

2015

王林 新编考研英语

真题全解 (2005—2014)

编著◎王林

作者倾一年心血全情著就
独家授权北航社震撼上市

“王林考研英语书系”将陆续面世，敬请期待！

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新大纲
最新版

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内 容 简 介

本书作者王林是英语测试学专家, 深谙考试命题规律, 对考研英语有深入的研究和教学实践。从 2013 年开始, 本书作者用一年多的时间, 呕心沥血, 认真编写著就本书。本书严格依据最新考研英语大纲以及历年真题编写, 以其鲜明的特色和科学的解析模式为考生提供了实用的复习思路和解题方法, 内含大量含金量极高的内容。本书是一本专为英语基础一般及薄弱者编著的考研英语真题书, 对近 10 年考研英语真题 (2005-2014) 进行了深度的解析。本书深具科学性, 能够从考试数据中发现和分析考生存在的深层次的问题, 有的放矢, 指出考生存在的问题, 并提供正确的解决方案。读者如能对本书中的【词汇注释】、【难句图解】、【试题解析】、【定位与解析】、【干扰项分析】以及【佳句欣赏与模仿】等模块进行反复认真的研究, 就一定能够夯实基础、有效提高解题能力。本书适合所有考研学子。

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基于本人英语测试学的深厚功底，以及多年来对考研英语命题规律深入的研究和在各辅导机构的教学实践，从 2013 年开始，本人用一年多的时间，呕心沥血，认真编写著就本书。本书严格依据最新考研英语大纲以及历年真题编写，以其鲜明的特色和科学的解析模式为考生提供了实用的复习思路和解题方法，内含大量含金量极高的内容。本书是一本专为英语基础一般及薄弱者编著的考研英语真题书，对近 10 年考研英语真题（2005-2014）进行了深度的解析。

本书的亮点，首先在于它定位准确：该书是专为基础一般及薄弱者编著的考研英语真题书。该书正式出版之前，曾在国内多个考研辅导班试用，征求考研同学对该书内容的意见和建议，最终把该书定位在为基础一般及薄弱者提供指导。以【词汇注释】模块为例，该书收录并注释的考研英语词汇全部经过电脑统计，不仅考虑这些词汇是否在考研英语大纲词汇中出现，同时还考虑这些词汇在国内外各种语料库和词频统计表中的词频高低情况，考虑其在国内流行的大学英语教材和高中英语教材中的出现情况等综合因素，从而保证所列词汇是真正的考研英语重点词汇。本人可以负责任地告诉读者：只要你能熟悉并理解本书【词汇注释】模块中列出的重点单词（尤其是加黑词义），就无需再去背其他“考研英语词汇”，即可满足考研英语对词汇的要求，在考试中考出理想的成绩。

本书内容经得起考验的第二个原因是其深具科学性：本书作者长期从事考试研究，熟稔心理测量和外语测试学理论，能够从考试数据中发现和分析考生存在的深层次的问题，有的放矢，指出考生存在的问题，并提供正确的解决方案。这突出地表现在本书的【难句图解】模块对真题中的重点难句进行结构图解的句子结构解析模式和【佳句欣赏与模仿】模块对佳句亮点欣赏及模仿以提高写作能力的模式。本书作者深厚的心理测量和外语测试学基础以及对细节的近乎苛刻和偏执的精雕细琢，都保证本书品质注定远超市面同类辅导书。例如，本书作者通过对“大数据”的挖掘，重点分析“基础一般及薄弱者”容易被干扰的选项，使【干扰项分析】模块的针对性更强。对于干扰项的分析，才能看出作者写作水平的高下，对于多数“因为答案为某项所以选某项”的那种解析模式，考生看完仍然是“不识庐山真面目”。干扰项恰恰是读者需要重点关注的点，对为何对，错为何错，一定要知其所以然。

本书使用建议

1. 按照年份先后顺序做题

由于年份越近的真题备考价值越大，故本书按照年份倒序排列，但读者做题时建议按照年份先后顺序做题，循序渐进。本书中【词汇注释】模块也按照年份编写，前面年份出现过的词汇，在后面年份将不再出现。基础一般及比较薄弱者可在做真题之前，提前预习书中的【词汇注释】模块，然后再按照考研要求做真题。同时强化记忆该部分的重点单词（尤其是加黑词义）。为方便广大读者记忆词汇，本书特意将每年的【词汇注释】模块中的重点单词又

按照年份倒序集中放在附录部分。

2. 认真研究本书中的【难句图解】模块

该模块简洁直观地展现了长难句的层次结构,又非常详实地解说了相关语法知识以及重点词汇,考生可以利用这些结构掌握考研英语语法知识,同时提高考研英语阅读能力。

3. 仔细阅读并理解本书的真题解析部分

每做一套真题,分析命题思路,分析做错的原因,并记录统计这些原因。在做下一套真题时,提醒自己不要犯同样的错误。读者要仔细研读【试题解析】、【定位与解析】、【干扰项分析】等模块。

4. 利用本书【佳句欣赏与模仿】模块提高写作能力

本书作者将真题文章中的精彩语句专门摘录出来,分析其写作亮点,并仿照这些亮点结构拟写了可用在历年真题写作中的重点语句。建议读者模仿作者的做法,自己也尝试拟写,如果某一亮点结构可拟写的句子越多,就越有可能在未来的考试中用上这个亮点结构,从而提高自己的写作水平及分数。

众所周知,对考研英语真题的研究是考研英语复习的重中之重,怎么重视都不为过。考研英语真题既可以用来检测自己的英语水平,也可以用来提高英语水平,如果考生能够系统地研读考研英语历年真题,特别是对本书中的【词汇注释】、【难句图解】、【试题解析】、【定位与解析】、【干扰项分析】以及【佳句欣赏与模仿】等模块进行反复认真的研究,就一定能够夯实基础、有效提高解题能力。

本书作者相信,广大读者能够通过对近十年真题的准确把握,更加有针对性和计划性地展开复习,最终达到对本书最佳的使用效果。衷心祝愿本书能给大家带来成功!我也深信这本书一定能给大家带来成功!

欢迎读者对本书提出意见和建议,考生在使用本书过程中如遇到任何问题都可以通过 answering@126.com 信箱与本书作者联系。

本书作者

王林

2014年10月

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第一部分

近 10 年考研英语真题 (2005-2014)

2014 年全国硕士研究生入学统一考试

英语（一）试题

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)

As many people hit middle age, they often start to notice that their memory and mental clarity are not what they used to be. We suddenly can't remember 1 we put the keys just a moment ago, or an old acquaintance's name, or the name of an old band we used to love. As the brain 2, we refer to these occurrences as "senior moments." 3 seemingly innocent, this loss of mental focus can potentially have a(n) 4 impact on our professional, social, and personal 5.

Neuroscientists, experts who study the nervous system, are increasingly showing that there's actually a lot that can be done. It 6 out that the brain needs exercise in much the same way our muscles do, and the right mental 7 can significantly improve our basic cognitive 8. Thinking is essentially a 9 of making connections in the brain. To a certain extent, our ability to 10 in making the connections that drive intelligence is inherited. 11, because these connections are made through effort and practice, scientists believe that intelligence can expand and fluctuate 12 mental effort.

Now, a new Web-based company has taken it a step 13 and developed the first "brain training program" designed to actually help people improve and regain their mental 14.

The Web-based program 15 you to systematically improve your memory and attention skills. The program keeps 16 of your progress and provides detailed feedback 17 your performance and improvement. Most importantly, it 18 modifies and enhances the games you play to 19 on the strengths you are developing-much like a(n) 20 exercise routine requires you to increase resistance and vary your muscle use.

- | | | | |
|-----------------------|--------------------|---------------------|---------------------|
| 1. [A] why | [B] when | [C] that | [D] where |
| 2. [A] improves | [B] fades | [C] collapses | [D] recovers |
| 3. [A] While | [B] Unless | [C] Once | [D] If |
| 4. [A] uneven | [B] limited | [C] damaging | [D] obscure |
| 5. [A] relationship | [B] environment | [C] wellbeing | [D] outlook |
| 6. [A] turns | [B] finds | [C] points | [D] figures |
| 7. [A] responses | [B] roundabouts | [C] workouts | [D] associations |
| 8. [A] genre | [B] criterion | [C] circumstances | [D] functions |
| 9. [A] channel | [B] process | [C] sequence | [D] condition |
| 10. [A] excel | [B] feature | [C] persist | [D] believe |
| 11. [A] However | [B] Moreover | [C] Otherwise | [D] Therefore |
| 12. [A] instead of | [B] according to | [C] apart from | [D] regardless of |
| 13. [A] back | [B] further | [C] aside | [D] around |
| 14. [A] framework | [B] stability | [C] sharpness | [D] flexibility |

- | | | | |
|----------------------|------------------|-------------------|-----------------|
| 15. [A] hurries | [B] reminds | [C] forces | [D] allows |
| 16. [A] order | [B] track | [C] hold | [D] pace |
| 17. [A] to | [B] on | [C] for | [D] with |
| 18. [A] constantly | [B] habitually | [C] irregularly | [D] unusually |
| 19. [A] carry | [B] put | [C] build | [D] take |
| 20. [A] risky | [B] familiar | [C] idle | [D] effective |

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 1

In order to “change lives for the better” and reduce “dependency,” George Osborne, Chancellor of the Exchequer, introduced the “upfront work search” scheme. Only if the jobless arrive at the jobcentre with a CV, register for online job search, and start looking for work will they be eligible for benefit — and then they should report weekly rather than fortnightly. What could be more reasonable?

More apparent reasonableness followed. There will now be a seven-day wait for the jobseeker’s allowance. “Those first few days should be spent looking for work, not looking to sign on,” he claimed. “We’re doing these things because we know they help people stay off benefits and help those on benefits get into work faster.” Help? Really? On first hearing, this was the socially concerned chancellor, trying to change lives for the better, complete with “reforms” to an obviously indulgent system that demands too little effort from the newly unemployed to find work, and subsidises laziness. What motivated him, we were to understand, was his zeal for “fundamental fairness” — protecting the taxpayer, controlling spending and ensuring that only the most deserving claimants received their benefits.

Losing a job is hurting: you don’t skip down to the jobcentre with a song in your heart, delighted at the prospect of doubling your income from the generous state. It is financially terrifying, psychologically embarrassing and you know that support is minimal and extraordinarily hard to get. You are now not wanted; you are now excluded from the work environment that offers purpose and structure in your life. Worse, the crucial income to feed yourself and your family and pay the bills has disappeared. Ask anyone newly unemployed what they want and the answer is always: a job.

But in Osborneland, your first instinct is to fall into dependency — permanent dependency if you can get it — supported by a state only too ready to indulge your falsehood. It is as though 20 years of ever-tougher reforms of the job search and benefit administration system never happened. The principle of British welfare is no longer that you can insure yourself against the risk of unemployment and receive unconditional payments if the disaster happens. Even the very phrase “jobseeker’s allowance” is about redefining the unemployed as a “jobseeker” who had no fundamental right to a benefit he or she has earned through making national insurance contributions. Instead, the claimant receives a time-limited “allowance,” conditional on actively seeking a job; no entitlement and no insurance, at £71.70 a week, one of the least generous in the EU.

21. George Osborne's scheme was intended to
- [A] motivate the unemployed to report voluntarily.
 - [B] provide the unemployed with easier access to benefits.
 - [C] encourage jobseeker's active engagement in job seeking.
 - [D] guarantee jobseekers' legitimate right to benefit.
22. The phrase "to sign on" (Line 2, Para.2) most probably means
- [A] to register for an allowance from the government.
 - [B] to accept the government's restrictions on the allowance.
 - [C] to check on the availability of jobs at the jobcentre.
 - [D] to attend a governmental job-training program.
23. What prompted the chancellor to develop his scheme?
- [A] A desire to secure a better life for all.
 - [B] An eagerness to protect the unemployed.
 - [C] An urge to be generous to the claimants.
 - [D] A passion to ensure fairness for taxpayers.
24. According to Paragraph 3, being unemployed makes one feel
- [A] insulted.
 - [B] uneasy.
 - [C] enraged.
 - [D] guilty.
25. To which of the following would the author most probably agree?
- [A] Unemployment benefits should not be made conditional.
 - [B] The British welfare system indulges jobseekers' laziness.
 - [C] The jobseekers' allowance has met their actual needs.
 - [D] Osborne's reforms will reduce the risk of unemployment.

Text 2

All around the world, lawyers generate more hostility than the members of any other profession—with the possible exception of journalism. But there are few places where clients have more grounds for complaint than America.

During the decade before the economic crisis, spending on legal services in America grew twice as fast as inflation. The best lawyers made skyscrapers-full of money, tempting ever more students to pile into law schools. But most law graduates never get a big-firm job. Many of them instead become the kind of nuisance-lawsuit filer that makes the tort system a costly nightmare.

There are many reasons for this. One is the excessive costs of a legal education. There is just one path for a lawyer in most American states: a four-year undergraduate degree in some unrelated subject, then a three-year law degree at one of 200 law schools authorized by the American Bar Association and an expensive preparation for the bar exam. This leaves today's average law-school graduate with \$100,000 of debt on top of undergraduate debts. Law-school debt means that they have to work fearsomely hard.

Reforming the system would help both lawyers and their customers. Sensible ideas have been around for a long time, but the state-level bodies that govern the profession have been too conservative to implement them. One idea is to allow people to study law as an undergraduate degree. Another is to let students sit for the bar after only two years of law school. If the bar exam is truly a stern enough test for a would-be lawyer, those who can sit it earlier should be allowed to do so. Students who do need the extra training could cut their debt mountain by a third.

The other reason why costs are so high is the restrictive guild-like ownership structure of the business. Except in the District of Columbia, non-lawyers may not own any share of a law firm. This keeps fees high and innovation slow. There is pressure for change from within the profession, but opponents of change among the regulators insist that keeping outsiders out of a law firm isolates lawyers from the pressure to make money rather than serve clients ethically.

In fact, allowing non-lawyers to own shares in law firms would reduce costs and improve services to customers, by encouraging law firms to use technology and to employ professional managers to focus on improving firms' efficiency. After all, other countries, such as Australia and Britain, have started liberalizing their legal professions. America should follow.

26. A lot of students take up law as their profession due to

- [A] the growing demand from clients.
- [B] the increasing pressure of inflation.
- [C] the prospect of working in big firms.
- [D] the attraction of financial rewards.

27. Which of the following adds to the costs of legal education in most American states?

- [A] Higher tuition fees for undergraduate studies.
- [B] Pursuing a bachelor's degree in another major.
- [C] Admissions approval from the bar association.
- [D] Receiving training by professional associations.

28. Hindrance to the reform of the legal system originates from

- [A] non-professionals' sharp criticism.
- [B] lawyers' and clients' strong resistance.
- [C] the rigid bodies governing the profession.
- [D] the stern exam for would-be lawyers.

29. The guild-like ownership structure is considered "restrictive" partly because it

- [A] prevents lawyers from gaining due profits.
- [B] keeps lawyers from holding law-firm shares.
- [C] aggravates the ethical situation in the trade.
- [D] bans outsiders' involvement in the profession.

30. In this text, the author mainly discusses

- [A] flawed ownership of America's law firms and its causes.
- [B] the factors that help make a successful lawyer in America.
- [C] a problem in America's legal profession and solutions to it.
- [D] the role of undergraduate studies in America's legal education.

Text 3

The US \$ 3-million Fundamental Physics Prize is indeed an interesting experiment, as Alexander Polyakov said when he accepted this year's award in March. And it is far from the only one of this type. As a News Feature article in *Nature* discusses, a string of lucrative awards for researchers have joined the Nobel Prizes in recent years. Many, like the Fundamental Physics Prize, are funded from the telephones-number-sized bank accounts of Internet entrepreneurs. These benefactors have succeeded in their chosen fields, they say, and they want to use their wealth to draw attention to those who have succeeded in science.

What's not to like? Quite a lot, according to a handful of scientists quoted in the News Feature. You

cannot buy class, as the old saying goes, and these upstart entrepreneurs cannot buy their prizes the prestige of the Nobels. The new awards are an exercise in self-promotion for those behind them, say scientists. They could distort the achievement-based system of peer-review-led research. They could cement the status quo of peer-reviewed research. They do not fund peer-reviewed research. They perpetuate the myth of the lone genius.

The goals of the prize-givers seem as scattered as the criticism. Some want to shock, others to draw people into science, or to better reward those who have made their careers in research.

As *Nature* has pointed out before, there are some legitimate concerns about how science prize — both new and old — are distributed. The Breakthrough Prize in Life Sciences, launched this year, takes an unrepresentative view of what the life science include. But the Nobel Foundation's limit of three recipients per prize, each of whom must still be living, has long been outgrown by the collaborative nature of modern research — as will be demonstrated by the inevitable row over who is ignored when it comes to acknowledging the discovery of the Higgs boson. The Nobels were, of course, themselves set up by a very rich individual who had decided what he wanted to do with his own money. Time, rather than intention, has given them legitimacy.

As much as some scientists may complain about the new awards, two things seem clear. First, most researchers would accept such a prize if they were offered one. Second, it is surely a good thing that the money and attention come to science rather than go elsewhere. It is fair to criticize and question the mechanism — that is the culture of research, after all—but it is the prize-givers' money to do with as they please. It is wise to take such gifts with gratitude and grace.

31. The Fundamental Physics Prize is seen as
- [A] a symbol of the entrepreneurs' wealth.
 - [B] a possible replacement of the Nobel Prizes.
 - [C] a handsome reward for researchers.
 - [D] an example of bankers' investments.
32. The critics think that the new awards will most benefit
- [A] the profit-oriented scientists.
 - [B] the founders of the awards.
 - [C] the achievement-based system.
 - [D] peer-review-led research.
33. The discovery of the Higgs boson is a typical case which involves
- [A] the joint effort of modern researchers.
 - [B] controversies over the recipients' status.
 - [C] the demonstration of research findings.
 - [D] legitimate concerns over the new prizes.
34. According to Paragraph 4, which of the following is true of the Nobels?
- [A] History has never cast doubt on them.
 - [B] They are the most representative honor.
 - [C] Their legitimacy has long been in dispute.
 - [D] Their endurance has done justice to them.
35. The author believes that the new awards are
- [A] harmful to the culture of research.
 - [B] acceptable despite the criticism.
 - [C] subject to undesirable changes.
 - [D] unworthy of public attention.

Text 4

"The Heart of the Matter", the just-released report by the American Academy of Arts and Sciences (AAAS), deserves praise for affirming the importance of the humanities and social sciences to the prosperity and security of liberal democracy in America. Regrettably, however, the report's failure to address the true nature of the crisis facing liberal education may cause more harm than good.

In 2010, leading congressional Democrats and Republicans sent letters to the AAAS asking that it identify actions that could be taken by "federal, state and local governments, universities, foundations, educators, individual benefactors and others" to "maintain national excellence in humanities and social scientific scholarship and education." In response, the American Academy formed the Commission on the Humanities and Social Sciences. Among the commission's 51 members are top-tier-university presidents, scholars, lawyers, judges, and business executives, as well as prominent figures from diplomacy, filmmaking, music and journalism.

The goals identified in the report are generally admirable. Because representative government presupposes an informed citizenry, the report supports full literacy; stresses the study of history and government, particularly American history and American government; and encourages the use of new digital technologies. To encourage innovation and competition, the report calls for increased investment in research, the crafting of coherent curricula that improve students' ability to solve problems and communicate effectively in the 21st century, increased funding for teachers and the encouragement of scholars to bring their learning to bear on the great challenges of the day. The report also advocates greater study of foreign languages, international affairs and the expansion of study abroad programs.

Unfortunately, despite 2½ years in the making, "The Heart of the Matter" never gets to the heart of the matter: the illiberal nature of liberal education at our leading colleges and universities. The commission ignores that for several decades America's colleges and universities have produced graduates who don't know the content and character of liberal education and are thus deprived of its benefits. Sadly, the spirit of inquiry once at home on campus has been replaced by the use of the humanities and social sciences as vehicles for publicizing "progressive," or left-liberal propaganda.

Today, professors routinely treat the progressive interpretation of history and progressive public policy as the proper subject of study while portraying conservative or classical liberal ideas—such as free markets and self-reliance—as falling outside the boundaries of routine, and sometimes legitimate, intellectual investigation.

The AAAS displays great enthusiasm for liberal education. Yet its report may well set back reform by obscuring the depth and breadth of the challenge that Congress asked it to illuminate.

36. According to Paragraph 1, what is the author's attitude toward the AAAS's report?

- [A] Critical. [B] Appreciative.
[C] Contemptuous. [D] Tolerant.

37. Influential figures in the Congress required that the AAAS report on how to

- [A] safeguard individuals' rights to education.
[B] define the government's role in education.
[C] retain people's interest in liberal education.
[D] keep a leading position in liberal education.

38. According to Paragraph 3, the report suggests

- [A] an exclusive study of American history.

- [B] a greater emphasis on theoretical subjects.
 - [C] the application of emerging technologies.
 - [D] funding for the study of foreign languages.
39. The author implies in Paragraph 5 that professors are
- [A] supportive of free markets.
 - [B] biased against classical liberal ideas.
 - [C] cautious about intellectual investigation.
 - [D] conservative about public policy.
40. Which of the following would be the best title for the text?
- [A] Illiberal Education and "The Heart of the Matter"
 - [B] The AAAS's Contribution to Liberal Education
 - [C] Ways to Grasp "The Heart of the Matter"
 - [D] Progressive Policy vs. Liberal Education

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] Some archaeological sites have always been easily observable—for example, the Parthenon in Athens, Greece; the pyramids of Giza in Egypt; and the megaliths of Stonehenge in southern England. But these sites are exceptions to the norm. Most archaeological sites have been located by means of careful searching, while many others have been discovered by accident. Olduvai Gorge, an early hominid site in Tanzania, was found by a butterfly hunter who literally fell into its deep valley in 1911. Thousands of Aztec artifacts came to light during the digging of the Mexico City subway in the 1970s.

[B] In another case, American archaeologists René Million and George Cowgill spent years systematically mapping the entire city of Teotihuacán in the Valley of Mexico near what is now Mexico City. At its peak around AD 600, this city was one of the largest human settlements in the world. The researchers mapped not only the city's vast and ornate ceremonial areas, but also hundreds of simpler apartment complexes where common people lived.

[C] How do archaeologists know where to find what they are looking for when there is nothing visible on the surface of the ground? Typically, they survey and *sample* (make test excavations on) large areas of terrain to determine where excavation will yield useful information. Surveys and test samples have also become important for understanding the larger landscapes that contain archaeological sites.

[D] Surveys can cover a single large settlement or entire landscapes. In one case, many researchers working around the ancient Maya city of Copán, Honduras, have located hundreds of small rural villages and individual dwellings by using aerial photographs and by making surveys on foot. The resulting settlement maps show how the distribution and density of the rural population around the city changed dramatically between AD 500 and 850, when Copán collapsed.

[E] To find their sites, archaeologists today rely heavily on systematic survey methods and a variety of high-technology tools and techniques. Airborne technologies, such as different types of radar and photographic equipment carried by airplanes or spacecraft, allow archaeologists to learn about what lies

beneath the ground without digging. Aerial surveys locate general areas of interest or larger buried features, such as ancient buildings or fields.

[F] Most archaeological sites, however, are discovered by archaeologists who have set out to look for them. Such searches can take years. British archaeologists Howard Carter knew that the tomb of the Egyptian pharaoh Tutankhamun existed from information found in other sites. Carter sifted through rubble in the Valley of the Kings for seven years before he located the tomb in 1922. In the late 1800s British archaeologists Sir Arthur Evans combed antique dealers' stores in Athens, Greece. He was searching for tiny engraved seals attributed to the ancient Mycenaean culture that dominated Greece from the 1400s to 1200s BC. Evans' interpretations of these engravings eventually led him to find the Minoan palace at Knossos (Knosós), on the island of Crete, in 1900.

[G] Ground surveys allow archaeologists to pinpoint the places where digs will be successful. Most ground surveys involve a lot of walking, looking for surface clues such as small fragments of pottery. They often include a certain amount of digging to test for buried materials at selected points across a landscape. Archaeologists also may locate buried remains by using such technologies as ground radar, magnetic-field recording, and metal detectors. Archaeologists commonly use computers to map site and the landscapes around sites. Two- and three-dimensional maps are helpful tools in planning excavations, illustrating how sites look, and presenting the results of archaeological research.

41. → A → 42. → E → 43. → 44. → 45.

Part C

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

Music means different things to different people and sometimes even different things to the same person at different moments of his life. It might be poetic, philosophical, sensual, or mathematical, but in any case it must, in my view, have something to do with the soul of the human being. Hence it is metaphysical; but the means of expression is purely and exclusively physical: sound. I believe it is precisely this permanent coexistence of metaphysical message through physical means that is the strength of music. (46) It is also the reason why when we try to describe music with words, all we can do is articulate our reactions to it, and not grasp music itself.

Beethoven's importance in music has been principally defined by the revolutionary nature of his compositions. He freed music from hitherto prevailing conventions of harmony and structure. Sometimes I feel in his late works a will to break all signs of continuity. The music is abrupt and seemingly disconnected, as in the last piano sonata. In musical expression, he did not feel restrained by the weight of convention. (47) By all accounts he was a freethinking person, and a courageous one, and I find courage an essential quality for the understanding, let alone the performance, of his works.

This courageous attitude in fact becomes a requirement for the performers of Beethoven's music. His compositions demand the performer to show courage, for example in the use of dynamics. (48) Beethoven's habit of increasing the volume with an extreme intensity and then abruptly following it with a sudden soft passage was only rarely used by composers before him.

Beethoven was a deeply political man in the broadest sense of the word. He was not interested in daily politics, but concerned with questions of moral behaviour and the larger questions of right and wrong