system in his school does not reflect the curriculum
59. Which of the following states seems doing well in executing the law?
A. Maryland. B. Connecticut. C. Louisiana. D. Wyoming.
60. The author thinks the new Act is _____.
A. easier said than done
B. of primary importance to the nation

- C. raising the national education standard
D. bound to fail in the future
61. Some states found it difficult to meet the requirements of the new federal law because they did not _____.
- A. have enough funds and time
B. want to lose their students
C. like to appear aggressive before the kids
D. think the new standards were reasonable
62. The author implies that as a result of the new Act, _____.
- A. educational standards in some states may be lowered
B. state governments will assign more money to education
C. about 20% of the American students may fail their tests
D. testing will eventually be eliminated in most schools

Passage 3

When anti-globalization protesters took to the streets of Washington last weekend, they blamed globalization for everything from hunger to the destruction of indigenous cultures. And globalization meant the United States. The critics call it Coca-Colonization, and French sheep farmer Jose Bove has become a cult figure since destroying a McDonald's restaurant in 1999. Contrary to conventional wisdom, however, globalization is neither homogenizing (使……同化) nor Americanizing the cultures of the world.

To understand why not, we have to step back and put the current period in a larger historical perspective. Although they are related, the long-term historical trends of globalization and modernization are not the same. While modernization has produced some common traits, such as large cities, factories and mass communications, local cultures have by no means been erased. The appearance of similar institutions in response to similar problems is not surprising, but it does not lead to homogeneity. In the first half of the 20th century, for example, there were some similarities among the industrial societies of Britain, Germany, America and Japan, but there were even more important differences. When China, India and Brazil complete their current processes of industrialization and modernization, we should not expect them to be exact copies of Japan, Germany or the United States.

Take the current information revolution. The United States is at the forefront of this great movement of change, so the uniform social and cultural habits produced by television viewing or Internet use, for instance, are often attributed to Americanization. But correlation is not causation. Since the United States does exist and is at the leading edge of the information revolution, there is a degree of Americanization at present, but it is likely to diminish over the course of the 21st century as technology spreads and local cultures modernize in their own ways.

Historical proof that globalization does not necessarily mean homogenization can be

seen in the case of Japan. In the mid-19th century, it became the first Asian country to embrace globalization and to borrow successfully from the world without losing its uniqueness. Following the Meiji Restoration of 1868, Japan searched broadly for tools and innovations that would allow it to become a major power rather than a victim of Western imperialism. The lesson that Japan has to teach the rest of the world is that even a century and a half of openness to global trends does not necessarily assure destruction of a country's separate cultural identity.

63. The purpose of the author is to _____.
A. report the progress of some news event
B. criticize extreme and violent actions
C. recall a certain period of American history
D. convince his readers of his viewpoints.
64. Jose Bove is a French farmer who _____.
A. joined the Washington protest as a leading figure
B. believes globalization means Americanization
C. rose to fight against the American traditional wisdom
D. is a supporter of Coca-colonization in the world
65. The author refers to world history to prove that modernization _____.
A. does not lead to homogeneity of local cultures
B. is somewhat related to globalization
C. is one of the long-term historical trends
D. has produced different traits in industrial countries
66. The author admits that a degree of Americanization does exist because _____.
A. it is a long-term historical trend of the world
B. industrial societies are almost exact copies of the United States
C. the Internet and TV promote the spread of American social and cultural habits
D. local cultures are gradually weakened over the course of the 21st century
67. Japan is mentioned in the passage to show that _____.
A. openness to globalization will not cost a nation's cultural identity
B. it was the first Asian country to develop successfully
C. the Meiji Restoration of 1868 was crucial in Japan's history
D. tools and innovations would allow a country to become a major power
68. We may conclude from the discussion here that the author is strongly in defense of _____.
A. Americanization
B. globalization
C. information revolution
D. modernization

Passage 4

Large animals that inhabit the desert have evolved a number of adaptations for reducing the effects of extreme heat. One adaptation is to be light in color, and to reflect