



博士研究生入学考试英语辅导用书

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阅读理解、翻译与写作高分突破

博士研究生入学考试英语考试命题研究组 / 编著

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中国加入 WTO 之后, 改革开放逐步深化, 与国外进行的经济、贸易、科学、教育、管理和军事等领域的合作也更加紧密, 从而对我国人才的知识水平提出了更高的要求。社会对博士、硕士研究生等高层次人才的需求越来越大, 报考博士、硕士研究生的考生正在逐年增多。从整体上看, 由于博士研究生招生形势的不断发展, 各院校博士研究生入学考试的难度越来越大, 对考生的外语水平要求也越来越高, 特别是听、说能力。攻读博士学位的学生, 一方面应该具备坚实的专业理论基础和扎实的科研能力, 另一方面还应该具备较高水平的外语能力。

综合考察最近的图书市场, 有关硕士研究生英语考试的辅导资料很多, 而直接针对博士研究生入学英语考试的指导用书几近空白。报考博士研究生的考生对如何复习应考常常感到无所适从, 他们迫切需要一套高质量的考前辅导资料, 以应对考博英语的实际要求, 帮助其把握命题规律, 在考试中获取高分。

博士研究生入学英语考试主要测试听力、语法、词汇、阅读理解、完形填空、翻译、写作等方面的知识, 各个招生院校的试题尽管具体的考查范围有些出入, 但是基本上都是在这些题型的范畴内出题。具体考查内容归纳总结如下:

听力部分主要测试考生对一般性听力材料的理解与判断能力, 要求考生听过一遍后回答所提问题。主要考查考生如下能力: (1) 判断对话场景; (2) 判断人物关系及身份; (3) 理解说话者的意图、观点或态度; (4) 理解话语要点和含义; (5) 获取具体信息; (6) 理解中心思想; (7) 进行有关的判断和推理。

词汇部分主要测试考生是否具备一定的词汇量和根据上下文对词和词组意义进行判断的能力。每题有一个留有空白的英文句子, 要求考生从所给的四个选项中选出可填在空白处的最恰当的词或词组。

完形填空部分主要测试考生在语篇层次上的理解能力以及对词汇表达方式和结构掌握的程度。考生应具有借助词汇、句法及上下文线索对语言进行综合分析和应用的能力, 要求考生就篇章所留空白分别从四个选项中选出最佳答案。

阅读理解部分主要测试考生在规定时间内通过阅读获取相关信息的能力。考生须完成 1 800~2 000 词的阅读量 (3 篇~6 篇短文), 并作答文后题目。要求考生能: (1) 掌握中心思想、主要内容和具体细节; (2) 进行相关的判断和推理; (3) 准确把握某些词和词组在上下文中的特定含义; (4) 领会作者观点和意图、判断作者的态度。

翻译部分要求考生将一篇近 400 词的英语短文中有下划线的 5 个句子翻译成汉语, 主要测试考生是否能从语篇的角度正确理解英语原句的意思, 并能用准确、达意的汉语书面

表达出来。

写作部分要求考生按照命题、所给提纲或背景图、表，写出一篇不少于 200 词的短文。目的是测试考生用英语表达思想或传递信息的能力，以及对英文写作基础知识的实际运用。

为了更好地帮助考生复习，了解各高等院校考试的内容、要求、题型以及难易程度，并通过有效的考前试题训练掌握各种题型的答题方法和技巧，提高得分能力，我们根据多年的教学实践经验，在认真分析了北京大学、清华大学、中国人民大学、中国科学院、中国科技大学、复旦大学、同济大学、南京大学、武汉大学、厦门大学等 50 余所重点高等院校最近几年博士研究生入学考试英语试题的考点、难点、重点及命题套路之后，倾情奉献了这套“博士研究生入学考试英语辅导用书”系列丛书，包括《考博英语综合辅导教程》、《考博英语全国重点院校真题详解》、《考博英语模拟试卷与精解》、《考博英语词汇分级考点详注》、《考博英语词汇、语法与完形填空高分突破》、《考博英语阅读理解、翻译与写作高分突破》，共六本。

这套丛书的特点如下：

一、作者阵容强大、辅导经验丰富、深谙命题动态

这套丛书的编著者长期从事考博英语命题、阅卷与辅导，对考博英语的考点非常熟悉。他们具有相当丰富的辅导和教学工作经验，深谙命题规律和出题动态，从而使本丛书具有极高的权威性。这套丛书的出版凝结着参与编写的专家、学者多年教学、命题、评卷的经验。

二、鲜明的创新特色，编写体例非常符合考生的需要

这套丛书全面吸收了同类图书的优点，结合作者丰富的辅导经验，博采众长，推陈出新，使丛书结构和内容具有鲜明的创新特色。下面分别加以介绍。

《考博英语综合辅导教程》：参考全国重点院校的最新考试大纲，按照最新精神编写。在编写过程中，特别注意知识的系统性。在每章后都编写了足量的同步强化练习题，并给出答案和解析。考生可通过做这些强化练习题进行自测，巩固复习成果。该书力求把重点、难点与考点讲深、讲透。

《考博英语全国重点院校真题详解》：历史是一面镜子，了解过去可以预知未来。通过对历年试题的详细解析，考生可以了解命题原则与规律。研习有代表性的院校的真题是复习备考中必不可少的关键环节，也是考生掌握考试动态、赢得高分的最佳捷径。循着命题人的思路，我们就可以把握考试的脉搏，明确考试的重点和难点。

《考博英语模拟试卷与精解》：许多考生缺乏实际临场经验。该书将精辟阐明解题思路，全面展现题型变化，将浩渺的习题浓缩于有限的模拟题精华中，迅速提高考生快速、准确、灵活的解题能力，为考生全程领航和理性分析，引领考生高效通过考试难关。每套试卷都有标准答案和详细的解析。考生可以利用模拟试卷进行考前模拟实战训练，检验自己的学习成果，及时进行查漏补缺，有针对性地进行复习备考。

《考博英语词汇分级考点详注》：该书包括博士研究生入学考试基本词汇及其衍生词汇共计万余例。该书最大的亮点就是将词汇复习与考试紧密结合，将全国重点院校的词汇测试试题按照词汇的分类进行了详细深入的分析，让考生能巩固对该词的掌握和运用，做到记单词与考试紧密结合，对考试内容融会贯通。

《考博英语词汇、语法与完形填空高分突破》：该书以重点、难点和疑点为依据，作者在精心研究重点院校真题的基础上，组织编写了同步练习题，相信会对考生有所裨益。该书难易结合，试题与考试真题难易程度相当，它系统、全面地对大纲规定的知识点从多方位、多角度进行考查。通过做同步练习题，考生可以牢固掌握词汇、语法与完形填空的相关内容，融会贯通，举一反三，为最后赢得考试高分打下坚实的基础。

《考博英语阅读理解、翻译与写作高分突破》：作者在认真研究全国重点院校的阅读理解、翻译与写作部分的相关考点以后，编写了符合考试深度的同步辅导与强化练习题，让考生能见识、熟悉考查的各种题型，达到熟能生巧的境地。

实践证明，一套好的复习资料，能够帮助考生收到事半功倍的效果。我们以考博英语专家组辅导经验的深厚积累，以在继承中创新、在开拓中前进的精神，凭借阵容强大的专家编写队伍，向广大考生奉献这套辅导书，希望能帮助考生在考试中蟾宫折桂，夺得高分！

在这套丛书的编写过程中，得到了北京大学、清华大学、中国人民大学、中国科学院、中国科技大学、复旦大学、同济大学、南京大学、武汉大学、西安交通大学、厦门大学等高等院校的大力支持，在此表示由衷的感谢。

参加本书编写的除了主编索玉柱、成芬、刘爽外，还有谭莉、王新会、赵艳萍、吴盈敏、崔杰凯、欧阳少波、张晓燕、张孜、江海波、刘仕文、宋纪新、杨勇、王宁、张磊、崔军胜、赵秀云、程立元、陈金贞、叶充、张杰、管卫勇、孙遥遥、洪潇、李征、罗福生、郭庆、梅涛、陈娜等同志，在此一并表示感谢。

由于时间仓促，错误和纰漏之处诚望广大读者批评指正。

编著者 于北大燕园

目前,我国博士生入学英语考试采取的是各招生院校自行命题、自行组织考试的办法,各个院校的考试重点、命题特点都有相当大的不同。国内没有统一的考试大纲,这主要是由于国内没有对博士生入学英语考试采取统考形式。从整体上看,各院校博士生入学考试的难度越来越大,对考生的外语水平要求也越来越高,特别是听说能力。国际化人才首先要具备良好的外语水平,包括听、说、读、写、译的综合能力。

教育部《硕士、博士学位研究生英语教学大纲》提出,博士生入学考试的3门课程之一——博士生英语入学考试的理论指导标准是:“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”。博士生英语入学考试很大程度上是一种水平测试,很多考生能用英语进行流利的交流,但在博士生入学考试中英语成绩却没能过线。考博英语考查的不只是英语方面的基础知识,而是基础知识与实际应用能力的综合。从全国重点院校的博士研究生入学考试英语试卷来看,向主观题型发展是今后考试的趋势,如北京航空航天大学、西安交通大学考博试卷中全是主观题型,仅考汉译英、英译汉和写作;又如北京大学考博试卷中有篇章改错题,阅读题还曾采用没有客观题、只有主观问答和阅后写总结的形式,现在又增加了英文解释和选择。因此,考生要想取得好成绩,应重视主观题型的备考和能力的提高。

英语成绩一直是筛选考生入选博士研究生的最重要的尺度,也是考生参加博士生入学考试中最大的障碍和挑战。许多考生并非由于专业课的缘故,而是由于英语考试未达到所报考学校最低录取分数线而与自己理想的学校失之交臂。

根据统计,全国博士生入学英语考试录取分数线总体呈上升趋势,这主要是由于报考人数的增加和整体考生水平的提高。但也有许多院校的录取分数线几年之内没有任何变化,呈持续稳定趋势。近年来各院校博士生入学英语考试实际录取分数线在50~60分之间波动,有的院校少数专业破格录取分数也可能降到50分以下。

通过对国内重点院校近年考题进行分析可知,翻译(汉译英和英译汉)和写作平均占总分的30分左右,最高的为财政部财政科研所的70分,最低的为北京大学的15分。一些院校考试题型中特别强调某一方面的测试,如北京师范大学的题型比较特殊,翻译和写作占55分,阅读占30分,听力占15分;财政部财政科研所翻译和写作就占了70分,并且听力没有和笔试合计,这说明了该研究所对阅读和写作要求较高;天津大学博士生入学英语测试中没有阅读理解题,而是用其他考试题型代替阅读理解。因此在复习的时候,考生要有针对性地强化训练。对于同时报考两所院校的考生,尤其要注意不同院校的题型差别。

为了更好地帮助考生复习,了解各高等院校考博英语命题特点和出题动态,我们参照

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第一节 阅读理解基本考情分析

根据对全国重点院校博士生入学英语考试题型进行分析,阅读理解分值平均为30分左右,最高为50分,最低为15分(如下表所示)。阅读理解部分主要考查考生理解具体信息、掌握文章大意、猜测生词词义并进行推断等能力。要求考生根据文章(每篇约5道题目,总长度约1600词)的内容,从每题所给出的4个选项中选出最佳答案。

国内部分院校博士生入学英语考试阅读理解分值比较

院校	分值
北京大学	10~15
清华大学	40~50
中国人民大学	20
复旦大学	40
中国科技大学	30
上海交通大学	30
武汉大学	30

阅读理解能力测试的主要要求是:

- (1) 掌握所读材料的主旨大意,以及用以说明主旨和大意的事实和细节。
- (2) 既理解具体的事实,也理解抽象的概念。
- (3) 既理解字面意思,也理解深层含义,包括作者的态度、意图等。
- (4) 能理解某句、某段的意义,并能把握全篇的文脉,即句与句、段与段之间的关系,并能据此进行推理和判断。
- (5) 能根据材料所提供的信息,结合应有的常识正确判断生词和短语的含义。

(一) 阅读理解题的命题依据及趋势

阅读理解题主要考查考生获取准确信息的能力。考查方式包括两大类:一类为客观理解题,即理解文章中叙述的具体事实和抽象概念;另一类为主观理解题,即通过阅读文章,对文章的主旨和深层的意义、作者的意图和态度以及整篇文章的逻辑关系有更深入的理解,并据此进行推理和判断。

根据对近几年阅读理解试卷的分析,可推测未来该题型仍会保持其命题的基本原则,

在选择文段方面会涉及更多交际功能强、实用性强的应用文、说明文等，涉及人文、社会、历史、科学、政经等多领域的题材。题目设计会进一步向较深层次发展，需要考生有足够的词汇储备量和丰富的相关知识积累。综合归纳、推理判断以及细节转换理解题会更加突出。

在解题中，可将题型进行分类，还应明确命题立意，如：

- (1) 注意篇章结构组织的分析理解题的立意。
- (2) 注意词语转换理解题的立意。
- (3) 注意细节理解题中转换理解的立意。

题目设计上无一道题可直接“对号入座”，均要通过词义语意进行转换理解，需找到与之对应的相近意义的词和句，有时要进行快速计算或归纳。

- (4) 注意判断推理题的立意。

一般可分事实判断推理题和识别语气心态题两种。

- (5) 注意主旨理解的立意。

考生在解答此类题目时，应仔细寻找文中的关键句。

(二) 阅读理解题的解题对策及技巧

根据历年的试卷命题特点，英语篇章阅读理解题对考生提出了如下的能力要求：

- (1) 丰富的英语词语知识和巩固、扎实、熟练的英语语法知识。
- (2) 综合运用各项英语基础知识和阅读技巧，进行快速阅读以获取信息的能力。
- (3) 正确的阅读方法、科学的阅读技巧和合理的阅读速度。
- (4) 正确分析认识文章结构，理解各段落、各层次之间的逻辑关系和表达方法。
- (5) 要求信息全面、理解深刻、推导合理、判断准确。
- (6) 丰富的阅历、广博的知识。

从历年的考博试题来看，这种能力要求反映在选择题中，具体可分为：认定事实，理解主题，理解支撑细节，综合概括，推导结论，推理判断，联想猜测，辨别语气，理解人物性格，识别图形等等。如果把这些试题的考查内容概括起来，基本上可分为四类试题。①猜测词义题。②理解认定事实题（直接理解和语意转换理解）。③归纳概括题。④推理判断题。下面集中分析上述四种题型的特点、具体要求以及应试中应注意的问题，并结合近年试题加以举例说明。

1. 猜测词义题

考生猜测词义的能力，即掌握一些猜测生词词义的方法，对排除阅读中某些生词的干扰、降低生词率、提高阅读速度和理解能力是必不可少的。这是考生英语阅读理解能力的一个重要组成部分。在做此类题时考生可以尽可能地利用上下文来猜测词义，推求未知。在用我们熟悉的词或短语来猜测不熟悉的词义时，应注意：①要对上下文已知部分进行逻辑推理。②有时还必须进行语法分析，特别要注意判断词与词之间的关系。③有时也可依据自己的常识和经验进行判断。

2. 理解认定事实题

在阅读测试中，这类题占大部分，多数是针对文章（段落）中的细节而设计的。这类题一般只针对文章中某一个特定的细节，也可能涉及若干个细节，或者针对文章的主要事

实,或利用图表、图形、地图来表示信息等。这类题一般分两种。第一种是直接理解题。这种题的答案与原文直接挂钩,在原文中一目了然,可以直接找到。这种题难度低,只要考生读懂文章就能得分,属于低层次题。第二种是词义转换题。这种题常常是原文有关词语和句子的转换,不能在原文中直接找到答案。它要求考生能理解原文中某个短语或句子的含义。这种题属于中层次题,在历年考博试题中占大多数。

3. 归纳概括题

这类题主要考查考生把握全文主题和理解中心思想的能力,包括分析、归纳文章的段落大意、重要情节、人物特征的能力。这种试题要求考生能把握文章的总体,并真正理解主题和中心句;要求能较好地运用概念、判断、归纳、推理等逻辑思维的方法,难度较大,属于高层次题。在考查考生这方面的阅读理解能力时,重点是考查短文(段落)的主题(subject)、中心思想(main idea)、标题(title)或写作目的(purpose)。

4. 推理判断题

推理是要求考生在阅读过程中沟通外现的和内含的、已述的和未述的含义。判断是要求考生以文章提供的事实为依据,经过分析、思考形成这种或那种观点。它们都要求考生尽量考虑文中的全部信息或事实,在通盘理解文章的基础上去领会作者的言外之意,并作出正确的推理和判断。这就是对文章深层意义的把握,属于最高层次阅读理解题。

阅读理解题的解题技巧有:

(1) 通读文章时不要做题,第二遍阅读时再做题。

(2) 遇到生词不要急。试题中如出现生词,一般会注上中文词义。如果遇到没有注出词义的情况,考生应这样处理:

1) 利用构词法知识来猜测词义。

2) 人名、地名等专有名词,不必弄清其中文意思。

3) 有些普通名词要根据上下文去猜测其意义。某些与主旨及答题无关的不常见的名词,如表示动物、树木、建筑、机器、食物的词,只要能确定其大致的类别即可。一些不影响答题的形容词及副词也可不必过多花费时间。

4) 对于有的生词,试卷上故意不注明词义,而把它编成词语释义题。考生要根据上下文选出表达该词在文中的意义的选项。

(3) 弄清问题所指,作出正确选择。

1) 有的问题是针对文章中的一句话设计的,因此,可以从文章的那句话中找到正确答案。

2) 有的问题是针对一段话所陈述的事实设计的,因此,可以从文章的那段话中找到正确答案。

3) 有的问题是针对整篇文章设计的,或者问全文的中心思想,或者要求给文章确定标题,或者要求指出事情发生的先后顺序,或者要求判断地理位置和相互关系。这类题要求考生认真读懂全文意思,根据文中提供的信息或线索进行逻辑推理。

(4) 采用排除法,排除以下选项:

1) 与文中陈述的事实相反的选项。

2) 文中完全没有提到的内容的选项。

3) 与全文内容或句子意义不沾边的选项。

4) 不合情理或荒谬的选项。

5) 表示间接或次要因素的选项（如果选项中既有直接因素，也有间接或次要因素，应选前者，排除后者）。

(5) 不以阅读速度回行。

考生在阅读文字时由于理解的需要，通常速度较为缓慢，倘若一行结束后，用此速度回到下一行首，无形中会挤占宝贵的阅读时间。建议考生养成快速回行的习惯，即比阅读文字的速度快一倍左右迅速回行。这样做，一方面会节省不少时间，另一方面也会使思维活动加快，其好处是不言而喻的。

■ 第二节 重点院校真题演练 ■

Text 1

Going Green After Gray

Visanto Melina, R. D., got the surprise of her career last year, when Seattle-based vegetarian nutritionist was asked to give a seminar on vegetarianism at a senior citizen center. "I thought there'd be four or five people," she says. Instead, the room was packed with seniors who had paid a \$5 fee to hear her advice. And their interest in better health wasn't only keen; it was informed. "They've obviously been paying attention to new research," she says.

If Melina studied demographic trends for a living, she probably wouldn't have been so surprised. Trend watchers have verified an intriguing new phenomenon. Older people are turning to a vegetarian diet in ever-increasing numbers. Not surprisingly, demographics are driving the drift. By the year 2005, people born between 1949 and 1963, the Baby Boom Generation, will make up 38 percent of the American population. Furthermore, statistics suggest this educated, health-conscious, rebellious and relatively affluent contingent fits the traditional vegetarian profile. Add to the fact that older people seek natural, pleasant ways to combat problems associated with aging—weight gain, higher cholesterol and blood pressure, increased cancer risk and impaired digestion—and you have real motivation to go meatless, says Suzanne Havala, R. D., author of the American Dietetic Association's position paper on vegetarianism.

Quantifying this new trend isn't easy, but a 1994 study by Health Focus Inc., an independent research organization based in Des Moines, Iowa, found that shoppers over age 50 are cutting down on their consumption of red meat or eliminating it from their diets entirely. More compelling evidence for the senior surge toward vegetarianism comes from vegetarian groups nationwide, which report a swell in the ranks of older vegetarians. For example, one out of five members of the new Syracuse (N. Y.) Area Vegetarian Education Society is over 50; unusually high for a fledgling organization. And two-thirds of the 850-

member Vegetarian Society of Honolulu are also members of the American Association of Retired Persons, society executives say.

An informal poll of older people suggests better health is often the main incentive and objective for turning veg. Three years ago Nancy Roberts, a 53-year-old Magazine editor, found herself doing what many people do over the holidays: overindulging in rich treats. However, this time it made her ill. “The crash felt like the flu,” she says. By chance, Roberts was asked to edit some vegetarian recipes during that same period. She made a few at home, and her “flu” disappeared.

More dramatically, Ruth Heidrich believes vegetarianism saved her life. The 61-year-old marathoner and triathlete was diagnosed with breast cancer 14 years ago, at age 47. When an initial biopsy indicated far more cancer than her doctors had thought, she was ready to take desperate measures. On the day of the diagnosis, she spotted a newspaper ad looking for volunteers to enroll in a study of breast cancer and diet, conducted by John McDougall, M. D., a leading advocate of the use of diet to fight disease. After meeting McDougall and reviewing what she says was an eight-inch thick file of statistics linking a high-fat diet with breast cancer, Heidrich converted from a traditional American diet to an extremely low-fat regimen with no animal products. “I didn’t even have skim milk on my cereal,” she says. After a mastectomy and reconstructive surgery, she is cancer-free. She never had to undergo radiation treatment or chemotherapy and believes her strict vegetarian diet helped speed her recovery from surgery. (厦门大学 2010 年试题)

1. What does Visanto Melino mean when she says the elderly citizens who attended her seminar were “informed” on the subject of better health?

- A. They had a clear understanding of the subject.
- B. They wanted more information on the subject.
- C. They were informed of the latest research on the subject.
- D. They were extremely knowledgeable about the latest developments on the subject.

2. What does the author mean by saying “...demographics are driving the drift”?

- A. The huge Baby Boom Generation have decided to become vegetarians.
- B. The growing trend toward vegetarianism is due to an increase in the number of older people.
- C. Senior citizens believe that going meatless is a natural and pleasant way to combat problems of aging.
- D. More and more people of all ages are going on a vegetarian diet to stay healthy.

3. Why did Nancy Roberts fall ill?

- A. Because she caught the flu.
- B. Because she over-exerted herself during the holidays.
- C. Because she was on a high-fat diet.
- D. Because she ate too much rich food.

4. How did Nancy Roberts recover from her illness?

- A. By going on an extremely low-fat regimen.
 - B. By eating some vegetarian dishes at home.
 - C. By not even having skim milk with her cereal.
 - D. By following a strict vegetarian diet.
5. Why is the passage titled "Going Green After Gray"?
- A. People who have gray hair like to eat vegetables.
 - B. A vegetarian diet is good for elderly people.
 - C. Older people tend to become vegetarians.
 - D. Seniors like to attend seminars on vegetarianism.

Text 2

In most people's mind, growth is associated with prosperity. We judge how well the economy is doing by the size of the Gross National Product (GNP), a measure, supposedly, of growth. Equally axiomatic, however, is the notion that increased pressure on dwindling natural resources must inevitably lead to a decline in prosperity, especially when accompanied by a growth in population. So, which is correct: growth means prosperity and no growth means adversity, or growth means adversity and no growth means...what?

What growth advocates mean, primarily, when they say growth is necessary for prosperity is that growth is necessary for the smooth functioning of the economic system. In one arena the argument in favor of growth is particularly compelling and that is with regard to the Third World. To argue against growth, other than population growth, in light of Third World poverty and degradation seems callous, if not cruel, the pompous postulating of the comfortable and the secure. But is it? Could it be that growth, especially the growth of the wealthier countries, has contributed to the impoverishment, not the advancement, of Third World countries? If not, how do we account for the desperate straits these countries find themselves in today after a century of dedication to growth?

To see how this might be the case we must look at the impact of growth on Third World countries—the reality, not the abstract stages-of-economic-growth nostrum propounded through rose-colored glasses by academicians of the developed world. What good is growth to the people of the Third World if it means the conversion of peasant farms into mechanized agri-businesses producing commodities not for local consumption but for export, if it means the stripping of their land of its mineral and arboreal treasures to the benefit of foreign investors and a handful of their local collaborators, if it means the assumption of a crushing foreign indebtedness, the proceeds of which goes not into the development of the country but into the purchase of luxury cars, the padding of Swiss bank accounts, and the buying of condominiums in Miami?

Admittedly, this is an oversimplification, which applies to no country in its entirety and to some countries not at all. But the point, I believe, remains valid; that growth in un-

derdeveloped countries cannot simply be judged in the abstract; it must be judged based on the true nature of growth in these societies, on who benefits and who is harmed, on where growth is leading these people and where it has left them. When considered in this way, it just might be that in the present context growth is more detrimental to the well-being of the wretched of the earth than beneficial.

So, do we need growth for prosperity? Only the adoption of zero growth can provide the answer. But that is a test not easily undertaken. Modern economies are incredibly complex phenomena, a tribute to man's ability to organize and a challenge to his ability to understanding. Anything that affects their functioning, such as a policy of zero growth, should not be proposed without a wary prudence and a self-doubting humility. But if the prospect of leaping into the economic unknown is fear-inspiring, equally so is the prospect of letting that fear prevent us from acting when the failure to act could mean untold misery for future generations and perhaps environmental catastrophes which threaten our very existence. (厦门大学 2010 年试题)

1. Which of the following statements does the author support?
 - A. Gross National Product is a safe measure for economic growth.
 - B. Diminishing natural resources will prove harmful to the well-being of humanity.
 - C. A decline in prosperity will inevitably lead to a growth in population.
 - D. Growth in population will be a chief threat to economic prosperity.
2. It is implied in Paragraphs 2 and 3 that _____.
 - A. the smooth functioning of the economic system is dependent on sustained prosperity
 - B. economic growth has not contributed to the poverty of the Third World countries
 - C. growth in richer countries is achieved at the expense of the Third World countries
 - D. the stages of economic growth cannot be superseded or modified by social mechanisms
3. With regard to the economic development in Third World countries the author is actually saying that _____.
 - A. the people in these countries have not actually benefited from it
 - B. inadequate investment has seriously affected the development
 - C. deep debt virtually makes further growth in these countries impossible
 - D. agriculture in these countries should have been left intact
4. The author seems to believe that prosperity _____.
 - A. can be achieved without economic growth
 - B. can only be achieved with economic growth
 - C. is a tribute to man's ability and creativity
 - D. is fragile in face of environmental catastrophes
5. The answer of the author to the question "Do we need growth for prosperity" is _____.
 - A. negative
 - B. positive
 - C. vague
 - D. inconclusive

Text 3

Forty years ago no one was concerned about the health of the ocean, in spite of the fact that many fisheries were being over-harvested, toxic wastes were being dumped in the sea, and developers were beginning to seriously disrupt coastlines. In those days, the magnitude of the problems was small, even though it was obvious that if the trends continued people would face severe economic and personal hardship in the future. People just didn't understand, nor did they care. Unfortunately many of our concerns were realized, but the situation could have been much worse, had we, and others, not taken action to inform people about the ocean and the need to protect it.

During our campaign to share the wonders of the sea and alert the public about the need to protect it, we have used every medium available—personal appearances, the printed word, and television. Now there is a new medium that is even more effective than its predecessors. Thanks to the Internet and computers, people can not only receive linear stories, but they can actually participate in them, exploring and learning at their own pace and as their curiosity dictates. I am tremendously impressed with the personalization of what had been labeled by skeptics as the most impersonal medium yet developed.

For these reasons I have made a major commitment of time and resources to dive into this sea of electronic marvels. I'm swimming hard to keep up, but when I look around I find I'm not alone. We are all learning together and it is an adventure I am finding immensely rewarding. I have been encouraged by our first modest dunking in this new world. We recently completed a CD-ROM, Jean-Michel Cousteau's World: Cities Under the Sea-Coral Reefs. A couple of months ago I was in Fiji to celebrate the 1997 International Year of the Reef and presented our Cities under the Sea CD-ROM to a group of children. I was impressed to see how quickly they grasped our concepts and how they directed their own learning process, thanks to the flexibility of the medium. It was particularly exciting to see kids squeal with delight as they responded to questions and the computer rewarded them when they got the correct answers.

I want young people to experience the mystery and wonder of our oceans. I want them to understand how precious and vulnerable our environment is. Young people need to be taught to take responsibility for ensuring that their heritage will be protected and used wisely. Hopefully the next generation will do a better job than mine has. I believe individuals must be personally involved and I am counting on the Internet to be the medium through which people can experience, learn, and take action. I am counting on young people with their idealism and energy to create a better future—it is too important to be left to bureaucrats and politicians. (同济大学 2008 年试题)

1. Forty years ago people were indifferent to the health of the ocean because _____.
A. the ocean was immune to any pollution then

- B. they didn't know what would come on if the ocean was deadly disrupted
C. there was no computer then
D. there wasn't any problem with the ocean at that time
2. The last sentence of the 2nd paragraph tells us that the writer believes that _____.
A. the computer is as smart as human beings
B. the computer is friendly with human beings
C. human beings can interact with the computer and do what they want at their will
D. human beings have not used the computer to its fullest advantage
3. The writer went to Fiji to _____.
A. participate in a celebration
B. teach children there how to use the computer
C. make an adventure in the sea
D. spend the holiday on the seashore
4. The writer's attitude to the prospect of the ocean is _____.
A. desperate B. unconcerned C. optimistic D. pragmatic
5. According to the passage, who shall we fall back on for a better future for the environment?
A. Our predecessors. B. Politicians. C. Computers. D. Young people.

Text 4

The field of sociology in the United States developed as a result of a social experience which had very little to do with the political and ideological controversies that stimulated sociology in France and Germany. Rather, the discipline evolved as a result of the experiences associated with the problems of an immigrant society caught in the turmoil of rapid industrialization and urban growth. Indeed, it must be emphasized that from its beginning, sociology has had a very practical interest, which was characterized less by political divisiveness than by social reform and social work. This practical emphasis in the discipline has continued to persist to the present. It has only been since World War II, however, that there has existed something in American higher education that could be properly termed a "sociological establishment" or a highly respected academic field of study. Its major strength as an academic discipline resulted from its **empirical** and sophisticated approach to the identification and solution of practical but highly significant social problems.

Today, what does the academic sociologist do? Professional sociologists are individuals who study and teach about societies, social institutions, and the patterns of human interaction and human behavior. As a scientific discipline, sociology may be divided into three broad, analytical fields: the study of groups; institutions analysis; and the study of the social structure in general. Thus, the content of the rapidly expanding discipline of sociology is based upon culture and society, with emphasis placed upon the study of the various types