

全国重点院校

考博

英语

真题详解

◆ 最新真题考点分析归纳 ◆ 命题趋势预测 ◆ 重点高校真题详解 ◆

主 编：朱同生

副主编：潘云燕 赵天红 邢鸿飞

加送 4套真题



山东电子音像出版社

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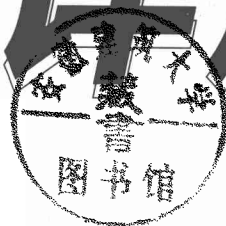
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前 言

随着就业市场的变化和教育体制的改革,博士研究生报名参考人员和录取人数屡创新高。为适应这一变化,全国具有博士研究生招生权的各高校和科研机构也对其考试办法、考题的难度进行了适时的调整。英语考试作为博士生入学考试的必考课程之一,占用了考生相当多的复习时间,同时也影响着考生的总分数和单科录取线。因此,如何达到最高的复习效率是每个考生备考时最为关注的焦点。

目前我国博士生英语入学考试采用的是各个招生院校自主命题、自行组织考试的方法,因此各高校的考试重点、考题类型以及命题特点都有较大的差异。

虽然考博英语没有统一的考试大纲,但90%的招生单位在考试内容、试题标准以及考试题型方面都有极大的相似之处。因此,拥有一本收录全国重点大学及科研机构的考试真题,能迅速了解国内目前考博最新动态和信息,对于复习中的广大考生来说,是件幸事。

鉴于此,本书的编写注重了如下方面:

一、让考生了解博士英语入学考试的特点和要求。考生根据不同报考院校的要求,进行针对性的复习和训练。本书在对各院校考试广泛介绍的基础上,准确、有效地分析博士英语入学考试的特点。

二、为考生提供大量的真题,帮助考生在短期内有的放矢地备考。虽然各报考院校的题型不尽相同,但考题的难易程度、层次还是基本相似的。提供国内众多重点院校的历年考试真题,既可以使考生举一反三,又给他们提供一个全方位接受训练的机会,能够达到考前强化的目的。

三、除大量的真题外,本书提供了非常详尽的试题解析和答案。和其他市面上的博士英语考试参考书不同的是,本书在解析中附了所有阅读理解段落的译文及核心词汇,旨在帮助考生更好地利用真题、理解真题、吃透真题。

值得一提的是,本书的编写者都是长期坚持在研究生英语教学第一线的老师,他们都有着极其丰富的教学经验,熟知考生的薄弱环节,明了博士英语考试的特点要求。

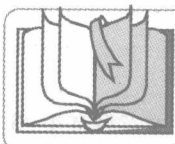
最后,真心希望这本全新推出的考博英语真题能助辛苦的备考者一臂之力。

考博征途上,星火伴您一路前行!

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博士研究生入学英语考试标准及命题趋势

博士研究生教育是我国学历教育的最高层次教育,攻读博士学位者,除了应该具备坚实的专业理论基础和很强的科研能力外,还应该具有较高水平的外语能力,尤其是英语能力。英语是博士研究生入学考试的一门重要课程,英语考试成绩的好坏,在相当程度上,直接影响到考生能否被录取。“知己知彼,百战不殆”,所以,考生在考试前应当了解全国各高等院校和研究机构对博士生入学英语水平的要求,以期取得理想的成绩。

一、博士生入学英语考试指导标准

迄今为止,国家教育部没有就博士生入学英语考试制定过一个统一的标准,没有统一的考试大纲,也没有采用全国统一的考试形式。命题的权力在各招生院校,各校自主命题,自行组织考试。

二、博士研究生入学英语考试大纲

一般说来,硕士研究生毕业的佼佼者,是博士研究生的理想候选人,所以,比较一下各地自行制定的硕士研究生学位英语考试大纲和博士生入学英语考试大纲是很有意义的,这里分别以江苏省和解放军信息工程大学为例,如下:

《江苏省非英语专业硕士研究生英语学位课程考试大纲》

硕士生英语学位课程考试的目的,在于考核已修完研究生英语课程的学生是否达到基本的教学要求,以及实际掌握和运用英语的能力。

本考试共有六个部分:听力理解(占20%)、完形填空(占15%)、阅读理解(占20%)、阅读与回答问题(占10%)、翻译(占20%)、写作(占15%)。

● 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20题,考试时间为20分钟左右。主要测试考生能否一遍听懂语速为每分钟150词左右的对话、谈话或短文。本部分共有二节:

A节(Section A):共10题,每题为一段对话。问句后有13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10题,分别安排在2~3篇听力材料之后。要求考生在13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 完形填空(Part II 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。测试内容涉及句型、结构,词汇、短语和搭配等。共15题。考试时间为10分钟。测试的形式是在一篇难度适中的短文(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。

● 第三部分 阅读理解(Part III 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;
3. 理解某些词和句子的意义及上下文之间的逻辑关系;
4. 领会作者的观点和判断作者的态度。

阅读材料的选择原则:

1. 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。所涉及的背景知识应能为考生所了解。

2. 体裁多样,可以包括叙事、议论、描述、说明、应用文等。

3. 文章应有一定的难度。

考试共 20 题,时间为 30 分钟。

测试要求考生阅读 4 篇文章。其中前两篇难度中等,后两篇难度较大,每篇文章后有 4~6 个问题。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 1300~1500 词。

● **第四部分 阅读与回答问题 (Part IV Essay Questions)**
 这部分的目的是测试学生阅读理解文章和书面回答问题的能力。既要求考生掌握文章中心大意,领会作者的观点和态度,又要求有分析、推理、判断和综合概括能力,并能提出自己的观点。

考试时间为 25 分钟。要求阅读一篇 300 词左右的文章,然后回答 2~3 个问题。

● **第五部分 翻译 (Part V Translation)**

共 2 题。考试时间为 30 分钟。本部分共有二节。

A 节 (Section A): 英译汉:内容为一般性或科学常识性的论述文。要求译文忠实原文,表达正确。考试时间为 15 分钟。这一节是总量为 140 词左右的英语短文。

B 节 (Section B): 汉译英:内容为一般性和科学常识性的短文。要求译文忠实原文,表达正确。无重大语言错误。考试时间为 15 分钟。这一节是总量为 100 个左右汉字的短文。

● **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。考试时间为 35 分钟。要求考生写出 200 词左右的短文。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;或给出文章(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。

《解放军信息工程大学博士研究生英语入学考试大纲总则》

《非英语专业博士研究生英语入学考试大纲》是根据《非英语专业硕士研究生英语教学大纲》制定的。其目的是为了帮助考生更好地准备博士生英语入学考试。

考试性质及要求

博士生入学英语考试的性质是一种水平考试,主要考核考生实际掌握和运用英语的能力。教育部《硕士、博士研究生英语教学大纲》明确提出“博士生入学时,其英语水平原则上应达到或略高于硕士生的水平”。应具有“熟练的阅读能力”、“较好的写作能力”和“一定的听说能力”。其中听说能力的考试放在复试中进行。

因此,博士生入学前应具有相应的外语水平,以适应博士生阶段的学习及研究工作的需要。

考试内容

本校博士英语入学考试以普通英语为主,题材涉及人物传记、社会风俗、文化、历史、科普等;体裁多样,包括叙述文、议论文、描写文、应用文、说明文等。词汇量控制在 5000~6000 常用词(其中中学 2000,大学 3500,硕士生 500~1000 单词)。考试难度略高于硕士入学考试及大学英语六级水平考试。考试采用主观题、客观题结合的方式:主观题占 45%,客观题占 55%。考试项目包括:词汇 15%;完形填空 10%;阅读理解 25%;改错 15%;翻译 15%;写作 20%;满分 100 分。考试时间:180 分钟。

● **第一部分 词汇 (Part I Vocabulary) (15%)**

共 30 小题,考试时间为 20 分钟,考试方式为选词填空。本部分测试目的是测试考生运用词汇及短语的能力,通常测试重点是对名词、动词、形容词、短语及固定搭配的判断和理解,包括区分同义词、近义词、反义词等(词汇测试的重点是研究生阶段应该掌握的 1300 词或六级词汇)。考生应通过复习,熟悉和掌握大学英语 1~6 级规定的全部词汇,使词汇量达到 5500 左右。

● **第二部分 阅读理解 (Part II Reading Comprehension) (30%)**

共 20 题,4 篇短文,每篇文章长度约 300~400 词,考试时间为 50 分钟。每篇短文之后有若干个问题。考生应根据文章内容从每题四个选项中选出一个最佳答案。本部分主要测试考生理解具体信息,掌握文章主旨大意,推测生词含义及进行推断的能力。

● **第三部分 完形填空 (Part III Cloze) (10%)**
共 20 题, 考试时间 20 分钟。在一篇题材熟悉, 难度适中的短文 (240 ~ 280 词) 中留有 20 空白, 每个空白为一题, 每题有四个选项, 要求考生在全面理解内容的基础上选择一个最佳答案, 使短文的意思和结构恢复完整, 填空的词汇, 包括结构词和实义词。本部分主要测试考生综合运用语言的能力。

● **第四部分 综合改错 (Part IV Error Correction) (10%)**
每篇文章长度为 200 ~ 300 字, 难度适中, 考试时间 20 分钟。每篇文章内含 10 处错误 (每行不超过一处错误), 要求找出错误, 并在此行右边的横线上改正过来, 即根据上、下文增添、删去、改正或替换某一个词, 使短文意义连贯。本部分主要测试考生在语篇基础上的语言运用能力。

● **第五部分 英译汉 (Part V English-Chinese Translation) (15%)**
一篇文章 (400 词左右) 中有 5 个划线的部分, 考试时间 30 分钟。本部分, 主要测试考生对英语原文理解的准确性。

● **第六部分 写作 (Part VI Writing) (20%)**
共 1 题, 考试时间 40 分钟。要考生在规定时间内, 写一篇 200 ~ 250 词的短文。试卷上可能给出题目, 或规定情景, 或要求看图作文, 或按照主题句要求续写, 或根据提纲写成短文。要求能够正确表达思想, 意义连贯, 无重大语法错误。写作内容主要涉及日常生活、社会热点话题等。本部分, 主要测试考生运用英语书面表达思想的能力。

上述内容用表格表示, 如下:

题型	听力		词汇		完形		阅读(1)		阅读(2)		改错		翻译		写作		合计	
	分 值	时 间	分 值	时 间	分 值	时 间	分 值	时 间	分 值	时 间	分 值	时 间	分 值	时 间	分 值	时 间	分 值	时 间 (分钟)
硕士	20	20			15	10	20	30	10	25			20	30	15	35	100	150
博士			15	20	10	20	25	50			15	20	15	30	20	40	100	180

从上表可以看出, 对博士研究生入学英语的要求, 与对硕士研究生学位英语的要求是一致的, 其共同部分是听力 (博士研究生的英语听力放在复试时进行)、完形填空、阅读、翻译、写作, 也就是常说的对英语的听读写的要求, 难易度相当于硕士研究生的学位英语。

第三节 博士生入学考试题型分析与命题趋势

● 题型分析

各校制定的博士研究生入学英语考试大纲, 总体来说, 与上述解放军信息工程大学制定的博士研究生入学英语考试大纲类似, 其题型也大同小异, 以清华大学、北京大学、复旦大学和中国科技大学 2006 年的考题为例, 列表如下:

	听力 分值	词汇 分值	完形 分值	阅读 分值	释义 分值	改错 分值	翻译 分值	写作 分值	构词 分值	合计 分值
清华	20	10	10	40				20		100
北大	20	20	10	10	15	10		15		100
复旦		15	10	40			20	15		100
中科大	20	10		30		10	10	15	5	100

可以看出, 各校必考的题型是词汇、阅读和写作, 其次是听力和完形, 再次是翻译, 这些都是博士研究生入学英语考试的主流题型, 考生需要认真加以领会。

● 命题趋势

当前, 我国高等院校的大学英语教学正在经历着一种深刻的变革, 大学英语教学的目标也发生了变化。

根据 2004 年 1 月教育部颁布的《大学英语课程教学要求(试行)》,大学英语的教学目标是:培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用地英语有效地进行口头和书面的信息交流。换句话说,大学英语教学应当以实用为目标。从今年 6 月份起,国家四、六级考试已经全部正式采用了新题型。新题型的特点是,听力占全部分值的 35%,写作提前限时完成,增加快速阅读题型,在语篇的层次上考察学生的英语能力。

博士研究生的来源是硕士生,他们的英语水平应当建立在硕士生的英语水平之上,否则就成了无源之水、无本之木。今天的本科生英语教学所发生的变化,将来也必然反映在硕士生和博士生的入学考试和学位考试上。当然,就博士生入学英语考试而言,当前也正发生着一些变化,有向主观题型发展的趋势,如有的大学仅考翻译(英译汉和汉译英)和写作,还有的大学增加了主观问答题和写读后总结,甚至英文释义等等。这些都是非常有益的尝试。

但是我们认为,考查博士生入学的英语水平,尤其应当坚持听力领先的原则。我们知道,在各类学生中,博士生参加会议、与外交往的机会是最多的,如果不会听,参加会议出席活动的效果又何在?其次是在语篇层次上考查阅读水平,题型不限,既可以是客观题,也可以是主观问答题,也可以是写读后总结(一举两得,同时也考查了写作能力)。最后是写作水平。这三者是今后博士生入学英语考试的主流题型及发展趋势。

听力	阅读	翻译	写作	总分	听力	阅读	翻译	写作	总分	听力	阅读	翻译	写作	总分
100	100	100	100	400	100	100	100	100	400	100	100	100	100	400
100	100	100	100	400	100	100	100	100	400	100	100	100	100	400

英语六级考试题型及分值分布表

听力	阅读	翻译	写作	总分	听力	阅读	翻译	写作	总分	听力	阅读	翻译	写作	总分
100	100	100	100	400	100	100	100	100	400	100	100	100	100	400
100	100	100	100	400	100	100	100	100	400	100	100	100	100	400

清华大学 2006 年博士研究生入学考试英语试题

Part I Listening Comprehension (20%)

Section One

Directions: In this section you will hear a talk about dictionaries. The speaker will mainly talk about some uses of dictionaries. Listen to the recording and write down a few uses that are given in the talk. Use only a phrase for each answer. You will hear the recording only once.

Topic: Uses of Dictionaries

1. _____
2. _____
3. _____
4. _____
5. _____

Section Two

Directions: In this section you will hear an interview with a time management consultant. Listen to the recording and answer the questions with what you hear from the consultant. You will hear the recording twice.

Interview Questionnaire: Time Management

6. What exactly do time management consultants do?

7. Who are their clients?

8. What sort of things help people to organize their time?

9. How can you control what other people do?

10. What can people do with interruptions?

11. Does everything depend on culture?

12. What, for you, is a hard-working person?

Section Three

Directions: In this section you will hear a lecture about food around the world. Listen to the lecture and complete the notes below about the lecture. Write no more than 5 words for each blank. You will hear the recording only once.

Lecture Notes: Food around the World

Diet in Europe 500 years ago

—Meat: e. g. (13) _____

—Dairy: e. g. milk, cheese

—Grains: e. g. (14) _____

Diet in the Americas 500 years ago

—Vegetables: e. g. (15) _____

—Grains: e. g. corn

—Meat: e. g. turkey

—Spices: e. g. (16) _____

—Diet in the Americas now

—Diet today very different

e. g. (17) _____

Diet in Europe/World now

—The food Europeans brought back from America:

e. g. (18) _____

—(19) _____ spread quickly

—(20) _____ spread slowly

Part II Vocabulary (10%)

Directions: There are 20 incomplete sentences or sentences with underlined words in this part. For each sentence there are four choices marked A, B, C and D. Choose the best one that completes the sentence or is nearest in meaning with the underlined word. And then mark the corresponding letter on the ANSWER SHEET with a single line through the center.

21. Right now there is a sale of 19th-century European Paintings and sculpture in the museum.
A. photographs B. images C. statues D. stone paintings
22. The more intrusive advertisements become, the more they irritate web users.
A. annoy B. dismay C. surprise D. startle
23. Both police officers and high officials here are susceptible to corruption.
A. sustainable B. suspicious C. skeptical D. vulnerable
24. In the new shark repellent method, an insulated cable is buried on the bottom of the sea around a beach from which people swim.
A. frightening B. resisting C. protective D. raising
25. His work shed provocative yet necessary light on an important way to slow the spread of this deadly virus.
A. provisional B. seductive C. insulting D. disturbing
26. Before the construction of the railroad, it was prohibitively expensive to transport any goods across the mountains.
A. determinedly B. incredibly C. forbiddingly D. amazingly
27. Scarcely does anyone want to become janitors, but to be appointed as a sanitary engineer is quite something else.
A. senior B. military C. clean D. skilled
28. Nowadays, the prescribed roles of the man as "breadwinner" and the woman as housewife are changing.

- A. original ✓ B. prevalent C. ascribed D. settled
29. The new chemical will exterminate this kind of insects in this area.
A. eliminate ✓ B. prosecute C. quench D. quit
30. He stepped gingerly into the ramshackle old house.
A. slowly B. recklessly C. cautiously ✓ D. alertly
31. This is only a _____ agreement; nothing serious concluded yet by far.
A. tentative B. local C. decisive D. kidding ✓
32. Some workers in the nuclear power station were exposed to high levels of _____.
A. radiation ✓ B. cancer C. microwaves D. high temperature
33. A _____ refers to an animal that is born from its mother's body, not from an egg, and drinks its mother's milk as a baby.
A. mammoth B. penguin C. mosquito D. mammal ✓
34. I have to say this, but this coat you've just bought is made of _____ fur; it's not real mink.
A. coarse B. genuine C. slippery ✓ D. simulated
35. It's amazing that two researchers working independently made the same discovery _____.
A. spontaneously ✓ B. simultaneously C. collaboratively D. conscientiously
36. The government can't expect the taxpayer to _____ this company out indefinitely.
A. support B. bail C. redeem ✓ D. remove
37. These melodious folk songs are generally _____ to Smith, a very important musician of the century.
A. devoted B. contributed ✓ C. composed D. ascribed
38. _____ any one should think it strange, let me assure you that it is quite true.
A. In order that B. Lest C. If D. Providing ✓
39. _____ my wife's consistent encouragement I wouldn't have accomplished my graduate study.
A. But for B. But with C. Except for ✓ D. Except that
40. When cooperating with the American specialists in the States, I _____ myself of the opportunity to improve my English.
A. availed B. allowed C. deprived D. indulged ✓

Part III Reading Comprehension (40%)

Directions: There are 4 reading passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and then mark the corresponding letter on the ANSWER SHEET.

Passage 1

Questions 41 to 45 are based on the following passage:

Opinion polls are now beginning to show an unwilling general agreement that, whoever is to blame and whatever happens from now on, high unemployment is probably here to stay. This means we shall have to find ways of sharing the available employment widely.

But we need to go further. We must ask some fundamental questions about the future work. Should we continue to treat employment as the norm? Should we not rather encourage many other ways for self-respecting people to work? Should we not create conditions in which many of us can work for ourselves, rather than for an employer? Should we not aim to revive the household and the neighborhood, as well as the factory and the office as centers of production and work?

The industrial age has been the only period of human history in which most people's work has taken the form of jobs. The industrial age may now be coming to an end, and some of the changes in work patterns which it brought may have to be reversed. This seems a discouraging thought. But, in fact, it could offer the prospect of a better future for work. Universal employment, as its history shows has not meant

Employment became widespread when the 17th and 18th centuries made many people dependent on paid work by depriving them of the use of the land, and thus of the means to provide a living for themselves. Then the factory system destroyed the cottage industries and removed work from people's homes. Later, as transport improved, first by rail and then by road, people traveled longer distances to their places of employment until, eventually, many people's work lost all connection with their home lives and the places in which they lived.

Meanwhile, employment put women at disadvantage. It became customary for the husband to go out to paid employment, leaving the unpaid work of the home and family to his wife.

All this may now have to change. The time has certainly come to switch some effort and resources away from the impractical goal of creating jobs for all, to the urgent practical task of helping many people to manage without full-time jobs.

41. What idea did the author derive from the recent opinion polls?
 - A. Available employment should be restricted to a small percentage of the population.
 - B. New jobs must be created in order to rectify high unemployment figures.
 - C. Jobs available must be distributed among more people.
 - ☒ D. The present high unemployment figures are a fact of life.
42. The passage suggests that we should now re-examine our thinking about work and _____.
 - ☒ A. be prepared to admit that being employed is not the only kind of work
 - B. create more factories in order to increase our productivity
 - C. set up smaller private enterprises so that we in turn can employ others
 - D. be prepared to fill in time by taking up housework
43. The passage tells us that the arrival of the industrial age meant that _____.
 - A. universal employment guaranteed prosperity
 - B. economic freedom came within everyone's reach
 - C. patterns of work were fundamentally changed
 - ☒ D. to survive, everyone has to find a job
44. As a result of the enclosures of the 17th and 18th centuries, _____.
 - A. people were no longer legally entitled to own land
 - ☒ B. people were forced to look elsewhere for means of supporting themselves
 - C. people were not adequately compensated for the loss of their land
 - D. people were badly paid for the work they managed to find
45. It can be inferred from the passage that _____.
 - ☒ A. the creation of jobs for all is impossible
 - ☒ B. we must make every effort to solve the problem of unemployment
 - C. people should start to support themselves by learning a practical skill
 - D. we should help people to get full-time jobs

Passage 2

Questions 46 to 50 are based on the following passage:

Various innovations have been introduced as ways to break off our system which forces students through a series of identical classrooms in which teachers do most of the talking and students have little opportunity to respond. Among these innovations are team teaching and teacher aides, non-graded elementary and secondary schools, independent study, curricula focused on helping students discover things for themselves rather than on trying to tell them everything, and schools designed for maximum flexibility so that students can work alone, or in small groups, or take part in large group instruction via diverse media. The aim of all these innovations is to adapt instruction more precisely to the needs of each individual

student. Many people who have a strong dislike to organizing instruction scientifically and to bringing new technology into the schools and colleges fail to realize that the present system is in many respects mechanical and rigid. The vast differences in the ways students learn are disregarded when they are taught the same thing, in the same way, at the same time. There is no escaping the evidence that many students themselves feel little enthusiasm and even out-right hostility for the present way schools and colleges are organized and instruction is handled. Many of them resent technology, but what they object to is usually technology used as a means for handling a large number of students. Or it is programming which merely reproduces conventional classroom responds and learns, reaching new plateaus from which to climb to higher levels of understanding. Technological media can store information until it is needed or wanted. They can distribute it over distances to reach the student where he happens to be. They can present the information to the student through various senses. They can give the student the opportunity to react to the material in many ways. In short, the student's opportunities for learning can be increased and enhanced by using a wide range of instructional technology. All the available resources for instruction, including the teacher, can work together to create conditions for maximum effective learning.

46. The author is mainly concerned with _____.
- providing the possibility for students to take the courses they want
 - making technology an active tool in the school
 - relieving the teacher from routine duties
 - meeting the needs of each student
47. It can be inferred from the article that a good educational system must _____.
- not depend on teachers
 - make use of varying methods of teaching
 - place a renewed emphasis on science
 - not organize their instruction
48. The author suggests that the basic role of the teacher in the educational system should _____.
- as a lecturer
 - that of a technologist
 - as the source of knowledge
 - much more than that of classroom teaching
49. The negative reactions of students to technology are the result of _____.
- unknown factors
 - a general hostility toward education
 - its misuse
 - its newness in the schools
50. All of the following are mentioned as a capability of technological media EXCEPT their ability to _____.
- make it easier for students to obtain needed information
 - provide many ways of teaching the same thing
 - make learning easy and fun
 - replace traditional reports

Passage 3

Questions 51 to 55 are based on the following passage:

Rubidium, potassium and carbon are three common elements used to date the history of Earth. The rates of radioactive decay of these elements are absolutely regular when averaged out over a period of time; nothing is known to change them. To be useful as clocks, the elements have to be fairly common in natural minerals, unstable but decay slowly over millions of years to form recognizable "daughter" products which are preserved minerals.

For example, an atom of radioactive rubidium decays to form an atom of strontium (another element) by converting a neutron in its nucleus to a proton and releasing an electron, generating energy in the process. The radiogenic daughter products of the decay—in this case strontium atoms—diffuse away and are lost above a certain very high temperature. So by measuring the exact proportions of rubidium and strontium atoms that are present in a mineral, researchers can work out how long it has been since the

mineral cooled below that critical “blocking” temperature. The main problems with this dating method are the difficulty in finding minerals containing rubidium, the accuracy with which the proportions of rubidium and strontium are measured, and the fact that the method gives only the date when the mineral last cooled below the blocking temperature. Because the blocking temperature is very high, the method is used, mainly for recrystallized (igneous or metamorphic) rocks, not for sediments—rubidium-bearing minerals in sediments simply record the age of cooling of the rocks which were eroded to form the sediments, not the age of deposition of the sediments themselves.

Potassium decays to form (a gas) which is sometimes lost from its host through pores. Although potassium-argon dating is therefore rather unreliable, useful in dating mineral by escaping it can sometimes be sedimentary rocks because potassium is common in some minerals which form in sediments at low temperatures. Assuming no argon has escaped, the potassium-argon date records the age of the sediments themselves.

Carbon dating is mainly used in archaeology. Most carbon atoms (carbon-12) are stable and do not change over time. However, cosmic radiation bombarding the upper atmospheres constantly interacting with nitrogen in the atmosphere to create an unstable form of carbon, Carbon-14.

51. What is the common feature of rubidium, potassium and carbon?
 - A. They can be made into clocks.
 - B. They are rich in content.
 - C. Their decay is slow but regular.
 - D. The products of their decay are the same.
52. What aspect of rubidium decay is useful for dating?
 - A. The atom produced by the decay is above a certain point of temperature.
 - B. The atom produced by the decay is easy to be detected at a cool temperature.
 - C. The decay produced a neutron and an electron.
 - D. The decay is sensitive to the changes in temperature.
53. What is the limitation of the rubidium method?
 - A. Rubidium is everywhere in the rock.
 - B. Strontium atoms are hard to detect at the normal temperature.
 - C. It cannot date sediments.
 - D. It is time-consuming.
54. Which of the following is the major factor that affects the accuracy of potassium dating?
 - A. The number of the mineral pores.
 - B. The number of missing argon atoms.
 - C. External temperature.
 - D. Mineral temperature.
55. The underlined word “cosmic” in the last paragraph is closest in meaning to
 - A. radioactive
 - B. organic
 - C. terrestrial
 - D. universal

Passage 4

Questions 56 to 60 are based on the following passage:

In Plato's *Utopia*, there are three classes: the common people, the soldiers, and the guardians chosen by the legislator. The main problem, as Plato perceives, is to insure that the guardians shall carry out the intention of the legislator. For this purpose the first thing he proposes, is education.

Education is divided into two parts: music and gymnastics. Each has a wider meaning than at present; “music” means everything that is in the province of the Muses, and “gymnastics” means everything concerned with physical training and fitness. “Music” is almost as wide as what is now called “culture”, and “gymnastics” is somewhat wider than what “athletics” mean in the modern sense.

Culture is to be devoted to making men gentlemen, in the sense which, largely owing to Plato, is familiar in England. The Athens of his day was, in one respect, analogous to England in the nineteenth century: there was in each an aristocracy enjoying wealth and social prestige, but having no monopoly of political power, and in each the aristocracy had to secure as much power as it could by means of impressive be-

havior. In Plato's *Utopia*, however, the aristocracy rules unchecked.

Gravity, decorum and courage seem to be the qualities mainly to be cultivated in education. There is to be a rigid censorship from very early years over the literature to which the young have access and the music they are allowed to hear. Mothers and nurses are to tell their children only authorized stories. Also, there is a censorship of music. The *Lydian* and *Ionian* harmonies are to be forbidden. The first because it expresses sorrow, the second because it is relaxed. Only the *Dorian* (for courage) and the *Phrygian* (for temperance) are to be allowed. Permissible rhythms must be simple, and such as are expressive of a courageous and harmonious life.

As for gymnastics, the training of the body is to be very austere. No one is to eat fish, or meat cooked otherwise than roasted, and there must be no sauces or candies. People brought up on his regimen, he says, will have no need of doctors. Gymnastics applies to the training of mind as well.

Up to a certain age, the young are to see no ugliness or vice. But at a suitable moment, they must be exposed to "enchantments", both in the shape of terrors that must not terrify, and of bad pleasures that must not seduce the will. Only after they have withstood these tests will they be judged fit to be guardians!

56. What is the main topic of the passage?
- A. Three social classes in *Utopia*. B. How to make the society in harmony.
C. Plato's philosophy. D. Education pattern in *Utopia*.
57. According to the passage, which of the following is closest in meaning to the concept "music" in Plato's philosophy?
- A. Muses. B. Culture. C. Manners. D. Literature.
58. What is the major difference between the aristocracy in the old Athens and the gentlemen in *Utopia*?
- A. The former had to fight to obtain political power.
B. The former were more respected by the public.
C. The latter enjoyed much more political power.
D. The latter was regarded as the king of the country.
59. Why is fish eating forbidden in *Utopia*?
- A. To secure the balance of nature. B. To exercise people's perseverance.
C. For a strong volition. D. For excellent health condition.
60. We can infer from the passage that the music "Lydian" sounds _____.
- A. sad B. bold C. relaxed D. simple

Part IV Cloze (10%)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A, B, C and D. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the ANSWER SHEET.

Consumers and producers obviously make decisions that mold the economy, but there is a third major 61 to consider the role of government. Government has a powerful 62 on the economy in at least four ways:

Direct Services. The postal system, for example, is a federal system 63 the entire nation, as is the large and complex establishment. Conversely the construction and 64 of most highways the 65 of the individual states, and the public educational systems, despite a large funding role by the federal government, are primarily 66 for by country or city governments. Police and fire protection and sanitation 67 are also the responsibilities of local government.

Regulation and Control. The government regulates and controls private 68 in, many ways, for the 69 of assuring that business serves the best 70 of the people as a whole. Regulation is necessary in areas where private enterprise is granted a 71, such as in telephone or electric service. Public policy

permits such companies to make a reasonable 72, but limits their ability to raise prices 73, since the public depends on their services. Often control is 74 to protect the public, as for example, when the Food and Drug administration bans harmful drugs, or requires standards of 75 in food. In other industries, government sets guidelines to ensure fair competition without using direct control.

Stabilization and Growth. Branches of government, including Congress and such entities as the Federal Reserve Board, attempt to control the extremes of boom and bust, of inflation and depression, by 76 tax rates, the money supply, and the use of credit. They can also 77 economy through changes in the amount of public spending by the government itself.

Direct Assistance. The government provides many kinds of help to 78 and individuals. For example, tariffs 79 certain products to remain relatively free of foreign competition; imports are sometimes taxed so that American products are able to 80 better with certain foreign goods. In quite a different area, government supports individuals who cannot adequately care for themselves, by making grants to working parents with dependent children, by providing medical care for the aged and the indigent, and through social welfare system.

- | | | | |
|--------------------|-------------------|-----------------|------------------|
| 61. A. economy | B. horror | C. magnifier | D. element |
| 62. A. elevation | B. emotion | C. effect | D. election |
| 63. A. dripping | B. serving | C. diverging | D. clamping |
| 64. A. clearance | B. combustion | C. commence | D. maintenance |
| 65. A. commonplace | B. responsibility | C. conductivity | D. consequence |
| 66. A. consoled | B. compacted | C. paid | D. bracketed |
| 67. A. services | B. boycotts | C. budgets | D. charters |
| 68. A. banquet | B. boom | C. arena | D. enterprise |
| 69. A. assertion | B. purpose | C. asset | D. assumption |
| 70. A. admiration | B. interests | C. adoption | D. accuracy |
| 71. A. monopoly | B. acceptance | C. abolition | D. morality |
| 72. A. proximity | B. blend | C. breast | D. profit |
| 73. A. fairly | B. unfairly | C. friendly | D. unnecessarily |
| 74. A. exercised | B. broadened | C. bankrupted | D. exemplified |
| 75. A. faculty | B. quantity | C. quality | D. fragment |
| 76. A. applauding | B. assessing | C. ascending | D. adjusting |
| 77. A. affect | B. accommodate | C. adhere | D. affirm |
| 78. A. beverage | B. businesses | C. bondage | D. botany |
| 79. A. perplex | B. permit | C. perturb | D. plunder |
| 80. A. compensate | B. confront | C. console | D. compete |

Part V Writing (20%)

Directions: In this part, you are asked to write a composition on the title of "Qualities of Top Research Workers" with no less than 200 English words. Your composition should be based on the following outline given in Chinese. Put your composition on the ANSWER SHEET.

1. 优秀的科研工作者需要具备什么素质?
2. 举例说明这种素质的重要性。
3. 如何培养这种素质。