

2009 年全国硕士研究生招生考试英语（一）试题

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

Research on animal intelligence always makes us wonder just how smart humans are. 1 the fruit-fly experiments described by Carl Zimmer in the *Science Times*. Fruit flies who were taught to be smarter than the average fruit fly 2 to live shorter lives. This suggests that 3 bulbs burn longer, that there is a(n) 4 in not being too bright.

Intelligence, it 5, is a high-priced option. It takes more upkeep, burns more fuel and is slow 6 the starting line because it depends on learning — a(n) 7 process— instead of instinct. Plenty of other species are able to learn, and one of the things they've apparently learned is when to 8.

Is there an adaptive value to 9 intelligence? That's the question behind this new research. Instead of casting a wistful glance 10 at all the species we've left in the dust I.Q.-wise, it implicitly asks what the real 11 of our own intelligence might be. This is 12 the mind of every animal we've ever met.

Research on animal intelligence also makes us wonder what experiments animals would 13 on humans if they had the chance. Every cat with an owner, 14, is running a small-scale study in operant conditioning. We believe that 15 animals ran the labs, they would test us to 16 the limits of our patience, our faithfulness, our memory for locations. They would try to decide what intelligence in humans is really 17, not merely how much of it there is. 18, they would hope to study a(n) 19 question: Are humans actually aware of the world they live in? 20 the results are inconclusive.

- | | | | |
|------------------|-----------------|-----------------|------------------|
| 1.[A] Suppose | [B] Consider | [C] Observe | [D] Imagine |
| 2.[A] tended | [B] feared | [C] happened | [D] threatened |
| 3.[A] thinner | [B] stabler | [C] lighter | [D] dimmer |
| 4.[A] tendency | [B] advantage | [C] inclination | [D] priority |
| 5.[A] insists on | [B] sums up | [C] turns out | [D] puts forward |
| 6.[A] off | [B] behind | [C] over | [D] along |
| 7.[A] incredible | [B] spontaneous | [C] inevitable | [D] gradual |
| 8.[A] fight | [B] doubt | [C] stop | [D] think |
| 9.[A] invisible | [B] limited | [C] indefinite | [D] different |
| 10.[A] upward | [B] forward | [C] afterward | [D] backward |
| 11.[A] features | [B] influences | [C] results | [D] costs |
| 12.[A] outside | [B] on | [C] by | [D] across |
| 13.[A] deliver | [B] carry | [C] perform | [D] apply |
| 14.[A] by chance | [B] in contrast | [C] as usual | [D] for instance |
| 15.[A] if | [B] unless | [C] as | [D] lest |
| 16.[A] moderate | [B] overcome | [C] determine | [D] reach |

- 17.[A] at [B] for [C] after [D] with
 18.[A] Above all [B] After all [C] However [D] Otherwise
 19.[A] fundamental [B] comprehensive [C] equivalent [D] hostile
 20.[A] By accident [B] In time [C] So far [D] Better still

Section II Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing [A], [B], [C] or [D]. Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

Habits are a funny thing. We reach for them mindlessly, setting our brains on auto-pilot and relaxing into the unconscious comfort of familiar routine. “Not choice, but habit rules the unreflecting herd,” William Wordsworth said in the 19th century. In the ever-changing 21st century, even the word “habit” carries a negative connotation.

So it seems paradoxical to talk about habits in the same context as creativity and innovation. But brain researchers have discovered that when we consciously develop new habits, we create parallel paths, and even entirely new brain cells, that can jump our trains of thought onto new, innovative tracks.

Rather than dismissing ourselves as unchangeable creatures of habit, we can instead direct our own change by consciously developing new habits. In fact, the more new things we try — the more we step outside our comfort zone — the more inherently creative we become, both in the workplace and in our personal lives.

But don't bother trying to kill off old habits; once those ruts of procedure are worn into the brain, they're there to stay. Instead, the new habits we deliberately press into ourselves create parallel pathways that can bypass those old roads.

“The first thing needed for innovation is a fascination with wonder,” says Dawna Markova, author of *The Open Mind*. “But we are taught instead to ‘decide,’ just as our president calls himself ‘the Decider.’ ” She adds, however, that “to decide is to kill off all possibilities but one. A good innovational thinker is always exploring the many other possibilities.”

All of us work through problems in ways of which we're unaware, she says. Researchers in the late 1960s discovered that humans are born with the capacity to approach challenges in four primary ways: analytically, procedurally, relationally (or collaboratively) and innovatively. At the end of adolescence, however, the brain shuts down half of that capacity, preserving only those modes of thought that have seemed most valuable during the first decade or so of life.

The current emphasis on standardized testing highlights analysis and procedure, meaning that few of us inherently use our innovative and collaborative modes of thought. “This breaks the major rule in the American belief system — that anyone can do anything,” explains M. J. Ryan, author of the 2006 book *This Year I Will...* and Ms. Markova's business partner. “That's a lie that we have perpetuated, and it fosters commonness.

Knowing what you're good at and doing even more of it creates excellence." This is where developing new habits comes in.

21. In Wordsworth's view, "habits" is characterized by being .

- [A] casual
- [B] familiar
- [C] mechanical
- [D] changeable.

22. Brain researchers have discovered that the formation of habit can be .

- [A] predicted
- [B] regulated
- [C] traced
- [D] guided

23. "ruts"(Line 1, Paragraph 4) is closest in meaning to .

- [A] tracks
- [B] series
- [C] characteristics
- [D] connections

24. Dawna Markova would most probably agree that .

- [A] ideas are born of a relaxing mind
- [B] innovativeness could be taught
- [C] decisiveness derives from fantastic ideas
- [D] curiosity activates creative minds

25. Ryan's comments suggest that the practice of standardized testing

- [A] prevents new habits from being formed
- [B] no longer emphasizes commonness
- [C] maintains the inherent American thinking model
- [D] complies with the American belief system

Text 2

It is a wise father that knows his own child, but today a man can boost his paternal (fatherly) wisdom — or at least confirm that he's the kid's dad. All he needs to do is shell out \$30 for paternity testing kit (PTK) at his local drugstore — and another \$120 to get the results.

More than 60,000 people have purchased the PTKs since they first become available without prescriptions last years, according to Doug Fogg, chief operating officer of Identigene, which makes the over-the-counter kits. More than two dozen companies sell DNA tests directly to the public, ranging in price from a few hundred dollars to more than \$2500.

Among the most popular: paternity and kinship testing, which adopted children can use to find their biological relatives and families can use to track down kids put up for adoption. DNA testing is also the latest

rage among passionate genealogists — and supports businesses that offer to search for a family’s geographic roots .

Most tests require collecting cells by swabbing saliva in the mouth and sending it to the company for testing. All tests require a potential candidate with whom to compare DNA.

But some observers are skeptical. “There is a kind of false precision being hawked by people claiming they are doing ancestry testing,” says Troy Duster, a New York University sociologist. He notes that each individual has many ancestors — numbering in the hundreds just a few centuries back. Yet most ancestry testing only considers a single lineage, either the Y chromosome inherited through men in a father’s line or mitochondrial DNA, which is passed down only from mothers. This DNA can reveal genetic information about only one or two ancestors, even though, for example, just three generations back people also have six other great-grandparents or, four generations back, 14 other great-great-grandparents.

Critics also argue that commercial genetic testing is only as good as the reference collections to which a sample is compared. Databases used by some companies don’t rely on data collected systematically but rather lump together information from different research projects. This means that a DNA database may have a lot of data from some regions and not others, so a person’s test results may differ depending on the company that processes the results. In addition, the computer programs a company uses to estimate relationships may be patented and not subject to peer review or outside evaluation.

26. In paragraphs 1 and 2, the text shows PTK’s _____ .

- [A] easy availability
- [B] flexibility in pricing
- [C] successful promotion
- [D] popularity with households

27. PTK is used to _____ .

- [A] locate one’s birth place
- [B] promote genetic research
- [C] identify parent-child kinship
- [D] choose children for adoption

28. Skeptical observers believe that ancestry testing fails to _____ .

- [A] trace distant ancestors
- [B] rebuild reliable bloodlines
- [C] fully use genetic information
- [D] achieve the claimed accuracy

29. In the last paragraph, a problem commercial genetic testing faces is _____ .

- [A] disorganized data collection
- [B] overlapping database building
- [C] excessive sample comparison
- [D] lack of patent evaluation

30. An appropriate title for the text is most likely to be _____.

- [A] Fors and Againsts of DNA Testing
- [B] DNA Testing and Its Problems
- [C] DNA Testing Outside the Lab
- [D] Lies Behind DNA Testing

Text 3

The relationship between formal education and economic growth in poor countries is widely misunderstood by economists and politicians alike. Progress in both areas is undoubtedly necessary for the social, political, and intellectual development of these and all other societies; however, the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong. We are fortunate that it is, because building new educational systems there and putting enough people through them to improve economic performance would require two or three generations. The findings of a research institution have consistently shown that workers in all countries can be trained on the job to achieve radically higher productivity and, as a result, radically higher standards of living.

Ironically, the first evidence for this idea appeared in the United States. Not long ago, with the country entering a recession and Japan at its pre-bubble peak, the U.S. workforce was derided as poorly educated and one of primary causes of the poor U.S. economic performance. Japan was, and remains, the global leader in automotive-assembly productivity. Yet the research revealed that the U.S. factories of Honda, Nissan, and Toyota achieved about 95 percent of the productivity of their Japanese counterparts — a result of the training that U.S. workers received on the job.

More recently, while examining housing construction, the researchers discovered that illiterate, non-English-speaking Mexican workers in Houston, Texas, consistently met best-practice labor productivity standards despite the complexity of the building industry's work.

What is the real relationship between education and economic development? We have to suspect that continuing economic growth promotes the development of education even when governments don't force it. After all, that's how education got started. When our ancestors were hunters and gatherers 10,000 years ago, they didn't have time to wonder much about anything besides finding food. Only when humanity began to get its food in a more productive way was there time for other things.

As education improved, humanity's productivity potential increased as well. When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education. This increasingly high level of education is probably a necessary, but not a sufficient, condition for the complex political systems required by advanced economic performance. Thus poor countries might not be able to escape their poverty traps without political changes that may be possible only with broader formal education. A lack of formal education, however, doesn't constrain the ability of the developing world's workforce to substantially improve productivity for the foreseeable future. On the contrary, constraints on improving productivity explain why education isn't developing more quickly there than it is.

- 31. The author holds in paragraph 1 that the importance of education in poor countries ____.**
- [A] is subject to groundless doubts
 [B] has fallen victim of bias
 [C] is conventionally downgraded
 [D] has been overestimated
- 32. It is stated in paragraph 1 that the construction of a new education system ____.**
- [A] challenges economists and politicians
 [B] takes efforts of generations
 [C] demands priority from the government
 [D] requires sufficient labor force
- 33. A major difference between the Japanese and U.S workforces is that ____.**
- [A] the Japanese workforce is better disciplined
 [B] the Japanese workforce is more productive
 [C] the U.S workforce has a better education
 [D] the U.S workforce is more organize
- 34. The author quotes the example of our ancestors to show that education emerged ____.**
- [A] when people had enough time
 [B] prior to better ways of finding food
 [C] when people on longer went hungry
 [D] as a result of pressure on government
- 35. According to the last paragraph, development of education ____.**
- [A] results directly from competitive environments
 [B] does not depend on economic performance
 [C] follows improved productivity
 [D] cannot afford political changes

Text 4

The most thoroughly studied intellectuals in the history of the new world are the ministers and political leaders of seventeenth-century New England. According to the standard history of American philosophy, nowhere else in colonial America was “so much importance attached to intellectual pursuits.” According to many books and articles, New England’s leaders established the basic themes and preoccupations of an unfolding, dominant Puritan tradition in American intellectual life.

To take this approach to the New Englanders normally means to start with the Puritans’ theological innovations and their distinctive ideas about the church-important subjects that we may not neglect. But in keeping with our examination of southern intellectual life, we may consider the original Puritans as carriers of European culture, adjusting to New World circumstances. The New England colonies were the scenes of important episodes in the pursuit of widely understood ideals of civility and virtuosity.

The early settlers of Massachusetts Bay included men of impressive education and influence in England. Besides the ninety or so learned ministers who came to Massachusetts churches in the decade after 1629, there were political leaders like John Winthrop, an educated gentleman, lawyer, and official of the Crown before he journeyed to Boston. These men wrote and published extensively, reaching both New World and Old World audiences, and giving New England an atmosphere of intellectual earnestness.

We should not forget, however, that most New Englanders were less well educated. While few crafts men or farmers, let alone dependents and servants, left literary compositions to be analyzed, their thinking often had a traditional superstitious quality. A tailor named John Dane, who emigrated in the late 1630s, left an account of his reasons for leaving England that is filled with signs. Sexual confusion, economic frustrations, and religious hope-all name together in a decisive moment when he opened the Bible, told his father that the first line he saw would settle his fate, and read the magical words: "Come out from among them, touch no unclean thing, and I will be your God and you shall be my people." One wonders what Dane thought of the careful sermons explaining the Bible that he heard in Puritan churches.

Meanwhile, many settlers had slighter religious commitments than Dane's, as one clergyman learned in confronting folk along the coast who mocked that they had not come to the New World for religion. "Our main end was to catch fish."

36. The author notes that in the seventeenth-century New England _____.

- [A] Puritan tradition dominated political life
- [B] intellectual interests were encouraged
- [C] Politics benefited much from intellectual endeavors
- [D] intellectual pursuits enjoyed a liberal environment

37. It is suggested in paragraph 2 that New Englanders _____.

- [A] experienced a comparatively peaceful early history
- [B] brought with them the culture of the Old World
- [C] paid little attention to southern intellectual life
- [D] were obsessed with religious innovations

38. The early ministers and political leaders in Massachusetts Bay _____.

- [A] were famous in the New World for their writings
- [B] gained increasing importance in religious affairs
- [C] abandoned high positions before coming to the New World
- [D] created a new intellectual atmosphere in New England

39. The story of John Dane shows that less well-educated New Englanders were often _____.

- [A] influenced by superstitions
- [B] troubled with religious beliefs
- [C] puzzled by church sermons
- [D] frustrated with family earnings

40. The text suggests that early settlers in New England _____.

- [A] were mostly engaged in political activities
- [B] were motivated by an illusory prospect
- [C] came from different intellectual backgrounds
- [D] left few formal records for later reference

Part B

Directions:

In the following text, some segments have been removed. For Questions 41-45, choose the most suitable one from the list A-G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 1. (10 points)

Coinciding with the groundbreaking theory of biological evolution proposed by British naturalist Charles Darwin in the 1860s, British social philosopher Herbert Spencer put forward his own theory of biological and cultural evolution. Spencer argued that all worldly phenomena, including human societies, changed over time, advancing toward perfection. 41) _____.

American social scientist Lewis Henry Morgan introduced another theory of cultural evolution in the late 1800s. Morgan helped found modern anthropology—the scientific study of human societies, customs and beliefs—thus becoming one of the earliest anthropologists. In his work, he attempted to show how all aspects of culture changed together in the evolution of societies. 42) _____.

In the early 1900s in North America, German-born American anthropologist Franz Boas developed a new theory of culture known as historical particularism. Historical particularism, which emphasized the uniqueness of all cultures, gave new direction to anthropology. 43) _____.

Boas felt that the culture of any society must be understood as the result of a unique history and not as one of many cultures belonging to a broader evolutionary stage or type of culture. 44) _____.

Historical particularism became a dominant approach to the study of culture in American anthropology, largely through the influence of many students of Boas. But a number of anthropologists in the early 1900s also rejected the particularist theory of culture in favor of diffusionism. Some attributed virtually every important cultural achievement to the inventions of a few, especially gifted peoples that, according to diffusionists, then spread to other cultures. 45) _____.

Also in the early 1900s, French sociologist Émile Durkheim developed a theory of culture that would greatly influence anthropology. Durkheim proposed that religious beliefs functioned to reinforce social solidarity. An interest in the relationship between the function of society and culture became a major theme in European, and especially British, anthropology.

[A] Other anthropologists believed that cultural innovations, such as inventions, had a single origin and passed from society to society. This theory was known as diffusionism.

[B] In order to study particular cultures as completely as possible, he became skilled in linguistics, the study of languages, and in physical anthropology, the study of human biology and anatomy.

[C] He argued that human evolution was characterized by a struggle he called the “survival of the fittest,” in which weaker races and societies must eventually be replaced by stronger, more advanced races and societies.

[D] They also focused on important rituals that appeared to preserve a people’s social structure, such as initiation ceremonies that formally signify children’s entrance into adulthood.

[E] Thus, in his view, diverse aspects of culture, such as the structure of families, forms of marriage, categories of kinship, ownership of property, forms of government, technology, and systems of food production, all changed as societies evolved.

[F] Supporters of the theory viewed culture as a collection of integrated parts that work together to keep a society functioning.

[G] For example, British anthropologists Grafton Elliot Smith and W. J. Perry incorrectly suggested, on the basis of inadequate information, that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world. In fact, all of these cultural developments occurred separately at different times in many parts of the world.

Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written carefully on ANSWER SHEET 2. (10 points)

There is a marked difference between the education which every one gets from living with others, and the deliberate educating of the young. In the former case the education is incidental; it is natural and

important, but it is not the express reason of the association. (46)It may be said that the measure of the worth of any social institution is its effect in enlarging and improving experience, but this effect is not a part of its original motive. Religious associations began, for example, in the desire to secure the favor of overruling powers and to ward off evil influences; family life in the desire to gratify appetites and secure family perpetuity; systematic labor, for the most part, because of enslavement to others, etc. (47) Only gradually was the by-product of the institution noted, and only more gradually still was this effect considered as a directive factor in the conduct of the institution. Even today, in our industrial life, apart from certain values of industriousness and thrift, the intellectual and emotional reaction of the forms of human association under which the world's work is carried on receives little attention as compared with physical output.

But in dealing with the young, the fact of association itself as an immediate human fact, gains in importance.

(48) While it is easy to ignore in our contact with them the effect of our acts upon their disposition, it is not so easy as in dealing with adults. The need of training is too evident and the pressure to accomplish a change in their attitude and habits is too urgent to leave these consequences wholly out of account. (49)Since our chief business with them is to enable them to share in a common life we cannot help considering whether or not we are forming the powers which will secure this ability. If humanity has made some headway in realizing that the ultimate value of

every institution is its distinctively human effect we may well believe that this lesson has been learned largely through dealings with the young.

(50) We are thus led to distinguish, within the broad educational process which we have been so far considering, a more formal kind of education —that of direct tuition or schooling. In undeveloped social groups, we find very little formal teaching and training. These groups mainly rely for instilling needed dispositions into the young upon the same sort of association which keeps adults loyal to their group.

Section III Writing

Part A

51. Directions:

Restrictions on the use of plastic bags have not been so successful in some regions. “White Pollution” is still going on.

Write a letter to the editor(s) of your local newspaper to

- 1) give your opinions briefly, and
- 2) make two or three suggestions

You should write about 100 words on ANSWER SHEET 2. Do not sign your own name at the end of the letter. Use “Li Ming” instead. Do not write the address. (10 points)

Part B

52. Directions:

Write an essay of 160-200 words based on the following drawing. In your essay, you should

- 1) describe the drawing briefly,
- 2) explain its intended meaning, and then
- 3) give your comments.

You should write neatly on ANSWER SHEET 2. (20 points)



网络的“近”与“远”

2008 年全国硕士研究生招生考试英语（一）试题

Section I Use of English

Directions:

Read the following text. Choose the best word (s) for each numbered blank and mark [A], [B], [C] or [D] on ANSWER SHEET 1. (10 points)

The idea that some groups of people may be more intelligent than others is one of those hypotheses that dare not speak its name. But Gregory Cochran is 1 to say it anyway. He is that 2 bird, a scientist who works independently3 any institution. He helped popularize the idea that some diseases not 4thought to have a bacterial cause were actually infections, which aroused much controversy when it was first suggested.

5 he, however, might tremble at the 6 of what he is about to do. Together with another two scientists, he is publishing a paper which not only 7 that one group of humanity is more intelligent than the others, but explains the process that has brought this about. The group in 8are a particularpeople originated from central Europe. The process is natural selection.

This group generally do well in IQ test, 9 12-15 points above the 10 value of 100, and have contributed 11 to the intellectual and cultural life of the West, as the 12 of their elites, including several world-renowned scientists, 13 . They also suffer more often than most people from a number of nasty genetic diseases, such as breast cancer. These facts, 14 , have previously been thought unrelated. The former has been 15 to social effects, such as a strong tradition of 16 education. The latter was seen as a (an) 17 of genetic isolation. Dr. Cochran suggests that the intelligence and diseases are intimately 18 . His argument is that the unusual history of these people has19 them to unique evolutionary pressures that have resulted in this 20 state of affairs.

- | | | | |
|----------------------|------------------------|-------------------|-------------------|
| 1.[A] selected | [B] prepared | [C] obliged | [D] pleased |
| 2.[A] unique | [B] particular | [C] special | [D] rare |
| 3.[A] of | [B] with | [C] in | [D] against |
| 4.[A] subsequently | [B] presently | [C] previously | [D] lately |
| 5.[A] Only | [B] So | [C] Even | [D] Hence |
| 6.[A] thought | [B] sight | [C] cost | [D] risk |
| 7.[A] advises | [B] suggests | [C] protests | [D] objects |
| 8.[A] progress | [B] fact | [C] need | [D] question |
| 9.[A] attaining | [B] scoring | [C] reaching | [D] calculating |
| 10.[A] normal | [B] common | [C] mean | [D] total |
| 11.[A] unconsciously | [B] disproportionately | [C] indefinitely | [D] unaccountably |
| 12.[A] missions | [B] fortunes | [C] interests | [D] careers |
| 13.[A] affirm | [B] witness | [C] observe | [D] approve |
| 14.[A] moreover | [B] therefore | [C] however | [D] meanwhile |
| 15.[A] given up | [B] got over | [C] carried on | [D] put down |
| 16.[A] assessing | [B] supervising | [C] administering | [D] valuing |

- 17.[A] development [B] origin [C] consequence [D] instrument
 18.[A] linked [B] integrated [C] woven [D] combined
 19.[A] limited [B] subjected [C] converted [D] directed
 20.[A] paradoxical [B] incompatible [C] inevitable [D] continuous

Section II Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing [A], [B], [C] or [D]. Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

While still catching up to men in some spheres of modern life, women appear to be way ahead in at least one undesirable category. "Women are particularly susceptible to developing depression and anxiety disorders in response to stress compared to men," according to Dr. Yehuda, chief psychiatrist at New York's Veteran's Administration Hospital.

Studies of both animals and humans have shown that sex hormones somehow affect the stress response, causing females under stress to produce more of the trigger chemicals than do males under the same conditions. In several of the studies, when stressed-out female rats had their ovaries (the female reproductive organs) removed, their chemical responses became equal to those of the males.

Adding to a woman's increased dose of stress chemicals, are her increased "opportunities" for stress. "It's not necessarily that women don't cope as well. It's just that they have so much more to cope with," says Dr. Yehuda. "Their capacity for tolerating stress may even be greater than men's," she observes, "it's just that they're dealing with so many more things that they become worn out from it more visibly and sooner."

Dr. Yehuda notes another difference between the sexes. "I think that the kinds of things that women are exposed to tend to be in more of a chronic or repeated nature. Men go to war and are exposed to combat stress. Men are exposed to more acts of random physical violence. The kinds of interpersonal violence that women are exposed to tend to be in domestic situations, by, unfortunately, parents or other family members, and they tend not to be one-shot deals. The wear-and-tear that comes from these longer relationships can be quite devastating."

Adeline Alvarez married at 18 and gave birth to a son, but was determined to finish college. "I struggled a lot to get the college degree. I was living in so much frustration that that was my escape, to go to school, and get ahead and do better." Later, her marriage ended and she became a single mother. "It's the hardest thing to take care of a teenager, have a job, pay the rent, pay the car payment, and pay the debt. I lived from paycheck to paycheck."

Not everyone experiences the kinds of severe chronic stresses Alvarez describes. But most women today are coping with a lot of obligations, with few breaks, and feeling the strain. Alvarez's experience demonstrates the importance of finding ways to diffuse stress before it threatens your health and your ability to function.

21. Which of the following is true according to the first two paragraphs?

[A] Women are biologically more vulnerable to stress.

- [B] Women are still suffering much stress caused by men.
 [C] Women are more experienced than men in coping with stress.
 [D] Men and women show different inclinations when faced with stress.

22. Dr. Yehuda's research suggests that women .

- [A] need extra doses of chemicals to handle stress
 [B] have limited capacity for tolerating stress
 [C] are more capable of avoiding stress
 [D] are exposed to more stress

23. According to Paragraph 4, the stress women confront tends to be .

- [A] domestic and temporary
 [B] irregular and violent
 [C] durable and frequent
 [D] trivial and random

24. The sentence "I lived from paycheck to paycheck." (Line 5, Para. 5) shows that .

- [A] Alvarez cared about nothing but making money
 [B] Alvarez's salary barely covered her household expenses
 [C] Alvarez got paychecks from different jobs
 [D] Alvarez paid practically everything by check

25. Which of the following would be the best title for the text?

- [A] Strain of Stress: No Way Out?
 [B] Response to Stress: Gender Difference
 [C] Stress Analysis: What Chemicals Say?
 [D] Gender Inequality: Women Under Stress

Text 2

It used to be so straightforward. A team of researchers working together in the laboratory would submit the results of their research to a journal. A journal editor would then remove the author's names and affiliations from the paper and send it to their peers for review. Depending on the comments received, the editor would accept the paper for publication or decline it. Copyright rested with the journal publisher, and researchers seeking knowledge of the results would have to subscribe to the journal.

No longer. The Internet—and pressure from funding agencies, who are questioning why commercial publishers are making money from government-funded research by restricting access to it—is making access to scientific results a reality. The Organization for Economic Co-operation and Development (OECD) has just issued a report describing the far-reaching consequences of this. The report, by John Houghton of Victoria University in Australia and Graham Vickery of the OECD, makes heavy reading for publishers who have, so far, made handsome profits. But it goes further than that. It signals a change in what has, until now, been a key element of scientific endeavor.

The value of knowledge and the return on the public investment in research depends, in part, upon wide distribution and ready access. It is big business. In America, the core scientific publishing market is estimated at between \$7 billion and \$11 billion. The International Association of Scientific, Technical and Medical Publishers says that there are more than 2,000 publishers worldwide specializing in these subjects. They publish more than 1.2 million articles each year in some 16,000 journals.

This is now changing. According to the OECD report, some 75% of scholarly journals are now online. Entirely new business models are emerging; three main ones were identified by the report's authors. There is the so-called big deal, where institutional subscribers pay for access to a collection of online journal titles through site-licensing agreements. There is open-access publishing, typically supported by asking the author (or his employer) to pay for the paper to be published. Finally, there are open-access archives, where organizations such as universities or international laboratories support institutional repositories. Other models exist that are hybrids of these three, such as delayed open-access, where journals allow only subscribers to read a paper for the first six months, before making it freely available to everyone who wishes to see it. All this could change the traditional form of the peer-review process, at least for the publication of papers.

26. In the first paragraph, the author discusses .

- [A] the background information of journal editing
- [B] the publication routine of laboratory reports
- [C] the relations of authors with journal publishers
- [D] the traditional process of journal publication

27. Which of the following is true of the OECD report?

- [A] It criticizes government-funded research.
- [B] It introduces an effective means of publication.
- [C] It upsets profit-making journal publishers.
- [D] It benefits scientific research considerably.

28. According to the text, online publication is significant in that .

- [A] it provides an easier access to scientific results
- [B] it brings huge profits to scientific researchers
- [C] it emphasizes the crucial role of scientific knowledge
- [D] it facilitates public investment in scientific research

29. With the open-access publishing model, the author of a paper is required to .

- [A] cover the cost of its publication
- [B] subscribe to the journal publishing it
- [C] allow other online journals to use it freely
- [D] complete the peer-review before submission

30. Which of the following best summarizes the text?

- [A] The Internet is posing a threat to publishers.
- [B] A new mode of publication is emerging.
- [C] Authors welcome the new channel for publication.

[D] Publication is rendered easily by online service.

Text 3

In the early 1960s Wilt Chamberlain was one of the only three players in the National Basketball Association (NBA) listed at over seven feet. If he had played last season, however, he would have been one of 42. The bodies playing major professional sports have changed dramatically over the years, and managers have been more than willing to adjust team uniforms to fit the growing numbers of bigger, longer frames.

The trend in sports, though, may be obscuring an unrecognized reality: Americans have generally stopped growing. Though typically about two inches taller now than 140 years ago, today's people—especially those born to families who have lived in the U.S. for many generations—apparently reached their limit in the early 1960s. And they aren't likely to get any taller. "In the general population today, at this genetic, environmental level, we've pretty much gone as far as we can go," says anthropologist William Cameron Chumlea of Wright State University. In the case of NBA players, their increase in height appears to result from the increasingly common practice of recruiting players from all over the world.

Growth, which rarely continues beyond the age of 20, demands calories and nutrients—notably, protein—to feed expanding tissues. At the start of the 20th century, under-nutrition and childhood infections got in the way. But as diet and health improved, children and adolescents have, on average, increased in height by about an inch and a half every 20 years, a pattern known as the secular trend in height. Yet according to the Centers for Disease Control and Prevention, average height—5'9" for men, 5'4" for women—hasn't really changed since 1960.

Genetically speaking, there are advantages to avoiding substantial height. During childbirth, larger babies have more difficulty passing through the birth canal. Moreover, even though humans have been upright for millions of years, our feet and back continue to struggle with bipedal posture and cannot easily withstand repeated strain imposed by oversize limbs. "There are some real constraints that are set by the genetic architecture of the individual organism," says anthropologist William Leonard of Northwestern University.

Genetic maximums can change, but don't expect this to happen soon. Claire C. Gordon, senior anthropologist at the Army Research Center in Natick, Mass., ensures that 90 percent of the uniforms and workstations fit recruits without alteration. She says that, unlike those for basketball, the length of military uniforms has not changed for some time. And if you need to predict human height in the near future to design a piece of equipment, Gordon says that by and large, "you could use today's data and feel fairly confident."

31. Wilt Chamberlain is cited as an example to .

- [A] illustrate the change of height of NBA players
- [B] show the popularity of NBA players in the U.S.
- [C] compare different generations of NBA players
- [D] assess the achievements of famous NBA players

32. Which of the following plays a key role in body growth according to the text?

- [A] Genetic modification.
- [B] Natural environment.
- [C] Living standards.
- [D] Daily exercise.

33. On which of the following statements would the author most probably agree?

- [A] Non-Americans add to the average height of the nation.
- [B] Human height is conditioned by the upright posture.
- [C] Americans are the tallest on average in the world.
- [D] Larger babies tend to become taller in adulthood.

34. We learn from the last paragraph that in the near future .

- [A] the garment industry will reconsider the uniform size
- [B] the design of military uniforms will remain unchanged
- [C] genetic testing will be employed in selecting sportsmen
- [D] the existing data of human height will still be applicable

35. The text intends to tell us that .

- [A] the change of human height follows a cyclic pattern
- [B] human height is becoming even more predictable
- [C] Americans have reached their genetic growth limit
- [D] the genetic pattern of Americans has altered

Text 4

In 1784, five years before he became president of the United States, George Washington, 52, was nearly toothless. So he hired a dentist to transplant nine teeth into his jaw—having extracted them from the mouths of his slaves.

That's a far different image from the cherry-tree-chopping George most people remember from their history books. But recently, many historians have begun to focus on the role slavery played in the lives of the founding generation. They have been spurred in part by DNA evidence made available in 1998, which almost certainly proved Thomas Jefferson had fathered at least one child with his slave Sally Hemings. And only over the past 30 years have scholars examined history from the bottom up. Works of several historians reveal the moral compromises made by the nation's early leaders and the fragile nature of the country's infancy. More significant, they argue that many of the Founding Fathers knew slavery was wrong—and yet most did little to fight it.

More than anything, the historians say, the founders were hampered by the culture of their time. While Washington and Jefferson privately expressed distaste for slavery, they also understood that it was part of the political and economic bedrock of the country they helped to create.

For one thing, the South could not afford to part with its slaves. Owning slaves was “like having a large bank account,” says Wienczek, author of *An Imperfect God: George Washington, His Slaves, and the Creation of America*. The southern states would not have signed the Constitution without protections for the “peculiar institution,” including a clause that counted a slave as three fifths of a man for purposes of congressional representation.

And the statesmen’s political lives depended on slavery. The three-fifths formula handed Jefferson his narrow victory in the presidential election of 1800 by inflating the votes of the southern states in the Electoral College. Once in office, Jefferson extended slavery with the Louisiana Purchase in 1803; the new land was carved into 13 states, including three slave states.

Still, Jefferson freed Hemings’s children—though not Hemings herself or his approximately 150 other slaves. Washington, who had begun to believe that *all* men were created equal after observing the bravery of the black soldiers during the Revolutionary War, overcame the strong opposition of his relatives to grant his slaves their freedom in his will. Only a decade earlier, such an act would have required legislative approval in Virginia.

36. George Washington’s dental surgery is mentioned to .

- [A] show the primitive medical practice in the past.
- [B] demonstrate the cruelty of slavery in his days.
- [C] stress the role of slaves in the U.S. history.
- [D] reveal some unknown aspect of his life.

37. We may infer from the second paragraph that .

- [A] DNA technology has been widely applied to history research.
- [B] in its early days the U.S. was confronted with delicate situations.
- [C] historians deliberately made up some stories of Jefferson’s life.
- [D] political compromises are easily found throughout the U.S. history.

38. What do we learn about Thomas Jefferson?

- [A] His political view changed his attitude towards slavery.
- [B] His status as a father made him free the child slaves.
- [C] His attitude towards slavery was complex.
- [D] His affair with a slave stained his prestige.

39. Which of the following is true according to the text?

- [A] Some Founding Fathers benefit politically from slavery.
- [B] Slaves in the old days did not have the right to vote.
- [C] Slave owners usually had large savings accounts.
- [D] Slavery was regarded as a peculiar institution.

40. Washington’s decision to free slaves originated from his .

- [A] moral considerations.
- [B] military experience.
- [C] financial conditions.

[D] political stand.

Part B

Directions:

In the following text, some segments have been removed. For Questions 41-45, choose the most suitable one from the list A-G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 1. (10 points)

The time for sharpening pencils, arranging your desk, and doing almost anything else instead of writing has ended. The first draft will appear on the page only if you stop avoiding the inevitable and sit, stand up, or lie down to write. (41) _____.

Be flexible. Your outline should smoothly conduct you from one point to the next, but do not permit it to railroad you. If a relevant and important idea occurs to you now, work it into the draft. (42) _____. Grammar, punctuation, and spelling can wait until you revise. Concentrate on what you are saying. Good writing most often occurs when you are in hot pursuit of an idea rather than in a nervous search for errors.

(43) _____. Your pages will be easier to keep track of that way, and, if you have to clip a paragraph to place it elsewhere, you will not lose any writing on either side.

If you are working on a word processor, you can take advantage of its capacity to make additions and deletions as well as move entire paragraphs by making just a few simple keyboard commands. Some software programs can also check spelling and certain grammatical elements in your writing. (44) _____. These printouts are also easier to read than the screen when you work on revisions.

Once you have a first draft on paper, you can delete material that is unrelated to your thesis and add material necessary to illustrate your points and make your paper convincing. The student who wrote “The A&P as a State of Mind” wisely dropped a paragraph that questioned whether Sammy displays chauvinistic attitudes toward women. (45) _____.

Remember that your initial draft is only that. You should go through the paper many times—and then again—working to substantiate and clarify your ideas. You may even end up with several entire versions of the paper. Rewrite. The sentences within each paragraph should be related to a single topic. Transitions should connect one paragraph to the next so that there are no abrupt or confusing shifts. Awkward or wordy phrasing or unclear sentences and paragraphs should be mercilessly poked and prodded into shape.

[A] To make revising easier, leave wide margins and extra space between lines so that you can easily add words, sentences and

corrections. Write on only one side of the paper.

[B] After you have already and adequately developed the body of your paper, pay particular attention to the introductory and concluding paragraphs. It’s probably best to write the introduction last, after you know precisely what you are introducing. Concluding paragraphs demand equal attention because they leave the reader with a final impression.

[C] It's worth remembering, however, that though a clean copy fresh off a printer may look terrible, it will read only as well as the thinking and writing that have gone into it. Many writers prudently store their data on disks and print their pages each time they finish a draft to avoid losing any material because of power failures or other problems.

[D] It makes no difference how you write, just so you do. Now that you have developed a topic into a tentative thesis, you can assemble your notes and begin to flesh out whatever outline you have made.

[E] Although this is an interesting issue, it has nothing to do with the thesis, which explains how the setting influences Sammy's decision to quit his job. Instead of including that paragraph, she added one that described Lengel's crabbed response to the girls so that she could lead up to the A & P "policy" he enforces.

[F] In the final paragraph about the significance of the setting in "A&P" the student brings together the reasons Sammy quit his job by referring to his refusal to accept Lengel's store policies.

[G] By using the first draft as a means of thinking about what you want to say, you will very likely discover more than your notes originally suggested. Plenty of good writers don't use outlines at all but discover ordering principles as they write. Do not attempt to compose a perfectly correct draft the first time around.

Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written neatly on ANSWER SHEET 2. (10 points)

In his autobiography, Darwin himself speaks of his intellectual powers with extraordinary modesty. He points out that he always experienced much difficulty in expressing himself clearly and concisely, but (46) he believes that this very difficulty may have had the compensating advantage of forcing him to think long and intently about every sentence, and thus enabling him to detect errors in reasoning and in his own observations. He disclaimed the possession of any great quickness of apprehension or wit, such as distinguished Huxley. (47) He asserted, also, that his power to follow a long and purely abstract train of thought was very limited, for which reason he felt certain that he never could have succeeded with mathematics. His memory, too, he described as extensive, but hazy. So poor in one sense was it that he never could remember for more than a few days a single date or a line of poetry. (48) On the other hand, he did not accept as well founded the charge made by some of his critics that, while he was a good observer, he had no power of reasoning. This, he thought, could not be true, because the "Origin of Species" is one long argument from the beginning to the end, and has convinced many able men. No one, he submits, could have written it without possessing some power of reasoning. He was willing to assert that "I have a fair share of invention, and of common sense or judgment, such as every fairly successful lawyer or doctor must have, but not, I believe, in any higher degree." (49) He adds humbly that perhaps he was "superior to the common run of men in noticing things which easily escape attention, and in observing them carefully."

Writing in the last year of his life, he expressed the opinion that in two or three respects his mind had changed during the preceding twenty or thirty years. Up to the age of thirty or beyond it poetry of many kinds gave him great pleasure. Formerly, too, pictures had given him considerable, and music very great, delight. In 1881, however, he said: "Now for many years I cannot endure to read a line of poetry. I have also almost lost my taste for pictures or music." (50) Darwin was convinced that the loss of these tastes was not only a loss of happiness, but might possibly be injurious to the intellect, and more probably to the moral character.

Section III Writing

Part A

51. Directions:

You have just come back from Canada and found a music CD in your luggage that you forgot to return to Bob, your landlord there. Write him a letter to

- 1) make an apology, and
- 2) suggest a solution.

You should write about 100 words on ANSWER SHEET 2.

Do not sign your own name at the end of the letter. Use "Li Ming" instead.

Do not write the address. (10 points)

Part B

52. Directions:

Write an essay of 160-200 words based on the following drawing. In your essay, you should

- 1) describe the drawing briefly,
- 2) explain its intended meaning, and then
- 3) give your comments.

You should write neatly on ANSWER SHEET 2. (20 points)



2007 年全国硕士研究生招生考试英语（一）试题

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark [A], [B], [C] or [D] on ANSWER SHEET 1. (10 points)

By 1830, the former Spanish and Portuguese colonies had become independent nations. The roughly 20 million 1 of these nations looked 2 to the future. Born in the crisis of the old regime and Iberian colonialism, many of the leaders of independence 3 the ideals of representative government, careers 4 to talent, freedom of commerce and trade, the 5 to private property, and a belief in the individual as the basis of society. 6 there was a belief that the new nations should be sovereign and independent states, large enough to be economically viable and integrated by a 7 set of laws.

On the issue of 8 of religion and the position of the Church, 9, there was less agreement 10 the leadership. Roman Catholicism had been the state religion and the only one 11 by the Spanish crown. 12 most leaders sought to maintain Catholicism 13 the official religion of the new states, some sought to end the 14 of other faiths. The defense of the Church became a rallying 15 for the conservative forces.

The ideals of the early leaders of independence were often egalitarian, valuing equality of everything. Bolivar had received aid from Haiti and had 16 in return to abolish slavery in the areas he liberated. By 1854 slavery had been abolished everywhere except Spain's 17 colonies. Early promises to end Indian tribute and taxes on people of mixed origin came much 18 because the new nations still needed the revenue such policies 19. Egalitarian sentiments were often tempered by fears that the mass of the population was 20 self-rule and democracy.

- | | | | |
|--------------------|------------------|----------------|-----------------|
| 1.[A] natives | [B] inhabitants | [C] peoples | [D] individuals |
| 2.[A] confusedly | [B] cheerfully | [C] worriedly | [D] hopefully |
| 3.[A] shared | [B] forgot | [C] attained | [D] rejected |
| 4.[A] related | [B] close | [C] open | [D] devoted |
| 5.[A] access | [B] succession | [C] right | [D] return |
| 6.[A] Presumably | [B] Incidentally | [C] Obviously | [D] Generally |
| 7.[A] unique | [B] common | [C] particular | [D] typical |
| 8.[A] freedom | [B] origin | [C] impact | [D] reform |
| 9.[A] therefore | [B] however | [C] indeed | [D] moreover |
| 10.[A] with | [B] about | [C] among | [D] by |
| 11.[A] allowed | [B] preached | [C] granted | [D] funded |
| 12.[A] Since | [B] If | [C] Unless | [D] While |
| 13.[A] as | [B] for | [C] under | [D] against |
| 14.[A] spread | [B] interference | [C] exclusion | [D] influence |
| 15.[A] support | [B] cry | [C] plea | [D] wish |
| 16.[A] urged | [B] intended | [C] expected | [D] promised |
| 17.[A] controlling | [B] former | [C] remaining | [D] original |

- 18.[A] slower [B] faster [C] easier [D] tougher
 19.[A] created [B] produced [C] contributed [D] preferred
 20.[A] puzzled by [B] hostile to [C] pessimistic about [D] unprepared for

Section II Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing [A], [B], [C], or [D]. Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

If you were to examine the birth certificates of every soccer player in 2006's World Cup tournament, you would most likely find a noteworthy quirk: elite soccer players are more likely to have been born in the earlier months of the year than in the late months. If you then examined the European national youth teams that feed the World Cup and professional ranks, you would find this strange phenomenon to be ever more pronounced.

What might account for this strange phenomenon? Here are a few guesses: a) certain astrological signs confer superior soccer skills; b) winter-born babies tend to have higher oxygen capacity, which increases soccer stamina; c) soccer-mad parents are more likely to conceive children in springtime, at the annual peak of soccer mania; d) none of the above.

Anders Ericsson, a 58-year-old psychology professor at Florida State University, says he believes strongly in "none of the above." Ericsson grew up in Sweden, and studied nuclear engineering until he realized he would have more opportunity to conduct his own research if he switched to psychology. His first experiment, nearly 30 years ago, involved memory: training a person to hear and then repeat a random series of numbers. "With the first subject, after about 20 hours of training, his digit span had risen from 7 to 20," Ericsson recalls. "He kept improving, and after about 200 hours of training he had risen to over 80 numbers."

This success, coupled with later research showing that memory itself is not genetically determined, led Ericsson to conclude that the act of memorizing is more of a cognitive exercise than an intuitive one. In other words, whatever inborn differences two people may exhibit in their abilities to memorize, those differences are swamped by how well each person "encodes" the information. And the best way to learn how to encode information meaningfully, Ericsson determined, was a process known as deliberate practice. Deliberate practice entails more than simply repeating a task. Rather, it involves setting specific goals, obtaining immediate feedback and concentrating as much on technique as on outcome.

Ericsson and his colleagues have thus taken to studying expert performers in a wide range of pursuits, including soccer. They gather all the data they can, not just performance statistics and biographical details but also the results of their own laboratory experiments with high achievers. Their work makes a rather startling assertion: the trait we commonly call talent is highly overrated. Or, put another way, expert performers—whether in memory or surgery, ballet or computer programming—are nearly always made, not born.

21. The birthday phenomenon found among soccer players is mentioned to

- [A] stress the importance of professional training.
- [B] spotlight the soccer superstars at the World Cup.
- [C] introduce the topic of what makes expert performance.
- [D] explain why some soccer teams play better than others.

22. The word “mania” (Line 4, Paragraph 2) most probably means

- [A] fun.
- [B] craze.
- [C] hysteria.
- [D] excitement.

23. According to Ericsson, good memory

- [A] depends on meaningful processing of information.
- [B] results from intuitive rather than cognitive exercises.
- [C] is determined by genetic rather than psychological factors.
- [D] requires immediate feedback and a high degree of concentration.

24. Ericsson and his colleagues believe that

- [A] talent is a dominating factor for professional success.
- [B] biographical data provide the key to excellent performance.
- [C] the role of talent tends to be overlooked.
- [D] high achievers owe their success mostly to nurture.

25. Which of the following proverbs is closest to the message the text tries to convey?

- [A] “Faith will move mountains.”
- [B] “One reaps what one sows.”
- [C] “Practice makes perfect.”
- [D] “Like father, like son.”

Text 2

For the past several years, the Sunday newspaper supplement *Parade* has featured a column called “Ask Marilyn.” People are invited to query Marilyn vos Savant, who at age 10 had tested at a mental level of someone about 23 years old; that gave her an IQ of 228—the highest score ever recorded. IQ tests ask you to complete verbal and visual analogies, to envision paper after it has been folded and cut, and to deduce numerical sequences, among other similar tasks. So it is a bit confusing when vos Savant fields such queries from the average Joe (whose IQ is 100) as, What’s the difference between love and fondness? Or what is the nature of luck

and coincidence? It's not obvious how the capacity to visualize objects and to figure out numerical patterns suits one to answer questions that have eluded some of the best poets and philosophers.

Clearly, intelligence encompasses more than a score on a test. Just what does it mean to be smart? How much of intelligence can be specified, and how much can we learn about it from neurology, genetics, computer science and other fields?

The defining term of intelligence in humans still seems to be the IQ score, even though IQ tests are not given as often as they used to be. The test comes primarily in two forms: the Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scales (both come in adult and children's version). Generally costing several hundred dollars, they are usually given only by psychologists, although variations of them populate bookstores and the World Wide Web. Superhigh scores like vos Savant's are no longer possible, because scoring is now based on a statistical population distribution among age peers, rather than simply dividing the mental age by the chronological age and multiplying by 100. Other standardized tests, such as the Scholastic Assessment Test (SAT) and the Graduate Record Exam (GRE), capture the main aspects of IQ tests.

Such standardized tests may not assess all the important elements necessary to succeed in school and in life, argues Robert J. Sternberg. In his article "How Intelligent Is Intelligence Testing?", Sternberg notes that traditional tests best assess analytical and verbal skills but fail to measure creativity and practical knowledge, components also critical to problem solving and life success. Moreover, IQ tests do not necessarily predict so well once populations or situations change. Research has found that IQ predicted leadership skills when the tests were given under low-stress conditions, but under high-stress conditions, IQ was negatively correlated with leadership—that is, it predicted the opposite. Anyone who has toiled through SAT will testify that test-taking skill also matters, whether it's knowing when to guess or what questions to skip.

26. Which of the following may be required in an intelligence test?

- [A] Answering philosophical questions.
- [B] Folding or cutting paper into different shapes.
- [C] Telling the differences between certain concepts.
- [D] Choosing words or graphs similar to the given ones.

27. What can be inferred about intelligence testing from Paragraph3?

- [A] People no longer use IQ scores as an indicator of intelligence.
- [B] More versions of IQ tests are now available on the Internet.
- [C] The test contents and formats for adults and children may be different.
- [D] Scientists have defined the important elements of human intelligence.

28. People nowadays can no longer achieve IQ scores as high as vos Savant's because

- [A] the scores are obtained through different computational procedures.
- [B] creativity rather than analytical skills is emphasized now.
- [C] vos Savant's case is an extreme one that will not repeat.

[D] the defining characteristic of IQ tests has changed.

29. We can conclude from the last paragraph that

[A] test scores may not be reliable indicators of one's ability.

[B] IQ scores and SAT results are highly correlated.

[C] testing involves a lot of guesswork.

[D] traditional tests are out of date.

30. What is the author's attitude towards IQ tests?

[A] Supportive.

[B] Skeptical.

[C] Impartial.

[D] Biased.

Text 3

During the past generation, the American middle-class family that once could count on hard work and fair play to keep itself financially secure has been transformed by economic risk and new realities. Now a pink slip, a bad diagnosis, or a disappearing spouse can reduce a family from solidly middle class to newly poor in a few months. In just one generation, millions of mothers have gone to work, transforming basic family economics. Scholars, policymakers, and critics of all stripes have debated the social implications of these changes, but few have looked at the side effect: family risk has risen as well. Today's families have budgeted to the limits of their new two-paycheck status. As a result, they have lost the parachute they once had in times of financial setback—a back-up earner (usually Mom) who could go into the workforce if the primary earner got laid off or fell sick. This “added-worker effect” could support the safety net offered by unemployment insurance or disability insurance to help families weather bad times. But today, a disruption to family fortunes can no longer be made up with extra income from an otherwise-stay-at-home partner.

During the same period, families have been asked to absorb much more risk in their retirement income. Steelworkers, airline employees, and now those in the auto industry are joining millions of families who must worry about interest rates, stock market fluctuation, and the harsh reality that they may outlive their retirement money. For much of the past year, President Bush campaigned to move Social Security to a savings-account model, with retirees trading much or all of their guaranteed payments for payments depending on investment returns. For younger families, the picture is not any better. Both the absolute cost of healthcare and the share of it borne by families have risen—and newly fashionable health-savings plans are spreading from legislative halls to Wal-Mart workers, with much higher deductibles and a large new dose of investment risk for families' future healthcare. Even demographics are working against the middle class family, as the odds of having a weak elderly parent—and all the attendant need for physical and financial assistance—have jumped eightfold in just one generation.

From the middle-class family perspective, much of this, understandably, looks far less like an opportunity to exercise more financial responsibility, and a good deal more like a frightening acceleration of the wholesale shift of financial risk onto their already overburdened shoulders. The financial fallout has begun, and the political fallout may not be far behind.

31. Today's double-income families are at greater financial risk in that

- [A] the safety net they used to enjoy has disappeared.
- [B] their chances of being laid off have greatly increased.
- [C] they are more vulnerable to changes in family economics.
- [D] they are deprived of unemployment or disability insurance.

32. As a result of President Bush's reform, retired people may have

- [A] a higher sense of security.
- [B] less secured payments.
- [C] less chance to invest.
- [D] a guaranteed future.

33. According to the author, health-savings plans will

- [A] help reduce the cost of healthcare.
- [B] popularize among the middle class.
- [C] compensate for the reduced pensions.
- [D] increase the families' investment risk.

34. It can be inferred from the last paragraph that

- [A] financial risks tend to outweigh political risks.
- [B] the middle class may face greater political challenges.
- [C] financial problems may bring about political problems.
- [D] financial responsibility is an indicator of political status.

35. Which of the following is the best title for this text?

- [A] The Middle Class on the Alert
- [B] The Middle Class on the Cliff
- [C] The Middle Class in Conflict
- [D] The Middle Class in Ruins

Text 4

It never rains but it pours. Just as bosses and boards have finally sorted out their worst accounting and compliance troubles, and improved their feeble corporation governance, a new problem threatens to earn them—

especially in America—the sort of nasty headlines that inevitably lead to heads rolling in the executive suite: data insecurity. Left, until now, to odd, low-level IT staff to put right, and seen as a concern only of data-rich industries such as banking, telecoms and air travel, information protection is now high on the boss’s agenda in businesses of every variety.

Several massive leakages of customer and employee data this year—from organizations as diverse as Time Warner, the American defense contractor Science Applications International Corp and even the University of California, Berkeley—have left managers hurriedly peering into their intricate IT systems and business processes in search of potential vulnerabilities.

“Data is becoming an asset which needs to be guarded as much as any other asset,” says Haim Mendelson of Stanford University’s business school. “The ability to guard customer data is the key to market value, which the board is responsible for on behalf of shareholders”. Indeed, just as there is the concept of Generally Accepted Accounting Principles (GAAP), perhaps it is time for GASP, Generally Accepted Security Practices, suggested Eli Noam of New York’s Columbia Business School. “Setting the proper investment level for security, redundancy, and recovery is a management issue, not a technical one,” he says.

The mystery is that this should come as a surprise to any boss. Surely it should be obvious to the dimmest executive that trust, that most valuable of economic assets, is easily destroyed and hugely expensive to restore—and that few things are more likely to destroy trust than a company letting sensitive personal data get into the wrong hands.

The current state of affairs may have been encouraged—though not justified—by the lack of legal penalty (in America, but not Europe) for data leakage. Until California recently passed a law, American firms did not have to tell anyone, even the victim, when data went astray. That may change fast: lots of proposed data-security legislation is now doing the rounds in Washington, D.C. Meanwhile, the theft of information about some 40 million credit-card accounts in America, disclosed on June 17th, overshadowed a hugely important decision a day earlier by America’s Federal Trade Commission (FTC) that puts corporate America on notice that regulators will act if firms fail to provide adequate data security.

36. The statement “It never rains but it pours” is used to introduce

- [A] the fierce business competition.
- [B] the feeble boss-board relations.
- [C] the threat from news reports.
- [D] the severity of data leakage.

37. According to Paragraph 2, some organizations check their systems to find out

- [A] whether there is any weak point.
- [B] what sort of data has been stolen.
- [C] who is responsible for the leakage.
- [D] how the potential spies can be located.

38. In bringing up the concept of GASP the author is making the point that

- [A] shareholders' interests should be properly attended to.
- [B] information protection should be given due attention.
- [C] businesses should enhance their level of accounting security.
- [D] the market value of customer data should be emphasized.

39. According to Paragraph 4, what puzzles the author is that some bosses fail to

- [A] see the link between trust and data protection.
- [B] perceive the sensitivity of personal data.
- [C] realize the high cost of data restoration.
- [D] appreciate the economic value of trust.

40. It can be inferred from Paragraph 5 that

- [A] data leakage is more severe in Europe.
- [B] FTC's decision is essential to data security.
- [C] California takes the lead in security legislation.
- [D] legal penalty is a major solution to data leakage.

Part B

Directions:

You are going to read a list of headings and a text about what parents are supposed to do to guide their children into adulthood. Choose a heading from the list A-G that best fits the meaning of each numbered part of the text (41-45). The first and last paragraphs of the text are not numbered. There are two extra headings that you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

- [A] Set a Good Example for Your Kids
- [B] Build Your Kids' Work Skills
- [C] Place Time Limits on Leisure Activities
- [D] Talk about the Future on a Regular Basis
- [E] Help Kids Develop Coping Strategies
- [F] Help Your Kids Figure Out Who They Are
- [G] Build Your Kids' Sense of Responsibility

How Can a Parent Help?

Mothers and fathers can do a lot to ensure a safe landing in early adulthood for their kids. Even if a job's starting salary seems too small to satisfy an emerging adult's need for rapid content, the transition from school to work can be less of a setback if the start-up adult is ready for the move. Here are a few measures, drawn from my book *Ready or Not, Here Life Comes*, that parents can take to prevent what I call "work-life unreadiness":

1

You can start this process when they are 11 or 12. Periodically review their emerging strengths and weaknesses with them and work together on any shortcomings, like difficulty in communicating well or collaborating. Also, identify the kinds of interests they keep coming back to, as these offer clues to the careers that will fit them best.

Kids need a range of authentic role models—as opposed to members of their clique, pop stars and vaunted athletes. Have regular dinner-table discussions about people the family knows and how they got where they are. Discuss the joys and downsides of your own career and encourage your kids to form some ideas about their own future. When asked what they want to do, they should be discouraged from saying “I have no idea.” They can change their minds 200 times, but having only a foggy view of the future is of little good.

Teachers are responsible for teaching kids how to learn; parents should be responsible for teaching them how to work. Assign responsibilities around the house and make sure homework deadlines are met. Encourage teenagers to take a part-time job. Kids need plenty of practice delaying gratification and deploying effective organizational skills, such as managing time and setting priorities.

Playing video games encourages immediate content. And hours of watching TV shows with canned laughter only teaches kids to process information in a passive way. At the same time, listening through earphones to the same monotonous beats for long stretches encourages kids to stay inside their bubble instead of pursuing other endeavors. All these activities can prevent the growth of important communication and thinking skills and make it difficult for kids to develop the kind of sustained concentration they will need for most jobs.

They should know how to deal with setbacks, stress and feelings of inadequacy. They should also learn how to solve problems and resolve conflicts, ways to brainstorm and think critically. Discussions at home can help kids practice doing these things and help them apply these skills to everyday life situations.

What about the son or daughter who is grown but seems to be struggling and wandering aimlessly through early adulthood? Parents still have a major role to play, but now it is more delicate. They have to be careful not to come across as disappointed in their child. They should exhibit strong interest and respect for whatever currently interests their fledging adult (as naive or ill conceived as it may seem) while becoming a partner in exploring options for the future. Most of all, these new adults must feel that they are respected and supported by a family that appreciates them.

Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written neatly on ANSWER SHEET 2. (10 points)

The study of law has been recognized for centuries as a basic intellectual discipline in European universities. However, only in recent years has it become a feature of undergraduate programs in Canadian universities.

(46) Traditionally, legal learning has been viewed in such institutions as the special preserve of lawyers, rather than a necessary part of the intellectual equipment of an educated person. Happily, the older and more

continental view of legal education is establishing itself in a number of Canadian universities and some have even begun to offer undergraduate degrees in law.

If the study of law is beginning to establish itself as part and parcel of a general education, its aims and methods should appeal directly to journalism educators. Law is a discipline which encourages responsible judgment. On the one hand, it provides opportunities to analyze such ideas as justice, democracy and freedom. (47) On the other, it links these concepts to everyday realities in a manner which is parallel to the links journalists forge on a daily basis as they cover and comment on the news. For example, notions of evidence and fact, of basic rights and public interest are at work in the process of journalistic judgment and production just as in courts of law.

Sharpening judgment by absorbing and reflecting on law is a desirable component of a journalist's intellectual preparation for his or her career.

(48) But the idea that the journalist must understand the law more profoundly than an ordinary citizen rests on an understanding of the established conventions and special responsibilities of the news media. Politics or, more broadly, the functioning of the state, is a major subject for journalists. The better informed they are about the way the state works, the better their reporting will be. (49) In fact, it is difficult to see how journalists who do not have a clear grasp of the basic features of the Canadian Constitution can do a competent job on political stories. Furthermore, the legal system and the events which occur within it are primary subjects for journalists. While the quality of legal journalism varies greatly, there is an undue reliance amongst many journalists on interpretations supplied to them by lawyers. (50) While comment and reaction from lawyers may enhance stories, it is preferable for journalists to rely on their own notions of significance and make their own judgments. These can only come from a well-grounded understanding of the legal system.

Section III Writing

Part A

51. Directions

Write a letter to your university library, making suggestions for improving its service.

You should write about 100 words on ANSWER SHEET 2.

Do not sign your own name at the end of the letter. Use "Li Ming" instead.

Do not write the address. (10 points)

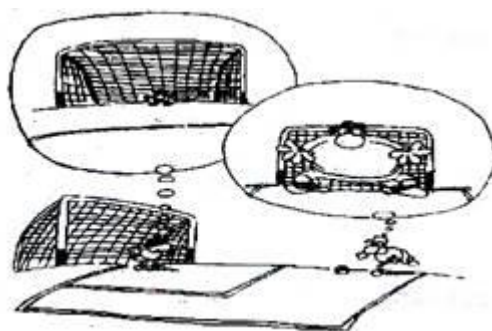
Part B

52. Directions:

Write an essay of 160-200 words based on the following drawing. In your essay, you should

- 1) describe the drawing briefly,
- 2) explain its intended meaning, and then
- 3) support your view with an example/examples.

You should write neatly on ANSWER SHEET 2. (20 points)



2006 年全国硕士研究生招生考试英语（一）试题

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark [A], [B], [C] or [D] on ANSWER SHEET 1. (10 points)

The homeless make up a growing percentage of America's population. 1, homelessness has reached such proportions that local governments can't possibly 2. To help homeless people 3 independence, the federal government must support job training programs, 4 the minimum wage, and fund more low-cost housing. 5 everyone agrees on the number of Americans who are homeless. Estimates 6 anywhere from 600,000 to 3 million. 7 the figure may vary, analysts do agree on another matter: that the number of the homeless is 8. One of the federal government's studies 9 that the number of the homeless will reach nearly 19 million by the end of this decade.

Finding ways to 10 this growing homeless population has become increasingly difficult. 11 when homeless individuals manage to find a 12 that will give them three meals a day and a place to sleep at night, a good number still spend the bulk of each day 13 the street. Part of the problem is that many homeless adults are addicted to alcohol or drugs. And a significant number of the homeless have serious mental disorders. Many others, 14 not addicted or mentally ill, simply lack the everyday 15 skills needed to turn their lives 16. *Boston Globe* reporter Chris Reidy notes that the situation will improve only when there are 17 programs that address the many needs of the homeless. 18 Edward Zlotkowski, director of community service at Bentley College in Massachusetts, 19 it, "There has to be 20 of programs. What's needed is a package deal."

1. [A] Indeed [B] Likewise [C] Therefore [D] Furthermore
2. [A] stand [B] cope [C] approve [D] retain
3. [A] in [B] for [C] with [D] toward
4. [A] raise [B] add [C] take [D] keep
5. [A] Generally [B] Almost [C] Hardly [D] Not
6. [A] cover [B] change [C] range [D] differ
7. [A] Now that [B] Although [C] Provided [D] Except that
8. [A] inflating [B] expanding [C] increasing [D] extending
9. [A] predicts [B] displays [C] proves [D] discovers
10. [A] assist [B] track [C] sustain [D] dismiss
11. [A] Hence [B] But [C] Even [D] Only
12. [A] lodging [B] shelter [C] dwelling [D] house
13. [A] searching [B] strolling [C] crowding [D] wandering
14. [A] when [B] once [C] while [D] whereas
15. [A] life [B] existence [C] survival [D] maintenance
16. [A] around [B] over [C] on [D] up
17. [A] complex [B] comprehensive [C] complementary [D] compensating

- 18.[A] So [B] Since [C] As [D] Thus
 19.[A] puts [B] interprets [C] assumes [D] makes
 20.[A] supervision [B] manipulation [C] regulation [D] coordination

Section II Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing [A], [B], [C], or [D]. Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

In spite of “endless talk of difference,” American society is an amazing machine for homogenizing people. There is “the democratizing uniformity of dress and discourse, and the casualness and absence of deference” characteristic of popular culture. People are absorbed into “a culture of consumption” launched by the 19th-century department stores that offered “vast arrays of goods in an elegant atmosphere. Instead of intimate shops catering to a knowledgeable elite” these were stores “anyone could enter, regardless of class or background. This turned shopping into a public and democratic act.” The mass media, advertising and sports are other forces for homogenization. Immigrants are quickly fitting into this common culture, which may not be altogether elevating but is hardly poisonous. Writing for the National Immigration Forum, Gregory Rodriguez reports that today’s immigration is neither at unprecedented levels nor resistant to assimilation. In 1998 immigrants were 9.8 percent of the population; in 1900, 13.6 percent. In the 10 years prior to 1990, 3.1 immigrants arrived for every 1,000 residents; in the 10 years prior to 1890, 9.2 for every 1,000. Now, consider three indices of assimilation—language, home ownership and intermarriage.

The 1990 Census revealed that “a majority of immigrants from each of the fifteen most common countries of origin spoke English ‘well’ or ‘very well’ after ten years of residence.” The children of immigrants tend to be bilingual and proficient in English. “By the third generation, the original language is lost in the majority of immigrant families.” Hence the description of America as a “graveyard” for languages. By 1996 foreign-born immigrants who had arrived before 1970 had a home ownership rate of 75.6 percent, higher than the 69.8 percent rate among native-born Americans.

Foreign-born Asians and Hispanics “have higher rates of intermarriage than do U.S.-born whites and blacks.” By the third generation, one third of Hispanic women are married to non-Hispanics, and 41 percent of Asian-American women are married to non-Asians.

Rodriguez notes that children in remote villages around the world are fans of superstars like Arnold Schwarzenegger and Garth Brooks, yet “some Americans fear that immigrants living within the United States remain somehow immune to the nation’s assimilative power.”

Are there divisive issues and pockets of seething anger in America? Indeed. It is big enough to have a bit of everything. But particularly when viewed against America’s turbulent past, today’s social indices hardly suggest a dark and deteriorating social environment.

21. The word “homogenizing” (Line 2, Paragraph 1) most probably means _____.

- [A] identifying
- [B] associating
- [C] assimilating
- [D] monopolizing

22. According to the author, the department stores of the 19th century _____.

- [A] played a role in the spread of popular culture
- [B] became intimate shops for common consumers
- [C] satisfied the needs of a knowledgeable elite
- [D] owed its emergence to the culture of consumption

23. The text suggests that immigrants now in the U.S. _____.

- [A] are resistant to homogenization
- [B] exert a great influence on American culture
- [C] are hardly a threat to the common culture
- [D] constitute the majority of the population

24. Why are Arnold Schwarzenegger and Garth Brooks mentioned in Paragraph 5?

- [A] To prove their popularity around the world.
- [B] To reveal the public’s fear of immigrants.
- [C] To give examples of successful immigrants.
- [D] To show the powerful influence of American culture.

25. In the author’s opinion, the absorption of immigrants into American society is _____.

- [A] rewarding
- [B] successful
- [C] fruitless
- [D] harmful

Text 2

Stratford-on-Avon, as we all know, has only one industry—William Shakespeare—but there are two distinctly separate and increasingly hostile branches. There is the Royal Shakespeare Company (RSC), which presents superb productions of the plays at the Shakespeare Memorial Theatre on the Avon. And there are the townsfolk who largely live off the tourists who come, not to see the plays, but to look at Anne Hathaway’s Cottage, Shakespeare’s birthplace and the other sights.

The worthy residents of Stratford doubt that the theatre adds a penny to their revenue. They frankly dislike the RSC’s actors, them with their long hair and beards and sandals and noisiness. It’s all deliciously ironic when you consider that Shakespeare, who earns their living, was himself an actor (with a beard) and did his share of noise-making.

The tourist streams are not entirely separate. The sightseers who come by bus—and often take in Warwick Castle and Blenheim Palace on the side—don't usually see the plays, and some of them are even surprised to find a theatre in Stratford. However, the playgoers do manage a little sight-seeing along with their playgoing. It is the playgoers, the RSC contends, who bring in much of the town's revenue because they spend the night (some of them four or five nights) pouring cash into the hotels and restaurants. The sightseers can take in everything and get out of town by nightfall.

The townsfolk don't see it this way and the local council does not contribute directly to the subsidy of the Royal Shakespeare Company. Stratford cries poor traditionally. Nevertheless every hotel in town seems to be adding a new wing or cocktail lounge. Hilton is building its own hotel there, which you may be sure will be decorated with Hamlet Hamburger Bars, the Lear Lounge, the Banquo Banqueting Room, and so forth, and will be very expensive.

Anyway, the townsfolk can't understand why the Royal Shakespeare Company needs a subsidy. (The theatre has broken attendance records for three years in a row. Last year its 1,431 seats were 94 per cent occupied all year long and this year they'll do better.) The reason, of course, is that costs have rocketed and ticket prices have stayed low.

It would be a shame to raise prices too much because it would drive away the young people who are Stratford's most attractive clientele. They come entirely for the plays, not the sights. They all seem to look alike (though they come from all over)—lean, pointed, dedicated faces, wearing jeans and sandals, eating their buns and bedding down for the night on the flagstones outside the theatre to buy the 20 seats and 80 standing-room tickets held for the sleepers and sold to them when the box office opens at 10:30 a.m.

26. From the first two paragraphs, we learn that _____.

- [A] the townsfolk deny the RSC's contribution to the town's revenue
- [B] the actors of the RSC imitate Shakespeare on and off stage
- [C] the two branches of the RSC are not on good terms
- [D] the townsfolk earn little from tourism

27. It can be inferred from Paragraph 3 that _____.

- [A] the sightseers cannot visit the Castle and the Palace separately
- [B] the playgoers spend more money than the sightseers
- [C] the sightseers do more shopping than the playgoers
- [D] the playgoers go to no other places in town than the theater

28. By saying "Stratford cries poor traditionally" (Line 2, Paragraph 4), the author implies that _____.

- [A] Stratford cannot afford the expansion projects
- [B] Stratford has long been in financial difficulties
- [C] the town is not really short of money
- [D] the townsfolk used to be poorly paid

29. According to the townsfolk, the RSC deserves no subsidy because _____.

- [A] ticket prices can be raised to cover the spending
- [B] the company is financially ill-managed

[C] the behavior of the actors is not socially acceptable

[D] the theatre attendance is on the rise

30. From the text we can conclude that the author _____.

[A] is supportive of both sides

[B] favors the townsfolk's view

[C] takes a detached attitude

[D] is sympathetic to the RSC

Text 3

When prehistoric man arrived in new parts of the world, something strange happened to the large animals: they suddenly became extinct. Smaller species survived. The large, slow-growing animals were easy game, and were quickly hunted to extinction. Now something similar could be happening in the oceans.

That the seas are being overfished has been known for years. What researchers such as Ransom Myers and Boris Worm have shown is just how fast things are changing. They have looked at half a century of data from fisheries around the world. Their methods do not attempt to estimate the actual biomass (the amount of living biological matter) of fish species in particular parts of the ocean, but rather changes in that biomass over time. According to their latest paper published in *Nature*, the biomass of large predators (animals that kill and eat other animals) in a new fishery is reduced on average by 80% within 15 years of the start of exploitation. In some long-fished areas, it has halved again since then.

Dr. Worm acknowledges that these figures are conservative. One reason for this is that fishing technology has improved. Today's vessels can find their prey using satellites and sonar, which were not available 50 years ago. That means a higher proportion of what is in the sea is being caught, so the real difference between present and past is likely to be worse than the one recorded by changes in catch sizes. In the early days, too, longlines would have been more saturated with fish. Some individuals would therefore not have been caught, since no baited hooks would have been available to trap them, leading to an underestimate of fish stocks in the past. Furthermore, in the early days of longline fishing, a lot of fish were lost to sharks after they had been hooked. That is no longer a problem, because there are fewer sharks around now.

Dr. Myers and Dr. Worm argue that their work gives a correct baseline, which future management efforts must take into account. They believe the data support an idea current among marine biologists, that of the "shifting baseline". The notion is that people have failed to detect the massive changes which have happened in the ocean because they have been looking back only a relatively short time into the past. That matters because theory suggests that the maximum sustainable yield that can be cropped from a fishery comes when the biomass of a target species is about 50% of its original levels. Most fisheries are well below that, which is a bad way to do business.

31. The extinction of large prehistoric animals is noted to suggest that _____.

[A] large animals were vulnerable to the changing environment

[B] small species survived as large animals disappeared

[C] large sea animals may face the same threat today

[D] slow-growing fish outlive fast-growing ones

32. We can infer from Dr. Myers and Dr. Worm's paper that _____.

[A] the stock of large predators in some old fisheries has reduced by 90%

[B] there are only half as many fisheries as there were 15 years ago

[C] the catch sizes in new fisheries are only 20% of the original amount

[D] the number of large predators dropped faster in new fisheries than in the old

33. By saying "these figures are conservative" (Line 1, paragraph 3), Dr. Worm means that _____.

[A] fishing technology has improved rapidly

[B] then catch-sizes are actually smaller than recorded

[C] the marine biomass has suffered a greater loss

[D] the data collected so far are out of date

34. Dr. Myers and other researchers hold that _____.

[A] people should look for a baseline that can work for a longer time

[B] fisheries should keep their yields below 50% of the biomass

[C] the ocean biomass should be restored to its original level

[D] people should adjust the fishing baseline to the changing situation

35. The author seems to be mainly concerned with most fisheries' _____.

[A] management efficiency

[B] biomass level

[C] catch-size limits

[D] technological application

Text 4

Many things make people think artists are weird. But the weirdest may be this: artists' only job is to explore emotions, and yet they choose to focus on the ones that feel bad.

This wasn't always so. The earliest forms of art, like painting and music, are those best suited for expressing joy. But somewhere from the 19th century onward, more artists began seeing happiness as meaningless, phony or, worst of all, boring, as we went from Wordsworth's daffodils to Baudelaire's flowers of evil.

You could argue that art became more skeptical of happiness because modern times have seen so much misery. But it's not as if earlier times didn't know perpetual war, disaster and the massacre of innocents. The reason, in fact, may be just the opposite: there is too much damn happiness in the world today.

After all, what is the one modern form of expression almost completely dedicated to depicting happiness? Advertising. The rise of anti-happy art almost exactly tracks the emergence of mass media, and with it, a commercial culture in which happiness is not just an ideal but an ideology.

People in earlier eras were surrounded by reminders of misery. They worked until exhausted, lived with few protections and died young. In the West, before mass communication and literacy, the most powerful mass

medium was the church, which reminded worshippers that their souls were in danger and that they would someday be meat for worms. Given all this, they did not exactly need their art to be a bummer too.

Today the messages the average Westerner is surrounded with are not religious but commercial, and forever happy. Fast-food eaters, news anchors, text messengers, all smiling, smiling, smiling. Our magazines feature beaming celebrities and happy families in perfect homes. And since these messages have an agenda—to lure us to open our wallets—they make the very idea of happiness seem unreliable. “Celebrate!” commanded the ads for the arthritis drug Celebrex, before we found out it could increase the risk of heart attacks.

But what we forget—what our economy depends on us forgetting—is that happiness is more than pleasure without pain. The things that bring the greatest joy carry the greatest potential for loss and disappointment. Today, surrounded by promises of easy happiness, we need art to tell us, as religion once did, *Memento mori*: remember that you will die, that everything ends, and that happiness comes not in denying this but in living with it. It’s a message even more bitter than a clove cigarette, yet, somehow, a breath of fresh air.

36. By citing the examples of poets Wordsworth and Baudelaire, the author intends to show that _____.

- [A] poetry is not as expressive of joy as painting or music
- [B] art grows out of both positive and negative feelings
- [C] poets today are less skeptical of happiness
- [D] artists have changed their focus of interest

37. The word “bummer” (Line 5, paragraph 5) most probably means something _____.

- [A] religious
- [B] unpleasant
- [C] entertaining
- [D] commercial

38. In the author’s opinion, advertising _____.

- [A] emerges in the wake of the anti-happy art
- [B] is a cause of disappointment for the general public
- [C] replace the church as a major source of information
- [D] creates an illusion of happiness rather than happiness itself

39. We can learn from the last paragraph that the author believes _____.

- [A] happiness more often than not ends in sadness
- [B] the anti-happy art is distasteful but refreshing
- [C] misery should be enjoyed rather than denied
- [D] the anti-happy art flourishes when economy booms

40. Which of the following is true of the text?

- [A] Religion once functioned as a reminder of misery.
- [B] Art provides a balance between expectation and reality.
- [C] People feel disappointed at the realities of modern society.
- [D] Mass media are inclined to cover disasters and deaths.

Part B

Directions:

In the following article, some sentences have been removed. For Questions 41-45, choose the most suitable one from the list A-G to fit into each of numbered gaps. There are two extra choices, which you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

On the north bank of the Ohio river sits Evansville, Ind., home of David Williams, 52, and of a riverboat casino (a place where gambling games are played). During several years of gambling in that casino, Williams, a state auditor earning \$35,000 a year, lost approximately \$175,000. He had never gambled before the casino sent him a coupon for \$20 worth of gambling.

He visited the casino, lost the \$20 and left. On his second visit he lost \$800. The casino issued to him, as a good customer, a "Fun Card", which when used in the casino earns points for meals and drinks, and enables the casino to track the user's gambling activities. For Williams, these activities become what he calls "electronic heroin".

(41) _____. In 1997 he lost \$21,000 to one slot machine in two days. In March 1997 he lost \$72,186. He sometimes played two slot machines at a time, all night, until the boat docked at 5 a.m., then went back aboard when the casino opened at 9 a.m. Now he is suing the casino, charging that it should have refused his patronage because it knew he was addicted. It did know he had a problem.

In March 1998 a friend of Williams's got him involuntarily confined to a treatment center for addictions, and wrote to inform the casino of Williams's gambling problem. The casino included a photo of Williams among those of banned gamblers, and wrote to him a "cease admissions" letter. Noting the "medical/psychological" nature of problem gambling behavior, the letter said that before being readmitted to the casino he would have to present medical/psychological information demonstrating that patronizing the casino would pose no threat to his safety or well-being.

(42) _____.

The Wall Street Journal reports that the casino has 24 signs warning: "Enjoy the fun... and always bet with your head, not over it." Every entrance ticket lists a toll-free number for counseling from the Indiana Department of Mental Health. Nevertheless, Williams's suit charges that the casino, knowing he was "helplessly addicted to gambling," intentionally worked to "lure" him to "engage in conduct against his will." Well.

(43) _____.

The fourth edition of *the Diagnostic and Statistical Manual of Mental Disorders* says "pathological gambling" involves persistent, recurring and uncontrollable pursuit less of money than of the thrill of taking risks in quest of a windfall.

(44) _____. Pushed by science, or what claims to be science, society is reclassifying what once were considered character flaws or moral failings as personality disorders akin to physical disabilities.

(45) _____.

Forty-four states have lotteries, 29 have casinos, and most of these states are to varying degrees dependent on—you might say addicted to—revenues from wagering. And since the first Internet gambling site was created in 1995, competition for gamblers' dollars has become intense. The Oct. 28 issue of *Newsweek* reported that 2 million gamblers patronize 1,800 virtual casinos *every week*. With \$3.5 billion being lost on Internet wagers this year, gambling has passed pornography as the Web's most profitable business.

[A] Although no such evidence was presented, the casino's marketing department continued to pepper him with mailings. And he entered the casino and used his Fun Card without being detected.

[B] It is unclear what luring was required, given his compulsive behavior. And in what sense was his will operative?

[C] By the time he had lost \$5,000 he said to himself that if he could get back to even, he would quit. One night he won \$5,500, but he did not quit.

[D] Gambling has been a common feature of American life forever, but for a long time it was broadly considered a sin, or a social disease. Now it is a social policy: the most important and aggressive promoter of gambling in America is the government.

[E] David Williams's suit should trouble this gambling nation. But don't bet on it.

[F] It is worrisome that society is medicalizing more and more behavioral problems, often defining as addictions what earlier, sterner generations explained as weakness of will.

[G] The anonymous, lonely, undistracted nature of online gambling is especially conducive to compulsive behavior. But even if the government knew how to move against Internet gambling, what would be its grounds for doing so?

Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (10 points) Is it true that the American intellectual is rejected and considered of no account in his society? I am going to suggest that it is not true. Father Bruckberger told part of the story when he observed that it is the intellectuals who have rejected America. But they have done more than that. They have grown dissatisfied with the role of the intellectual. It is they, not America, who have become anti-intellectual.

First, the object of our study pleads for definition. What is an intellectual? (46) I shall define him as an individual who has elected as his primary duty and pleasure in life the activity of thinking in a Socratic (苏格拉底) way about moral problems. He explores such problems consciously, articulately, and frankly, first by asking factual questions, then by asking moral questions, finally by suggesting action which seems appropriate in the light of the factual and moral information which he has obtained. (47) His function is analogous to that of a judge, who must accept the obligation of revealing in as obvious a matter as possible the course of reasoning which led him to his decision.

This definition excludes many individuals usually referred to as intellectuals—the average scientist, for one. (48) I have excluded him because, while his accomplishments may contribute to the solution of moral problems, he has not been charged with the task of approaching any but the factual aspects of those problems. Like other human beings, he encounters moral issues even in the everyday performance of his routine duties—he is not supposed to cook his experiments, manufacture evidence, or doctor his reports. (49) But his primary task is not to think about the moral code which governs his activity, any more than a businessman is expected to dedicate his energies to an exploration of rules of conduct in business. During most of his waking life he will take his code for granted, as the businessman takes his ethics.

The definition also excludes the majority of teachers, despite the fact that teaching has traditionally been the method whereby many intellectuals earn their living. (50) They may teach very well, and more than earn their salaries, but most of them make little or no independent reflections on human problems which involve moral judgment. This description even fits the majority of eminent scholars. Being learned in some branch of human knowledge is one thing; living in “public and illustrious thoughts,” as Emerson would say, is something else.

Section III Writing

Part A

51. Directions

You want to contribute to Project Hope by offering financial aid to a child in a remote area. Write a letter to the department concerned, asking them to help find a candidate. You should specify what kind of child you want to help and how you will carry out your plan.

Write your letter with no less than 100 words. Write it neatly on ANSWER SHEET 2.

Do not sign your name at the end of the letter; use “Li Ming” instead.

Do not write the address. (10 points)

Part B

52. Directions:

Study the following photos carefully and write an essay in which you should

1. describe the photos briefly,
2. interpret the social phenomenon reflected by them, and
3. give your point of view.

You should write 160-200 words neatly on ANSWER SHEET 2. (20 points)



2005 年全国硕士研究生入学统一考试英语试题

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark [A], [B], [C] or [D] on ANSWER SHEET 1 (10 points)

The human nose is an underrated tool. Humans are often thought to be insensitive smellers compared with animals, 1 this is largely because, 2 animals, we stand upright. This means that our noses are 3 to perceiving those smells which float through the air, 4 the majority of smells which stick to surfaces. In fact, 5, we are extremely sensitive to smells, 6 we do not generally realize it. Our noses are capable of 7 human smells even when these are 8 to far below one part in one million.

Strangely, some people find that they can smell one type of flower but not another, 9 others are sensitive to the smells of both flowers. This may be because some people do not have the genes necessary to generate 10 smell receptors in the nose. These receptors are the cells which sense smells and send 11 to the brain. However, it has been found that even people insensitive to a certain smell 12 can suddenly become sensitive to it when 13 to it often enough.

The explanation for insensitivity to smell seems to be that brain finds it 14 to keep all smell receptors working all the time but can 15 new receptors if necessary. This may 16 explain why we are not usually sensitive to our own smells—we simply do not need to be. We are not 17 of the usual smell of our own house, but we 18 new smells when we visit someone else's. The brain finds it best to keep smell receptors 19 for unfamiliar and emergency signals 20 the smell of smoke, which might indicate the danger of fire.

1. [A] although [B] as [C] but [D] while
2. [A] above [B] unlike [C] excluding [D] besides
3. [A] limited [B] committed [C] dedicated [D] confined
4. [A] catching [B] ignoring [C] missing [D] tracking
5. [A] anyway [B] though [C] instead [D] therefore
6. [A] even if [B] if only [C] only if [D] as if
7. [A] distinguishing [B] discovering [C] determining [D] detecting
8. [A] diluted [B] dissolved [C] dispersed [D] diffused
9. [A] when [B] since [C] for [D] whereas
10. [A] unusual [B] particular [C] unique [D] typical
11. [A] signs [B] stimuli [C] messages [D] impulses
12. [A] at first [B] at all [C] at large [D] at times
13. [A] subjected [B] left [C] drawn [D] exposed
14. [A] ineffective [B] incompetent [C] inefficient [D] insufficient
15. [A] introduce [B] summon [C] trigger [D] create
16. [A] still [B] also [C] otherwise [D] nevertheless
17. [A] sure [B] sick [C] aware [D] tired

- 18.[A] tolerate [B] repel [C] neglect [D] notice
 19.[A] available [B] reliable [C] identifiable [D] suitable
 20.[A] similar to [B] such as [C] along with [D] aside from

Section II Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing [A], [B], [C] or [D]. Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

Everybody loves a fat pay rise. Yet pleasure at your own can vanish if you learn that a colleague has been given a bigger one. Indeed, if he has a reputation for slacking, you might even be outraged. Such behaviour is regarded as “all too human”, with the underlying assumption that other animals would not be capable of this finely developed sense of grievance. But a study by Sarah Brosnan and Frans de Waal of Emory University in Atlanta, Georgia, which has just been published in *Nature*, suggests that it is all too monkey, as well.

The researchers studied the behaviour of female brown capuchin monkeys. They look cute. They are good-natured, co-operative creatures, and they share their food readily. Above all, like their female human counterparts, they tend to pay much closer attention to the value of “goods and services” than males. Such characteristics make them perfect candidates for Dr. Brosnan’s and Dr. de Waal’s study. The researchers spent two years teaching their monkeys to exchange tokens for food. Normally, the monkeys were happy enough to exchange pieces of rock for slices of cucumber. However, when two monkeys were placed in separate but adjoining chambers, so that each could observe what the other was getting in return for its rock, their behaviour became markedly different.

In the world of capuchins grapes are luxury goods (and much preferable to cucumbers). So when one monkey was handed a grape in exchange for her token, the second was reluctant to hand hers over for a mere piece of cucumber. And if one received a grape without having to provide her token in exchange at all, the other either tossed her own token at the researcher or out of the chamber, or refused to accept the slice of cucumber. Indeed, the mere presence of a grape in the other chamber (without an actual monkey to eat it) was enough to induce resentment in a female capuchin.

The researchers suggest that capuchin monkeys, like humans, are guided by social emotions. In the wild, they are a co-operative, group-living species. Such co-operation is likely to be stable only when each animal feels it is not being cheated. Feelings of righteous indignation, it seems, are not the preserve of people alone. Refusing a lesser reward completely makes these feelings abundantly clear to other members of the group. However, whether such a sense of fairness evolved independently in capuchins and humans, or whether it stems from the common ancestor that the species had 35 million years ago, is, as yet, an unanswered question.

21. In the opening paragraph, the author introduces his topic by _____.

[A] posing a contrast

- [B] justifying an assumption
 [C] making a comparison
 [D] explaining a phenomenon

22. The statement “it is all too monkey” (Last line, Paragraph 1) implies that _____.

- [A] monkeys are also outraged by slack rivals
 [B] resenting unfairness is also monkeys’ nature
 [C] monkeys, like humans, tend to be jealous of each other
 [D] no animals other than monkeys can develop such emotions

23. Female capuchin monkeys were chosen for the research most probably because they are _____.

- [A] more inclined to weigh what they get
 [B] attentive to researchers’ instructions
 [C] nice in both appearance and temperament
 [D] more generous than their male companions

24. Dr. Brosnan and Dr. de Waal have eventually found in their study that the monkeys _____.

- [A] prefer grapes to cucumbers
 [B] can be taught to exchange things
 [C] will not be co-operative if feeling cheated
 [D] are unhappy when separated from others

25. What can we infer from the last paragraph?

- [A] Monkeys can be trained to develop social emotions.
 [B] Human indignation evolved from an uncertain source.
 [C] Animals usually show their feelings openly as humans do.
 [D] Cooperation among monkeys remains stable only in the wild.

Text 2

Do you remember all those years when scientists argued that smoking would kill us but the doubters insisted that we didn’t know for sure? That the evidence was inconclusive, the science uncertain? That the antismoking lobby was out to destroy our way of life and the government should stay out of the way? Lots of Americans bought that nonsense, and over three decades, some 10 million smokers went to early graves.

There are upsetting parallels today, as scientists in one wave after another try to awaken us to the growing threat of global warming. The latest was a panel from the National Academy of Sciences, enlisted by the White House, to tell us that the Earth’s atmosphere is definitely warming and that the problem is largely man-made. The clear message is that we should get moving to protect ourselves. The president of the National Academy, Bruce Alberts, added this key point in the preface to the panel’s report: “Science never has all the answers. But science does provide us with the best available guide to the future, and it is critical that our nation and the world base important policies on the best judgments that science can provide concerning the future consequences of present actions.”

Just as on smoking, voices now come from many quarters insisting that the science about global warming is incomplete, that it's OK to keep pouring fumes into the air until we know for sure. This is a dangerous game: by the time 100 percent of the evidence is in, it may be too late. With the risks obvious and growing, a prudent people would take out an insurance policy now.

Fortunately, the White House is starting to pay attention. But it's obvious that a majority of the president's advisers still don't take global warming seriously. Instead of a plan of action, they continue to press for more research—a classic case of “paralysis by analysis”.

To serve as responsible stewards of the planet, we must press forward on deeper atmospheric and oceanic research. But research alone is inadequate. If the Administration won't take the legislative initiative, Congress should help to begin fashioning conservation measures. A bill by Democratic Senator Robert Byrd of West Virginia, which would offer financial incentives for private industry, is a promising start. Many see that the country is getting ready to build lots of new power plants to meet our energy needs. If we are ever going to protect the atmosphere, it is crucial that those new plants be environmentally sound.

26. An argument made by supporters of smoking was that _____.

- [A] there was no scientific evidence of the correlation between smoking and death
- [B] the number of early deaths of smokers in the past decades was insignificant
- [C] people had the freedom to choose their own way of life
- [D] antismoking people were usually talking nonsense

27. According to Bruce Alberts, science can serve as _____.

- [A] a protector
- [B] a judge
- [C] a critic
- [D] a guide

28. What does the author mean by “paralysis by analysis” (Last line, Paragraph 4)?

- [A] Endless studies kill action.
- [B] Careful investigation reveals truth.
- [C] Prudent planning hinders progress.
- [D] Extensive research helps decision-making.

29. According to the author, what should the Administration do about global warming?

- [A] Offer aid to build cleaner power plants.
- [B] Raise public awareness of conservation.
- [C] Press for further scientific research.
- [D] Take some legislative measures.

30. The author associates the issue of global warming with that of smoking because _____.

- [A] they both suffered from the government's negligence
- [B] a lesson from the latter is applicable to the former
- [C] the outcome of the latter aggravates the former
- [D] both of them have turned from bad to worse

Text 3

Of all the components of a good night's sleep, dreams seem to be least within our control. In dreams, a window opens into a world where logic is suspended and dead people speak. A century ago, Freud formulated his revolutionary theory that dreams were the disguised shadows of our unconscious desires and fears; by the late 1970s, neurologists had switched to thinking of them as just "mental noise"—the random byproducts of the neural-repair work that goes on during sleep. Now researchers suspect that dreams are part of the mind's emotional thermostat, regulating moods while the brain is "off-line." And one leading authority says that these intensely powerful mental events can be not only harnessed but actually brought under conscious control, to help us sleep and feel better. "It's your dream," says Rosalind Cartwright, chair of psychology at Chicago's Medical Center. "If you don't like it, change it."

Evidence from brain imaging supports this view. The brain is as active during REM (rapid eye movement) sleep—when most vivid dreams occur—as it is when fully awake, says Dr. Eric Nofzinger at the University of Pittsburgh. But not all parts of the brain are equally involved; the limbic system (the "emotional brain") is especially active, while the prefrontal cortex (the center of intellect and reasoning) is relatively quiet. "We wake up from dreams happy or depressed, and those feelings can stay with us all day," says Stanford sleep researcher Dr. William Dement.

The link between dreams and emotions shows up among the patients in Cartwright's clinic. Most people seem to have more bad dreams early in the night, progressing toward happier ones before awakening, suggesting that they are working through negative feelings generated during the day. Because our conscious mind is occupied with daily life we don't always think about the emotional significance of the day's events—until, it appears, we begin to dream.

And this process need not be left to the unconscious. Cartwright believes one can exercise conscious control over recurring bad dreams. As soon as you awaken, identify what is upsetting about the dream. Visualize how you would like it to end instead; the next time it occurs, try to wake up just enough to control its course. With much practice people can learn to, literally, do it in their sleep.

At the end of the day, there's probably little reason to pay attention to our dreams at all unless they keep us from sleeping or "we wake up in a panic," Cartwright says. Terrorism, economic uncertainties and general feelings of insecurity have increased people's anxiety. Those suffering from persistent nightmares should seek help from a therapist. For the rest of us, the brain has its ways of working through bad feelings. Sleep—or rather dream—on it and you'll feel better in the morning.

31. Researchers have come to believe that dreams _____.

- [A] can be modified in their courses
- [B] are susceptible to emotional changes
- [C] reflect our innermost desires and fears
- [D] are a random outcome of neural repairs

32. By referring to the limbic system, the author intends to show _____.

- [A] its function in our dreams

- [B] the mechanism of REM sleep
 [C] the relation of dreams to emotions
 [D] its difference from the prefrontal cortex

33. The negative feelings generated during the day tend to _____.

- [A] aggravate in our unconscious mind
 [B] develop into happy dreams
 [C] persist till the time we fall asleep
 [D] show up in dreams early at night

34. Cartwright seems to suggest that _____.

- [A] waking up in time is essential to the ridding of bad dreams
 [B] visualizing bad dreams helps bring them under control
 [C] dreams should be left to their natural progression
 [D] dreaming may not entirely belong to the unconscious

35. What advice might Cartwright give to those who sometimes have bad dreams?

- [A] Lead your life as usual.
 [B] Seek professional help.
 [C] Exercise conscious control.
 [D] Avoid anxiety in the daytime.

Text 4

Americans no longer expect public figures, whether in speech or in writing, to command the English language with skill and gift. Nor do they aspire to such command themselves. In his latest book, *Doing Our Own Thing: The Degradation of language and Music and Why We Should Like, Care*, John McWhorter, a linguist and controversialist of mixed liberal and conservative views, sees the triumph of 1960s counter-culture as responsible for the decline of formal English.

Blaming the permissive 1960s is nothing new, but this is not yet another criticism against the decline in education. Mr. McWhorter's academic speciality is language history and change, and he sees the gradual disappearance of "whom", for example, to be natural and no more regrettable than the loss of the case-endings of Old English.

But the cult of the authentic and the personal, "doing our own thing", has spelt the death of formal speech, writing, poetry and music. While even the modestly educated sought an elevated tone when they put pen to paper before the 1960s, even the most well regarded writing since then has sought to capture spoken English on the page. Equally, in poetry, the highly personal, performative genre is the only form that could claim real liveliness. In both oral and written English, talking is triumphing over speaking, spontaneity over craft.

Illustrated with an entertaining array of examples from both high and low culture, the trend that Mr. McWhorter documents is unmistakable. But it is less clear, to take the question of his subtitle, why we should, like, care. As a linguist, he acknowledges that all varieties of human language, including non-standard ones like

Black English, can be powerfully expressive—there exists no language or dialect in the world that cannot convey complex ideas. He is not arguing, as many do, that we can no longer think straight because we do not talk proper. Russians have a deep love for their own language and carry large chunks of memorized poetry in their heads, while Italian politicians tend to elaborate speech that would seem old-fashioned to most English-speakers. Mr. McWhorter acknowledges that formal language is not strictly necessary, and proposes no radical education reforms—he is really grieving over the loss of something beautiful more than useful. We now take our English “on paper plates instead of china”. A shame, perhaps, but probably an inevitable one.

36. According to McWhorter, the decline of formal English _____.

- [A] is inevitable in radical education reforms
- [B] is but all too natural in language development
- [C] has caused the controversy over the counter-culture
- [D] brought about changes in public attitudes in the 1960s

37. The word “talking” (Line 6, Paragraph 3) denotes _____.

- [A] modesty
- [B] personality
- [C] liveliness
- [D] informality

38. To which of the following statements would McWhorter most likely agree?

- [A] Logical thinking is not necessarily related to the way we talk.
- [B] Black English can be more expressive than standard English.
- [C] Non-standard varieties of human language are just as entertaining.
- [D] Of all the varieties, standard English can best convey complex ideas.

39. The description of Russians’ love of memorizing poetry shows the author’s _____.

- [A] interest in their language
- [B] appreciation of their efforts
- [C] admiration for their memory
- [D] contempt for their old-fashionedness

40. According to the last paragraph, “paper plates” is to “china” as _____.

- [A] “temporary” is to “permanent”
- [B] “radical” is to “conservative”
- [C] “functional” is to “artistic”
- [D] “humble” is to “noble”

Part B

Directions:

In the following text, some sentences have been removed. For Questions 41-45, choose the most suitable one from the list A-G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the gaps. Mark your answers on ANSWER SHEET 1. (10 points)

Canada's premiers (the leaders of provincial governments), if they have any breath left after complaining about Ottawa at their late July annual meeting, might spare a moment to do something, together, to reduce health-care costs.

They're all groaning about soaring health budgets, the fastest-growing component of which are pharmaceutical costs.

(41) _____

What to do? Both the Romanow commission and the Kirby committee on health care—to say nothing of reports from other experts—recommended the creation of a national drug agency. Instead of each province having its own list of approved drugs, bureaucracy, procedures and limited bargaining power, all would pool resources, work with Ottawa, and create a national institution.

(42) _____

But “national” doesn't have to mean that. “National” could mean interprovincial—provinces combining efforts to create one body.

Either way, one benefit of a “national” organization would be to negotiate better prices, if possible, with drug manufacturers. Instead of having one province—or a series of hospitals within a province—negotiate a price for a given drug on the provincial list, the national agency would negotiate on behalf of all provinces.

Rather than, say, Quebec, negotiating on behalf of seven million people, the national agency would negotiate on behalf of 31 million people. Basic economics suggests the greater the potential consumers, the higher the likelihood of a better price.

(43) _____

A small step has been taken in the direction of a national agency with the creation of the Canadian Co-ordinating Office for Health Technology Assessment, funded by Ottawa and the provinces. Under it, a Common Drug Review recommends to provincial lists which new drugs should be included. Predictably, and regrettably, Quebec refused to join.

A few premiers are suspicious of any federal-provincial deal-making. They (particularly Quebec and Alberta) just want Ottawa to fork over additional billions with few, if any, strings attached. That's one reason why the idea of a national list hasn't gone anywhere, while drug costs keep rising fast.

(44) _____

Premiers love to quote Mr. Romanow's report selectively, especially the parts about more federal money.

Perhaps they should read what he had to say about drugs: “A national drug agency would provide governments more influence on pharmaceutical companies in order to constrain the ever-increasing cost of drugs.”

(45) _____

So when the premiers gather in Niagara Falls to assemble their usual complaint list, they should also get cracking about something in their jurisdiction that would help their budgets and patients.

[A] Quebec's resistance to a national agency is provincialist ideology. One of the first advocates for a national list was a researcher at Laval University. Quebec's Drug Insurance Fund has seen its costs skyrocket with annual increases from 14.3 per cent to 26.8 per cent!

[B] Or they could read Mr. Kirby’s report: “the substantial buying power of such an agency would strengthen the public prescription-drug insurance plans to negotiate the lowest possible purchase prices from drug companies.”

[C] What does “national” mean? Roy Romanow and Senator Michael Kirby recommended a federal-provincial body much like the recently created National Health Council.

[D] The problem is simple and stark: health-care costs have been, are, and will continue to increase faster than government revenues.

[E] According to the Canadian Institute for Health Information, prescription drug costs have risen since 1997 at twice the rate of overall health-care spending. Part of the increase comes from drugs being used to replace other kinds of treatments. Part of it arises from new drugs costing more than older kinds. Part of it is higher prices.

[F] So, if the provinces want to run the health-care show, they should prove they can run it, starting with an interprovincial health list that would end duplication, save administrative costs, prevent one province from being played off against another, and bargain for better drug prices.

[G] Of course, the pharmaceutical companies will scream. They like divided buyers; they can lobby better that way. They can use the threat of removing jobs from one province to another. They can hope that, if one province includes a drug on its list, the pressure will cause others to include it on theirs. They wouldn’t like a national agency, but self-interest would lead them to deal with it.

Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (10 points)

It is not easy to talk about the role of the mass media in this overwhelmingly significant phase in European history. History and news become confused, and one’s impressions tend to be a mixture of skepticism and optimism. (46) Television is one of the means by which these feelings are created and conveyed—and perhaps never before has it served so much to connect different peoples and nations as in the recent events in Europe. The Europe that is now forming cannot be anything other than its peoples, their cultures and national identities. With this in mind we can begin to analyze the European television scene. (47) In Europe, as elsewhere, multi-media groups have been increasingly successful; groups which bring together television, radio, newspapers, magazines and publishing houses that work in relation to one another. One Italian example would be the Berlusconi group, while abroad Maxwell and Murdoch come to mind.

Clearly, only the biggest and most flexible television companies are going to be able to compete in such a rich and hotly-contested market. (48) This alone demonstrates that the television business is not an easy world to survive in, a fact underlined by statistics that show that out of eighty European television networks, no less than 50% took a loss in 1989.

Moreover, the integration of the European community will oblige television companies to cooperate more closely in terms of both production and distribution.

(49) Creating a “European identity” that respects the different cultures and traditions which go to make up the connecting fabric of the Old Continent is no easy task and demands a strategic choice—that of producing

programs in Europe for Europe. This entails reducing our dependence on the North American market, whose programs relate to experiences and cultural traditions which are different from our own.

In order to achieve these objectives, we must concentrate more on co-productions, the exchange of news, documentary services and training. This also involves the agreements between European countries for the creation of a European bank for Television Production which, on the model of the European Investments Bank, will handle the finances necessary for production costs. (50) In dealing with a challenge on such a scale, it is no exaggeration to say, “United we stand, divided we fall”—and if I had to choose a slogan it would be “Unity in our diversity.” A unity of objectives that nonetheless respect the varied peculiarities of each country.

Section III Writing

Part A

51. Directions:

Two months ago you got a job as an editor for the magazine *Designs & Fashions*. But now you find that the work is not what you expected. You decide to quit. Write a letter to your boss, Mr. Wang, telling him your decision, stating your reason(s), and making an apology.

Write your letter with no less than 100 words. Write it neatly on ANSWER SHEET 2. Do not sign your own name at the end of the letter; use “Li Ming” instead. You do not need to write the address. (10 points)

Part B

52. Directions:

Write an essay of 160-200 words based on the following drawing. In your essay, you should first describe the drawing, then interpret its meaning, and give your comment on it.

You should write neatly on ANSWER SHEET 2. (20 points)

