

1986年~1999年 考研英语真题及答案详解

全国硕士研究生入学统一考试研究委员会◎编著

(赠送本)

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1986 年全国硕士研究生入学统一考试 英语试题

Section I Structure and Vocabulary (omitted)

Section II Cloze Test

Directions:

For each numbered blank in the following passage, there are four choices labeled A, B, C and D. Choose the best one and put your choice in the brackets below the passage. Read the whole passage before making your choices. (10 points)

On Wednesday afternoons Annie took the bus into town to shop in the market. For an hour or 16 she would walk up and down between the stalls looking at everything, buying here and there, and 17 a sharp lookout for the bargains that were sometimes to be had. And then, with all the things she needed 18 she would leave the market for the streets of the town to spend another hour 19 she liked best: looking in furniture shop windows.

One Wednesday she found a new shop full of the most delightful things, with a notice inviting anyone to walk in and look 20 without feeling they had to buy something. Annie hesitated for a moment before stepping through the doorway where, almost at once, she stopped 21 before a green armchair. There was a card on the chair which said: "This fine chair is yours 22 less than a pound a week," and very small at the bottom, "Cash price eighty-nine pounds fifty." A pound a week ... 23, she could almost pay that out of her housekeeping money and never miss it! A voice at her shoulder made her 24. "Can I help you, Madam?" She looked round at the assistant who had come softly to her 25.

"Oh, well, no," she said. "I was just looking." "We've chairs of all kinds in the showroom. If you'll just come up, you will find something to suit you."

Annie, worried at the thought of being persuaded to buy something she didn't need, left the shop hurriedly.

- | | | | |
|------------------|----------------|----------------|--------------------|
| 16. [A] so | [B] more | [C] else | [D] another |
| 17. [A] taking | [B] making | [C] fixing | [D] keeping |
| 18. [A] buy | [B] bought | [C] buying | [D] to have bought |
| 19. [A] in a way | [B] by the way | [C] in the way | [D] on the way |
| 20. [A] behind | [B] round | [C] back | [D] on |
| 21. [A] doubted | [B] wondered | [C] puzzled | [D] delighted |
| 22. [A] at | [B] for | [C] with | [D] in |
| 23. [A] Why | [B] When | [C] How | [D] What |

24. [A] jump [B] leap [C] laugh [D] wonder
25. [A] place [B] back [C] side [D] front

Section III Reading Comprehension

Directions:

Each of the two passages below is followed by five questions. For each question there are four answers. Read the passages carefully and choose the best answer to each of the questions. Put your choice in the brackets on the left. (10 points)

Text 1

There are a great many careers in which the increasing emphasis is on specialization. You find these careers in engineering, in production, in statistical work, and in teaching. But there is an increasing demand for people who are able to take in great area at a glance, people who perhaps do not know too much about any one field. There is, in other words, a demand for people who are capable of seeing the forest rather than the trees, of making general judgments. We can call these people "generalists". And these "generalists" are particularly needed for positions in administration, where it is their job to see that other people do the work, where they have to plan for other people, to organize other people's work, to begin it and judge it.

The specialist understands one field; his concern is with technique and tools. He is a "trained" man; and his educational background is properly technical or professional. The generalist—and especially the administrator—deals with people; his concern is with leadership, with planning, and with direction giving. He is an "educated" man; and the humanities are his strongest foundation. Very rarely is a specialist capable of being an administrator. And very rarely is a good generalist also a good specialist in particular field. Any organization needs both kinds of people, though different organizations need them in different proportions. It is your task to find out, during your training period, into which of the two kinds of jobs you fit, and to plan your career accordingly.

Your first job may turn out to be the right job for you—but this is pure accident. Certainly you should not change jobs constantly or people will become suspicious of your ability to hold any job. At the same time you must not look upon the first job as the final job; it is primarily a training job, an opportunity to understand yourself and your fitness for being an employee.

26. There is an increasing demand for

- [A] all round people in their own fields.
[B] people whose job is to organize other people's work.
[C] generalists whose educational background is either technical or professional.
[D] specialists whose chief concern is to provide administrative guidance to others.

27. The specialist is

- [A] a man whose job is to train other people.
[B] a man who has been trained in more than one fields.
[C] a man who can see the forest rather than the trees.
[D] a man whose concern is mainly with technical or professional matters.

28. The administrator is
- [A] a “trained” man who is more a specialist than a generalist.
 - [B] a man who sees the trees as well as the forest.
 - [C] a man who is very strong in the humanities.
 - [D] a man who is an “educated” specialist.
29. During your training period, it is important
- [A] to try to be a generalist.
 - [B] to choose a profitable job.
 - [C] to find an organization which fits you.
 - [D] to decide whether you are fit to be a specialist or a generalist.
30. A man’s first job
- [A] is never the right job for him.
 - [B] should not be regarded as his final job.
 - [C] should not be changed or people will become suspicious of his ability to hold any job.
 - [D] is primarily an opportunity to fit himself for his final job.

Text 2

At the bottom of the world lies a mighty continent still wrapped in the Ice Age and, until recent times, unknown to man. It is a great land mass with mountain ranges whose extent and elevation are still uncertain. Much of the continent is a complete blank on our maps. Man has explored, on foot, less than one percent of its area. Antarctica differs fundamentally from the Arctic regions. The Arctic is an ocean, covered with drifting packed ice and hemmed in by the land masses of Europe, Asia, and North America. The Antarctic is a continent almost as large as Europe and Australia combined, centered roughly on the South Pole and surrounded by the most unobstructed water areas of the world—the Atlantic, Pacific, and Indian Oceans.

The continental ice sheet is more than two miles high in its centre, thus, the air over the Antarctic is far more refrigerated than it is over the Arctic regions. This cold air current from the land is so forceful that it makes the nearby seas the stormiest in the world and renders unlivable those regions whose counterparts at the opposite end of the globe are inhabited. Thus, more than a million persons live within 2,000 miles of the North Pole in an area that includes most of Alaska, Siberia, and Scandinavia—a region rich in forest and mining industries. Apart from a handful of weather stations, within the same distance of the South Pole there is not a single tree, industry, or settlement.

31. The best title for this selection would be
- [A] Iceland.
 - [B] Land of Opportunity.
 - [C] The Unknown Continent.
 - [D] Utopia at Last.
32. At the time this article was written, our knowledge of Antarctica was
- [A] very limited.
 - [B] vast.
 - [C] fairly rich.
 - [D] nonexistent.
33. Antarctica is bordered by the
- [A] Pacific Ocean.
 - [B] Indian Ocean.

- [C] Atlantic Ocean. [D] All three.
34. The Antarctic is made uninhabitable primarily by
[A] cold air. [B] calm seas.
[C] ice. [D] lack of knowledge about the continent.
35. According to this article
[A] 2, 000 people live on the Antarctic Continent.
[B] a million people live within 2, 000 miles of the South Pole.
[C] weather conditions within a 2, 000 mile radius of the South Pole make settlements impractical.
[D] only a handful of natives inhabit Antarctica.

Section IV Structure and Vocabulary (omitted)

Section V Error-detection and Correction (omitted)

Section VI Verb Forms (omitted)

Section VII Chinese-English Translation (omitted)

Section VIII English-Chinese Translation

Directions:

Translate the following passage into Chinese. Only the underlined sentences are to be translated.
(20 points)

It would be interesting to discover how many young people go to university without any clear idea of what they are going to do afterwards. (71) If one considers the enormous variety of courses offered, it is not hard to see how difficult it is for a student to select the course most suited to his interests and abilities. (72) If a student goes to university to acquire a broader perspective of life, to enlarge his ideas and to learn to think for himself, he will undoubtedly benefit. (73) Schools often have too restricting an atmosphere, with its time tables and disciplines, to allow him much time for independent assessment of the work he is asked to do. (74) Most students would, I believe, profit by a year of such exploration of different academic studies, especially those "all rounders" with no particular interest. They should have longer time to decide in what subject they want to take their degrees, so that in later life, they do not look back and say, "I should like to have been an archaeologist. If I hadn't taken a degree in Modern Languages, I shouldn't have ended up as an interpreter, but it's too late now. I couldn't go back and begin all over again."

(75) There is, of course, another side to the question of how to make the best use of one's time at university. (76) This is the case of the student who excels in a particular branch of learning.

(77) He is immediately accepted by the University of his choice, and spends his three or four years becoming a specialist, emerging with a first-class Honour Degree and very little knowledge of what the rest of the world is all about. (78) It therefore becomes more and more important that, if students are not to waste their opportunities, there will have to be much more detailed information about courses and more advice. Only in this way can we be sure that we are not to have, on the one hand, a band of specialists ignorant of anything outside of their own subject, and on the other hand, an ever increasing number of graduates qualified in subjects for which there is little or no demand in the working world.

1986 年全国硕士研究生入学统一考试英语试题 参考答案及详解



答案速查

16-20	ADBCB	21-25	DBAAC	26-30	BDCDB
31-35	CADAC				

Section I Structure and Vocabulary (略)

Section II Cloze Test

参考答案及解析

16. A 【解析】考查固定搭配。此处 For an hour or she would walk up and down between the stalls looking at everything, 意为“大约一个小时, 她会在货摊间走来走去, 查看商品”。... or so 是固定搭配, 用在数字之后, 表示“...左右, ...上下”, 因此 A. so 为正确答案。其他三项均无此用法, 故排除。
17. D 【解析】考查动词短语辨析。此处 and a sharp lookout for the bargains that were sometimes to be had. 意为“(她)同时敏锐地留心有时有售的便宜货”。keep a lookout(for sb. / sth.) 为固定短语, 意为“注意, 留心”, 符合文意, 因此 D. keeping 为正确答案。其他三项不符合题意, 故排除。
18. B 【解析】考查独立主格结构。此处 with all the things she needed 意为“带着她需要买的所有东西”。其中 she needed 是省略了 that 的定语从句, 用来修饰 things。此处的句子结构为 with+逻辑主语+独立结构。而 things 与 buy 是被动的逻辑关系, 因此 B. bought 为正确答案。其他选项均不符合题意。
19. C 【解析】考查固定搭配。in a way “在某种程度上, 不完全地”, by the way “顺便提一下, 问

一句”,in the way “以…的方式”,on the way “即将去(或来);在路途中”。根据文章,只有 in the way 符合题意,即“以她最喜欢的方式再度过一小时”,因此 C 项正确。

20. B 【解析】考查介词辨析。此处 with a notice inviting anyone to walk in and look 意为“店外贴着一张告示,邀请所有的人进去四处看看”。look round “环视,四处看;转过头看”,因此 B. round 为正确答案。look behind “朝后面看”,look back “回首,回顾”,look on “旁观;把…看作”,均不符合题意,故排除。

21. D 【解析】考查语篇理解。此处 she stopped before a green armchair 意为“当她(Annie)看到一把绿色的扶手椅时,她停下了…”。根据上下文可看出,这把椅子对 Annie 有吸引力,因此,此处表示的应该是她的一种积极的情绪,只有 delighted 符合题意。故 D 项正确。

22. B 【解析】考查介词辨析。此处“This fine chair is yours less than a pound a week”意为“每周只需花不到一磅,这把精美的椅子就是你的了”。根据题意,此处需填一个表示价格的介词,故排除 with 和 in。at 虽然可以表示价格,但通常与 sell、price(定价)等动词连用,故排除。能够单独使用表示价格的只有 for,因此 B. for 为正确答案。

23. A 【解析】考查语法结构。根据题目并结合选项不难发现此处需要填一个感叹词,引导此句。When, How, What 都是常用的疑问词,并也都可作关联词引导从句。但是只有 Why 符合文中用法,因为 Why 作感叹词时,常单独使用,用于表示“惊讶、不耐烦”等,符合文意,因此 A. Why 为正确答案。

24. A 【解析】考查动词辨析。此处 A voice at her shoulder made her 意为“从肩膀上传来的一个声音使她吓了一跳”。A. jump 在文中是比喻的说法,可指“(因吃惊、害怕或激动而)猛地一动,突然一跳”,符合题意,故选 A 项。根据文意及常识,排除 C、D;leap 强调“跳得高或远”,故排除。

25. C 【解析】考查名词辨析。此处 She looked round at the assistant who had come softly to her 意为“她转过头看着悄悄来到她身边的店员”。根据文意,应选 C. side,表示“身旁”,且与上文 at her shoulder 相呼应。place“位置”,back“背后”,front“前面”,均不符合语境,故排除。

参考译文

每周三的下午安妮会乘公交车到城里的市场买东西。大约一个小时,她会在货摊间走来走去,查看商品,时不时买点东西,同时敏锐地留心有时有售的便宜货。然后,买全了她所需要的所有物品后,她会离开市场,到城里的街道上去,以她最喜欢的方式再度过一小时:透过家具店的橱窗往里看。

一个星期三下午,她发现一家新开的家具店,店里都是非常讨人喜欢的东西,店外贴着一张告示,邀请所有的人进去四处看看,但不必非要买什么东西。安妮在迈过门道前犹豫了一会,而几乎就在同时,她充满欣喜地在门口处一把绿色的扶手椅前停住了。椅子上有一张卡片,上面写着:每周只需花不到一磅,这把精美的椅子就是你的了。底部是非常小的字体:现金价格 89.5 磅。一周一磅…,嘿,她几乎可以节省每周的家用开支来为它买单,从而不会错过它!“您有什么需要的吗,女士?”从肩膀上传来的一个声音使她吓了一跳。她转过头看着悄悄来到她身边的店员。

“噢,嗯,没什么,”她说,“我只是看看。”“我们的展示间里有各种各样的椅子。如果您进来看看,会找到适合您的东西。”

安妮担心自己会被说服买并不需要的东西,匆匆离开了商店。

Section III Reading Comprehension

Text 1

文章大意

本文介绍了社会需要的两类人才,并对人们在工作培训期间的任务以及对待第一份工作应采取的态度提出建议。作者首先指出在大量职业日益强调专业性的同时,社会对通才的需求也在增加。然后分别指出专家和通才这两类人才各自的专长、二者的关系以及组织对其需求状况、并指出人们在工作培训期间的主要任务是发现自己属于哪一类人才。最后就人们对待第一份工作应采取的态度提出建议。

重点词汇及短语

emphasis	n.重点;强调	judgment	n.判断;判决书
background	n.背景;隐蔽的位置	administrator	n.管理人;行政官
leadership	n.领导能力;领导阶层	proportion	n.比例;部分
accordingly	ad.因此,于是;相应地	suspicious	a.可疑的,怀疑的,多疑的
generalist	n.(有多方面知识和经验的)通才,多面手		

参考答案及解析

26. B 【解析】细节题。根据题干定位到第一段。第一段指出,“但对那些一眼就能注意到很大区域、可能对任一领域都知之不多的人的需求也在增加”,后面将这一类人定义为“通才”并指出,“管理职位尤其需要这样的‘通才’”。题干和B项为该部分内容的概括,这里的people指的就是generalist。
27. D 【解析】细节题。根据题干定位到第二段。第二段指出,专家的主要关注对象是技术和工具,他受过恰当的技术或专业教育。D项是对这两句内容的概括,为正确答案。A项利用动词train作为干扰,专家是“受过培训者”而非“培训他人者”。B项编造了文中没有的信息in more than one fields,故排除。C项张冠李戴,不符合文意。
28. C 【解析】细节题。根据关键词administrator定位到第二段。第二段指出“通才,尤其是管理者,与人打交道”。接着指出,“人文学科是他最坚强的基石”。C项是原文的同义改写,为正确答案。A、D项反向干扰,第二段明确指出,“鲜有专家能够胜任管理者”。从文中描述可知,管理者更倾向于是通才,即see the forest rather than the trees,而B项是see the trees as well as the forest,故排除。
29. D 【解析】细节题。根据题干的时间关键词during your training period定位到第二段末句。该句指出,“你的任务是在训练期间从两种工作中发现适合自己的那一种,并对自己的职业作出相应的规划”。根据上文可知,two kinds of jobs即指“专家”和“通才”。故D项正确。A项与文意不符,B、C项文中未提及。
30. B 【解析】细节题。根据题干关键词first job定位到文章最后一段。该段指出,不要把你的第一份工作看作是最后一份工作,故B项为正确答案。该段指出,“你的第一份工作可能恰好是适合你的工作”,A项不合文意。C项和文中should not change jobs constantly产生意义偏差。D项错在final job。

参考译文

大量职业在日益强调专业性。这类职业常见于工程、生产、统计和教学领域。但对那些一眼就能注意到很大区域、却可能对任一领域都知之不多的人的需求也在增加。换言之,社会需要那些能够看到森林而非树木、能够做出总体判断的人。我们可以称这些人为“通才”。管理职位尤其需要这样的“通才”,在管理职位上“通才”的职责是:确保他人完成工作,必须为他人制定计划,组织他人的工作,发起工作且对工作做出评判。

专家精通某一领域,他关注的是技术和工具,是“受过良好训练”者,有良好的技术或专业教育背景。通才,尤其是管理者,与人打交道;他关注的是领导、规划及方向设定,是“受过良好教育”者,人文学科是其最坚强的基石。鲜有专家能够胜任管理者。同样,优秀的通才很少同时也是某一特定领域的优秀专家。任何组织都同时需要这两种人,虽然组织不同,需求的比例也不同。你的任务是在训练期间从两种工作中发现适合自己的那一种,并对自己的职业作出相应的规划。

你的第一份工作可能恰好是适合你的工作——但这纯属巧合。当然,你不应频繁更换工作,否则人们将怀疑你是否有能力保住一份工作。同时,你也一定不要把第一份工作看作最后一份工作;它主要是一份培训工作的,一个认识自己和自己工作专长的机会。

Text 2

文章大意

本文是一篇地理方面的说明文。文章通过与北极地区作对比,介绍了南极地区的地理状况、人类对其探索程度、该地区的气候及不可居住性。

重点词汇及短语

mighty	a. 有力的,强有力的	elevation	n. 高地;海拔;提高
drifting	a. 漂流的,飘动的	refrigerated	a. 冷冻的,冷却的
inhabited	a. 有人居住的	Siberia	n. 西伯利亚
hem	n. 边,边缘;摺边	sheet	n. 薄片,纸张;薄板;床单
settlement	n. 解决,处理;结算;沉降		

参考答案及解析

31. C 【解析】主旨题。本文是一篇介绍南极地区的文章。文章说明南极地区是一片非凡的大陆。并指出,“其山川的跨度和高度尚未确定。它的大部分地区在我们的地图上都还是空白。人类步行探索的范围尚不足其面积的百分之一”,即人类对南极大陆知之甚少。综合以上分析,C项正确,The Unknown Continent 即指南极大陆。
32. A 【解析】细节题。根据题干定位到第一段。根据31题给出的第一段的解释,可知A项limited为“人们对南极了解程度”的正确概括。
33. D 【解析】细节题。根据题干定位到第一段。文章第一段末句指出,The Arctic is ... hemmed in by the land masses of Europe, Asia, and North America.即南极大陆被大西洋、太平洋和印度洋所包围。故D项符合题意,为正确答案。
34. A 【解析】细节题。根据题干定位到第二段。第二段指出,“因此,南极上空的空气比北极地区更冰冷。来自大陆的冷气流的强度足以让附近的海洋成为世界上暴风雪最为肆虐的地

方,使南极区域成为无法居住的地区,而在地球另一端同样的位置却有人居住”。所以 A 项为正确答案。

35. C 【解析】细节题。第二段指出,“北极的一些地区适宜居住,而来自大陆的强冷气流使南极地区却无法居住”,还指出,“在距北极 2 000 英里范围内…,居住着一百多万人口。而在距南极同等距离的区域内,除了少数几家气象站外,连一棵树,一家产业、或一个定居点都没有”。C 项为对该部分内容的概述,所以 C 项为正确答案。

参考译文

在世界底端存在着一片尚被冰川覆盖的、不久之前才为人所知的非凡的大陆。这是一片广阔的陆地,其山川的跨度和高度尚未确定。它的大部分地区在我们的地图上都还是空白。人类步行探索的范围尚不足其面积的百分之一。南极和北极地区存在着根本的差异。北极地区是一片被巨大的欧、亚、北美大陆所包围、被漂移的冰块所覆盖的大海。南极地区是一块面积几乎等于欧洲和澳洲之和、大致以南极为中心的大陆。其周围环绕着世界上最为广阔的水域——大西洋、太平洋和印度洋。

大陆冰盖的中心高达两英里多,因此,南极上空的空气比北极地区更冰冷。来自大陆的冷气流的强度足以让附近的海洋成为世界上暴风雪最为肆虐的地方,使南极区域成为无法居住的地区,而在地球另一端同样的位置却有人居住。因此,在距北极 2 000 英里范围内包括大部分的阿拉斯加、西伯利亚、斯堪的纳维亚的这样一个林业和矿业丰富的地区,居住着一百多万人口。而在距南极同等距离的区域内,除了少数几家气象站外,连一棵树、一家产业、或一个定居点都没有。

Section IV Structure and Vocabulary (略)

Section V Error-detection and Correction (略)

Section VI Verb Forms (略)

Section VII Chinese-English Translation (略)

Section VIII English-Chinese Translation

71. 如果想一想那些为学生设置的门类繁多的课程,我们就不难发现,对一个学生来说,要选一门符合他兴趣和能力的课程是多么困难。
72. 如果一个学生进大学是为了想获得一个对生活前景更广泛的认识,为了拓展思想境界和学会独立思考,那么毫无疑问,进大学对他是有好处的。
73. 学校由于受课程表和纪律的约束,气氛往往令人感到过于拘束,使学生没有充分时间对规定要他做的事情有独立的见解。
74. 我认为大多数学生,尤其是那些不偏重某一门课程的“全面发展的学生”,经过一年左右对各门学科的钻研,将会从中获益。

75. 当然,关于一个人如何最充分地利用上大学的时间,还有另外一个方面。
76. 某一学科中出类拔萃的学生就属于这种情况。
77. 他一毕业马上就被一所他自己选中的大学录取,再花三、四年时间,以优异的成绩获得荣誉学位,成为一名专家,但对外界的一切却几乎一无所知。
78. 因此,如果要学生好好利用他们上大学的机会,就应该为他们提供大量关于课程方面更为详尽的信息和更多的指点,这个问题显得越来越重要了。

1987 年全国硕士研究生入学统一考试 英语试题

Section I Structure and Vocabulary (omitted)

Section II Reading Comprehension

Directions:

Each of three passages below is followed by five questions. For each question there are four answers, read the passage carefully and choose the best answer to each of the question. Put your choice in the ANSWER SHEET. (15 points)

Text 1

For centuries men dreamed of achieving vertical flight. In 400 A.D. Chinese children played with a fan-like toy that spun upwards and fell back to earth as rotation ceased. Leonardo da Vinci conceive the first mechanical apparatus, called a "Helix", which could carry man straight up, but was only a design and was never tested.

The ancient-dream was finally realized in 1940 when a Russian engineer piloted a strange looking craft of steel tubing with a rotating fan on top. It rose awkwardly and vertically into the air from a standing start, hovered a few feet above the ground, went sideways and backwards, and then settled back to earth. The vehicle was called a helicopter.

Imaginations were fired. Men dreamed of going to work in their own personal helicopters. People anticipate that vertical flight transports would carry millions of passengers as do the airliners of today. Such fantastic expectations were not fulfilled.

The helicopter has now become an extremely useful machine. It excels in military missions, carrying troops, guns and strategic instruments where other aircraft cannot go. Corporations use them as airborne offices, many metropolitan areas use them in police work, construction and logging companies employ them in various advantageous ways, engineers use them for site selection and surveying, and oil companies use them as the best way to make offshore and remote work stations accessible to crews and supplies. Any urgent mission to a hard-to-get-to place is a likely task for a helicopter. Among their other multitude of used: deliver people across town, fly to and from airports, assist in rescue work, and aid in the search for missing or wanted persons.

11. People expect that

[A] the airliners of today would eventually be replaced by helicopters.

[B] helicopters would someday be able to transport large number of people from place to place as airliners are now doing.

[C] the imaginations fired by the Russian engineer's invention would become a reality in the

future.

[D] their fantastic expectations about helicopters could be fulfilled by airliners of today.

12. Helicopters work with the aid of

[A] a combination of rotating devices in front and on top.

[B] a rotating device topside.

[C] one rotating fan in the center of the aircraft and others at each end.

[D] a rotating fan underneath for lifting.

13. What is said about the development of the helicopter?

[A] Helicopters have only been worked on by man since 1940.

[B] Chinese children were the first to achieve flight in helicopters.

[C] Helicopters were considered more dangerous than the early airplanes.

[D] Some people thought they would become widely used by average individuals.

14. How has the use of helicopters developed?

[A] They have been widely used for various purposes.

[B] They are taking the place of high-flying jets.

[C] They are used for rescue work.

[D] They are now used exclusively for commercial projects.

15. Under what conditions are helicopters found to be absolutely essential?

[A] For overseas passenger transportation.

[B] For extremely high altitude flights.

[C] For high-speed transportation.

[D] For urgent mission to places inaccessible to other kinds of craft.

Text 2

In ancient Greece athletic festivals were very important and had strong religious associations. The Olympian athletic festival held every four years in honor of Zeus, king of the Olympian Gods, eventually lost its local character, became first a national event and then, after the rules against foreign competitors had been abolished, international. No one knows exactly how far back the Olympic Games go, but some official records date from 776 B.C. The games took place in August on the plain by Mount Olympus. Many thousands of spectators gathered from all parts of Greece, but no married woman was admitted even as a spectator. Slaves, women and dishonored persons were not allowed to compete. The exact sequence of events uncertain, but events included boy's gymnastics, boxing, wrestling, horse racing and field events, though there were fewer sports involved than in the modern Olympic Games.

On the last day of the Games, all the winners were honored by having a ring of holy olive leaves placed on their heads. So great was the honor that the winner of the foot race gave his name to the year of his victory. Although Olympic winners received no prize money, they were, in fact, richly rewarded by their state authorities. How their results compared with modern standards, we unfortunately have no means of telling.

After an uninterrupted history of almost 1, 200 years, the Games were suspended by the Ro-

mans in 394 A.D. They continued for such a long time because people believed in the philosophy behind the Olympics: the idea that a healthy body produced a healthy mind, and that the spirit of competition in sports and games was preferable to the competition that caused wars. It was over 1, 500 years before another such international athletic gathering took place in Athens in 1896.

Nowadays, the Games are held in different countries in turn. The host country provides vast facilities, including a stadium, swimming pools and living accommodation, but competing courtiers pay their own athletes' expenses.

The Olympics start with the arrival in the stadium of a torch, lighted on Mount Olympus by the sun's rays. It is carried by a succession of runners to the stadium. The torch symbolized the continuation of the ancient Greek athletic ideals, and it burns throughout the Games until the closing ceremony. The well-known Olympic flag, however, is a modern conception: the five interlocking rings symbolize the uniting of all five continents participating in the Games.

16. In ancient Greece, the Olympic Games

- [A] were merely national athletic festivals.
- [B] were in the nature of a national event with a strong religious colour.
- [C] had rules which put foreign participants in a disadvantageous position.
- [D] were primarily national events with few foreign participants.

17. In the early days of ancient Olympic Games

- [A] only male Greek athletes were allowed to participate in the games.
- [B] all Greeks, irrespective of sex, religion or social status, were allowed to take part.
- [C] all Greeks, with the exception of women, were allowed to compete in Games.
- [D] all male Greeks were qualified to compete in the Games.

18. The order of athletic events at the ancient Olympics

- [A] has not definitely been established.
- [B] varied according to the number of foreign competitors.
- [C] was decided by Zeus, in whose honor the Games were held.
- [D] was considered unimportant.

19. Modern athletes' results cannot be compared with those of ancient runners because

- [A] the Greeks had no means of recording the results.
- [B] they are much better.
- [C] details such as the time were not recorded in the past.
- [D] they are much worse.

20. Nowadays, the athletes' expenses are paid for

- [A] out of the prize money of the winners.
- [B] out of the funds raised by the competing nations.
- [C] by the athletes themselves.
- [D] by contributions.

Text 3

In science the meaning of the word "explain" suffers with civilization's every step in search of

reality. Science cannot really explain electricity, magnetism, and gravitation; their effects can be measured and predicted, but of their nature no more is known to the modern scientist than to Thales who first looked into the nature of the electrification of amber, a hard yellowish-brown gum. Most contemporary physicists reject the notion that man can ever discover what these mysterious forces “really” are. “Electricity,” Bertrand Russell says, “is not a thing, like St. Paul’s Cathedral; it is a way in which things behave. When we have told how things behave when they are electrified, and under what circumstances they are electrified, we have told all there is to tell.” Until recently scientists would have disapproved of such an idea. Aristotle, for example, whose natural science dominated Western thought for two thousand years, believed that man could arrive at an understanding of reality by reasoning from self-evident principles. He felt, for example, that it is a self-evident principle that everything in the universe has its proper place, hence one can deduce that objects fall to the ground because that’s where they belong, and smoke goes up because that’s where it belongs. The goal of Aristotelian science was to explain why things happen. Modern science was born when Galileo began trying to explain how things happen and thus originated the method of controlled experiment which now forms the basis of scientific investigation.

21. The aim of controlled scientific experiments is
- [A] to explain why things happen.
 - [B] to explain how things happen.
 - [C] to describe self-evident principles.
 - [D] to support Aristotelian science.
22. What principles most influenced scientific thought for two thousand years?
- [A] The speculations of Thales.
 - [B] The forces of electricity, magnetism, and gravity.
 - [C] Aristotle’s natural science.
 - [D] Galileo’s discoveries.
23. Bertrand Russell’s notion about electricity is
- [A] disapproved of by most modern scientists.
 - [B] in agreement with Aristotle’s theory of self-evident principles.
 - [C] in agreement with scientific investigation directed toward “how” things happen.
 - [D] in agreement with scientific investigation directed toward “why” things happen.
24. The passage says that until recently scientists disagreed with the idea
- [A] that there are mysterious forces in the universe.
 - [B] that man cannot discover what forces “really” are.
 - [C] that there are self-evident principles.
 - [D] that we can discover why things behave as they do.
25. Modern science came into being
- [A] when the method of controlled experiment was first introduced.
 - [B] when Galileo succeeded in explaining how things happen.
 - [C] when Aristotelian scientist tried to explain why things happen.
 - [D] when scientists were able to acquire an understanding of reality of reasoning.