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**2015**

# 历年考研英语 真题名家详解

主编 / 郭庆民 主审 / 张锦芯

- ✓ 权威名家精讲
- ✓ 遍览2000~2014年全真试题，套题形式，方便模拟
- ✓ 配套全文翻译，精心剖析难点、重点、盲点



 中国人民大学出版社

# 历年考研英语

## 真题名家详解

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# 前言



反复研读历年真题是备考英语考试的最佳途径之一。为帮助考生充分体会历年考题的命题思路，对自己面临的任务和需要解决的问题获得清醒的认识，提高应试能力，我们特别编写了这本《历年考研英语真题名家详解》，对过去 15 年真题做出最权威的详解。

对真题的研究应该贯穿备考的整个过程，这是因为，市面上各种模拟试题集大都不能如实反映真题的命题思路，它们或者在选文方面与真题大相径庭，或者在命题思路不能有效地把握真题的精髓。而且，大部分对真题所做的详解思路不够准确，甚至起到了误导考生的作用。比如，在对阅读理解部分进行解题时，大多数人认为有一种题涉及文章的细节，它们称之为“细节题”。实际上，很多所谓的“细节题”并非考查学生理解文章个别“细节”的能力，因为这些“细节”涉及它所在段落的重要信息或作者的观点。例如，如果被问到的句子是本段第一句、最后一句或本段中的某个转折句，那么这个句子很可能表达的是本段的中心思想或作者在本段的主要观点或意图。可见，表面上的“细节题”实际上是涉及本段重要信息的题，仅靠读懂个别句子不能有效地答对题。

那么，认真地研究真题究竟能告诉我们什么呢？

首先是**选文体裁**。通过对过去 15 年考题的统计我们不难发现，历年考题的选文都是较新的报刊评论，大部分文章出自《经济学人》、《纽约时报》、《时代周刊》、《华尔街日报》、《商业周刊》等美国主流报刊，只有个别情况下出自英国的主流报刊，如 2014 年第一篇阅读出自英国的《卫报》。而且文章都是新闻评论，而不是新闻报道。每年的翻译部分是一个例外，文章多出自某本经典著作。

其次是**选文题材**。多数文章涉及经济、计算机网络、社会、教育、医学、社会心理、法律等方面的内容。另外，文章都比较新颖，尤其是最近几年考题中的文章几乎都是最近一两年发表的文章。这提醒考生，在备考时一定要读在话题上具有代表性的新文章，否则对新的热点问题不熟悉就会对备考不利。

再次是**命题思路**。在做完形填空时必须训练自己利用上下文提供的线索把握词汇和词组的能力，不能把精力过多地投入所谓“固定搭配”。在做阅读理解时必须学会把握文章的重要信息，这些重要信息包括作者的主要观点、态度、意图，也包括支持作者观点的主要论据。如果作者是在批评某个观点，一定要弄清楚被批评的观点是一个什么样的基本主张。做阅读理解时切记不要受到个别句子或个别生词的羁绊，应该学会利用上下文线索，通过能读懂的句子解读重要的疑难长句。在做翻译时一定要弄清楚被画线句子的主要语法结构，这样，即使个别词汇翻译不出来，句子的总体意思也不会被扭曲，而翻译错个别词汇丢掉的只是小分。作文部分基本涉及中国的社会热点问题，如 2014 年考题的议论文涉及养老问题，审题并不难，关键的是必须要有表达思想的句式和词汇，平时一定要多积累一些用来评论社会问题的词汇和句式。

最后是词汇问题。足够的词汇量是应试各个部分的关键，甚至可以毫不夸张地说，掌握了有效的词汇，就为考试的成功打下了坚实的基础。大纲词汇只是一个参考，不能盲目地背诵大纲词汇表，这是因为：第一，背诵词汇表比较枯燥，而且难以理解词的真正意思，要善于在阅读文章的过程中记忆词汇；第二，历年考题中有很多超纲词汇，如2014年阅读理解Part B部分的文章。这一部分词汇没有被大纲词汇表列出，只能靠在读文章中不断积累。

以上是对历年考题各个方面的概述。本书收录了过去15年的真题，我们不建议考生一口气把所有历年考题做完，而是每做两年的真题稍作停顿，做一做模拟试题，有些积累之后再去做两年的真题，依此类推。与真题详解做配合，我们编写了《2015年考研英语阅读200篇》（郭庆民主编）和《2015年考研英语新教程》（郭庆民主编），考生可以根据自己的实际水平选择其一作为自己的主要学习对象。

本书由中国人民大学外国语学院郭庆民副教授担任主编，参加本书编写的都是多年从事一线英语教学和考研辅导的教师，对历年考题的命题特点和学生复习中所存在的问题都有深刻的认识。本书以其精确而严谨的解题思路多年来受到广大考生的欢迎。

编写过程中，新华社译审陈金岚同志参加了部分审订工作，郝彩虹、张锦、翟崇生等同志协助编写了其中一部分，陶灿梅、武敏、汪明等同志承担了部分资料整理和打印等工作。限于水平，疏漏及失误在所难免，欢迎广大读者、英语界同仁批评指正。

编者

# 读考研书 找人大社

## 一、2015 人大社考研英语类图书

书 名	作者	开本	定/估价	计划出版时间
研究生入学考试复试英语口语试全书	任林静	16K	38.00	2013.12
考研英语新教程	张锦芯	16K	56.00	2014.1
考研英语模拟考场	张锦芯	16K	39.00	2014.9
历年考研英语真题名家详解	张锦芯	16K	46.00	2014.2
考研英语阅读理解技巧进阶	白洁	16K	39.00	2014.2
考研英语历年真题全新解读	白洁	16K	45.00	2014.2
考研英语模拟考场(英语二)	白洁	16K	22.00	2014.8
考研英语阅读理解高分强化训练 100 篇	白洁	16K	43.00	2014.1
考研英语阅读 200 篇	郭庆民	16K	69.00	2014.1
考研英语阅读 100 篇及历年真题详解(英语二)	郭庆民	16K	39.00	2014.1
考研英语词汇复习指南	谢振元	16K	58.00	2013.12
考研英语高分词汇精记速记	谢振元	32K	48.00	2013.12
考研英语阅读完形翻译全突破	赵小冬 袁秉政	16K	49.00	2013.12
考研英语短文写作及英汉翻译	刘鸿飞 孙艺之	16K	42.00	2013.12
考研英语大纲词汇分类精读笔记	蒋军虎	16K	49.00	2013.12
考研英语大纲核心词汇必备	王建华	16K	28.00	2013.11
2005—2014 十年考研英语真题详解	王建华	16K	22.00	2014.1
考研英语经典专项阅读 120 篇	王建华	16K	56.00	2014.1

## 二、2015 人大社考研政治类图书

书 名	作者	开本	定/估价	计划出版时间
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最新考研政治真题命题研究与高分策略	余学本 郭务本 肖秀荣	16K	42.00	2014.2
硕士研究生入学考试思想政治理论课复习指导	余学本等	16K	49.00	2014.2
考研政治 1000 客观题突破 200 核心考点	阳光考研命题研究中心	16K	29.00	2014.1
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考研政治高分练习题库	阳光考研命题研究中心	16K	52.00	2014.1
考研政治核心考点解析	阳光考研命题研究中心	16K	39.00	2014.1
考研政治 2000 精准金题	阳光考研命题研究中心	16K	46.00	2014.1
考研政治精选实用教程	李海洋	16K	49.00	2014.1
考研政治历年真题精析	李海洋	16K	48.00	2014.2
考研政治考点同步 1200 题	李海洋	16K	48.00	2014.1
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考研政治全真模拟 4 套卷	李海洋	16K	12.00	2014.9
考研政治大纲要点 5 天速记	李海洋	16K	12.00	2014.9
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考研政治形势与政策聚焦及热点剖析	蔡桂娟	32K	12.00	2014.11

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考研数学经典冲刺 5 套卷（数学三）	黄先开 曹显兵	16K	12.00	2014.9
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考研计算机命题思路及名校真题详解	翔高教育考研 命题研究中心	16K	48.00	已出
考研管理学命题思路及名校真题详解	翔高教育考研 命题研究中心	16K	36.00	已出
考研法学命题思路及名校真题详解	翔高教育考研 命题研究中心	16K	39.00	已出

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考研日语指南	易友人	16K	59.00	2014.4
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2015 年法律硕士联考历年试题汇编	编写组	16K	56.00	2014.9
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2015 年法律硕士联考重要知识点深度解析及模拟试卷	法硕联考命题研究组	16K	88.00	2014.9
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2015 年法律硕士联考考前最后 5 套题	刘守芬等	16K	29.00	2014.11
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# 2014<sup>年</sup>

## 全国攻读硕士学位研究生

# 入学考试英语试题

### 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] where [B] when [C] that [D] why  
2. [A] improves [B] fades [C] recovers [D] collapses

- |                      |                   |                   |                  |
|----------------------|-------------------|-------------------|------------------|
| 3. [A] If            | [B] Unless        | [C] Once          | [D] While        |
| 4. [A] uneven        | [B] limited       | [C] damaging      | [D] obscure      |
| 5. [A] wellbeing     | [B] environment   | [C] relationship  | [D] outlook      |
| 6. [A] turns         | [B] finds         | [C] points        | [D] figures      |
| 7. [A] roundabouts   | [B] responses     | [C] workouts      | [D] associations |
| 8. [A] genre         | [B] functions     | [C] circumstances | [D] criterion    |
| 9. [A] channel       | [B] condition     | [C] sequence      | [D] process      |
| 10. [A] persist      | [B] believe       | [C] excel         | [D] feature      |
| 11. [A] Therefore    | [B] Moreover      | [C] Otherwise     | [D] However      |
| 12. [A] according to | [B] regardless of | [C] apart from    | [D] instead of   |
| 13. [A] back         | [B] further       | [C] aside         | [D] around       |
| 14. [A] sharpness    | [B] stability     | [C] framework     | [D] flexibility  |
| 15. [A] forces       | [B] reminds       | [C] hurries       | [D] allows       |
| 16. [A] hold         | [B] track         | [C] order         | [D] pace         |
| 17. [A] to           | [B] with          | [C] for           | [D] on           |
| 18. [A] irregularly  | [B] habitually    | [C] constantly    | [D] unusually    |
| 19. [A] carry        | [B] put           | [C] build         | [D] take         |
| 20. [A] risky        | [B] effective     | [C] idle          | [D] familiar     |

## 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”—invented in 1996—is about redefining the unemployed as a “jobseeker” who had no mandatory 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] provide the unemployed with easier access to benefits.
  - [B] encourage jobseekers' active engagement in job seeking.
  - [C] motivate the unemployed to report voluntarily.
  - [D] guarantee jobseekers' legitimate right to benefits.
22. The phrase “to sign on” (Line 3, Para. 2) most probably means
- [A] to check on the availability of jobs at the jobcentre.
  - [B] to accept the government's restrictions on the allowance.
  - [C] to register for an allowance from the government.
  - [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] uneasy.
  - [B] enraged.
  - [C] insulted.
  - [D] guilty.
25. To which of the following would the author most probably agree?
- [A] The British welfare system indulges jobseekers' laziness.
  - [B] Osborne's reforms will reduce the risk of unemployment.
  - [C] The jobseekers' allowance has met their actual needs.
  - [D] Unemployment benefits should not be made conditional.

## 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 many cannot afford to go into government or non-profit work, and 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 not 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] Admissions approval from the bar association.  
[C] Pursuing a bachelor's degree in another major.  
[D] Receiving training by professional associations.
28. Hindrance to the reform of the legal system originates from  
[A] lawyers' and clients' strong resistance.  
[B] the rigid bodies governing the profession.  
[C] the stern exam for would-be lawyers.  
[D] non-professionals' sharp criticism.
29. The guild-like ownership structure is considered "restrictive" partly because it  
[A] bans outsiders' involvement in the profession.  
[B] keeps lawyers from holding law-firm shares.  
[C] aggravates the ethical situation in the trade.  
[D] prevents lawyers from gaining due profits.
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 its 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 telephone-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 prizes—both new and old—are distributed. The Breakthrough Prize in Life Sciences, launched this year, takes an unrepresentative view of what the life sciences 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] an example of bankers' investments.
  - [D] a handsome reward for researchers.
32. The critics think that the new awards will most benefit
- [A] the profit-oriented scientists.
  - [B] the founders of the new 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] controversies over the recipients' status.
  - [B] the joint effort of modern researchers.
  - [C] legitimate concerns over the new prizes.
  - [D] the demonstration of research findings.
34. According to Paragraph 4, which of the following is true of the Nobels?
- [A] Their endurance has done justice to them.
  - [B] Their legitimacy has long been in dispute.
  - [C] They are the most representative honor.
  - [D] History has never cast doubt on them.
35. The author believes that the new awards are
- [A] acceptable despite the criticism.
  - [B] harmful to the culture of research.
  - [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] retain people's interest in liberal education.  
[B] define the government's role in education.  
[C] keep a leading position in liberal education.  
[D] safeguard individuals' rights to 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] cautious about intellectual investigation.
  - [C] conservative about public policy.
  - [D] biased against classical liberal ideas.
40. Which of the following would be the best title for the text?
- [A] Ways to Grasp “The Heart of the Matter”
  - [B] Illiberal Education and “The Heart of the Matter”
  - [C] The AAAS’s Contribution to Liberal Education
  - [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 Teotihuacan 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 understand-