

2014

职称英语 通关9套题

综合类 C级

全国职称英语考试命题研究组 / 组编

郭英剑 / 丛书主编

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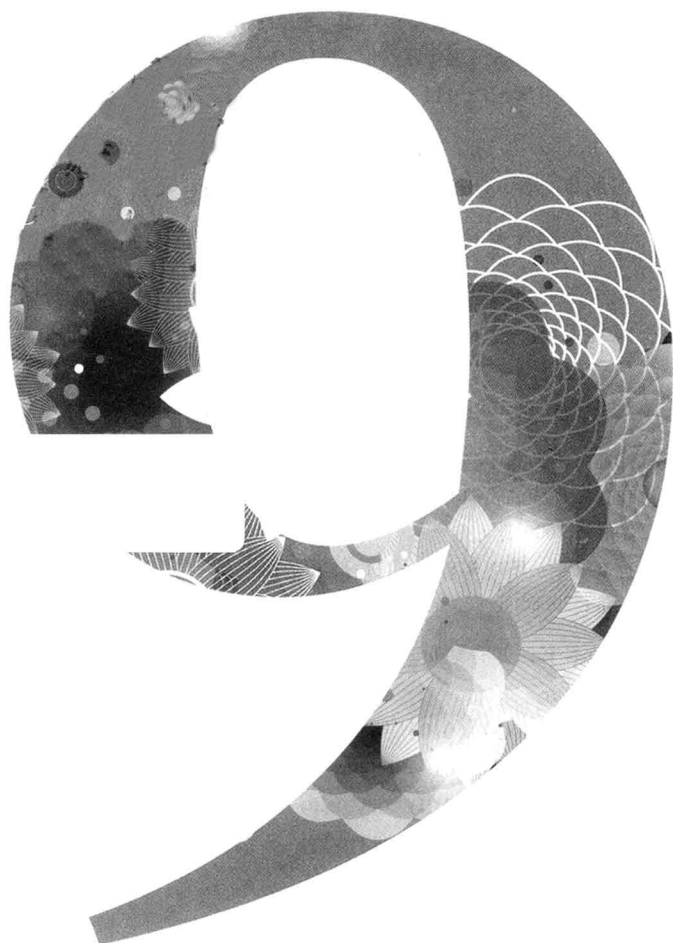
通关9套题

综合类 C级

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《2014 职称英语通关 9 套题》(综合类 C 级)为 5+4 的体例,一方面深度剖析 2009 年~2013 年 5 年的真题,体例按照【答案】【题干】【解析】【考点延伸】四个部分来设计。【答案】明确标出正确选项;【题干】对题目和选项进行了完整的中文翻译,以便考生做真题时就能复习大量词汇,省去查字典之苦;【解析】对本题正确答案进行了全面完整的分析;【考点延伸】则对该题体现的考点进行了延展,以便达到举一反三的目的。另一方面设置 4 套高度仿真的模拟试题,解析部分也极具深度和高度,使考生在历年真题的基础上,有机会将自己所学知识进行强化训练,提前体验亲临考场的感觉。

本书目的在于“从历年真题学习考点,做历年真题以通过考试”,用目前市场上其他图书没有使用的方式来剖析真题,将真题价值最大化,帮助考生用最少的时间和最小的投入,成功通过 2014 年职称英语综合类 C 级考试,顺利晋升职称。

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丛书序



但凡参加职称英语考试的考生，大都工作忙、时间紧、压力大，晋升职称的刚性需求很高。在职业生涯发展的道路上，广大考生平时工作接触英语不多，加之英语基础比较薄弱，职称评定时英语这一关总是如鲠在喉，但又决不能轻言放弃。是的，谁不想一次性通过呢？

在这种情况下，考生如何能在有限的时间、精力、金钱投入下，成功通过 A、B、C 级的考试呢？经过为上万人次的成功培训后，我们发现，全面深入地掌握历年真题是成功的关键。目前市面上各种“历年真题及模拟题”如汗牛充栋，但一览其模式之后，却发现真题的价值在这种模式下根本无法发挥其指导性的作用。简单总结起来，真题有以下特点：1. 囊括了所有考点；2. 涉猎了全部题型；3. 有一定程度的重复。

因此，我们提出一个口号：从历年真题学习考点，做历年真题以通过考试！为了让历年真题充分发挥其应有的价值，让考生朋友们用最少的时间、最小的投入赢得最大的回报率，我们特意编写了这套《2014 职称英语通关 9 套题》，针对不同类别和级别，共 9 册：《2014 职称英语通关 9 套题（综合类 A 级）》、《2014 职称英语通关 9 套题（综合类 B 级）》、《2014 职称英语通关 9 套题（综合类 C 级）》、《2014 职称英语通关 9 套题（理工类 A 级）》、《2014 职称英语通关 9 套题（理工类 B 级）》、《2014 职称英语通关 9 套题（理工类 C 级）》、《2014 职称英语通关 9 套题（卫生类 A 级）》、《2014 职称英语通关 9 套题（卫生类 B 级）》、《2014 职称英语职称英语通关 9 套题（卫生类 C 级）》。

本丛书透彻分析了 2009—2013 年真题，将每个考题体现的考点和隐藏的考点如数展现，引导考生朋友们体验真题的同时，更好地把握 2014 年考试命题趋势和特点。同时为了让考生在通过真题学到考点和技巧后进行强化练习，本丛书组编了 4 套高度仿真模拟题，并对模拟题进行深度解析，让考生深刻把握命题命脉。

本丛书有以下特点：

1. 名牌机构策划，名师主笔

本丛书由职业资格考前培训领军机构优路教育策划，博士生导师、享受国务院政府特殊津贴专家郭英剑教授领衔，多位一线培训名师参与编写。他们深谙命题规律，熟知在职考生特点，强调方法技巧，侧重学习方式与效果的匹配。

2. 最新五年真题，深度剖析

本丛书对 2009—2013 年真题进行了深度剖析，【答案】明确标出正确选项；【题干】对题目和选项进行了完整的中文翻译，以便考生做真题时就能复习大量词汇，省去查词典之苦；【解析】对本题正确答案进行了深度分析；【考点延伸】则对该题体现的考点进行了延展，以便达到举一反三的目的。“从历年真题出发，找到 2014 考题”的目的在潜移默化

化中就能实现。

3. 四套仿真预测，提前入场

本丛书提供了四套高度仿真的模拟试题，解析部分具深度和高度，使考生在历年真题的基础上，有机会将自己所学所知进行强化训练，提前体验亲临考场的感觉。

4. 多种附赠服务，强大助力

本丛书配有超值赠送服务，由优路教育（www.niceloo.com）提供专业答疑及在线技术支持。每本书均附赠“优路教育 2014 年职称英语真题冲刺密训班”（16 学时，价值 520 元）的高清视频网络课程。2013 年 11 月 1 日以后，刮开封面的账号和密码，登陆 www.niceloo.com，根据“图书赠送课程学习流程”进行学习，从而为考生营造“学真题 + 做真题 + 讲真题”的氛围。

优路教育图书专业答疑及技术支持：010-52391235。

本套丛书体例设置脉络清晰，内容撰写针对性强，考点剖析深刻，技巧总结到位，加之附赠超值课程和服务，是广大职称英语考生必选的复习资料。真诚希望本套丛书能助大家一臂之力，顺利通过考试！

编 者

2013 年 9 月

写在前面的话：关于职称英语考试的那些事

职称英语考试分为三个类别（综合、理工、卫生），每个类别又分为三个级别，而且重点考查的是应试者阅读英文专业文献的能力，因而，职称英语考试对不同级别的应试者提出了不同的要求：

申报 A 级的应试者要求应识别 6 000 个左右的单词和一定数量的短语，并要求在考试规定的时间内完成约 3 000 词的阅读任务。A 级考试中，每篇文章的长度为 400 词左右，要求应试者能正确理解所读材料的内容。

申报 B 级的应试者要求应识别 5 000 个左右的单词和一定数量的短语，并要求在考试规定的时间内完成约 2 600 词的阅读任务。B 级考试中，每篇文章的长度为 350 词左右，要求应试者能正确理解所读材料的内容。

申报 C 级的应试者要求应识别 4 000 个左右的单词和一定数量的短语，并要求在考试规定的时间内完成约 2 200 词的阅读任务。C 级考试中，每篇文章的长度为 300 词左右，要求应试者能正确理解所读材料的内容。

虽然对词汇量要求有所不同，但所有类别和级别的考试题型都是一样的，共分六大题型：词汇选项、阅读判断、概括大意与完成句子、阅读理解、补全短文、完形填空，分值具体分布如下：

题型	单位分值	题量	该部分总分
词汇选项	1 分	15	15 分
阅读判断	1 分	7	7 分
概括大意与完成句子	1 分	8	8 分
阅读理解	3 分	15	45 分
补全短文	2 分	5	10 分
完形填空	1 分	15	15 分
总分			100 分

由上表可见，职称英语考试题型丰富，考查全面。其中分值较大的有词汇选项、阅读理解和完形填空。阅读判断、概括大意与完成句子、补全短文尽管分值不高，但比起传统题型来，需要一定时间的认知和适应。然而，只要是考试，就一定有命题的规律和应对的技巧。下面，我们就分题型来讲解各个部分的答题技巧。

词汇选项：活用词典，快准狠巧

词汇选项题一共 15 题，每题要求在四个词汇中选出一个最接近给出句子中的划横线单词的选项（近义词或同义词）；由于可以带词典进入考场，这部分题目是“送分题”，

所以，必须保证这部分拿到满分。做这一部分题最好做到“又准又快”，一般掌握在20分钟以内，在备考时如果花的时间太多，这就说明对这部分题目的做题思路 and 技巧还没有一个全面的了解和掌握。当然，做这15题，尽管“快而不准”是很笨的做法，如果稳拿15分，就是多花点时间也是很值得的。

职称英语考试的词汇选项题目基本是考查同义词或近义词替换，但是有时候划线词与正确选项并非同义词或者近义词，而是基本含义相同、同时能使句子通顺的单词替换，可参考历年真题。

同时，该部分在历年的考试中有重复考查的特征，建议考生要注意历年词汇选项真题的复习（详见本书附录部分——历年真题词汇选项考查）。

阅读判断：正误好辩，C项是宝

职称英语的阅读判断题目的关键是定位到原文的相关句子，从而才能对题干进行正确（Right）、错误（Wrong）、未提及（Not Mentioned）的判断。定位原句子主要是利用题干的关键词，如大写字母的单词、数字、时间、名词、动词、形容词和短语等。

此外，根据历年真题分析，阅读判断题目每年有1~2道题目为C（未提及），这一点要引起考生的注意。“正确”题干一般很好分辨，“错误”和“未提及”不太好分辨。“错误”的情况是题干的信息，原文有所提及，但两者内容是不吻合的。“未提及”则是题干的内容在原文根本没出现。拿不准时多选C。

同时，题目的顺序与原文的段落顺序一般保持一致，所以考生在定位原句时根据题目顺序依次往下找即可。

概括大意与完成句子：主题在首，定位为先

段落的大意可通过寻找段落的主题句来获得。段落的主题句一般是段落的首句或尾句，如23题和24题；有时候是中间的句子（特别是有表示转折意思的连接词，如but、however、nevertheless、although、though等）；很少的情况下需要根据段落意思总结其段落大意，这时候要注意段落的高频词汇，高频词汇一般与段落的大意有关。

完成句子的关键则是首先在原文中定位到相关的原句，定位的方法也是利用题干的关键词，诸如大写字母的单词、数字、时间、名词、动词、形容词和短语等。此外，如果题干不容易定位，可以定位选项，看哪个选项对应的原句与题干一致。

阅读理解：既快又准地“找”，精心细致地“比”

阅读理解题目常考的题型主要有细节题、词汇题、主旨题、态度题、例证题等。

做阅读理解的关键在于“找”，即用关键词定位到原文；“比”，即将选项与定位的信息进行比较。

细节题是考试中最常见的题型，占据总分值的80%左右。解细节题的关键点在于上一段中讲到的用关键词回到原文定位，将定位好的细节信息与选项进行一一比对，重合度高的选项即为正确答案。正确选项往往会对原文信息进行改写，常见方式为同义替换（词汇层面）和句式改写（句法层面）；错误选项也有明显的特征：带有绝对词（always、absolutely、

only 等)、偷换概念、文不对题(选项内容正确,但与该题题干没有关系)等。

主旨题分为段落主旨和篇章主旨,段落的主旨一般是看段落的首尾句,而篇章的主旨则是看所有段落的首尾句,并结合篇章的题目。词汇题可以通过查词典的方式解决。

推断题是阅读理解中比较难的题目类型,需要在读懂文章的基础上进行推断,但因为时间所限,通读全篇的可能性不大,可以利用每段的首尾句来确定每段的大意,然后各段大意联系在一起就掌握全文大意,可以据此进行推断;或者也可以结合其他四道题目的理解进行推断。态度题则需要利用所使用词汇的褒贬色彩进行判断。例证题则需要关注例子前后的表示论点或观点的句子。

补全短文: 转承启合, 线索为先

这类题要求根据给定短文(原文)的意思,在6个选项句子(陈述句)中分别选出5个符合语法知识、逻辑结构和前后内容意思衔接的选项,补充到原文划线的填充处,使原文成为一篇意思完整、前后连贯的短文,所以这类题实际上是段落填充题。这类题本意是要考查较高的阅读能力、基础知识(语法、词汇等)和综合逻辑思维推理能力,其难度较大,是最令人头痛的题型,各选项环环相扣,选错了一个至少错两个甚至更多,所以填错一个选项,就意味着至少丢掉了4分。

不过,容易丢分的题,也是最容易得分的题,每选对一个,就意味着其他选项选择的成功率大大提高,何况只有1个干扰项,排除起来更容易。所以,如果做得好,它比“阅读理解”更容易拿分。做题时要注意:如果基础较好,可以快速浏览一遍原文,但不必精读;千万要注意选项的中心词和句子第一个词、填充处前后句子的大概意思和第一个和最后一个词;做每个填充处要认真阅读其前后段或句子,但不必阅读其他段落;要注意代词的线索功能,比如空格后有 it 或是 this,那么空格处一定有一个单数物体或事件,同时还要关注上下文语义的起承转合等逻辑关系词,比如转折代表要寻找反义词,原因要寻找合理的解释等等;确定了所有答案后,划去干扰项,把各选项对号入座,进行检查和印证。做题时千万要把已确定的选项划去,以便利用排除法解决问题。

完形填空: 上下求索, 瞻前顾后

完形填空是传统题型,一篇文章中15个空白对应着15个选项,要求填入实词(动词、名词和形容词等)的约占70%,其他为虚词(介词、副词等)的约占30%。要填的词几乎涉及各个词类,动词含有不同的时态、语态和语气。

做题步骤可以分为以下三步:(1)通读全文。首先要阅读整篇文章,理解全文内容。同时对全文的语言表达方式,比如文章用的时态、语态、文章的措辞与口气等方面得出大致印象;(2)逻辑判断。在阅读全篇的基础上,开始从头判断每个空所缺的词的语言形式,如词类、时态、语态;并判断该词应具有符合文章上下文的词意;(3)理解选择。从给出的4个选项中,选出在语法与词意上均与原文相符合的一个。

做完形填空要特别注意固定搭配和习惯用语,比如看见空格前有 so,那么就应该下意识地到选项中找 that;看见空格前有 as well,就应该下意识地寻找 as。同时要注意寻找上

下文中的线索词，即“上下求索，瞻前顾后”。

以上的技巧和步骤，我们可以到真题中得到足够的训练和强化。换句话讲，鉴于职称英语命题重复率大的特征，只要将真题研究透彻了，将延伸的考点也掌握了，那么通过也就不是难题了。

编 者

2013 年 9 月

目 录



丛书序

写在前面的话：关于职称英语考试的那些事

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2013 年职称英语等级考试真题（综合类 C 级）



第 1 部分：词汇选项（第 1~15 题，每题 1 分，共 15 分）

下面每个句子中均有 1 个词或者短语有底横线，请为每处底横线部分确定 1 个意义最为接近的选项。

1. This was an unexceptionally brutal attack.
A. open B. sudden C. cruel D. direct
2. The frame needs to be strong enough to support the engine.
A. bottom B. surface C. top D. structure
3. Traffic reaches its rush hour between 8:00 and 9:00 in the morning.
A. border B. goal C. level D. peak
4. she came across three children sleeping under a bridge.
A. passed by B. found by chance C. took a notice of D. woke up
5. She gets aggressive when she is drunk.
A. worried B. sleepy C. anxious D. offensive
6. I grabbed his arm and made him turn to look at me.
A. threw B. broke C. stretched D. seized
7. I tried to detach myself the reality of these terrible events.
A. separate B. bring C. put D. set
8. It seemed incredible that he had been there a week already.
A. right B. obvious C. unbelievable D. unclear
9. "There is no other choice," she said in a harsh voice.
A. unkind B. firm C. soft D. deep
10. We found shelter from the rain under the trees.
A. defense B. standing C. room D. protection
11. The odd thing was that he didn't recognize me.
A. strange B. real C. whole D. same
12. That performance was pretty impressive.
A. completely B. beautifully C. very D. equally

13. We have to change the public's perception that money is everything.
A. sight B. interest C. belief D. pressure
14. He was tempted by the high salary offered by the company.
A. attracted B. taught C. kept D. changed
15. I have little information as regards her fitness for the post.
A. at B. about C. with D. from

☒ **第2部分：阅读判断** (第16~22题, 每题1分, 共7分)

下面的短文后列出了7个句子, 请根据短文的内容对每个句子作出判断; 如果该句提供的是正确信息, 请选择A; 如果该句提供的是错误信息, 请选择B; 如果该句的信息文中没有提及, 请选择C。

Kicking the Habit

What is a bad habit? The most definition is that it is something that we do regularly, almost without thinking about it, and which has some sort of negative consequence. This consequence could affect those around us, or it could affect us personally. Those who deny having bad habits are probably lying. Bad habits are part of what makes us human.

Many early habits, like sucking out thumb, are broken when we are very young. We are either told to stop doing it by our parents, or we consciously or subconsciously observe that others do not have the same habit, and we gradually grow out of it. It is when we intentionally or unintentionally pick up new habits in our later childhood or early adulthood that it becomes a problem. Unless we can break that habit early on, it becomes a part of our life, and becomes "programmed" into our brain.

A recent study of human memory suggests that no matter how hard we try to change out habits, it is the old ways that tend to win, especially in situations where we are rushed, stressed or overworked. Habits that we thought we had got rid of can suddenly come back. During the study program, the researchers showed a group of volunteers several pictures, and gave them words to associate with them. They then showed the volunteers the same picture again, and gave them new words to associate with them.

A few days later, the volunteers were given a test. The researchers showed them the pictures, and told them to respond with one of the words they had been given for each one. It came as no surprise that their answers were split between the first set of words and second. Two weeks later, they were given the same test again. This time, most of them only gave the first set of words. They appeared to have completely forgotten the second set.

The study confirms that the responses we learn first are those that remain strongest over time. We may try to change out ways, but after a while, the response that comes to mind first is usually the first one we learned. The more that response is used, the more automatic it becomes and the harder it becomes to respond in any other way.

The study therefore suggests that over time, our bad habits also become automatic, learned behavior. This is not good news for people who pick up bad habits early in life and now want to change or break them. Even when we try to put new, good intentions into practice, those previous learned habits remain stronger in more automatic, unconscious forms of memory.

16. Boys usually develop bad habits when they are very young.
A. Right B. Wrong C. Not mentioned
17. We can only break bad habits if others tell us to do.
A. Right B. Wrong C. Not mentioned
18. Bad habits may return when we are under pressure.
A. Right B. Wrong C. Not mentioned
19. Researchers were surprised by the answer that the volunteers gave in the first test.
A. Right B. Wrong C. Not mentioned
20. The volunteers found the test more difficult when they did it the second time.
A. Right B. Wrong C. Not mentioned
21. The study suggests that it is more difficult to respond what to get rid of.
A. Right B. Wrong C. Not mentioned
22. If we develop bad habits early in life, they are harder to get rid of.
A. Right B. Wrong C. Not mentioned



第 3 部分：概括大意与完成句子 (第 23 ~ 30 题, 每题 1 分, 共 8 分)

下面的短文后有 2 项测试任务: (1) 第 23 ~ 26 题要求从所给的 6 个选项中为指定段落每段选择 1 个小标题; (2) 第 27 ~ 30 题要求从所给的 6 个选项中为每个句子确定一个最佳选项。

Pedestrians Only

1. The concept of traffic-free shopping areas goes back a long time. During the Middle Ages, traffic-free shopping areas were built in Middle Eastern countries to allow people to shop in comfort and, more importantly, safety. As far back as 2,000 years ago, road traffic was banned from central Rome during the day to allow for the free movement of pedestrians (行人), and was only allowed in at night when shops and markets had closed for the day. In most other cities, however, pedestrians were forced to share the streets with horses, coaches and, later, with cars and other motorised vehicles.
2. The modern, traffic-free shopping street was born in Europe in the 1960s, when both city populations and car ownership increased rapidly. Dirty gases from cars and the risks involved in crossing the road were beginning to make shopping an unpleasant and dangerous experience. Many believed the time was right for experimenting with car-free streets, and shopping areas seemed the best place to start.

3. At first, there was resistance from shopkeepers. They believed that such a move would be bad for business. They argued that people would avoid streets if they were unable to get to them in their cars, when the first streets in Europe were closed to traffic, there were even noisy demonstrations, as many shopkeepers predicted they would lose customers.
4. However, research carried out afterwards in several European cities revealed some unexpected statistics. In Munich, Cologne and Hamburg, visitors to shopping areas increased by 50 percent. On Copenhagen's main shopping street, shopkeepers reported sales increases of 25-40 percent. Shopkeepers in Minneapolis, the USA, were so impressed when they learnt this that they even offered to pay for the construction and maintenance costs of their own traffic-free streets.
5. With the arrival of the traffic-free shopping street, many shops, especially those selling things like clothes, food and smaller luxury items, prospered. Unfortunately, it wasn't good news for everyone, as shops selling furniture and larger electrical appliances (电器) actually saw their sales drop. Many of these were forced to move elsewhere, away from the city centre.

23. paragraph 1 _____
24. paragraph 2 _____
25. paragraph 3 _____
26. paragraph 4 _____

- A. A need for change
- B. An idea from ancient history
- C. Popularity of online shopping
- D. Facing protest from shop owners
- E. Increase in sales and customers
- F. An experiment that went wrong

27. Traffic-free shopping streets first developed in _____.
28. In the 1960s, dirty gases from cars made shopping _____.
29. Shopkeepers mistakenly believed that car-free streets would keep away _____.
30. The arrival of the traffic-free shopping street made many _____ lose their business.

- A. pedestrians
- B. north America
- C. customers
- D. a bad experience
- E. middle eastern countries
- F. furniture sellers



第 4 部分：阅读理解 (第 31 ~ 45 题，每题 3 分，共 45 分)

下面有 3 篇短文，每篇短文后有 5 道题。请根据短文内容，为每题确定 1 个最佳选项。



The Development of Ballet

Ballet is a dance form that has a long history. The fact that it survives to this day shows that it has adjusted as times have changed.

Ballet began in the royal courts during the Renaissance. At that time it became common for kings and queens, as well as other nobility, to participate in pageants that included music, poetry, and dance. As these entertainments moved from the Italian courts to the French ones, court ladies began participating in them. Though their long dresses prevented much movement, they were able to perform elaborate walking patterns. It was not until the 1600s that women dancers shortened their skirts, changed to flat shoes, and began doing some of the leaps and turns performed by men.

It was also in the 1600s that professional ballet began. King Louis XIV of France, himself a devoted dancer, founded the Royal Academy of Dance. The five basic feet positions from which all ballet steps begin were finalized. In the late 1700s another important change occurred. Ballet began to tell a story on its own. It was no longer simply dance to be performed between acts of plays. Elaborate wigs and costumes were eliminated. By the early 1800s dancers learned to rise on their toes to make it appear that they were floating.

Classical ballet as we know it today was influenced primarily by Russian dancing. The Russians remained interested in ballet when it declined in other European countries in the mid - 1800s. One of the most influential figures of the early 20th century was Sergei Diaghilev. His dance company, the Ballets Russes, brought a new energy and excitement to ballet. One of his chief assistants, George Balanchine, went on to found the New York City Ballet in 1948 and to influence new generations of dancers.

31. This passage deals mainly with _____.
 A. famous names in ballet B. Russian ballet
 C. how ballet has developed D. why ballet is no longer popular
32. The word "pageants" in paragraph 2 means _____.
 A. dances B. instruction
 C. royal courts D. big shows
33. Professional ballet was first performed in _____.
 A. France B. Italy
 C. Russia D. America

34. Who had an important influence on early ballet?
A. Balanchine B. Louis XIV C. Antoinette D. Diaghilev
35. We can conclude from this passage that ballet _____.
A. will continue to change
B. is a dying art
C. is currently performed only in Russia
D. is often performed by dancers with little training



An Expensive Mistake

Is there water on the planet Mars? Is there life on Mars? Was there ever life on Mars? Scientists from NASA wanted to know the answers to these questions. They built a spacecraft to travel around Mars and get information. The spacecraft was called the Mars Climate Orbiter.

The Mars Climate Orbiter left for Mars in December 1998. The trip took nine and a half months. At first, everything was fine. However, when the Orbiter got near Mars, something terrible happened. The spacecraft didn't go to the right place. It went too close to Mars. It was too hot for the Orbiter there. The spacecraft couldn't function correctly. Suddenly, it stopped sending messages to NASA. The Orbiter was lost.

How could this terrible thing happen? How did the Orbiter get closer to Mars than the scientists planned? Finally, they found the answer. Two teams of scientists worked together on the Orbiter. One team was in England, and one team was in the United States. There were many similarities in the way they worked, but there was one important difference: The teams used different guidelines for measuring things. The United States team used the metric system (公制). The other team used the English system.

Because they used different systems, the scientists made a mathematical mistake. The Orbiter's orbit (the shape and pattern of its path) around Mars was not correct. The scientists put the Orbiter on the wrong path. The Orbiter got too close and too hot, and it stopped functioning.

Why didn't anybody see the mistake before it was too late? Many things contributed to the problem. One thing was that NASA scientists and mathematicians were working on two other spacecrafts at the same time. This was a challenge, and they were very tired from working long hours.

The Mars Climate Orbiter cost \$94 million to build. It also cost a lot of money to try to find the lost orbiter in space. In addition, NASA's research on the cause of the problem was very expensive; this wasn't the first time that two different measurement systems caused mistakes in scientific projects. However, the Mars Climate Orbiter was definitely the most expensive mistake of all!

