



考研英语全程揭秘

# 考研英语

# 历年真题解析

(1996 ~ 2005)

NATIONAL ENTRANCE  
TEST OF ENGLISH

考研英语命题研究组 编

新东方教师力作 考研成功秘笈



 中国石化出版社

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# 前言

近年来,考研英语辅导、指南之类的书籍如雨后春笋般出现在读者面前,但真正得到广大读者认同的却屈指可数。研究生入学考试作为一种水平测试,与四六级、TOEFL、EPT 相比具有其独特的风格,而许多全真模拟题难以全面、客观地反映出考研英语的重点、难点,更谈不上权威性和指导性。为使广大考生能有一本较为权威的辅导资料,编者特意汇编了这本全真试题集。

本书收录了自 1996 年全国统一硕士研究生英语入学考试以来的全部试题,反映了 10 年(1996~2005)中研究生入学英语考试在题型上的发展变化。经仔细研究可以发现,研究生入学英语考试作为一种水平测试,万变不离其宗,其测试的根本仍是考生的实际英语水平。因此,编者认为,考研前系统地学习从 1996 年到 2005 年的试题必将对备考大有裨益,与做大量的所谓全真模拟题相比,更是事半功倍。

为了打好英语语言基础,提高英语实际水平,掌握应试基本要领,领会出题思路,读者应在系统复习的基础上使用本书。在做题时不要盲目地去做,应按规定时间(3 小时)像在考场中一样进行模拟,中间不查阅任何材料,这样才能检查出问题所在,才能锻炼适应考场情况。更重要的是,每做完一套题都要做错误分析,即哪一部分错误多,丢分主要是在哪几个方面,然后带着这些问题,有针对性地参阅有关书籍,真正把本书中的每一道题都弄懂,每一篇文章都吃透,这样才能做到举一反三、融会贯通。

我们相信,读者只要真正读透本书,只要脚踏实地地付出努力,必将攻克考研英语这座堡垒,并使自己的英语水平上升到一个新的高度。

编者

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# 1996 年全国硕士学位研究生 入学考试英语试题

## Part I Structure and Vocabulary

### Section A

#### Directions:

Beneath each of the following sentences, there are four choices marked [A], [B], [C] and [D]. Choose the one that best completes the sentence. Mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets. (5 points)

Example:

I have been to the Great Wall three times \_\_\_\_\_ 1997.

A. from                      B. after                      C. for                      D. since

The sentence should read, "I have been to the Great Wall three times since 1979." Therefore, you should choose [D].

Sample Answer

[A][B][C][●]

1. Do you enjoy listening to records? I find records are often \_\_\_\_\_ or better than an actual performance.  
A. as good as    B. as good                      C. good                      D. good as
2. My pain \_\_\_\_\_ apparent the moment I walked into room, for the first man I met asked sympathetically: "Are you feeling all right?"  
A. must be    B. had been                      C. must have been    D. had to be
3. The senior get the book for me \_\_\_\_\_ she could remember who last borrowed it.  
A. ever since    B. much as                      C. even though    D. if only
4. Observations were made \_\_\_\_\_ the children at the beginning and at the end of pre-school and first grade.  
A. towards    B. of                      C. on                      D. with
5. The article opens and closes with descriptions of two news reports, each \_\_\_\_\_ one major point in contrast with the other.  
A. makes    B. made                      C. is to make    D. making
6. A safety analysis \_\_\_\_\_ the target as a potential danger. Unfortunately, it was never done.  
A. would identify                      B. will identify  
C. would have identified                      D. will have identified





- than are those <sub>C</sub> with little ambition. <sub>D</sub>
16. Despite <sub>A</sub> much research, there are still certain elements in <sub>B</sub> the life cycle of the insect that is not fully understood. <sub>C</sub> <sub>D</sub>
17. In 1921 Einstein won the Nobel Prize, and was honored <sub>A</sub> in Germany until the rise <sub>B</sub> of Nazism then <sub>C</sub> he was driven from <sub>D</sub> Germany because he was a Jew.
18. The data received <sub>A</sub> from the two spacecrafts <sub>B</sub> whirling around Mars indicate <sub>C</sub> that there is much evidence that huge thunderstorms are occurring <sub>D</sub> about the equator of the planet.
19. Generally speaking, the bird flying across <sub>A</sub> our path is observed, and the one <sub>B</sub> staying on the tree near <sub>C</sub> at hand <sub>D</sub> is passed by without any notice taking <sub>D</sub> of it.
20. Mercury's velocity is so much <sub>A</sub> greater than the Earth's <sub>B</sub> that it completes more than four revolutions around the sun in the time that <sub>C</sub> takes the Earth to complete one. <sub>D</sub>



## Section C

### Directions:

Beneath each of the following sentences, there are four choices marked [A], [B], [C] and [D]. Choose the one that best completes the sentence. Mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets. (10 points)

Example:

The lost car of the Lees was found \_\_\_\_\_ in the woods off the highway.

- A. vanished      B. scattered      C. abandoned      D. rejected

The sentence should read, "The lost car of the Lees was found abandoned in the woods off the highway." Therefore, you should choose C.

Sample Answer

[A][B][●][D]

21. I was speaking to Ann on the phone when suddenly we were \_\_\_\_\_.
- A. hung up      B. hung back      C. cut down      D. cut off
22. She wondered if she could have the opportunity to spend \_\_\_\_\_ here so that she could learn more about the city.
- A. sometimes      B. some time      C. sometime      D. some times
23. Ms. Green has been living in town for only one year, yet she seems to be \_\_\_\_\_ with everyone who comes to the store.
- A. accepted      B. admitted      C. admired      D. acquainted
24. He does not \_\_\_\_\_ as a teacher of English as his pronunciation is terrible.



- A. equal                      B. match                      C. qualify                      D. fit
25. Dozens of scientific groups all over the world have been \_\_\_\_\_ the goal of a practical and economic way to use sunlight to split water molecules.  
A. pursuing                      B. chasing                      C. reaching                      D. winning
26. The discussion was so prolonged and exhausting that \_\_\_\_\_ the speakers stopped for refreshments.  
A. at large                      B. at intervals                      C. at ease                      D. at random
27. When travelling, you are advised to take travellers' checks, which provide a secure \_\_\_\_\_ to carrying your money in cash.  
A. substitute                      B. selection                      C. preference                      D. alternative
28. I never trusted him because I always thought of him as such a \_\_\_\_\_ character.  
A. gracious                      B. suspicious                      C. unique                      D. particular
29. Changing from solid to liquid, water takes in heat from all substances near it, and this \_\_\_\_\_ produces artificial cold surrounding it.  
A. absorption                      B. transition                      C. consumption                      D. interaction
30. I didn't say anything like that at all. You are purposely \_\_\_\_\_ my ideas to prove your point.  
A. revising                      B. contradicting                      C. distorting                      D. distracting
31. Language, culture, and personality may be considered \_\_\_\_\_ of each other in thought, but they are inseparable in fact.  
A. indistinctly                      B. separately                      C. irrelevantly                      D. independently
32. Watching me pulling the calf awkwardly to the barn, the Irish milkmaid fought hard to \_\_\_\_\_ her laughter.  
A. hold back                      B. hold on                      C. hold out                      D. hold up
33. The manager gave one of the salesgirls an accusing look for her \_\_\_\_\_ attitude toward customers.  
A. impartial                      B. mild                      C. hostile                      D. opposing
34. I \_\_\_\_\_ with thanks the help of my colleagues in the preparation of this new column.  
A. express                      B. confess                      C. verify                      D. acknowledge
35. It is strictly \_\_\_\_\_ that access to confidential documents is denied to all but a few.  
A. secured                      B. forbidden                      C. regulated                      D. determined
36. The pollution question as well as several other issues is going to be discussed when the Congress is in \_\_\_\_\_ again next spring.  
A. assembly                      B. session                      C. conference                      D. convention
37. Christmas is a Christian holy day usually celebrated on December 25th \_\_\_\_\_ the birth of Jesus Christ.



- A. in accordance with    B. in terms of    C. in favor of     D. in honor of
38. Since it is late to change my mind now, I am \_\_\_\_\_ to carrying out the plan.  
 A. obliged    B. committed    C. engaged    D. resolved
39. It was a bold idea to build a power station in the deep valley, but it \_\_\_\_\_ as well as we had hoped.  
 A. came off    B. went off     C. brought out    D. made out
40. To survive in the intense trade competition between countries, we must \_\_\_\_\_ the qualities and varieties of products we make to the world—market demand.  
 A. improve    B. enhance    C. guarantee     D. gear

### Part II Cloze Test

#### Directions:

For each numbered blank in the following passage, there are four choices marked A., B., C. and D.. Choose the best one and mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets. (10 points)

Vitamins are organic compounds necessary in small amounts in the diet for the normal growth and maintenance of life of animals, including man.

They do not provide energy, 41 do they construct or build any part of the body. They are needed for 42 foods into energy and body maintenance. There are thirteen or more of them, and if 43 is missing a deficiency disease becomes 44.

Vitamins are similar because they are made of the same elements—usually carbon, hydrogen, oxygen, and 45 nitrogen. They are different 46 their elements are arranged differently, and each vitamin 47 one of more specific functions in the body.

48 enough vitamins is essential to life, although the body has no nutritional use for 49 vitamins. Many people, 50, believe in being on the “safe side” and thus take extra vitamins. However, a well-balanced diet will usually meet all the body's vitamin needs.

- |  |   |  |                 |
|--|---|--|-----------------|
| 41. A. either  | B. so   | <input checked="" type="checkbox"/> C. nor   | D. never        |
| <input checked="" type="checkbox"/> D 42. A. shifting    | <input checked="" type="checkbox"/> B. transferring | C. altering                                  | D. transforming |
| 43. <input checked="" type="checkbox"/> A. any           | B. some   | C. anything                                  | D. something    |
| 44. A. serious   | <input checked="" type="checkbox"/> B. apparent     | C. severe                                    | D. fatal        |
| <input checked="" type="checkbox"/> C 45. A. mostly      | <input checked="" type="checkbox"/> B. partially    | C. sometimes                                 | D. rarely       |
| 46. <input checked="" type="checkbox"/> A. in that       | B. so that  | C. such that                                 | D. except that  |
| <input checked="" type="checkbox"/> D 47. A. undertakes  | B. holds  | <input checked="" type="checkbox"/> C. plays | D. performs     |
| 48. A. Supplying   | <input checked="" type="checkbox"/> B. Getting      | C. Providing                                 | D. Furnishing   |
| <input checked="" type="checkbox"/> C 49. A. exceptional | <input checked="" type="checkbox"/> B. exceeding    | C. excess                                    | D. external     |
| 50. <input checked="" type="checkbox"/> A. nevertheless  | B. therefore  | C. moreover                                  | D. meanwhile    |



Part III Reading Comprehension

Directions:

Each of the passages below is followed by some questions. For each question there are four answers marked [A], [B], [C] and [D]. Read the passages carefully and choose the best answer to each of the questions. Then mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets. (40 points)

18

Passage 1

Tight-lipped elders used to say, "It's not what you want in this world, but what you get."

Psychology teaches that you do get what you want if you know what you want and want the right things.

You can make a mental blueprint of a desire as you would make a blueprint of a house, and each of us is continually making these blueprints in the general routine of everyday living. If we intend to have friends to dinner, we plan the menu, make a shopping list, decide which food to cook first, and such planning is an essential for any type of meal to be served.

Likewise, if you want to find a job, take a sheet of paper, and write a brief account of yourself. In making a blueprint for a job, begin with yourself, for when you know exactly what you have to offer, you can intelligently plan where to sell your services.

This account of yourself is actually a sketch of your working life and should include education, experience and references. Such an account is valuable. It can be referred to in filling out standard application blanks and is extremely helpful in personal interviews. While talking to you, your could-be employer is deciding whether your education, your experience, and other qualifications, will pay him to employ you and your "wares" and abilities must be displayed in an orderly and reasonably connected manner.

When you have carefully prepared a blueprint of your abilities and desires, you have something tangible to sell. Then you are ready to hunt for a job. Get all the possible information about your could-be job. Make inquiries as to the details regarding the job and the firm. Keep your eyes and ears open, and use your own judgement. Spend a certain amount of time each day seeking the employment you wish for, and keep in mind: Securing a job is your job now.

51. What do the elders mean when they say "It's not what you want in this world, but what you get."?
- A. You'll certainly get what you want.
  - B. It's no use dreaming.
  - C. You should be dissatisfied with what you have.
  - D. It's essential to set a goal for yourself.



- A 52. A blueprint made before inviting a friend to dinner is used in this passage as \_\_\_\_\_.
- A. an illustration of how to write an application for a job  
 B. an indication of how to secure a good job  
 C. guideline for job description  
 D. a principle for job evaluation
- D 53. According to the passage, one must write an account of himself before starting to find a job because \_\_\_\_\_.
- A. that is the first step to please the employer  
 B. that is the requirement of the employer  
 C. it enables him to know when to sell his services  
 D. it forces him to become clearly aware of himself
- A 54. When you have carefully prepared a blueprint of your abilities and desires, you have something. \_\_\_\_\_.
- A. definite to offer  
 B. imaginary to provide  
 C. practical to supply  
 D. desirable to present



## Passage 2

With the start of BBC World Service Television, millions of viewers in Asia and America can now watch the Corporation's news coverage, as well as listen to it.

And of course in Britain listeners and viewers can tune in to two BBC television channels, five BBC national radio services and dozens of local radio stations. They are brought sport, comedy, drama, music, news and current affairs, education, religion, parliamentary coverage, children's programmes and films for an annual licence fee of £83 per household.

It is a remarkable record, stretching back over 70 years—yet the BBC's future is now in doubt. The Corporation will survive as a publicly-funded broadcasting organization, at least for the time being, but its role, its size and its programmes are now the subject of a nation-wide debate in Britain.

The debate was launched by the Government, which invited anyone with an opinion of the BBC—including ordinary listeners and viewers—to say what was good or bad about the Corporation, and even whether they thought it was worth keeping. The reason for its inquiry is that the BBC's royal charter runs out in 1996 and it must decide whether to keep the organization as it is, or to make changes.

Defenders of the Corporation—of whom there are many—are fond of quoting the American slogan "If ain't don't fix it." The BBC "ain't broke," they say, by which they mean it is not broken (as distinct from the word 'broke', meaning having no money), so why bother to change it?

Yet the BBC will have to change, because the broadcasting world around it is



changing. The commercial TV channels—ITV and Channel 4—were required by the Thatcher Government's Broadcasting Act to become more commercial, competing with each other for advertisers, and cutting costs and jobs. But it is the arrival of new satellite channels—funded partly by advertising and partly by viewers' subscriptions—which will bring about the biggest changes in the long term.

55. The world famous BBC now faces \_\_\_\_\_.

- A. the problem of news coverage
- B. an uncertain prospect
- C. inquiries by the general public
- D. shrinkage of audience

56. In the passage, which of the following about the BBC is not mentioned as the key issue?

- A. Extension of its TV service to Far East.
- B. Programmes as the subject of a nation-wide debate. ✓
- C. Potentials for further international co-operations. ✓
- D. Its existence as a broadcasting organization.

57. The BBC's "royal charter" (para. 4) stands for \_\_\_\_\_.

- A. the financial support from the royal family ✗
- B. the privileges granted by the Queen
- C. a contract with the Queen
- D. a unique relationship with the royal family ✗

58. The foremost reason why the BBC has to readjust itself is no other than \_\_\_\_\_.

- A. the emergence of commercial TV channels ✓
- B. the enforcement of Broadcasting Act by the government
- C. the urgent necessity to reduce costs and jobs
- D. the challenge of new satellite channels

### Passage 3

In the last half of the nineteenth century<sup>19</sup> "capital" and "labour" were enlarging and perfecting their rival organizations on modern lines. Many an old firm was replaced by a limited liability company with a bureaucracy of salaried managers. The change met the technical requirements of the new age by engaging a large professional element and prevented the decline in efficiency that so commonly spoiled the fortunes of family firms in the second and third generation after the energetic founders. It was moreover a step away from individual initiative, towards collectivism and municipal and state-owned business. The railway companies, though still private business managed for the benefit of shareholders, were very unlike old family business. At the same time the great municipalities went into business to supply lighting, trams and other services to the taxpayers.



The growth of the limited liability company and municipal business had important of capital and industry greatly increased the numbers and importance of shareholders as a class, an element in national life representing irresponsible wealth detached from the land and the duties of the landowners; and almost equally detached from the responsible management of business. All through the nineteenth century, America, Africa, India, Australia and parts of Europe were being developed by British capital, and British shareholders were thus enriched by the world's movement towards industrialisation. Towns like Bournemouth and Eastbourne sprang up to house large "comfortable" classes who had retired on their incomes, and who had no relation to the rest of the community except that of drawing dividends and occasionally attending a shareholders' meeting to dictate their orders to the management. On the other hand "shareholding" meant leisure and freedom which was used by many of the later Victorians for the highest purpose of a great civilisation.

The "shareholders" as such had no knowledge of the lives, thoughts of needs of the held shares, and his influence on the relations of capital and labour was not good. The paid manager acting for the company was in more direct relation with the men and their demands, but even he had seldom that familiar personal knowledge of the workmen which the employer had often had under the more patriarchal system of the old family business now passing away. Indeed the mere size of operations and the numbers of workmen involved rendered such personal relations impossible. Fortunately, however, the increasing power and organization of the trade unions, at least in all skilled trades, enabled the workmen to meet on equal terms the managers of the companies who employed them. The cruel discipline of the strike and lockout taught the two parties to respect each other's strength and understand the value of fair negotiation.



59. It's true of the old family firms that \_\_\_\_\_.
- A. they were spoiled by the younger generations
  - B. they failed for lack of individual initiative
  - C. they lacked efficiency compared with modern companies
  - D. they could supply adequate services to the taxpayers
60. The growth of limited liability companies resulted in \_\_\_\_\_.
- A. the separation of capital from management
  - B. the ownership of capital by managers
  - C. the emergence of capital and labour as two classes
  - D. the participation of shareholders in municipal business
61. According to the passage, all of the following are true except that \_\_\_\_\_.
- A. the shareholders were unaware of the needs of the workers
  - B. the old firm owners had a better understanding of their workers
  - C. the limited liability companies were too large to run smoothly
  - D. the trade unions seemed to play a positive role
62. The author is most critical of \_\_\_\_\_.



A. family firm owners

B. landowners

C. managers

D. shareholders

### Passage 4

What accounts for the great outburst of major inventions in early America—breakthroughs such as the telegraph, the steamboat and the weaving machine?

Among the many shaping factors, I would single out the country's excellent elementary schools; a labor force that welcomed the new technology; the practice of giving premiums to inventors; and above all the American genius for nonverbal, "spatial" thinking about things technological.

Why mention the elementary schools? Because thanks to these schools our early mechanics, especially in the New England and Middle Atlantic states, were generally literate and at home in arithmetic and in some aspects of geometry and trigonometry.

Acute foreign observers related American adaptiveness and inventiveness to this educational advantage. As a member of a British commission visiting here in 1853 reported, "With a mind prepared by thorough school discipline, the American boy develops rapidly into the skilled workman."

A further stimulus to invention came from the "premium" system, which preceded our patent system and for years ran parallel with it. This approach, originated abroad, offered inventors medals, cash prizes and other incentives.

In the United States, multitudes of premiums for new devices were awarded at country fairs and at the industrial fairs in major cities. Americans flocked to these fairs to admire the new machines and thus to renew their faith in the beneficence of technological advance.

Given this optimistic approach to technological innovation, the American worker took readily to that special kind of nonverbal thinking required in mechanical technology. As Eugene Ferguson has pointed out, "A technologist thinks about objects that cannot be reduced to unambiguous verbal descriptions; they are dealt with in his mind by a visual, nonverbal process... The designer and the inventor... are able to assemble and manipulate in their minds devices that as yet do not exist."

This nonverbal "spatial" thinking can be just as creative as painting and writing. Robert Fulton once wrote, "The mechanic should sit down among levers, screws, wedges, wheels, etc., like a poet among the letters of the alphabet, considering them as an exhibition of his thoughts, in which a new arrangement transmits a new idea."

When all these shaping forces—schools, open attitudes, the premium system, a genius for spatial thinking—interacted with one another on the rich U. S. mainland, they produced that American characteristic, emulation. Today that word implies mere imitation. But in earlier times it meant a friendly but competitive striving for fame and excellence.

63. According to the author, the great outburst of major inventions in early Ameri-



- ca was in a large part due to \_\_\_\_\_.
- A. elementary schools                      B. enthusiastic workers  
C. the attractive premium system      D. a special way of thinking
- A 64. It is implied that adaptiveness and inventiveness of the early American mechanics \_\_\_\_\_.
- A. benefited a lot from their mathematical knowledge  
B. shed light on disciplined school management  
C. was brought about by privileged home training  
D. owed a lot to the technological development
65. A technologist can be compared to an artist because \_\_\_\_\_.
- A. they are both winners of awards  
B. they are both experts in spatial thinking  
C. they both abandon verbal description  
D. they both use various instruments
- A 66. The best title for this passage might be \_\_\_\_\_.
- A. Inventive Mind                              B. Effective Schooling  
C. Ways of Thinking                          D. Outpouring of Inventions



### Passage 5

Rumor has it that more than 20 books on creationism/evolution are in the publisher's pipelines. A few have already appeared. The goal of all will be to try to explain to a confused and often unenlightened citizenry that there are not two equally valid scientific theories for the origin and evolution of universe and life. Cosmology, geology, and biology have provided a consistent, unified, and constantly improving account of what happened. "Scientific" creationism, which is being pushed by some for "equal time" in the classrooms whenever the scientific accounts of evolution are given, is based on religion, not science. Virtually all scientists and the majority of non fundamentalist religious leaders have come to regard "scientific" creationism as bad science and bad religion.

The first four chapters of Kitcher's book give a very brief introduction to evolution. At appropriate places, he introduces the criticisms of the creationists and provides answer. In the last three chapters, he takes off his gloves and gives the creationists a good beating. He describes their programmes and tactics, and, for those unfamiliar with the ways of creationists, the extent of their deception and distortion may come as an unpleasant surprise. When their basic motivation is religious, one might have expected more Christian behavior.

Kitcher is a philosopher, and this may account, in part, for the clarity and effectiveness of his arguments. The nonspecialist will be able to obtain at least a notion of the sorts of data and argument that support evolutionary theory. The final chapters on the creationists will be extremely clear to all. On the dust jacket of this fine book, Ste-



phen Jay Gould says: "This book stands for reason itself." And so it does—and all would be well were reason the only judge in the creationism/evolution debate.

67. "Creationism" in the passage refers to \_\_\_\_\_.
- A. evolution in its true sense as to the origin of the universe
  - B. a notion of the creation of religion
  - C. the scientific explanation of the earth formation
  - D. the deceptive theory about the origin of the universe
68. Kitcher's book is intended to \_\_\_\_\_.
- A. recommend the views of the evolutionists
  - B. expose the true features of creationists
  - C. curse bitterly at his opponents
  - D. launch a surprise attack on creationists
69. From the passage we can infer that \_\_\_\_\_.
- A. reasoning has played a decisive role in the debate
  - B. creationists do not base their argument on reasoning
  - C. evolutionary theory is too difficult for non-specialists
  - D. creationism is supported by scientific findings
70. This passage appears to be a digest of \_\_\_\_\_.
- A. a book review
  - B. a scientific paper
  - C. a magazine feature
  - D. a newspaper editorial

### Part VI English-Chinese Translation

#### Directions:

Read the following passage carefully and then translate the underlined sentences into Chinese. (15 points)

The differences in relative growth of various areas of scientific research have several causes. (71) Some of these causes are completely reasonable results of social needs. Others are reasonable consequences of particular advances in science being to some extent self-accelerating. Some, however, are less reasonable processes of different growth in which preconceptions of the form scientific theory ought to take, by persons in authority, act to alter the growth pattern of different areas. This is a new problem probably not yet unavoidable; but it is a frightening trend. (72) This trend began during the Second World War, when several governments came to the conclusion that the specific demands that a government wants to make of its scientific establishment cannot generally be foreseen in detail. It can be predicted, however, that from time to time, questions will arise which will require specific scientific answers. It is therefore generally valuable to treat the scientific establishment as a resource or machine to be kept in functional order. (73) This seems mostly effectively done by supporting a certain amount of research not related to immediate goals but of possible consequence in the future.

This kind of support, like all government support, requires decisions about the ap-