

# 1996 年全真试题

## Section I Use of English

### Directions:

For each numbered blank in the following passage, there are four choices marked [A], [B], [C] and [D]. Choose the best one and mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets. (10 points)

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

They do not provide energy, 1 do they construct or build any part of the body. They are needed for 2 foods into energy and body maintenance. There are thirteen or more of them, and if 3 is missing a deficiency disease becomes 4.

Vitamins are similar because they are made of the same elements—usually carbon, hydrogen, oxygen, and 5 nitrogen. They are different 6 their elements are arranged differently, and each vitamin 7 one or more specific functions in the body.

8 enough vitamins is essential to life, although the body has no nutritional use for 9 vitamins. Many people, 10, believe in being on the “safe side” and thus take extra vitamins. However, a well-balanced diet will usually meet all the body’s vitamin needs.

- |                     |                 |              |                 |
|---------------------|-----------------|--------------|-----------------|
| 1. [A]either        | [B]so           | [C]nor       | [D]never        |
| 2. [A]shifting      | [B]transferring | [C]altering  | [D]transforming |
| 3. [A]any           | [B]some         | [C]anything  | [D]something    |
| 4. [A]serious       | [B]apparent     | [C]severe    | [D]fatal        |
| 5. [A]mostly        | [B]partially    | [C]sometimes | [D]rarely       |
| 6. [A]in that       | [B]so that      | [C]such that | [D]except that  |
| 7. [A]undertakes    | [B]holds        | [C]plays     | [D]performs     |
| 8. [A]Supplying     | [B]Getting      | [C]Providing | [D]Furnishing   |
| 9. [A]exceptional   | [B]exceeding    | [C]excess    | [D]external     |
| 10. [A]nevertheless | [B]therefore    | [C]moreover  | [D]meanwhile    |

## Section II Reading Comprehension

### Part A

#### Directions:

Each of the passages below is followed by some questions. For each questions there are four answers marked [A], [B], [C] and [D]. Read the passages carefully and choose the best answer to

each of the questions. Then mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (40 points)



### Text 1

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

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

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

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

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

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

11. What do the elders mean when they say, "It's not what you want in this world, but what you get. "?  
 [A] You'll certainly get what you want.  
 [B] It's no use dreaming.  
 [C] You should be dissatisfied with what you have.  
 [D] It's essential to set a goal for yourself.
12. A blueprint made before inviting a friend to dinner is used in this passage as \_\_\_\_\_.  
 [A] an illustration of how to write an application for a job  
 [B] an indication of how to secure a good job  
 [C] a guideline for job description  
 [D] a principle for job evaluation
13. According to the passage, one must write an account of himself before starting to find a job because \_\_\_\_\_.  
 [A] that is the first step to please the employer  
 [B] that is the requirement of the employer  
 [C] it enables him to know when to sell his services  
 [D] it forces him to become clearly aware of himself
14. When you have carefully prepared a blueprint of your abilities and desires, you have something \_\_\_\_\_.

[A] definite to offer

[B] imaginary to provide

[C] practical to supply

[D] desirable to present



## Text 2

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

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

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

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

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

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

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

[A] the problem of news coverage

[B] an uncertain prospect

[C] inquiries by the general public

[D] shrinkage of audience

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

[A] Extension of its TV service to Far East.

[B] Programmes as the subject of a nation-wide debate.

[C] Potentials for further international co-operations.

[D] Its existence as a broadcasting organization.

17. The BBC's "royal charter" (Line 3, Paragraph 4) stands for \_\_\_\_\_.

[A] the financial support from the royal family.

[B] the privileges granted by the Queen.

[C] a contract with the Queen.

[D] a unique relationship with the royal family.

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

[A] the emergence of commercial TV channels.

[B] the enforcement of Broadcasting Act by the government.

[C] the urgent necessity to reduce costs and jobs.

[D] the challenge of new satellite channels.



### Text 3

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

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

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

19. It's true of the old family firms that \_\_\_\_\_.

[A] they were spoiled by the younger generations

[B] they failed for lack of individual initiative

[C] they lacked efficiency compared with modern companies

[D] they could supply adequate services to the taxpayers

20. The growth of limited liability companies resulted in \_\_\_\_\_.

[A] the separation of capital from management

- [B] the ownership of capital by managers  
 [C] the emergence of capital and labour as two classes  
 [D] the participation of shareholders in municipal business
21. According to the passage, all of the following are true except that \_\_\_\_\_.  
 [A] the shareholders were unaware of the needs of the workers  
 [B] the old firm owners had a better understanding of their workers  
 [C] the limited liability companies were too large to run smoothly  
 [D] the trade unions seemed to play a positive role
22. The author is most critical of \_\_\_\_\_.  
 [A] family firm owners [B] landowners  
 [C] managers [D] shareholders



### Text 4

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

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

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

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

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

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

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

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

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

friendly but competitive striving for fame and excellence.

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



## Text 5

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

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

Kitcher is a philosopher, and this may account, in part, for the clarity and effectiveness of his arguments. The non-specialist will be able to obtain at least a notion of the sorts of data and argument that support evolutionary theory. The final chapters on the creationists will be extremely clear to all. On the dust jacket of this fine book, Stephen Jay Gould says: "This book stands for reason itself." And so it does - and all would be well were reason the only judge in the creationism/evolution debate.

27. "Creationism" in the passage refers to \_\_\_\_\_.  
 [A] evolution in its true sense as to the origin of the universe  
 [B] a notion of the creation of religion

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

## Part B

### Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (15 points)

The differences in relative growth of various areas of scientific research have several causes. 31) Some of these causes are completely reasonable results of social needs. Others are reasonable consequences of particular advances in science being to some extent self-accelerating. Some, however, are less reasonable processes of different growth in which preconceptions of the form scientific theory ought to take, by persons in authority, act to alter the growth pattern of different areas. This is a new problem probably not yet unavoidable; but it is a frightening trend. 32) This trend began during the Second World War, when several governments came to the conclusion that the specific demands that a government wants to make of its scientific establishment cannot generally be foreseen in detail. It can be predicted, however, that from time to time questions will arise which will require specific scientific answers. It is therefore generally valuable to treat the scientific establishment as a resource or machine to be kept in functional order. 33) This seems mostly effectively done by supporting a certain amount of research not related to immediate goals but of possible consequence in the future.

This kind of support, like all government support, requires decisions about the appropriate recipients of funds. Decisions based on utility as opposed to lack of utility are straightforward. But a decision among projects none of which has immediate utility is more difficult. The goal of the supporting agencies is the praisable one of supporting "good" as opposed to "bad" science, but a valid determination is difficult to make. Generally, the idea of good science tends to become confused with the capacity of the field in question to generate an elegant theory. 34) However, the world is so made that elegant systems are in principle unable to deal with some of the world's more fascinating and delightful aspects. 35) New forms of thought as well as new subjects for thought must arise in the future as they have in the past, giving rise to new standards of elegance.

## 1996 年全真试题答案

### Section I Use of English

1. C    2. D    3. A    4. B    5. C    6. A    7. D    8. B    9. C    10. A

### Section II Reading Comprehension

#### Part A

Text 1	11. B	12. A	13. D	14. A
Text 2	15. B	16. C	17. C	18. D
Text 3	19. C	20. A	21. C	22. D
Text 4	23. D	24. A	25. B	26. A
Text 5	27. D	28. B	29. B	30. A

#### Part B

31. 在这些原因中,有些完全是自然而然地来自社会需求。另一些则是由于科学在一定程度上自我加速而取得特定进展的必然结果。

32. 这种趋势始于第二次世界大战期间,当时一些国家的政府得出结论:政府要向科研机构提出的具体要求通常是无法详尽预见的。

33. 给某些与当前目标无关但将来可能产生影响的科研以支持,看来通常能有效地解决这一问题。

34. 然而,世界就是如此,完美的体系一般而言是无法解决世上某些更加引人入胜的课题的。

35. 同过去一样,将来必然会出现新的思维方式和新的思维对象,给完美以新的标准。



# 1995 年全真试题

## 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)

Sleep is divided into periods of so-called REM sleep, characterized by rapid eye movements and dreaming, and longer periods of non-REM sleep. 1 kind of sleep is at all well-understood, but REM sleep is 2 to serve some restorative function of the brain. The purpose of non-REM sleep is even more 3. The new experiments, such as those 4 for the first time at a recent meeting of the Society for Sleep Research in Minneapolis, suggest fascinating explanations 5 of non-REM sleep.

For example, it has long been known that total sleep 6 is 100 percent fatal to rats, yet, 7 examination of the dead bodies, the animals look completely normal. A researcher has now 8 the mystery of why the animals die. The rats 9 bacterial infections of the blood, 10 their immune systems—the self-protecting mechanism against disease—had crashed.

- |                          |                     |                        |                     |
|--------------------------|---------------------|------------------------|---------------------|
| 1. [A] Either            | [B] Neither         | [C] Each               | [D] Any             |
| 2. [A] intended          | [B] required        | [C] assumed            | [D] inferred        |
| 3. [A] subtle            | [B] obvious         | [C] mysterious         | [D] doubtful        |
| 4. [A] maintained        | [B] described       | [C] settled            | [D] afforded        |
| 5. [A] in the light      | [B] by virtue       | [C] with the exception | [D] for the purpose |
| 6. [A] reduction         | [B] destruction     | [C] deprivation        | [D] restriction     |
| 7. [A] upon              | [B] by              | [C] through            | [D] with            |
| 8. [A] paid attention to | [B] caught sight of | [C] laid emphasis on   | [D] cast light on   |
| 9. [A] develop           | [B] produce         | [C] stimulate          | [D] induce          |
| 10. [A] if               | [B] as if           | [C] only if            | [D] if only         |

## Section II Reading Comprehension

### Part A

#### Directions:

Read the following five 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

Money spent on advertising is money spent as well as any I know of. It serves directly to assist a rapid distribution of goods at reasonable price, thereby establishing a firm home market and so making it possible to provide for export at competitive prices. By drawing attention to new ideas it helps enormously to raise standards of living. By helping to increase demand it ensures an increased need for labour, and is therefore an effective way to fight unemployment. It lowers the costs of many services: without advertisements your daily newspaper would cost four times as much, the price of your television license would need to be doubled, and travel by bus or tube would cost 20 percent more.

And perhaps most important of all, advertising provides a guarantee of reasonable value in the products and services you buy. Apart from the fact that twenty-seven acts of Parliament govern the terms of advertising, no regular advertiser dare promote a product that fails to live up to the promise of his advertisements. He might fool some people for a little while through misleading advertising. He will not do so for long, for mercifully the public has the good sense not to buy the inferior article more than once. If you see an article consistently advertised, it is the surest proof I know that the article does what is claimed for it, and that it represents good value.

Advertising does more for the material benefit of the community than any other force I can think of.

There is one more point I feel I ought to touch on. Recently I heard a well-known television personality declare that he was against advertising because it persuades rather than informs. He was drawing excessively fine distinctions. Of course advertising seeks to persuade.

If its message were confined merely to information—and that in itself would be difficult if not impossible to achieve, for even a detail such as the choice of the colour of a shirt is subtly persuasive—advertising would be so boring that no one would pay any attention. But perhaps that is what the well-known television personality wants.

11. By the first sentence of the passage the author means that \_\_\_\_\_.  
 [A] he is fairly familiar with the cost of advertising  
 [B] everybody knows well that advertising is money consuming  
 [C] advertising costs money like everything else  
 [D] it is worthwhile to spend money on advertising
12. In the passage, which of the following is NOT included in the advantages of advertising?  
 [A] Securing greater fame. [B] Providing more jobs.  
 [C] Enhancing living standards. [D] Reducing newspaper cost.
13. The author deems that the well-known TV personality is \_\_\_\_\_.  
 [A] very precise in passing his judgement on advertising  
 [B] interested in nothing but the buyers' attention  
 [C] correct in telling the difference between persuasion and information  
 [D] obviously partial in his views on advertising
14. In the author's opinion, \_\_\_\_\_.  
 [A] advertising can seldom bring material benefit to man by providing information  
 [B] advertising informs people of new ideas rather than wins them over

- [C] there is nothing wrong with advertising in persuading the buyer  
 [D] the buyer is not interested in getting information from an advertisement



## Text 2

There are two basic ways to see growth: one as a product, the other as a process. People have generally viewed personal growth as an external result or product that can easily be identified and measured. The worker who gets a promotion, the student whose grades improve, the foreigner who learns a new language—all these are examples of people who have measurable results to show for their efforts.

By contrast, the process of personal growth is much more difficult to determine, since by definition it is a journey and not the specific signposts or landmarks along the way. The process is not the road itself, but rather the attitudes and feelings people have, their caution or courage, as they encounter new experiences and unexpected obstacles. In this process, the journey never really ends; there are always new ways to experience the world, new ideas to try, new challenges to accept.

In order to grow, to travel new roads, people need to have a willingness to take risks, to confront the unknown, and to accept the possibility that they may “fail” at first. How we see ourselves as we try a new way of being is essential to our ability to grow. Do we perceive ourselves as quick and curious? If so, then we tend to take more chances and to be more open to unfamiliar experiences. Do we think we’re shy and indecisive? Then our sense of timidity can cause us to hesitate, to move slowly, and not to take a step until we know the ground is safe. Do we think we’re slow to adapt to change or that we’re not smart enough to cope with a new challenge? Then we are likely to take a more passive role or not try at all.

These feelings of insecurity and self-doubt are both unavoidable and necessary if we are to change and grow. If we do not confront and overcome these internal fears and doubts, if we protect ourselves too much, then we cease to grow. We become trapped inside a shell of our own making.

15. A person is generally believed to achieve personal growth when \_\_\_\_\_.  
 [A] he has given up his smoking habit  
 [B] he has made great efforts in his work  
 [C] he is keen on learning anything new  
 [D] he has tried to determine where he is on his journey
16. In the author’s eyes, one who views personal growth as a process would \_\_\_\_\_.  
 [A] succeed in climbing up the social ladder  
 [B] judge his ability to grow from his own achievements  
 [C] face difficulties and take up challenges  
 [D] aim high and reach his goal each time
17. When the author says “a new way of being” (line 3, para. 3), he is referring to \_\_\_\_\_.  
 [A] a new approach to experiencing the world      [B] a new way of taking risks  
 [C] a new method of perceiving ourselves          [D] a new system of adaptation to change
18. For personal growth, the author advocates all of the following EXCEPT \_\_\_\_\_.  
 [A] curiosity about more chances                      [B] promptness in self-adaptation  
 [C] open-mindedness to new experiences          [D] avoidance of internal fears and doubts



## Text 3

In such a changing, complex society formerly simple solutions to informational needs become complicated. Many of life's problems which were solved by asking family members, friends or colleagues are beyond the capability of the extended family to resolve. Where to turn for expert information and how to determine which expert advice to accept are questions facing many people today.

In addition to this, there is the growing mobility of people since World War II. As families move away from their stable community, their friends of many years, their extended family relationships, the informal flow of information is cut off, and with it the confidence that information will be available when needed and will be trustworthy and reliable. The almost unconscious flow of information about the simplest aspects of living can be cut off. Thus, things once learned subconsciously through the casual communications of the extended family must be consciously learned.

Adding to societal changes today is an enormous stockpile of information. The individual now has more information available than any generation, and the task of finding that one piece of information relevant to his or her specific problem is complicated, time-consuming and sometimes even overwhelming.

Coupled with the growing quantity of information is the development of technologies which enable the storage and delivery of more information with greater speed to more locations than has ever been possible before. Computer technology makes it possible to store vast amounts of data in machine-readable files, and to program computers to locate specific information. Telecommunications developments enable the sending of messages via television, radio, and very shortly, electronic mail to bombard people with multitudes of messages. Satellites have extended the power of communications to report events at the instant of occurrence. Expertise can be shared world wide through teleconferencing, and problems in dispute can be settled without the participants leaving their homes and/or jobs to travel to a distant conference site. Technology has facilitated the sharing of information and the storage and delivery of information, thus making more information available to more people.

In this world of change and complexity, the need for information is of greatest importance. Those people who have accurate, reliable up-to-date information to solve the day-to-day problems, the critical problems of their business, social and family life, will survive and succeed. "Knowledge is power" may well be the truest saying and access to information may be the most critical requirement of all people.

19. The word "it" (line 3, para. 2) most probably refers to \_\_\_\_\_.

- [A] the lack of stable communities
- [B] the breakdown of informal information channels
- [C] the increased mobility of families
- [D] the growing number of people moving from place to place

20. The main problem people may encounter today arises from the fact that \_\_\_\_\_.

- [A] they have to learn new things consciously
- [B] they lack the confidence of securing reliable and trustworthy information
- [C] they have difficulty obtaining the needed information readily
- [D] they can hardly carry out casual communications with an extended family

21. From the passage we can infer that \_\_\_\_\_.  
 [A] electronic mail will soon play a dominant role in transmitting messages  
 [B] it will become more difficult for people to keep secrets in an information era  
 [C] people will spend less time holding meetings or conferences  
 [D] events will be reported on the spot mainly through satellites
22. We can learn from the last paragraph that \_\_\_\_\_.  
 [A] it is necessary to obtain as much knowledge as possible  
 [B] people should make the best use of the information accessible  
 [C] we should realize the importance of accumulating information  
 [D] it is of vital importance to acquire needed information efficiently



#### Text 4

Personality is to a large extent inherent—A-type parents usually bring about A-type offspring. But the environment must also have a profound effect, since if competition is important to the parents, it is likely to become a major factor in the lives of their children.

One place where children soak up A characteristics is school, which is, by its very nature, a highly competitive institution. Too many schools adopt the “win at all costs” moral standard and measure their success by sporting achievements. The current passion for making children compete against their classmates or against the clock produces a two-layer system, in which competitive A types seem in some way better than their B-type fellows. Being too keen to win can have dangerous consequences; remember that Pheidippides, the first marathon runner, dropped dead seconds after saying: “Rejoice, we conquer!”

By far the worst form of competition in schools is the disproportionate emphasis on examinations. It is a rare school that allows pupils to concentrate on those things they do well. The merits of competition by examination are somewhat questionable, but competition in the certain knowledge of failure is positively harmful.

Obviously, it is neither practical nor desirable that all A youngsters change into B's. The world needs A types, and schools have an important duty to try to fit a child's personality to his possible future employment. It is top management.

If the preoccupation of schools with academic work was lessened, more time might be spent teaching children surer values. Perhaps selection for the caring professions, especially medicine, could be made less by good grades in chemistry and more by such considerations as sensitivity and sympathy. It is surely a mistake to choose our doctors exclusively from A-type stock. B's are important and should be encouraged.

23. According to the passage, A-type individuals are usually \_\_\_\_\_.  
 [A] impatient [B] considerate [C] aggressive [D] agreeable
24. The author is strongly opposed to the practice of examinations at schools because \_\_\_\_\_.  
 [A] the pressure is too great on the students [B] some students are bound to fail  
 [C] failure rates are too high [D] the results of examinations are doubtful
25. The selection of medical professionals are currently based on \_\_\_\_\_.  
 [A] candidates' sensitivity [B] academic achievements

[C] competitive spirit

[D] surer values

26. From the passage we can draw the conclusion that \_\_\_\_\_.

[A] the personality of a child is well established at birth

[B] family influence dominates the shaping of one's characteristics

[C] the development of one's personality is due to multiple factors

[D] B-type characteristics can find no place in @ competitive society



## Text 5

That experiences influence subsequent behaviour is evidence of an obvious but nevertheless remarkable activity called remembering. Learning could not occur without the function popularly named memory. Constant practice has such an effect on memory as to lead to skillful performance on the piano, to recitation of a poem, and even to reading and understanding these words. So-called intelligent behaviour demands memory, remembering being a primary requirement for reasoning. The ability to solve any problem or even to recognize that a problem exists depends on memory. Typically, the decision to cross a street is based on remembering many earlier experiences.

Practice (or review) tends to build and maintain memory for a task or for any learned material. Over a period of no practice what has been learned tends to be forgotten; and the adaptive consequences may not seem obvious. Yet, dramatic instances of sudden forgetting can seem to be adaptive. In this sense, the ability to forget can be interpreted to have survived through a process of natural selection in animals. Indeed, when one's memory of an emotionally painful experience leads to serious anxiety, forgetting may produce relief. Nevertheless, an evolutionary interpretation might make it difficult to understand how the commonly gradual process of forgetting survived natural selection.

In thinking about the evolution of memory together with all its possible aspects, it is helpful to consider what would happen if memories failed to fade. Forgetting clearly aids orientation in time, since old memories weaken and the new tend to stand out, providing clues for inferring duration. Without forgetting, adaptive ability would suffer, for example, learned behaviour that might have been correct a decade ago may no longer be. Cases are recorded of people who (by ordinary standards) forgot so little that their everyday activities were full of confusion. This forgetting seems to serve that survival of the individual and the species.

Another line of thought assumes a memory storage system of limited capacity that provides adaptive flexibility specifically through forgetting. In this view, continual adjustments are made between learning or memory storage (input) and forgetting (output). Indeed, there is evidence that the rate at which individuals forget is directly related to how much they have learned. Such data offers gross support of contemporary models of memory that assume an input-output balance.

27. From the evolutionary point of view, \_\_\_\_\_.

[A] forgetting for lack of practice tends to be obviously inadapative

[B] if a person gets very forgetful all of a sudden he must be very adaptive

[C] the gradual process of forgetting is an indication of an individual's adaptability

[D] sudden forgetting may bring about adaptive consequences

28. According to the passage, if a person never forgot, \_\_\_\_\_.

[A] he would survive best

[B] he would have a lot of trouble

- [C] his ability to learn would be enhanced [D] the evolution of memory would stop
29. From the last paragraph we know that \_\_\_\_\_.  
 [A] forgetfulness is a response to learning  
 [B] the memory storage system is an exactly balanced input-output system  
 [C] memory is a compensation for forgetting  
 [D] the capacity of a memory storage system is limited because forgetting occurs
30. In this article, the author tries to interpret the function of \_\_\_\_\_.  
 [A] remembering [B] forgetting [C] adapting [D] experiencing

## Part B

### Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (15 points)

The standardized educational or psychological tests that are widely used to aid in selecting, classifying, assigning, or promoting students, employees, and military personnel have been the target of recent attacks in books, magazines, the daily press, and even in Congress. (31) The target is wrong, for in attacking the tests, critics divert attention from the fault that lies with ill-informed or incompetent users. The tests themselves are merely tools, with characteristics that can be measured with reasonable precision under specified conditions. Whether the results will be valuable, meaningless, or even misleading depends partly upon the tool itself but largely upon the user.

All informed predictions of future performance are based upon some knowledge of relevant past performance: school grades, research productivity, sales records, or whatever is appropriate. (32) How well the predictions will be validated by later performance depends upon the amount, reliability, and appropriateness of the information used and on the skill and wisdom with which it is interpreted. Anyone who keeps careful score knows that the information available is always incomplete and that the predictions are always subject to error.

Standardized tests should be considered in this context. They provide a quick, objective method of getting some kinds of information about what a person learned, the skills he has developed, or the kind of person he is. The information so obtained has, qualitatively, the same advantages and shortcomings as other kinds of information. (33) Whether to use tests, other kinds of information, or both in a particular situation depends, therefore, upon the evidence from experience concerning comparative validity and upon such factors as cost and availability.

(34) In general, the tests work most effectively when the qualities to be measured can be most precisely defined and least effectively when what is to be measured or predicted cannot be well defined. Properly used, they provide a rapid means of getting comparable information about many people. Sometimes they identify students whose high potential has not been previously recognized, but there are many things they do not do. (35) For example, they do not compensate for gross social inequality, and thus do not tell how able an underprivileged youngster might have been had he grown up under more favorable circumstances.

# 1995 年全真试题答案

## Section I Use of English

1. B    2. C    3. C    4. B    5. D    6. C    7. A    8. D    9. A    10. B

## Section II Reading Comprehension

### Part A

Text 1	11. D	12. A	13. D	14. C
Text 2	15. A	16. C	17. A	18. D
Text 3	19. B	20. C	21. A	22. D
Text 4	23. C	24. B	25. B	26. C
Text 5	27. D	28. B	29. A	30. B

### Part B

31. 把标准化测试作为抨击目标是错误的,因为在抨击这类测试时,批评者不考虑其弊病来自人们对测试不甚了解或使用不当。

32. 这些预测在多大程度上为后来的表现所证实,这取决于所采用信息的数量、可靠性和适宜性,以及解释这些信息的技能和才智。

33. 因此,在某一特定情况下,究竟是采用测试还是其他种类的信息,或是两者同时使用,须凭有关相对效度的经验依据而定,也取决于诸如费用和有无来源等因素。

34. 一般地说,当所要测定的特征能很精确地界定时,测试最为有效;而当所要测定或预测的东西不能明确地界定时,测试的效果则最差。

35. 例如,测试并不弥补明显的社会不公;因此,它们不能说明一个物质条件差的年轻人,如果在较好的环境下成长的话,会有多大才干。



# 1994 年全真试题

## 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 first and smallest unit that can be discussed in relation to language is the word. In speaking, the choice of words is 1 the utmost importance. Proper selection will eliminate one source of 2 breakdown in the communication cycle. Too often, careless use of words 3 a meeting of the minds of the speaker and listener. The words used by the speaker may 4 unfavorable reactions in the listener 5 interfere with his comprehension; hence, the transmission-reception system breaks down.

6, inaccurate or indefinite words may make 7 difficult for the listener to understand the 8 which is being transmitted to him. The speaker who does not have specific words in his working vocabulary may be 9 to explain or describe in a 10 that can be understood by his listeners.

- |                     |               |                   |                  |
|---------------------|---------------|-------------------|------------------|
| 1. [A] of           | [B] at        | [C] for           | [D] on           |
| 2. [A] inaccessible | [B] timely    | [C] likely        | [D] invalid      |
| 3. [A] encourages   | [B] prevents  | [C] destroys      | [D] offers       |
| 4. [A] pass out     | [B] take away | [C] back up       | [D] stir up      |
| 5. [A] who          | [B] as        | [C] which         | [D] what         |
| 6. [A] Moreover     | [B] However   | [C] Preliminarily | [D] Unexpectedly |
| 7. [A] that         | [B] it        | [C] so            | [D] this         |
| 8. [A] speech       | [B] sense     | [C] message       | [D] meaning      |
| 9. [A] obscure      | [B] difficult | [C] impossible    | [D] unable       |
| 10. [A] case        | [B] means     | [C] method        | [D] way          |

## Section II Reading Comprehension

### Part A

#### Directions:

Read the following five 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

The American economic system is organized around a basically private-enterprise, market-oriented economy in which consumers largely determine what shall be produced by spending their money in the marketplace for those goods and services that they want most. Private businessmen, striving to make profits, produce these goods and services in competition with other businessmen; and the profit motive, operating under competitive pressures, largely determines how these goods and services are produced. Thus, in the American economic system it is the demand of individual consumers, coupled with the desire of businessmen to maximize profits and the desire of individuals to maximize their incomes, that together determine what shall be produced and how resources are used to produce it.

An important factor in a market-oriented economy is the mechanism by which consumer demands can be expressed and responded to by producers. In the American economy, this mechanism is provided by a price system, a process in which prices rise and fall in response to relative demands of consumers and supplies offered by seller-producers. If the product is in short supply relative to the demand, the price will be bid up and some consumers will be eliminated from the market. If, on the other hand, producing more of a commodity results in reducing its cost, this will tend to increase the supply offered by seller-producers, which in turn will lower the price and permit more consumers to buy the product. Thus, price is the regulating mechanism in the American economic system.

The important factor in a private-enterprise economy is that individuals are allowed to own productive resources (private property), and they are permitted to hire labor, gain control over natural resources, and produce goods and services for sale at a profit. In the American economy, the concept of private property embraces not only the ownership of productive resources but also certain rights, including the right to determine the price of a product or to make a free contract with another private individual.

11. In line 8, para 1, "the desire of individuals to maximize their incomes" means \_\_\_\_\_.
  - [A] Americans are never satisfied with their incomes
  - [B] Americans tend to overstate their incomes
  - [C] Americans want to have their incomes increased
  - [D] Americans want to increase the purchasing power of their incomes
12. The first two sentences in the second paragraph tell us that \_\_\_\_\_.
  - [A] producers can satisfy the consumers by mechanized production
  - [B] consumers can express their demands through producers
  - [C] producers decide the prices of products
  - [D] supply and demand regulate prices
13. According to the passage, a private-enterprise economy is characterized by \_\_\_\_\_.
 

[A] private property and rights concerned	[B] manpower and natural resources control
[C] ownership of productive resources	[D] free contracts and prices
14. The passage is mainly about \_\_\_\_\_.
  - [A] how American goods are produced
  - [B] how American consumers buy their goods
  - [C] how American economic system works
  - [D] how American businessmen make their profits



## Text 2

One hundred and thirteen million Americans have at least one bank-issued credit card. They give their owners automatic credit in stores, restaurants, and hotels, at home, across the country, and even abroad, and they make many banking services available as well. More and more of these credit cards can be read automatically, making it possible to withdraw or deposit money in scattered locations, whether or not the local branch bank is open. For many of us the “cashless society” is not on the horizon—it’s already here.

While computers offer these conveniences to consumers, they have many advantages for sellers too. Electronic cash registers can do much more than simply ring up sales. They can keep a wide range of records, including who sold what, when, and to whom. This information allows businessmen to keep track of their list of goods by showing which items are being sold and how fast they are moving. Decisions to reorder or return goods to suppliers can then be made. At the same time these computers record which hours are busiest and which employees are the most efficient, allowing personnel and staffing assignments to be made accordingly. And they also identify preferred customers for promotional campaigns. Computers are relied on by manufacturers for similar reasons. Computer-analyzed marketing reports can help to decide which products to emphasize now, which to develop for the future, and which to drop. Computers keep track of goods in stock, of raw materials on hand, and even of the production process itself.

Numerous other commercial enterprises, from theaters to magazine publishers, from gas and electric utilities to milk processors, bring better and more efficient services to consumers through the use of computers.

15. According to the passage, the credit card enables its owner to \_\_\_\_\_.
  - [A] withdraw as much money from the bank as he wishes
  - [B] obtain more convenient services than other people do
  - [C] enjoy greater trust from the storekeeper
  - [D] cash money wherever he wishes to
16. From the last sentence of the first paragraph we learn that \_\_\_\_\_.
  - [A] in the future all the Americans will use credit cards
  - [B] credit cards are mainly used in the United States today
  - [C] nowadays many Americans do not pay in cash
  - [D] it is now more convenient to use credit cards than before
17. The phrase “ring up sales” (line 2, para. 2) most probably means “\_\_\_\_\_”.
  - [A] make an order of goods
  - [B] record sales on a cash register
  - [C] call the sales manager
  - [D] keep track of the goods in stock
18. What is this passage mainly about?
  - [A] Approaches to the commercial use of computers.
  - [B] Conveniences brought about by computers in business.
  - [C] Significance of automation in commercial enterprises.
  - [D] Advantages of credit cards in business.



## Text 3

Exceptional children are different in some significant way from others of the same age. For these children to develop to their full adult potential, their education must be adapted to those differences.

Although we focus on the needs of exceptional children, we find ourselves describing their environment as well. While the leading actor on the stage captures our attention, we are aware of the importance of the supporting players and the scenery of the play itself. Both the family and the society in which exceptional children live are often the key to their growth and development. And it is in the public schools that we find the full expression of society's understanding—the knowledge, hopes, and fears that are passed on to the next generation.

Education in any society is a mirror of that society. In that mirror we can see the strengths, the weaknesses, the hopes, the prejudices, and the central values of the culture itself. The great interest in exceptional children shown in public education over the past three decades indicates the strong feeling in our society that all citizens, whatever their special conditions, deserve the opportunity to fully develop their capabilities.

“All men are created equal.” We've heard it many times, but it still has important meaning for education in a democratic society. Although the phrase was used by this country's founders to denote equality before the law, it has also been interpreted to mean equality of opportunity. That concept implies educational opportunity for all children—the right of each child to receive help in learning to the limits of his or her capacity, whether that capacity be small or great. Recent court decisions have confirmed the right of all children—disabled or not—to an appropriate education, and have ordered that public schools take the necessary steps to provide that education. In response, schools are modifying their programs, adapting instruction to children who are exceptional, to those who cannot profit substantially from regular programs.

19. In paragraph 2, the author cites the example of the leading actor on the stage to show that \_\_\_\_\_.  
 [A] the growth of exceptional children has much to do with their family and the society  
 [B] exceptional children are more influenced by their families than normal children are  
 [C] exceptional children are the key interest of the family and society  
 [D] the needs of the society weigh much heavier than the needs of the exceptional children
20. The reason that the exceptional children receive so much concern in education is that \_\_\_\_\_.  
 [A] they are expected to be leaders of the society  
 [B] they might become a burden of the society  
 [C] they should fully develop their potentials  
 [D] disabled children deserve special consideration
21. This passage mainly deals with \_\_\_\_\_.  
 [A] the differences of children in their learning capabilities  
 [B] the definition of exceptional children in modern society  
 [C] the special educational programs for exceptional children  
 [D] the necessity of adapting education to exceptional children
22. From this passage we learn that the educational concern for exceptional children \_\_\_\_\_.

- [A] is now enjoying legal support
- [B] disagrees with the tradition of the country
- [C] was clearly stated by the country's founders
- [D] will exert great influence over court decisions



#### Text 4

"I have great confidence that by the end of the decade we'll know in vast detail how cancer cells arise," says microbiologist Robert Weinberg, an expert on cancer. "But," he cautions, "some people have the idea that once one understands the causes, the cure will rapidly follow. Consider Pasteur. He discovered the causes of many kinds of infections, but it was fifty or sixty years before cures were available. "

This year, 50 percent of the 910,000 people who suffer from cancer will survive at least five years. In the year 2000, the National Cancer Institute estimates, that figure will be 75 percent. For some skin cancers, the five-year survival rate is as high as 90 percent. But other survival statistics are still discouraging—13 percent for lung cancer, and 2 percent for cancer of the pancreas (胰腺).

With as many as 120 varieties in existence, discovering how cancer works is not easy. The researchers made great progress in the early 1970s, when they discovered that oncogenes, which are cancer-causing genes (基因), are inactive in normal cells. Anything from cosmic rays to radiation to diet may activate a dormant oncogene, but how remains unknown. If several oncogenes are driven into action, the cell, unable to turn them off, becomes cancerous.

The exact mechanisms involved are still mysterious, but the likelihood that many cancers are initiated at the level of genes suggests that we will never prevent all cancers. "Changes are a normal part of the evolutionary process," says oncologist William Haywar. Environmental factors can never be totally eliminated; as Hayward points out, "We can't prepare a medicine against cosmic rays."

The prospects for cure, though still distant, are brighter.

"First, we need to understand how the normal cell controls itself. Second, we have to determine whether there are a limited number of genes in cells which are always responsible for at least part of the trouble. If we can understand how cancer works, we can counteract its action. "

23. The example of Pasteur in the passage is used to \_\_\_\_\_.

- [A] predict that the secret of cancer will be disclosed in a decade
- [B] indicate that the prospects for curing cancer are bright
- [C] prove that cancer will be cured in fifty to sixty years
- [D] warn that there is still a long way to go before cancer can be conquered

24. The author implies that by the year 2000, \_\_\_\_\_.

- [A] there will be a drastic rise in the five-year survival rate of skin-cancer patients
- [B] 90 percent of the skin-cancer patients today will still be living
- [C] the survival statistics will be fairly even among patients with various cancers
- [D] there won't be a drastic increase of survival rate of all cancer patients

25. Oncogenes are cancer-causing genes \_\_\_\_\_.

- [A] that are always in operation in a healthy person
- [B] which remain unharmed so long as they are not activated

[C] that can be driven out of normal cells

[D] which normal cells can't turn off

26. The word “dormant” in the third paragraph most probably means \_\_\_\_\_.

[A] dead

[B] ever-present

[C] inactive

[D] potential



## Text 5

Discoveries in science and technology are thought by “untaught minds” to come in blinding flashes or as the result of dramatic accidents. Sir Alexander Fleming did not, as legend would have it, look at the mold (霉) on a piece of cheese and get the idea for penicillin there and then. He experimented with antibacterial substances for nine years before he made his discovery. Inventions and innovations almost always come out of laborious trial and error. Innovation is like soccer; even the best players miss the goal and have their shots blocked much more frequently than they score.

The point is that the players who score most are the ones who take most shots at the goal—and so it goes with innovation in any field of activity. The prime difference between innovation and others is one of approach. Everybody gets ideas, but innovators work consciously on theirs, and they follow them through until they prove practicable or otherwise. What ordinary people see as fanciful abstractions, professional innovators see as solid possibilities.

“Creative thinking may mean simply the realization that there's no particular virtue in doing things the way they have always been done,” wrote Rudolph Flesch, a language authority, this accounts for our reaction to seemingly simple innovations like plastic garbage bags and suitcases on wheels that make life more convenient : “How come nobody thought of that before?”

The creative approach begins with the proposition that nothing is as it appears. Innovators will not accept that there is only one way to do anything. Faced with getting from A to B, the average person will automatically set out on the best-known and apparently simplest route. The innovator will search for alternate courses, which may prove easier in the long run and are bound to be more interesting and challenging even if they lead to dead ends.

Highly creative individuals really do march to a different drummer.

27. What does the author probably mean by “untaught mind” in the first paragraph?

[A] A person ignorant of the hard work involved in experimentation.

[B] A citizen of a society that restricts personal creativity.

[C] A person who has had no education.

[D] An individual who often comes up with new ideas by accident.

28. According to the author, what distinguishes innovators from non-innovators?

[A] The variety of ideas they have.

[B] The intelligence they possess.

[C] The way they deal with problems.

[D] The way they present their findings.

29. The author quotes Rudolph Flesch in paragraph 3 because \_\_\_\_\_.

[A] Rudolph Flesch is the best-known expert in the study of human creativity

[B] the quotation strengthens the assertion that creative individuals look for new ways of doing things

[C] the reader is familiar with Rudolph Flesch's point of view

[D] the quotation adds a new idea to the information previously presented

30. The phrase “march to a different drummer” (the last line of the passage) suggests that highly cre-

ative individuals are \_\_\_\_\_.

- [A] diligent in pursuing their goals
- [B] reluctant to follow common ways of doing things
- [C] devoted to the progress of science
- [D] concerned about the advance of society

## Part B

### Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (15 points)

According to the new school of scientists, technology is an overlooked force in expanding the horizons of scientific knowledge. (31) Science moves forward, they say, not so much through the insights of great men of genius as because of more ordinary things like improved techniques and tools. (32) “In short”, a leader of the new school contends, “the scientific revolution, as we call it, was largely the improvement and invention and use of a series of instruments that expanded the reach of science in innumerable directions.”

(33) Over the years, tools and technology themselves as a source of fundamental innovation have largely been ignored by historians and philosophers of science. The modern school that hails technology argues that such masters as Galileo, Newton, Maxwell, Einstein, and inventors such as Edison attached great importance to, and derived great benefit from, craft information and technological devices of different kinds that were usable in scientific experiments.

The centerpiece of the argument of a technology-yes, genius-no advocate was an analysis of Galileo's role at the start of the scientific revolution. The wisdom of the day was derived from Ptolemy, an astronomer of the second century, whose elaborate system of the sky put Earth at the center of all heavenly motions. (34) Galileo's greatest glory was that in 1609 he was the first person to turn the newly invented telescope on the heavens to prove that the planets revolve around the sun rather than around the Earth. But the real hero of the story, according to the new school of scientists, was the long evolution in the improvement of machinery for making eyeglasses.

Federal policy is necessarily involved in the technology vs. genius dispute. (35) Whether the Government should increase the financing of pure science at the expense of technology or vice versa (反之) often depends on the issue of which is seen as the driving force.

# 1994 年全真试题答案

## Section I Use of English

1. A    2. C    3. B    4. D    5. C    6. A    7. B    8. C    9. D    10. D

## Section II Reading Comprehension

### Part A

Text 1   11. D   12. D   13. A   14. C

Text 2   15. B   16. C   17. B   18. B

Text 3   19. A   20. C   21. D   22. A

Text 4   23. D   24. D   25. B   26. C

Text 5   27. A   28. C   29. B   30. B

### Part B

31. 他们(新学派科学家们)说,科学的发展与其说源于天才伟人的真知灼识,不如说源于改进了的技术和工具等等更为普通的东西。

32. 新学派的一位领袖人物坚持说:“简而言之,我们所谓的科学革命,主要是指一系列器具的改进、发明和使用,这些改进、发明和使用使科学发展的范围无所不及。”

33. 工具和技术本身作为根本性创新的源泉多年来在很大程度上被科学史学家和科学思想家们忽视了。

34. 伽里略的最光辉的业绩在于他在 1609 年第一个把新发明的望远镜对准天空,以证实行星是围绕太阳旋转,而不是围绕地球旋转。

35. 政府究竟是以减少对技术的经费投入来增加对纯理论科学的经费投入,还是相反,这往往取决于把哪一方看作是驱动的力量。



## 1993 年全真试题

## 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. (15 points)

Although interior design has existed since the beginning of architecture, its development into a specialized field is really quite recent. Interior designers have become important partly because of the many functions that might be 1 in a single large building.

The importance of interior design becomes 2 when we realize how much time we 3 surrounded by four walls. Whenever we need to be indoors, we want our surroundings to be 4 attractive and comfortable as possible. We also expect 5 place to be appropriate to its use. You would be 6 if the inside of your bedroom were suddenly changed to look 7 the inside of a restaurant. And you wouldn't feel 8 in a business office that has the appearance of a school.

It soon becomes clear that the interior designer's most important basic 9 is the function of the particular 10. For example, a theater with poor sight lines, poor sound-shaping qualities, and 11 few entries and exits will not work for 12 purpose, no matter how beautifully it might be 13. Nevertheless, for any kind of space, the designer has to make many of the same kind of 14. He or she must coordinate the shapes, lighting and decoration of everything from ceiling to floor. 15 addition, the designer must usually select furniture or design built-in furniture, according to the functions that need to be served.

- |                      |                 |                  |                    |
|----------------------|-----------------|------------------|--------------------|
| 1. [A] consisted     | [B] contained   | [C] composed     | [D] comprised      |
| 2. [A] obscure       | [B] attractive  | [C] appropriate  | [D] evident        |
| 3. [A] spend         | [B] require     | [C] settle       | [D] retain         |
| 4. [A] so            | [B] as          | [C] thus         | [D] such           |
| 5. [A] some          | [B] any         | [C] this         | [D] each           |
| 6. [A] amused        | [B] interested  | [C] shocked      | [D] frightened     |
| 7. [A] like          | [B] for         | [C] at           | [D] into           |
| 8. [A] correct       | [B] proper      | [C] right        | [D] suitable       |
| 9. [A] care          | [B] concern     | [C] attention    | [D] intention      |
| 10. [A] circumstance | [B] environment | [C] surroundings | [D] space          |
| 11. [A] too          | [B] quite       | [C] a            | [D] far            |
| 12. [A] their        | [B] its         | [C] those        | [D] that           |
| 13. [A] painted      | [B] covered     | [C] ornamented   | [D] decorated      |
| 14. [A] solutions    | [B] conclusions | [C] decisions    | [D] determinations |
| 15. [A] For          | [B] In          | [C] As           | [D] With           |

## Section II Reading Comprehension

### Part A

#### Directions:

Read the following three texts. Answer the questions below each text by choosing A, B, C, or D. Mark your answers on ANSWER SHEET 1. (30 points)



#### Text 1

Is language, like food, a basic human need without which a child at a critical period of life can be starved and damaged? Judging from the drastic experiment of Frederick II in the thirteenth century, it may be. Hoping to discover what language a child would speak if he heard no mother tongue, he told the nurses to keep silent.

All the infants died before the first year. But clearly there was more than lack of language here. What was missing was good mothering. Without good mothering, in the first year of life especially, the capacity to survive is seriously affected.

Today no such severe lack exists as that ordered by Frederick. Nevertheless, some children are still backward in speaking. Most often the reason for this is that the mother is insensitive to the signals of the infant, whose brain is programmed to learn language rapidly. If these sensitive periods are neglected, the ideal time for acquiring skills passes and they might never be learned so easily again. A bird learns to sing and to fly rapidly at the right time, but the process is slow and hard once the critical stage has passed.

Experts suggest that speech stages are reached in a fixed sequence and at a constant age, but there are cases where speech has started late in a child who eventually turns out to be of high IQ. At twelve weeks a baby smiles and makes vowel-like sounds; at twelve months he can speak simple words and understand simple commands; at eighteen months he has a vocabulary of three to fifty words. At three he knows about 1,000 words which he can put into sentences, and at four his language differs from that of his parents in style rather than grammar.

Recent evidence suggests that an infant is born with the capacity to speak. What is special about man's brain, compared with that of the monkey, is the complex system which enables a child to connect the sight and feel of, say, a toy-bear with the sound pattern "toy-bear". And even more incredible is the young brain's ability to pick out an order in language from the mixture of sound around him, to analyse, to combine and recombine the parts of a language in new ways.

But speech has to be induced, and this depends on interaction between the mother and the child, where the mother recognizes the signals in the child's babbling (咿呀学语), grasping and smiling, and responds to them. Insensitivity of the mother to these signals dulls the interaction because the child gets discouraged and sends out only the obvious signals. Sensitivity to the child's non-verbal signals is essential to the growth and development of language.

16. The purpose of Frederick II's experiment was \_\_\_\_\_.

[A] to prove that children are born with the ability to speak

[B] to discover what language a child would speak without hearing any human speech

- [C] to find out what role careful nursing would play in teaching a child to speak  
 [D] to prove that a child could be damaged without learning a language
17. The reason some children are backward in speaking is most probably that \_\_\_\_\_.  
 [A] they are incapable of learning language rapidly  
 [B] they are exposed to too much language at once  
 [C] their mothers respond inadequately to their attempts to speak  
 [D] their mothers are not intelligent enough to help them
18. What is exceptionally remarkable about a child is that \_\_\_\_\_.  
 [A] he is born with the capacity to speak  
 [B] he has a brain more complex than an animal's  
 [C] he can produce his own sentences  
 [D] he owes his speech ability to good nursing
19. Which of the following can NOT be inferred from the passage?  
 [A] The faculty of speech is inborn in man.  
 [B] Encouragement is anything but essential to a child in language learning.  
 [C] The child's brain is highly selective.  
 [D] Most children learn their language in definite stages.
20. If a child starts to speak later than others, he will \_\_\_\_\_ in the future.  
 [A] have a high IQ  
 [B] be less intelligent  
 [C] be insensitive to verbal signals  
 [D] not necessarily be backward



## Text 2

In general, our society is becoming one of giant enterprises directed by a bureaucratic (官僚主义的) management in which man becomes a small, well-oiled cog in the machinery. The oiling is done with higher wages, well-ventilated factories and piped music, and by psychologists and "human-relations" experts; yet all this oiling does not alter the fact that man has become powerless, that he does not wholeheartedly participate in his work and that he is bored with it. In fact, the blue- and the white-collar workers have become economic puppets who dance to the tune of automated machines and bureaucratic management.

The worker and employee are anxious, not only because they might find themselves out of a job; they are anxious also because they are unable to acquire any real satisfaction or interest in life. They live and die without ever having confronted the fundamental realities of human existence as emotionally and intellectually independent and productive human beings.

Those higher up on the social ladder are no less anxious. Their lives are no less empty than those of their subordinates. They are even more insecure in some respects. They are in a highly competitive race. To be promoted or to fall behind is not a matter of salary but even more a matter of self-respect. When they apply for their first job, they are tested for intelligence as well as for the right mixture of submissiveness and independence. From that moment on they are tested again and again—by the psychologists, for whom testing is a big business, and by their superiors, who judge their behavior, sociability, capacity to get along, etc. This constant need to prove that one is as good as or better than one's fellow-competitor creates constant anxiety and stress, the very causes of unhappiness and illness.

Am I suggesting that we should return to the preindustrial mode of production or to nineteenth-

century “free enterprise” capitalism? Certainly not. Problems are never solved by returning to a stage which one has already outgrown. I suggest transforming our social system from a bureaucratically managed industrialism in which maximal production and consumption are ends in themselves into a humanist industrialism in which man and full development of his potentialities—those of love and of reason—are the aims of all social arrangements. Production and consumption should serve only as means to this end, and should be prevented from ruling man.

21. By “a well-oiled cog in the machinery” the author intends to render the idea that man is \_\_\_\_\_.  
 [A] a necessary part of the society though each individual's function is negligible  
 [B] working in complete harmony with the rest of the society  
 [C] an unimportant part in comparison with the rest of the society, though functioning smoothly  
 [D] a humble component of the society, especially when working smoothly
22. The real cause of the anxiety of the workers and employees is that \_\_\_\_\_.  
 [A] they are likely to lose their jobs  
 [B] they have no genuine satisfaction or interest in life  
 [C] they are faced with the fundamental realities of human existence  
 [D] they are deprived of their individuality and independence
23. From the passage we can infer that real happiness of life belongs to those \_\_\_\_\_.  
 [A] who are at the bottom of the society  
 [B] who are higher up in their social status  
 [C] who prove better than their fellow-competitors  
 [D] who could keep far away from this competitive world
24. To solve the present social problems the author suggests that we should \_\_\_\_\_.  
 [A] resort to the production mode of our ancestors  
 [B] offer higher wages to the workers and employees  
 [C] enable man to fully develop his potentialities  
 [D] take the fundamental realities for granted
25. The author's attitude towards industrialism might best be summarized as one of \_\_\_\_\_.  
 [A] approval                      [B] dissatisfaction                      [C] suspicion                      [D] tolerance



### Text 3

When an invention is made, the inventor has three possible courses of action open to him: he can give the invention to the world by publishing it, keep the idea secret, or patent it. A granted patent is the result of a bargain struck between an inventor and the state, by which the inventor gets a limited period of monopoly (垄断) and publishes full details of his invention to the public after that period terminates.

Only in the most exceptional circumstances is the lifespan of a patent extended to alter this normal process of events.

The longest extension ever granted was to Georges Valensi; his 1939 patent for color TV receiver circuitry was extended until 1971 because for most of the patent's normal life there was no colour TV to receive and thus no hope of reward for the invention.

Because a patent remains permanently public after it has terminated, the shelves of the library at-

tached to the patent office contain details of literally millions of ideas that are free for anyone to use and , if older than half a century, sometimes even re-patent. Indeed, patent experts often advise anyone wishing to avoid the high cost of conducting a search through live patents that the one sure way of avoiding violation of any other inventor's right is to plagiarize a dead patent. Likewise, because publication of an idea in any other form permanently invalidates further patents on that idea, it is traditionally safe to take ideas from other areas of print. Much modern technological advance is based on these presumptions of legal security.

Anyone closely involved in patents and inventions soon learns that most "new" ideas are, in fact, as old as the hills. It is their reduction to commercial practice, either through necessity or dedication, or through the availability of new technology, that makes news and money. The basic patent for the theory of magnetic recording dates back to 1886. Many of the original ideas behind television originate from the late 19th and early 20th century. Even the Volkswagen rear engine car was anticipated by a 1904 patent for a cart with the horse at the rear.

26. The passage is mainly about \_\_\_\_\_.  
 [A] an approach to patents [B] the application for patents  
 [C] the use of patents [D] the access to patents
27. Which of the following is true according to the passage?  
 [A] When a patent becomes out of effect, it can be re-patented or extended if necessary.  
 [B] It is necessary for an inventor to apply for a patent before he makes his invention public.  
 [C] A patent holder must publicize the details of his invention when its legal period is over.  
 [D] One can get all the details of a patented invention from a library attached to the patent office.
28. George Valensi's patent lasted until 1971 because \_\_\_\_\_.  
 [A] nobody would offer any reward for his patent prior to that time  
 [B] his patent could not be put to use for an unusually long time  
 [C] there were not enough TV stations to provide colour programmes  
 [D] the colour TV receiver was not available until that time
29. The word "plagiarize" (line 5, para. 4) most probably means "\_\_\_\_\_".  
 [A] steal and use [B] give reward to  
 [C] make public [D] take and change
30. From the passage we learn that \_\_\_\_\_.  
 [A] an invention will not benefit the inventor unless it is reduced to commercial practice  
 [B] products are actually inventions which were made a long time ago  
 [C] it is much cheaper to buy an old patent than a new one  
 [D] patent experts often recommend patents to others by conducting a search through dead patents

## Part B

### Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (15 points)

(31) The method of scientific investigation is nothing but the expression of the necessary mode of working of the human mind; it is simply the mode by which all phenomena are reasoned about and given precise and exact explanations. There is no more difference, but there is just the same kind of difference, between the mental operations of a man of science and those of an ordinary person, as there is between the operations and methods of a baker or of a butcher weighing out his goods in common scales, and the operations of a chemist in performing a difficult and complex analysis by means of his balance and finely graded weights. (32) It is not that the scales in the one case, and the balance in the other, differ in the principles of their construction or manner of working; but that the latter is a much finer apparatus and of course much more accurate in its measurement than the former.

You will understand this better, perhaps, if I give you some familiar examples. (33) You have all heard it repeated that men of science work by means of induction (归纳法) and deduction, that by the help of these operations, they, in a sort of sense, manage to extract from Nature certain natural laws, and that out of these, by some special skill of their own, they build up their theories. (34) And it is imagined by many that the operations of the common mind can be by no means compared with these processes, and that they have to be acquired by a sort of special training. To hear all these large words, you would think that the mind of a man of science must be constituted differently from that of his fellow men; but if you will not be frightened by terms, you will discover that you are quite wrong, and that all these terrible apparatus are being used by yourselves every day and every hour of your lives.

There is a well-known incident in one of Moliere's plays, where the author makes the hero express unbounded delight on being told that he had been talking prose (散文) during the whole of his life. In the same way, I trust that you will take comfort, and be delighted with yourselves, on the discovery that you have been acting on the principles of inductive and deductive philosophy during the same period. (35) Probably there is not one here who has not in the course of the day had occasion to set in motion a complex train of reasoning, of the very same kind, though differing in degree, as that which a scientific man goes through in tracing the causes of natural phenomena.

# 1993 年全真试题答案

## Section I Use of English

1. B    2. D    3. A    4. B    5. D    6. C    7. A    8. C    9. B    10. D  
11. A    12. B    13. D    14. C    15. B

## Section II Reading Comprehension

### Part A

- Text 1   16. B   17. C   18. C   19. B   20. D  
Text 2   21. C   22. D   23. D   24. C   25. B  
Text 3   26. D   27. C   28. B   29. A   30. A

### Part B

31. 科学研究的方法不过是人类思维活动的必要表达方式,也就是对一切现象进行思索并给以精确而严谨解释的表达方式。

32. 这并不是说面包师或屠夫所用的磅秤和化学家所用的天平在构造原理或工作方式上存在差别,而是说与前者相比,后者是一种更精密得多的装置,因而在计量上必然更准确得多。

33. 你们都多次听说过,科学家是用归纳法和演绎法工作的。他们用这些方法,在某种意义上说,力求从自然界找出某些自然规律,然后他们根据这些规律,用自己的某种非同一般的本领,建立起他们的理论。

34. 许多人以为,普通人的思维活动根本无法与科学家的思维过程相比,认为这些思维过程必须经过某种专门训练才能掌握。

35. 在座的诸位中,大概不会有人一整天都没有机会进行一连串复杂的思考活动,这些思考活动与科学家在探索自然现象原因时所经历的思考活动,尽管复杂程度不同,但在类型上是完全一样的。

## 1992 年全真试题

## Section I Use of English

## Directions:

For each numbered blank in the following passage, there are four choices marked [A],[B],[C] and [D]. Choose the best one and put your choice in the ANSWER SHEET. (15 points)

The key to the industrialization of space is the U. S. space shuttle. 1 it, astronauts will acquire a workhouse vehicle 2 of flying into space and returning many times. 3 by reusable rockets that can lift a load of 65,000 pounds, the shuttle will carry devices for scientific inquiry, as 4 as a variety of military hardware. 5 more significantly, it will 6 materials and machines into space for industrial purposes 7 two decades ago when “sputnik” (artificial satellite) was 8 to the vocabulary. In short, the 9 importance of the shuttle lies in its 10 as an economic tool.

What makes the space shuttle 11 is that it takes off like a rocket but lands like an airplane. 12, when it has accomplished its 13, it can be ready for 14 trip in about two weeks.

The space shuttle, the world's first true spaceship, is a magnificent step 15 making the impossible possible for the benefit and survival of man.

- |                     |                 |                  |                    |
|---------------------|-----------------|------------------|--------------------|
| 1. [A] In           | [B] On          | [C] By           | [D] With           |
| 2. [A] capable      | [B] suitable    | [C] efficient    | [D] fit            |
| 3. [A] Served       | [B] Powered     | [C] Forced       | [D] Reinforced     |
| 4. [A] far          | [B] well        | [C] much         | [D] long           |
| 5. [A] Then         | [B] Or          | [C] But          | [D] So             |
| 6. [A] supply       | [B] introduce   | [C] deliver      | [D] transfer       |
| 7. [A] unimagined   | [B] unsettled   | [C] uncovered    | [D] unsolved       |
| 8. [A] attributed   | [B] contributed | [C] applied      | [D] added          |
| 9. [A] general      | [B] essential   | [C] prevailing   | [D] ultimate       |
| 10. [A] promise     | [B] prosperity  | [C] popularity   | [D] priority       |
| 11. [A] exceptional | [B] strange     | [C] unique       | [D] rate           |
| 12. [A] Thus        | [B] Whereas     | [C] Nevertheless | [D] Yet            |
| 13. [A] venture     | [B] mission     | [C] commission   | [D] responsibility |
| 14. [A] new         | [B] another     | [C] certain      | [D] subsequent     |
| 15. [A] for         | [B] by          | [C] in           | [D] through        |



## Section II Reading Comprehension

### Part A

#### Directions:

Each of the passages below is followed by some questions. For each question four answers are given. Read the passages carefully and choose the best answer to each of the questions. Put your choice in the ANSWER SHEET. (30 points)



#### Text 1

It is all very well to blame traffic jams, the cost of petrol and the quick pace of modern life, but manners on the roads are becoming horrible. Everybody knows that the nicest men become monsters behind the wheel. It is all very well, again, to have a tiger in the tank, but to have one in the driver's seat is another matter altogether. You might tolerate the odd road-hog, the rude and inconsiderate driver, but nowadays the well-mannered motorist is the exception to the rule. (Perhaps the situation calls for a "Be Kind to Other Drivers" campaign, otherwise it may get completely out of hand.)

Road politeness is not only good manners, but good sense too. It takes the most cool-headed and good-tempered of drivers to resist the temptation to revenge when subjected to uncivilized behavior. On the other hand, a little politeness goes a long way towards relieving the tensions of motoring. A friendly nod or a wave of acknowledgment in response to an act of politeness helps to create an atmosphere of goodwill and tolerance so necessary in modern traffic conditions. But such acknowledgments of politeness are all too rare today. Many drivers nowadays don't even seem able to recognize politeness when they see it.

However, misplaced politeness can also be dangerous. Typical examples are the driver who brakes violently to allow a car to emerge from a side street at some hazard to following traffic, when a few seconds later the road would be clear anyway; or the man who waves a child across a zebra crossing into the path of oncoming vehicles that may be unable to stop in time. The same goes for encouraging old ladies to cross the road wherever and whenever they care to. It always amazes me that the highways are not covered with the dead bodies of these grannies.

A veteran driver, whose manners are faultless, told me it would help if motorists learnt to filter correctly into traffic streams one at a time without causing the total blockages that give rise to bad temper. Unfortunately, modern motorists can't even learn to drive, let alone master the subtler aspects of roadmanship. Years ago the experts warned us that the car ownership explosion would demand a lot more give-and-take from all road users. It is high time for all of us to take this message to heart.

16. According to this passage, troubles on the road are primarily caused by \_\_\_\_.

- [A] people's attitude towards the road-hog      [B] the rhythm of modern life  
[C] the behavior of the driver      [D] traffic conditions

17. The sentence "You might tolerate the odd road-hog... the rule." (Para. 1) implies that \_\_\_\_.

- [A] our society is unjust towards well-mannered motorists  
[B] rude drivers can be met only occasionally  
[C] the well-mannered motorist cannot tolerate the road-hog

- [D] nowadays impolite drivers constitute the majority of motorists
18. By “good sense”, the writer means \_\_\_\_\_.  
 [A] the driver’s ability to understand and react reasonably  
 [B] the driver’s prompt response to difficult and severe conditions  
 [C] the driver’s tolerance of rude or even savage behavior  
 [D] the driver’s acknowledgment of politeness and regulations
19. Experts have long pointed out that in the face of car-ownership explosion, \_\_\_\_\_.  
 [A] road users should make more sacrifice  
 [B] drivers should be ready to yield to each other  
 [C] drivers should have more communication among themselves  
 [D] drivers will suffer great loss if they pay no respect to others
20. In the writer’s opinion, \_\_\_\_\_.  
 [A] strict traffic regulations are badly needed  
 [B] drivers should apply road politeness properly  
 [C] rude drivers should be punished  
 [D] drivers should avoid traffic jams



## Text 2

In the atmosphere, carbon dioxide acts rather like a one-way mirror—the glass in the roof of a greenhouse which allows the sun’s rays to enter but prevents the heat from escaping.

According to a weather expert’s prediction, the atmosphere will be 3°C warmer in the year 2050 than it is today, if man continues to burn fuels at the present rate. If this warming up took place, the ice caps in the poles would begin to melt, thus raising sea level several metres and severely flooding coastal cities. Also, the increase in atmospheric temperature would lead to great changes in the climate of the northern hemisphere, possibly resulting in an alteration of the earth’s chief food-growing zones.

In the past, concern about a man-made warming of the earth has concentrated on the Arctic because the Antarctic is much colder and has a much thicker ice sheet. But weather experts are now paying more attention to the West Antarctic, which may be affected by only a few degrees of warming: in other words, by a warming on the scale that will possibly take place in the next fifty years from the burning of fuels.

Satellite pictures show that large areas of Antarctic ice are already disappearing. The evidence available suggests that a warming has taken place. This fits the theory that carbon dioxide warms the earth.

However, most of the fuel is burnt in the northern hemisphere, where temperatures seem to be falling. Scientists conclude, therefore, that up to now natural influences on the weather have exceeded those caused by man. The question is: Which natural cause has most effect on the weather?

One possibility is the variable behavior of the sun. Astronomers at one research station have studied the hot spots and “cold” spots (that is, the relatively less hot spots) on the sun. As the sun rotates, every 27.5 days, it presents hotter or “colder” faces to the earth, and different aspects to different parts of the earth. This seems to have a considerable effect on the distribution of the earth’s atmospheric pressure, and consequently on wind circulation. The sun is also variable over a long term: its heat output goes up and down in cycles, the latest trend being downward.

Scientists are now finding mutual relations between models of solar-weather interactions and the actual climate over many thousands of years, including the last Ice Age. The problem is that the models are predicting that the world should be entering a new Ice Age and it is not. One way of solving this theoretical difficulty is to assume a delay of thousands of years while the solar effects overcome the inertia(惯性) of the earth's climate. If this is right, the warming effect of carbon dioxide might thus be serving as a useful counter-balance to the sun's diminishing heat.

21. It can be concluded that a concentration of carbon dioxide in the atmosphere would \_\_\_\_\_.  
 [A] prevent the sun's rays from reaching the earth's surface  
 [B] mean a warming up in the Arctic  
 [C] account for great changes in the climate in the northern hemisphere  
 [D] raise the temperature of the earth's surface
22. The article was written to explain \_\_\_\_\_.  
 [A] the greenhouse effect [B] the solar effects on the earth  
 [C] the models of solar-weather interactions [D] the causes affecting weather
23. Although the fuel consumption is greater in the northern hemisphere, temperatures there seem to be falling. This is \_\_\_\_\_.  
 [A] mainly because the levels of carbon dioxide are rising  
 [B] possibly because the ice caps in the poles are melting  
 [C] exclusively due to the effect of the inertia of the earth's climate  
 [D] partly due to variations in the output of solar energy
24. On the basis of their models, scientists are of the opinion that \_\_\_\_\_.  
 [A] the climate of the world should be becoming cooler  
 [B] it will take thousands of years for the inertia of the earth's climate to take effect  
 [C] the man-made warming effect helps to increase the solar effects  
 [D] the new Ice Age will be delayed by the greenhouse effect
25. If the assumption about the delay of a new Ice Age is correct, \_\_\_\_\_.  
 [A] the best way to overcome the cooling effect would be to burn more fuels  
 [B] ice would soon cover the northern hemisphere  
 [C] the increased levels of carbon dioxide in the atmosphere could warm up the earth even more quickly  
 [D] the greenhouse effect could work to the advantage of the earth



### Text 3

Some people believe that international sport creates goodwill between the nations and that if countries play games together they will learn to live together. Others say that the opposite is true: that international contests encourage false national pride and lead to misunderstanding and hatred. There is probably some truth in both arguments, but in recent years the Olympic Games have done little to support the view that sports encourages international brotherhood. Not only was there the tragic incident involving the murder of athletes, but the Games were also ruined by lesser incidents caused principally by minor national contests.

One country received its second-place medals with visible indignation after the hockey(曲棍球) final. There had been noisy scenes at the end of the hockey match, the losers objecting to the final deci-

sions. They were convinced that one of their goals should not have been disallowed and that their opponents' victory was unfair. Their manager was in a rage when he said: "This wasn't hockey. Hockey and the International Hockey Federation are finished." The president of the Federation said later that such behavior could result in the suspension of the team for at least three years.

The American basketball team announced that they would not yield first place to Russia, after a disputable end to their contest. The game had ended in disturbance. It was thought at first that the United States had won, by a single point, but it was announced that there were three seconds still to play. A Russian player then threw the ball from one end of the court to the other, and another player popped it into the basket. It was the first time the USA had ever lost an Olympic basketball match. An appeal jury debated the matter for four and a half hours before announcing that the result would stand. The American players then voted not to receive the silver medals.

Incidents of this kind will continue as long as sport is played competitively rather than for the love of the game. The suggestion that athletes should compete as individuals or in non-national teams, might be too much to hope for. But in the present organization of the Olympics there is far too much that encourages aggressive patriotism.

26. According to the author, recent Olympic Games have \_\_\_\_\_.
  - [A] created goodwill between the nations
  - [B] bred only false national pride
  - [C] barely showed any international friendship
  - [D] led to more and more misunderstanding and hatred
27. What did the manager mean by saying, "... Hockey and the International Hockey Federation are finished"?
  - [A] His team would no longer take part in international games.
  - [B] Hockey and the Federation are both ruined by the unfair decisions.
  - [C] There should be no more hockey matches organized by the Federation.
  - [D] The Federation should be dissolved.
28. The basketball example implied that \_\_\_\_\_.
  - [A] too much patriotism was displayed in the incident
  - [B] the announcement to prolong the match was wrong
  - [C] the appeal jury was too hesitant in making the decision
  - [D] the American team was right in rejecting the silver medals
29. The author gives the two examples in paragraphs 2 and 3 to show \_\_\_\_\_.
  - [A] how false national pride led to undesirable incidents in international games
  - [B] that sportsmen have been more obedient than they used to be
  - [C] that competitiveness in the games discourages international friendship
  - [D] that unfair decisions are common in Olympic Games
30. What conclusion can be drawn from the passage?
  - [A] The organization of the Olympic Games must be improved.
  - [B] Athletes should compete as individuals in the Olympic Games.
  - [C] Sport should be played competitively rather than for the love of the game.
  - [D] International contests are liable for misunderstanding between nations.

## Part B

## Directions:

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

“Intelligence” at best is an assumptive construct—the meaning of the word has never been clear. 31) There is more agreement on the kinds of behavior referred to by the term than there is on how to interpret or classify them. But it is generally agreed that a person of high intelligence is one who can grasp ideas readily, make distinctions, reason logically, and make use of verbal and mathematical symbols in solving problems. An intelligence test is a rough measure of a child’s capacity for learning, particularly for learning the kinds of things required in school. It does not measure character, social adjustment, physical endurance, manual skills, or artistic abilities. It is not supposed to—it was not designed for such purposes. 32) To criticize it for such failure is roughly comparable to criticizing a thermometer for not measuring wind velocity.

The other thing we have to notice is that the assessment of the intelligence of any subject is essentially a comparative affair.

33) Now since the assessment of intelligence is a comparative matter we must be sure that the scale with which we are comparing our subjects provides a “valid” or “fair” comparison. It is here that some of the difficulties which interest us begin. Any test performed involves at least three factors: the intention to do one’s best, the knowledge required for understanding what you have to do, and the intellectual ability to do it. 34) The first two must be equal for all who are being compared, if any comparison in terms of intelligence is to be made. In school populations in our culture these assumptions can be made fair and reasonable, and the value of intelligence testing has been proved thoroughly. Its value lies, of course, in its providing a satisfactory basis for prediction. No one is in the least interested in the marks a little child gets on his test; What we are interested in is whether we can conclude from his mark on the test that the child will do better or worse than other children of his age at tasks which we think require “general intelligence”. 35) On the whole such a conclusion can be drawn with a certain degree of confidence, but only if the child can be assumed to have had the same attitude towards the test as the other with whom he is being compared, and only if he was not punished by lack of relevant information which they possessed.

## 1992 年全真试题答案

### Section I Use of English

1. D    2. A    3. B    4. B    5. C    6. C    7. A    8. D    9. D    10. A  
11. C    12. A    13. B    14. B    15. C

### Section II Reading Comprehension

#### Part A

- Text 1    16. C    17. D    18. A    19. B    20. B  
Text 2    21. D    22. D    23. D    24. A    25. D  
Text 3    26. C    27. B    28. A    29. C    30. A

#### Part B

31. 人们对智力这个词所指的不同表现意见比较一致,而对这些表现如何解释或分类则有不同的看法。
32. 批评智力测试不反映上述情况,犹如批评温度计不能测风速一样。
33. 既然对智力的评估是比较而言的,那么我们必须确保,在对我们的对象进行比较时,我们所用的尺度能提供“有效的”或“公平的”比较。
34. 如果要从智力方面进行任何比较的话,那么对所有被比较者来说,前两个因素必须是一样的。
35. 总的来说,得出这种结论是有一定程度把握的,但是必须具备两个条件:能够假定这个孩子对测试的态度和与他比较的另外的孩子的态度相同;他也没有因为缺乏别的孩子所具有的有关知识而被扣分。

## 1991 年全真试题

## Section I Use of English

## Directions:

For each numbered blank in the following passage there are four choices labelled [A], [B], [C] and [D]. Choose the best one and put your choice in the ANSWER SHEET. (15 points)

When television first began to expand, very few of the people who had become famous as radio commentators were able to be equally effective on television. Some of the difficulties they experienced when they were trying to 1 themselves to the new medium were technical. When working 2 radio, for example, they had become 3 to seeing on behalf of the listener.

This 4 of seeing for others means that the commentator has to be very good at talking. 5 all, he has to be able to 6 a continuous sequence of visual images which 7 meaning to the sounds which the listener hears. In the 8 of television, however, the commentator sees everything with the viewer. His role, therefore, is 9 different. He is there to make 10 that the viewer does not miss some point of interest, to help him 11 on particular things, and to 12 the images on the television screen. 13 his radio colleague, he must know the 14 of silence and how to use it at those moments 15 the pictures speak for themselves.

- |                    |                 |                 |                 |
|--------------------|-----------------|-----------------|-----------------|
| 1. [A] turn        | [B] adapt       | [C] alter       | [D] modify      |
| 2. [A] on          | [B] at          | [C] with        | [D] behind      |
| 3. [A] experienced | [B] determined  | [C] established | [D] accustomed  |
| 4. [A] efficiency  | [B] technology  | [C] art         | [D] performance |
| 5. [A] Of          | [B] For         | [C] Above       | [D] In          |
| 6. [A] inspire     | [B] create      | [C] cause       | [D] perceive    |
| 7. [A] add         | [B] apply       | [C] affect      | [D] reflect     |
| 8. [A] occasion    | [B] event       | [C] fact        | [D] case        |
| 9. [A] equally     | [B] completely  | [C] initially   | [D] hardly      |
| 10. [A] definite   | [B] possible    | [C] sure        | [D] clear       |
| 11. [A] focus      | [B] attend      | [C] follow      | [D] insist      |
| 12. [A] exhibit    | [B] demonstrate | [C] expose      | [D] interpret   |
| 13. [A] Like       | [B] Unlike      | [C] As          | [D] For         |
| 14. [A] purpose    | [B] goal        | [C] value       | [D] intention   |
| 15. [A] if         | [B] when        | [C] which       | [D] as          |

## Section II Reading Comprehension

### Part A

#### Directions:

Each of the passages below is followed by some questions. For each question four answers are given. Read the passages carefully and choose the best answer to each of the questions. Put your choice in the ANSWER SHEET. (30 points)



#### Text 1

A wise man once said that the only thing necessary for the triumph of evil is for good men to do nothing. So, as a police officer, I have some urgent things to say to good people.

Day after day my men and I struggle to hold back a tidal wave of crime. Something has gone terribly wrong with our once proud American way of life. It has happened in the area of values. A key ingredient is disappearing, and I think I know what it is: accountability.

Accountability isn't hard to define. It means that every person is responsible for his or her actions and liable for their consequences.

Of the many values that hold civilization together—honesty, kindness, and so on—accountability may be the most important of all. Without it, there can be no respect, no trust, no law—and, ultimately, no society.

My job as a police officer is to impose accountability on people who refuse, or have never learned, to impose it on themselves. But as every policeman knows, external controls on people's behavior are far less effective than internal restraints such as guilt, shame and embarrassment.

Fortunately there are still communities—smaller towns, usually—where schools maintain discipline and where parents hold up standards that proclaim: "In this family certain things are not tolerated—they simply are not done! "

Yet more and more, especially in our larger cities and suburbs, these inner restraints are loosening. Your typical robber has none. He considers your property his property; he takes what he wants, including your life if you enrage him.

The main cause of this break-down is a radical shift in attitudes. Thirty years ago, if a crime was committed, society was considered the victim. Now, in a shocking reversal, it's the criminal who is considered victimized: by his underprivileged upbringing, by the school that didn't teach him to read, by the church that failed to reach him with moral guidance, by the parents who didn't provide a stable home.

I don't believe it. Many others in equally disadvantaged circumstances choose not to engage in criminal activities. If we free the criminal, even partly, from accountability, we become a society of endless excuses where no one accepts responsibility for anything.

We in America desperately need more people who believe that the person who commits a crime is the one responsible for it.

16. What the wise man said suggests that \_\_\_\_\_.

[A] it's unnecessary for good people to do anything in face of evil



- [B] it's certain that evil will prevail if good men do nothing about it  
 [C] it's only natural for virtue to defeat evil  
 [D] it's desirable for good men to keep away from evil
17. According to the author, if a person is found guilty of a crime, \_\_\_\_\_.  
 [A] society is to be held responsible  
 [B] modern civilization is responsible for it  
 [C] the criminal himself should bear the blame  
 [D] the standards of living should be improved
18. Compared with those in small towns, people in large cities have \_\_\_\_\_.  
 [A] less self-discipline [B] better sense of discipline  
 [C] more mutual respect [D] less effective government
19. The writer is sorry to have noticed that \_\_\_\_\_.  
 [A] people in large cities tend to excuse criminals  
 [B] people in small towns still stick to old discipline and standards  
 [C] today's society lacks sympathy for people in difficulty  
 [D] people in disadvantaged circumstances are engaged in criminal activities
20. The key point of the passage is that \_\_\_\_\_.  
 [A] stricter discipline should be maintained in schools and families  
 [B] more good examples should be set for people to follow  
 [C] more restrictions should be imposed on people's behavior  
 [D] more people should accept the value of accountability



## Text 2

The period of adolescence, i. e., the person between childhood and adulthood, may be long or short, depending on social expectations and on society's definition as to what constitutes maturity and adulthood. In primitive societies adolescence is frequently a relatively short period of time, while in industrial societies with patterns of prolonged education coupled with laws against child labor, the period of adolescence is much longer and may include most of the second decade of one's life. Furthermore, the length of the adolescent period and the definition of adulthood status may change in a given society as social and economic conditions change. Examples of this type of change are the disappearance of the frontier in the latter part of the nineteenth century in the United States, and more universally, the industrialization of an agricultural society.

In modern society, ceremonies for adolescence have lost their formal recognition and symbolic significance and there no longer is agreement as to what constitutes initiation ceremonies. Social ones have been replaced by a sequence of steps that lead to increased recognition and social status. For example, grade school graduation, high school graduation and college graduation constitute such a sequence, and while each step implies certain behavioral changes and social recognition, the significance of each depends on the socio-economic status and the educational ambition of the individual. Ceremonies for adolescence have also been replaced by legal definitions of status roles, right, privileges and responsibilities. It is during the nine years from the twelfth birthday to the twenty-first that the protective and restrictive aspects of childhood and minor status are removed and adult privileges and responsibilities are granted. The twelve-year-old is no longer considered a child and has to pay full fare

for train, airplane, theater and movie tickets. Basically, the individual at this age loses childhood privileges without gaining significant adult rights. At the age of sixteen the adolescent is granted certain adult rights which increase his social status by providing him with more freedom and choices. He now can obtain a driver's license; he can leave public schools; and he can work without the restrictions of child labor laws. At the age of eighteen the law provides adult responsibilities as well as rights; the young man can now be a soldier, but he also can marry without parental permission. At the age of twenty-one the individual obtains his full legal rights as an adult. He now can vote, he can buy liquor, he can enter into financial contracts, and he is entitled to run for public office. No additional basic rights are acquired as a function of age after majority status has been attained. None of these legal provisions determine at what point adulthood has been reached but they do point to the prolonged period of adolescence.

21. The period of adolescence is much longer in industrial societies because \_\_\_\_\_.  
 [A] the definition of maturity has changed  
 [B] the industrialized society is more developed  
 [C] more education is provided and laws against child labor are made  
 [D] ceremonies for adolescence have lost their formal recognition and symbolic significance
22. Former social ceremonies that used to mark adolescence have given place to \_\_\_\_\_.  
 [A] graduations from schools and colleges      [B] social recognition  
 [C] socio-economic status      [D] certain behavioral changes
23. No one can expect to fully enjoy the adulthood privileges until he is \_\_\_\_\_.  
 [A] eleven years old      [B] sixteen years old  
 [C] twenty-one years old      [D] between twelve and twenty-one years old
24. Starting from 22, \_\_\_\_\_.  
 [A] one will obtain more basic rights  
 [B] the older one becomes, the more basic rights he will have  
 [C] one won't get more basic rights than when he is 21  
 [D] one will enjoy more rights granted by society
25. According to the passage, it is true that \_\_\_\_\_.  
 [A] in the late 19th century in the United States the dividing line between adolescence and adulthood no longer existed  
 [B] no one can marry without the permission of his parents until the age of twenty-one  
 [C] one is considered to have reached adulthood when he has a driver's license  
 [D] one is not free from the restrictions of child labor laws until he can join the army



### Text 3

Most growing plants contain much more water than all other materials combined. C. R. Barnes has suggested that it is as proper to term the plant a water structure as to call a house composed mainly of brick a brick building. Certain it is that all essential processes of plant growth and development occur in water. The mineral elements from the soil that are usable by the plant must be dissolved in the soil solution before they can be taken into the root. They are carried to all parts of the growing plant and are built into essential plant materials while in a dissolved state. The carbon dioxide (CO<sub>2</sub>)

from the air may enter the leaf as a gas but is dissolved in water in the leaf before it is combined with a part of the water to form simple sugars—the base material from which the plant body is mainly built. Actively growing plant parts are generally 75 to 90 percent water. Structural parts of plants, such as woody stems no longer actively growing, may have much less water than growing tissues.

The actual amount of water in the plant at any one time, however, is only a very small part of what passes through it during its development. The processes of photosynthesis, by which carbon dioxide and water are combined—in the presence of chlorophyll (叶绿素) and with energy derived from light—to form sugars, require that carbon dioxide from the air enter the plant. This occurs mainly in the leaves. The leaf surface is not solid but contains great numbers of minute openings, through which the carbon dioxide enters. The same structure that permits the one gas to enter the leaf, however, permits another gas—water vapor—to be lost from it. Since carbon dioxide is present in the air only in trace quantities (3 to 4 parts in 10,000 parts of air) and water vapor is near saturation in the air spaces within the leaf (at 80°F, saturated air would contain about 186 parts of water vapor in 10,000 parts of air), the total amount of water vapor lost is many times the carbon dioxide intake. Actually, because of wind and other factors, the loss of water in proportion to carbon dioxide intake may be even greater than the relative concentrations of the two gases. Also, not all of the carbon dioxide that enters the leaf is synthesized into carbohydrates (碳水化合物).

26. A growing plant needs water for all of the following except \_\_\_\_\_.
 

[A] forming sugars	[B] sustaining woody stems
[C] keeping green	[D] producing carbon dioxide
27. The essential function of photosynthesis in terms of plant needs is \_\_\_\_\_.
 

[A] to form sugars	[B] to derive energy from light
[C] to preserve water	[D] to combine carbon dioxide with water
28. The second paragraph uses facts to develop the essential idea that \_\_\_\_\_.
 

[A] a plant efficiently utilizes most of the water it absorbs
[B] carbon dioxide is the essential substance needed for plant development
[C] a plant needs more water than is found in its composition
[D] the stronger the wind, the more the water vapor loss
29. According to the passage, which of the following statements is true?
 

[A] The mineral elements will not be absorbed by the plant unless they are dissolved in its root.
[B] The woody stems contain more water than the leaves.
[C] Air existing around the leaf is found to be saturated.
[D] Only part of the carbon dioxide in the plant is synthesized.
30. This passage is mainly about \_\_\_\_\_.
 

[A] the functions of carbon dioxide and water
[B] the role of water in a growing plant
[C] the process of simple sugar formation
[D] the synthesis of water with carbon dioxide

**Part B****Directions:**

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

The fact is that the energy crisis, which has suddenly been officially announced, has been with us for a long time now, and will be with us for an even longer time. Whether Arab oil flows freely or not, it is clear to everyone that world industry cannot be allowed to depend on so fragile a base. (31) The supply of oil can be shut off unexpectedly at any time, and in any case, the oil wells will all run dry in thirty years or so at the present rate of use.

(32) New sources of energy must be found, and this will take time, but it is not likely to result in any situation that will ever restore that sense of cheap and plentiful energy we have had in the times past. For an indefinite period from here on, mankind is going to advance cautiously, and consider it itself lucky that it can advance at all.

To make the situation worse, there is as yet no sign that any slowing of the world's population is in sight. Although the birth-rate has dropped in some nations, including the United States, the population of the world seems sure to pass six billion and perhaps even seven billion as the twenty-first century opens.

(33) The food supply will not increase nearly enough to match this, which means that we are heading into a crisis in the matter of producing and marketing food.

Taking all this into account, what might we reasonably estimate supermarkets to be like in the year 2001?

To begin with, the world food supply is going to become steadily tighter over the next thirty years—even here in the United States. By 2001, the population of the United States will be at least two hundred fifty million and possibly two hundred seventy million, and the nation will find it difficult to expand food production to fill the additional mouths. (34) This will be particularly true since energy pinch will make it difficult to continue agriculture in the high-energy American fashion that makes it possible to combine few farmers with high yields.

It seems almost certain that by 2001 the United States will no longer be a great food-exporting nation and that, if necessity forces exports, it will be at the price of belt-tightening at home.

In fact, as food items will tend to decline in quality and decrease in variety, there is very likely to be increasing use of flavouring additives. (35) Until such time as mankind has the sense to lower its population to the point where the planet can provide a comfortable support for all, people will have to accept more “unnatural food”.

## 1991 年全真试题答案

### Section I Use of English

1. B    2. A    3. D    4. C    5. C    6. B    7. A    8. D    9. B    10. C  
11. A    12. D    13. B    14. C    15. B

### Section II Reading Comprehension

#### Part A

- Text 1    16. B    17. C    18. A    19. A    20. D  
Text 2    21. C    22. A    23. C    24. C    25. A  
Text 3    26. D    27. A    28. C    29. D    30. B

#### Part B

31. 石油供应可能会随时中断;不管怎样,以目前这种消费速度,只需 30 年左右,所有的油井都会枯竭。

32. 必须找到新的能源,这需要时间;而过去我们感觉到的那种能源价廉而充足的情况将不可能再出现了。

33. 食品供应的增加将赶不上人口的增长,这就意味着我们在粮食的生产和购销方面正陷入危机。

34. 这种困境将是确定无疑的,因为能源的匮乏使农业无法以高能量消耗这种美国耕种方式继续下去了,而这种耕种方式使投入少数农民就可获得高产成为可能。

35. 除非人类终于意识到要把人口减少到这样的程度:使地球能为所有人提供足够的饮食,否则人们将不得不接受更多的“人造食品”。

## 1990 年全真试题

## Section I Use of English

## Directions:

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

No one knows for sure what the world would be like in the year 2001. Many books have been written 1 the future. But the 19th-century French novelist Jules Verne may be called a futurologist in the fullest 2 of the word. In his fantastic novels "A Trip to the Moon" and "80 Days Around the World," he described with detail the aeroplane and even the helicopter. These novels still have a great attraction 3 young readers of today because of their bold imagination and scientific accuracy.

Below is a description of what our life will be in the year 2001 as predicted by a 4 writer.

In 2001, in the home, cookers will be set so that you can cook a complete meal at the touch of a switch.

Television will provide information on prices at the 5 shops as well as news and entertainment. Videophones will bring pictures as well as 6 to telephone conversations.

Machines will control temperature, lighting, entertainment, security alarms, laundry and gardening.

Lighting will provide decoration as well as wallpaper.

At work, robots will take 7 most jobs in the manufacturing industries. Working hours will fall to under 30 hours a week. Holidays will get longer; six weeks will be the normal annual holiday. Men and women will retire at the same age.

Our leisure will be different too. The home will become the center of entertainment through television and electronic games. More people will eat out in restaurants 8 they do today; also they will have a much wider variety of food available. There will be a change of taste towards a more savoury-flavored menu. New synthetic foods will form a 9 part of people's diets.

Foreign travel will 10; winter holidays will become more popular than summer ones.

Also non-stop flights from Britain to Australia and New Zealand will be easily available and much cheaper. Education will become increasingly more important than ever before.

- |              |              |                 |                 |
|--------------|--------------|-----------------|-----------------|
| 1. [A] in    | [B] of       | [C] about       | [D] for         |
| 2. [A] sense | [B] meaning  | [C] detail      | [D] implication |
| 3. [A] for   | [B] of       | [C] on          | [D] towards     |
| 4. [A] today | [B] nowadays | [C] present-day | [D] present     |
| 5. [A] near  | [B] nearby   | [C] nearly      | [D] nearer      |
| 6. [A] noise | [B] sound    | [C] tone        | [D] tune        |
| 7. [A] to    | [B] away     | [C] off         | [D] over        |

- |              |              |           |             |
|--------------|--------------|-----------|-------------|
| 8. [A] than  | [B] as       | [C] when  | [D] while   |
| 9. [A] usual | [B] popular  | [C] daily | [D] regular |
| 10. [A] add  | [B] increase | [C] raise | [D] arise   |

## Section II Reading Comprehension

### Part A

#### Directions:

Each of the three passages below is followed by some questions. For each question there are four answers. Read the passages carefully and choose the best answer to each of the questions. Put your choice in the ANSWER SHEET. (20 points)



### Text 1

In May 1989, space shuttle “Atlantis” released in outer space the space probe “Megallan,” which is now on her 15-month and one-billion-kilometer flight to Venus. A new phase in space exploration has begun.

The planet Venus is only slightly smaller than Earth; it is the only other object in the solar system, in fact, that even comes close to earth’s size. Venus has a similar density, so it is probably made of approximately the same stuff, and it has an atmosphere, complete with clouds. It is also the closest planet to earth, and thus the most similar in distance from the sun. In short, Venus seems to justify its long-held nickname of “earth’s twin.”

The surface temperature of Venus reaches some 900F. Added to that is an atmospheric pressure about 90 times Earth’s. High overhead in the carbon dioxide ( $\text{CO}_2$ ) that passes for air is a layer of clouds, perhaps 10 to 20 miles thick, whose little drops consist mostly of sulfuric acid ( $\text{H}_2\text{SO}_4$ ). Water is all but non-existent.

Born with so many fundamental similarities to earth, how did Venus get to be so radically different? It is not just an academic matter. For all its extremes, Venus is a valuable laboratory for researchers studying the weather and climate of earth. It has no earth’s oceans, so the heat transport and other mechanisms are greatly simplified. In addition, the planet Venus takes 243 earth-days to turn once on its axis, so incoming heat from the sun is added and distributed at a more leisurely, observable pace.

11. Venus is similar to Earth in \_\_\_\_\_.  
 [A] size and density [B] distance from the sun  
 [C] having atmosphere [D] all of the above
12. The greatest value in studying Venus should be to \_\_\_\_\_.  
 [A] allow us to visit there [B] understand Earth better  
 [C] find a new source of energy [D] promote a new space program
13. The main idea of this passage is about \_\_\_\_\_.  
 [A] problems of space travel [B] scientific methods in space exploration  
 [C] the importance of Venus to Earth [D] conditions on Venus



## Text 2

Tourists were surprised to see a woman driving a huge orange tractor down one of Rome's main avenues. Italy's political leaders and some of its male union chiefs are said to have been even more puzzled to see that the tractor was followed by about 200,000 women in a parading procession that took more than three hours to snake through central Rome.

Shouting slogans, waving flags and dancing to drumbeats, the women had come to the capital from all over Italy to demonstrate for "a job for each of us, a different type of job, and a society without violence." So far, action to improve women's opportunities in employment has been the province of collective industrial bargaining. "But there is a growing awareness that this is not enough," says a researcher on female labor at the government-funded Institute for the Development of Professional Training for Workers.

Women, who constitute 52 per cent of Italy's population, today represent only 35 per cent of Italy's total workforce and 33 per cent of the total number of Italians with jobs. However, their presence in the workplace is growing. The employment of women is expanding considerably in services, next to the public administration and commerce as their principal workplace. Official statistics also show that women have also made significant strides in self-employment. More and more women are going into business for themselves. Many young women are turning to business because of the growing overall in employment. It is also a fact that today many prejudices have disappeared, so that banks and other financial institutes make judgments on purely business considerations without caring if it is a man or a woman.

Such changes are occurring in the professions too. The number of women doctors, dentists, lawyers, engineers and university professors increased two to three fold. Some of the changes are immediately visible. For example, women have appeared on the scene for the first time as state police, railway workers and street cleaners.

However, the present situation is far from satisfactory though some progress has been made. A breakthrough in equal opportunities for women is now demanded.

14. The expression "snake through central Rome" probably means "to move \_\_\_\_\_."

- [A] quietly through central Rome.
- [B] violently through central Rome.
- [C] in a long winding line through central Rome.
- [D] at a leisurely pace through central Rome.

15. Which of the following statements is NOT true?

- [A] There are more women than men in Italy.
- [B] In Italy, women are chiefly employed in services.
- [C] In Italy, women are still at a disadvantage in employment.
- [D] In Italy, about two-thirds of the jobs are held by men.

16. About 200,000 women in Rome demonstrated for \_\_\_\_\_.

- [A] more job opportunities
- [B] a greater variety of jobs
- [C] "equal job, equal pay"
- [D] both A and B

17. The best title for this passage would be \_\_\_\_\_.

- [A] The Role of Women in Society



- [B] Women Demonstrate for Equality in Employment
- [C] Women as Self-employed Professionals
- [D] Women and the Jobs Market



### Text 3

The old idea that talented children “burn themselves out” in the early years, and, therefore, are subjected to failure and at worst, mental illness is unfounded. As a matter of fact, the outstanding thing that happens to bright kids is that they are very likely to grow into bright adults.

To find this out, 1, 500 gifted persons were followed up to their thirty-fifth year with these results:

On adult intelligence tests, they scored as high as they had as children. They were, as a group, in good health, physically and mentally. 84 per cent of their group were married and seemed content with their lives.

About 70 per cent had graduated from college, though only 30 per cent had graduated with honors. A few had even dropped out, but nearly half of these had returned to graduate. Of the men, 80 per cent were in one of the professions or in business management or semiprofessional jobs. The women who had remained single had office, business, or professional occupations.

The group had published 90 books and 1,500 articles in scientific, scholarly, and literary magazines and had collected more than 100 patents.

In a material way they did not do badly either. Average income was considerably higher among the gifted people, especially the men, than for the country as a whole, despite their comparative youth.

In fact, far from being strange, most of the gifted were turning their early promise into practical reality.

18. The old idea that talented children “burn themselves out” in the early years is \_\_\_\_.

- [A] true in all senses
- [B] refuted by the author
- [C] medically proven
- [D] a belief of the author

19. The survey of bright children was made to \_\_\_\_.

- [A] find out what had happened to talented children when they became adults
- [B] prove that talented children “burn themselves out” in the early years
- [C] discover the percentage of those mentally ill among the gifted
- [D] prove that talented children never burn themselves out

20. Intelligence tests showed that \_\_\_\_.

- [A] bright children were unlikely to be mentally healthy
- [B] between childhood and adulthood there was a considerable loss of intelligence
- [C] talented children were most likely to become gifted adults
- [D] when talented children grew into adults, they made low scores

### Part B

#### Directions:

Read the following passage carefully and then translate the sentences underlined into Chinese. (20 points)

People have wondered for a long time how their personalities and behaviors are formed. It is not easy to explain why one person is intelligent and another is not, or why one is cooperative and another is competitive.

Social scientists are, of course, extremely interested in these types of questions. (21) They want to explain why we possess certain characteristics and exhibit certain behaviors. There are no clear answers yet, but two distinct schools of thought on the matter have developed. As one might expect, the two approaches are very different from each other. The controversy is often conveniently referred to as “nature vs. nurture.”

(22) Those who support the “nature” side of the conflict believe that our personalities and behavior patterns are largely determined by biological factors. (23) That our environment has little, if anything, to do with our abilities, characteristics and behavior is central to this theory.

Taken to an extreme, this theory maintains that our behavior is pre-determined to such a great degree that we are almost completely governed by our instincts.

Those who support the “nurture” theory, that is, they advocate education, are often called behaviorists. They claim that our environment is more important than our biologically based instincts in determining how we will act. A behaviorist, B. F. Skinner, sees humans as beings whose behavior is almost completely shaped by their surroundings. (24) The behaviorists maintain that, like machines, humans respond to environmental stimuli as the basis of their behavior.

Let us examine the different explanations about one human characteristic, intelligence, offered by the two theories. (25) Supporters of the “nature” theory insist that we are born with a certain capacity for learning that is biologically determined. Needless to say: They don’t believe that factors in the environment have much influence on what is basically a predetermined characteristic. On the other hand, behaviorists argue that our intelligence levels are the product of our experiences. (26) Behaviorists suggest that the child who is raised in an environment where there are many stimuli which develop his or her capacity for appropriate responses will experience greater intellectual development.

The social and political implications of these two theories are profound. (27) In the United States, blacks often score below whites on standardized intelligence tests. This leads some “nature” proponents to conclude that blacks are biologically inferior to whites. (28) Behaviorists, in contrast, say that differences in scores are due to the fact that blacks are often deprived of many of the educational and other environmental advantages that whites enjoy.

Most people think neither of these theories can yet fully explain human behavior.

## 1990 年全真试题答案

### Section I Use of English

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 2. A | 3. A | 4. C | 5. B  |
| 6. B | 7. D | 8. A | 9. D | 10. B |

### Section II: Reading Comprehension

#### Part A

- Text 1 11. D 12. B 13. C  
Text 2 14. C 15. B 16. D 17. B  
Text 3 18. B 19. A 20. C

#### Part B

21. 他们想要说明,为什么我们具有某些性格特征,表现出某种行为模式。
22. 在这场争论中,“天性论”的支持者认为,我们的性格特征和行为模式大多是由生物因素所决定的。
23. 这种理论的核心是,我们的环境同我们的才能、性格特征和行为即使有什么关系的话,也是微不足道的。
24. 行为主义者坚信,人类的行为模式是:像机器一样对环境的刺激作出反应。
25. “天性论”的支持者坚持说,我们生来就具有一定的学习才能,这是由生物因素决定的。
26. 行为主义者的看法是,如果一个儿童在有許多刺激物的环境里成长,而这些刺激物能够发展其作出适当反应的能力,那么,这个儿童将会有更高的智力发展。
27. 在美国,黑人在标准化智力测试中的成绩常常低于白人。
28. 相反,行为主义者认为,成绩的差异是由于黑人往往被剥夺了白人在教育及其它环境方面所享有的许多有利条件。

## 1989 年全真试题

## Section I Use of English

## Directions:

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

One day drought may be a thing of the past at least in coastal cities. Vast areas of desert throughout the world may for the first time 1 and provide millions of hectares of land where now nothing grows.

By the end of this century this may not be mere 2. Scientists are already looking into the possibility of using some of the available ice in the Arctic and Antarctic. In these regions there are vast ice-caps formed by snow that has fallen over the past 50,000 years. Layer 3 layer of deep snow means that, when melted, the snow water would be pure, not salty as sea-ice would be. There is so much 4 pure water here that it would need only a fraction of it to turn much of the desert or poorly irrigated parts of the world into rich farmland. And what useful packages it would come in! It should be possible to cut off a bit of ice and transport it! Alternatively perhaps a passing iceberg could be 5. They are always breaking away from the main caps and floating around, pushed by currents, until they eventually melt and are wasted.

Many icebergs are, of course, far too small to be towed 6 distance, and would melt before they reached a country that needed them anywhere. It would be necessary to locate one that was 7 and that was big enough to provide a good supply of ice when it reached us. Engineers think that an iceberg up to seven miles long and one and a half miles wide could be transported if the tug pulling it was as big as a supertanker! Even then they would cover only twenty miles every day. However, 8 the iceberg was at its destination, more than 7,000 million cubic metres of water could be taken from it! That would probably be more than enough for any medium-sized city even in the hottest summer! But no doubt a use could be found for it. 9, scientist say, there would not be too much wastage in such a journey. The larger the iceberg, the slower it melts, even if it is towed through the tropics. This is because when the sun has a bigger area to warm 10, less heat actually gets into the iceberg. The vast frozen centre would be unaffected.

- |                     |                         |                        |                  |
|---------------------|-------------------------|------------------------|------------------|
| 1. [A] come to life | [B] come into existence | [C] come into activity | [D] come round   |
| 2. [A] speculation  | [B] imagination         | [C] computation        | [D] expectation  |
| 3. [A] above        | [B] of                  | [C] upon               | [D] over         |
| 4. [A] essential    | [B] potential           | [C] claimable          | [D] obtainable   |
| 5. [A] seized       | [B] snatched            | [C] grabbed            | [D] captured     |
| 6. [A] much         | [B] any                 | [C] some               | [D] certain      |
| 7. [A] manageable   | [B] manipulative        | [C] operable           | [D] controllable |

8. [A] after [B] while [C] since [D] once  
 9. [A] Apparently [B] Noticeably [C] Distinctly [D] Notably  
 10. [A] round [B] over [C] up [D] through

## Section II Reading Comprehension

### Part A

#### Directions:

Each of the three passages below is followed by some questions. For each question there are four answers. Read the passages carefully and choose the best answer to each of the questions. Put your choice in the ANSWER SHEET. (20 points)



### Text 1

A scientist once said: "I have concluded that the earth is being visited by intelligently controlled vehicles from outer space."

If we take this as a reasonable explanation for UFOs (unidentified flying objects), questions immediately come up.

"Why don't they get in touch with us, then? Why don't they land right on the White House lawn and declare themselves?" people asked.

In reply, scientists say that, while this may be what we want, it may not necessarily be what they want.

"The most likely explanation, it seems to me," said Dr. Mead, "is that they are simply watching what we are up to—that responsible society outside our solar system is keeping an eye on us to see that we don't set in motion a chain reaction that might have unexpected effects for outside our solar system."

Opinions from other scientists might go like this: "Why should they want to get in touch with us? We may feel we're more important than we really are! They may want to observe us only and not interfere with the development of our civilization. They may not care if we see them but they also may not care to say 'hello'."

Some scientists have also suggested that Earth is a kind of zoo or wildlife reserve. Just as we set aside wilderness areas and wildlife reserves to allow animals and growing things to develop naturally while we observe them, so perhaps Earth was set aside ages ago for the same purpose.

Are we being observed by intelligent beings from other civilizations in the universe? Are they watching our progress in space travel? Do we live in a gigantic "zoo" observed by our "keepers," but having no communication with them?

Never before in our history have we had to confront ideas like these. The simple fact is that we, who have always regarded ourselves as supreme in the universe, may not be so. Now we have to recognize that, among the stars in the heavens, there may very well be worlds inhabited by beings who are to us as we are to ants.

11. People who ask the question "Why don't they get in touch with us... and declare themselves?" think that \_\_\_\_.

- [A] there are no such things as UFOs  
 [B] UFOs are visitors from solar system

[C] there's no reason for UFOs sooner or later

[D] we are bound to see UFOs sooner or later

12. According to Dr. Mead, the attitude of beings from outer space toward us is one of \_\_\_\_\_.

[A] unfriendliness

[B] suspicion

[C] superiority

[D] hostility

13. The tone of the writer is that of \_\_\_\_\_.

[A] doubt

[B] warning

[C] indifference

[D] criticism



## Text 2

The use of the motor is becoming more and more widespread in the twentieth century; as an increasing number of countries develop both technically and economically, so a larger proportion of the world's population is able to buy and use a car. Possessing a car gives a much greater degree of mobility, enabling the driver to move around freely. The owner of a car is no longer forced to rely on public transport and is, therefore, not compelled to work locally. He can choose from different jobs and probably changes his work more frequently as he is not restricted to a choice within a small radius. Travelling to work by car is also more comfortable than having to use public transport; the driver can adjust the heating in winter and the air conditioning in the summer to suit his own needs and preference. There is no irritation caused by waiting for trains, buses or underground trains, standing in long patient queues, or sitting on windy platforms, for as long as half an hour sometimes. With the building of good, fast motorways long distances can be covered rapidly and pleasantly. For the first time in this century also, many people are now able to enjoy their leisure time to the full by making trips to the country or seaside at the weekends, instead of being confined to their immediate neighbourhood. This feeling of independence, and the freedom to go where you please, is perhaps the greatest advantage of the car.

When considering the drawbacks, perhaps pollution is of prime importance. As more and more cars are produced and used, so the emission from their exhaust-pipes contains an ever larger volume of poisonous gas. Some of the contents of this gas, such as lead, not only pollute the atmosphere but cause actual harm to the health of people. Many of the minor illnesses of modern industrial society, headaches, tiredness, and stomach upsets are thought to arise from breathing polluted air; doctors' surgeries are full of people suffering from illnesses caused by pollution. It is also becoming increasingly difficult to deal with the problem of traffic in towns; most of the important cities of the world suffer from traffic congestion. In fact any advantage gained in comfort is often cancelled out in city driving by the frustration caused by traffic jams; endless queues of cars crawling one after another through all the main streets. As an increasing number of traffic regulation schemes are devised, the poor bewildered driver finds himself diverted and forced into one-way systems which cause even greater delays than the traffic jams they are supposed to prevent. The mounting cost of petrol and the increased license fees and road tax all add to the driver's worries. In fact, he must sometimes wonder if the motor car is such a blessing and not just a menace.

14. More and more people can afford to buy and use cars because \_\_\_\_\_.

[A] an increasing number of cars are being produced

[B] the cost of cars is getting cheaper with the development of technology

[C] lots of countries have become more developed

- [D] the use of cars has proved to be more economical
15. The advantages of having a car are best experienced in the driver's \_\_\_\_\_.  
 [A] freedom in choosing his job [B] comfort during the travels  
 [C] enjoyment of his leisure time [D] feeling of self-reliance
16. What is considered by the writer as the greatest menace to the people caused by the widespread use of motor cars?  
 [A] air pollution [B] traffic jams [C] fatal diseases [D] high cost



### Text 3

Manners nowadays in metropolitan cities like London are practically non-existent. It is nothing for a big, strong schoolboy to elbow an elderly woman aside in the dash for the last remaining seat on the tube or bus, much less stand up and offer his seat to her, as he ought. In fact, it is saddening to note that if a man does offer his seat to an older woman, it is nearly always a Continental man or one from the older generation.

This question of giving up seats in public transport is much argued about by young men, who say that, since women have claimed equality, they no longer deserve to be treated with courtesy and that those who go out to work should take their turn in the rat race like anyone else. Women have never claimed to be physically as strong as men. Even if it is not agreed, however, that young men should stand up for younger women, the fact remains that courtesy should be shown to the old, the sick and the burdened. Are we really so lost to all ideals of unselfishness that we can sit there indifferently reading the paper or a book, saying to ourselves "First come, first served," while a grey-haired woman, a mother with a young child or a cripple stands? Yet this is all too often seen.

Conditions in travel are really very hard on everyone, we know, but hardship is surely no excuse. Sometimes one wonders what would have been the behaviour of these stout young men in a packed refugee train or a train on its way to a prison-camp during the War. Would they have considered it only right and their proper due to keep the best places for themselves then?

Older people, tired and irritable from a day's work, are not angels, either—far from it. Many a brisk argument or an insulting quarrel breaks out as the weary queues push and shove each other to get on buses and tubes. One cannot commend this, of course, but one does feel there is just a little more excuse.

If cities are to remain pleasant places to live in at all, however, it seems imperative, not only that communications in transport should be improved, but also that communication between human beings should be kept smooth and polite. All over cities, it seems that people are too tired and too rushed to be polite. Shop assistants won't bother to assist, taxi drivers growl at each other as they dash dangerously round corners, bus conductor pull the bell before their desperate passengers have had time to get on or off the bus, and so on and so on. It seems to us that it is up to the young and strong to do their small part to stop such deterioration.

17. From what you have read, would you expect manners to improve among people \_\_\_\_\_?  
 [A] who are physically weak or crippled  
 [B] who once lived in a prison-camp during the War  
 [C] who live in big modern cities  
 [D] who live only in metropolitan cities

18. What is the writer's opinion concerning courteous manners towards women?

- [A] Now that women have claimed equality, they no longer need to be treated differently from men.
- [B] It is generally considered old-fashioned for young men to give up their seats to young women.
- [C] “Lady First” should be universally practiced.
- [D] Special consideration ought to be shown them.
19. According to the author communication between human beings would be smoother if \_\_\_\_\_.  
 [A] people were more considerate towards each other  
 [B] people were not so tired and irritable  
 [C] women were treated with more courtesy  
 [D] public transport could be improved
20. What is the possible meaning of the word “deterioration” in the last paragraph?  
 [A] worsening of general situation  
 [B] lowering of moral standards  
 [C] declining of physical constitution  
 [D] spreading of evil conduct

## Part B

### Directions:

Read the following passage carefully and then translate the sentences in heavy type into Chinese. (20 points)

When Jane Matheson started work at Advanced Electronics Inc. 12 years ago, (21) she laboured over a microscope, hand-welding tiny electronic computers and turned out 18 per hour. Now she tends the computerized machinery that turns out high capacity memory chips at the rate of 2,600 per hour. Production is up, profits are up, her income is up and Mrs. Matheson says the work is far less strain on her eyes.

But the most significant effect of the changes at AEI was felt by the workers who are no longer there. Before the new computerized equipment was introduced, there were 940 workers at the plant. Now there are 121. (22) A plant follow-up survey showed that one year after the layoffs only 38% of the released workers found new employment at the same or better wages. Nearly half finally settled for lower pay and more than 13% are still out of work. The AEI example is only one of hundreds around the country which forge intelligently ahead into the latest technology, but leave the majority of their workers behind.

(23) Its beginnings obscured by unemployment caused by the world economic slow-down, the new technological unemployment may emerge as the great socio-economic challenge of the end of the 20th century. One corporation economist says the growth of “machine job replacement” has been with us since the beginning of the industrial revolution, but never at the pace it is now. The human costs will be astonishing. (24) “It’s humiliating to be done out of your job by a machine and there is no way to fight back, but it is the effort to find a new job that really hurts.” Some workers, like Jane Matheson, are retrained to handle the new equipment, but often a whole new set of skills is required and that means a new, and invariably smaller set of workers. (25) The old workers, trapped by their limited skills, often never regain their old status and employment. Many drift into marginal areas. They feel no pride in their new work. They get badly paid for it and they feel miserable, but still they are luckier than those who never find it.

(26) The social costs go far beyond the welfare and unemployment payments made by the government. Unemployment increases the chances of divorce, child abuse, and alcoholism, a new federal



survey shows.

Some experts say the problem is only temporary. . . that new technology will eventually create as many jobs as it destroys. (27) But futurologist Hymen Seymour says the astonishing efficiency of the new technology means there will be a simple and direct net reduction in the amount of human labor that needs to be done. “We should treat this as an opportunity to give people more leisure. It may not be easy, but society will have to reach a new unanimity on the division and distribution of labor,” Seymour says. He predicts most people will work only six-hour days and four-day weeks by the end of the century. But the concern of the unemployed is for now. (28) Federally funded training and free back-to-school programs for laid-off workers are under way, but few experts believe they will be able to keep up with the pace of the new technology. For the next few years, for a substantial portion of the workforce, times are going to be very tough indeed.

## 1989 年全真试题答案

### Reading I: Cloze Test

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. A | 2. A | 3. C | 4. B | 5. D  |
| 6. B | 7. A | 8. D | 9. A | 10. C |

### Reading II: Comprehension

#### Part A

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 11. A | 12. B | 13. D | 14. C | 15. D |
| 16. A | 17. C | 18. D | 19. A | 20. B |

#### Part B

21. 她吃力地伏在显微镜上干活,手工焊接体积很小的电子计算机,每小时能焊好 18 个。

22. 一家工厂的跟踪调查表明,被解雇的工人中一年后只有 38%的人找到了与原工资相等或优于原工资的工作。

23. 它(新技术的采用导致失业上升)一开始被全球性的经济衰退所引起的失业所掩盖,但到 20 世纪末,新技术所引起的失业问题可能会构成对社会经济的巨大挑战。

24. 被一台机器抢走你的工作是很伤自尊心的,可又没法还击,但真正伤我心的是要费很大的劲去寻找新的工作。

25. 老工人由于处于技术掌握得很有限的困境,往往不能重新获得其原有的地位和就业机会。

26. 要付出的社会代价远远超过政府在福利与失业救济方面的开支。

27. 但是未来学家海曼·西摩说,新技术所具有的惊人效率意味着将直接造成需要由人类完成的劳动的净减少。

28. 为失业工人提供的由联邦政府帮助的培训计划和免费重返学校学习的计划目前都在实施中,但专家中几乎没有人认为这些计划能跟得上新技术的发展步伐。

## 1988 年全真试题

## Section I Use of English

## Directions:

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

In 1620, a small sailboat named the Mayflower left England for the New World. The Mayflower headed for the Jamestown colony on the warm shore of Virginia. Its one hundred passengers were the Pilgrims. They were looking for a place where they could worship God 1. Because of strong winds and severe storms, the Mayflower lost its 2. The brave group of colonists finally had to land at Plymouth on the rocky coast of Massachusetts in December 1620. It was the middle of the stern northern winter. 3 months of starvation, disease, and death were ahead of them. Only the strongest of the pilgrims 4 that winter. Many women gave their own pitiful rations to their children and died for lack of food for themselves. Living 5 began to improve in the spring of 1621. There were wild vegetables. There were berries and fruit. Fish and game were plentiful. Therefore, they were able to get enough fresh meat despite their lack of skill or experience in hunting and fishing. The colonists' health 6 with the warm weather and their better diet.

In the fall, they look back 7 the past year. They were both regretful and thankful. Only fifty of the original one hundred passengers remained. The price in human life and tragedy had been great. On the other hand, they saw new hope for the future. A splendid harvest was 8 them. They were ready for the second winter with confidence. They had eleven crude houses for protection against the severe winter. Seven were for families, and four were for communal use. 9, they had established a treaty of friendship with their Indian neighbors under Chief Massasoit in the summer.

The woods and forests became safe. When the Mayflower returned to England that summer, there were no colonists 10. At the end of their first year in their new home, the Pilgrims wanted to celebrate with a real holiday. It was their first Thanks giving Day.

- |                           |                      |                   |                   |
|---------------------------|----------------------|-------------------|-------------------|
| 1. [A] in their own style | [B] in their own way | [C] on their own  | [D] of their own  |
| 2. [A] course             | [B] route            | [C] passage       | [D] channel       |
| 3. [A] Uncomfortable      | [B] Bad              | [C] Unfavourable  | [D] Terrible      |
| 4. [A] passed             | [B] sustained        | [C] survived      | [D] spent         |
| 5. [A] situations         | [B] environments     | [C] conditions    | [D] circumstances |
| 6. [A] strengthened       | [B] regained         | [C] recovered     | [D] improved      |
| 7. [A] in                 | [B] of               | [C] over          | [D] at            |
| 8. [A] on                 | [B] behind           | [C] for           | [D] beyond        |
| 9. [A] Best of all        | [B] For the best     | [C] To their best | [D] All in all    |
| 10. [A] ashore            | [B] around           | [C] about         | [D] aboard        |

## Section II Reading Comprehension

### Part A

#### Directions:

Each of the three passages below is followed by some questions. For each question there are four answers. Read the passages carefully and chose the best answer to each of the questions. Put your choice in the ANSWER SHEET. (20 points)



### Text 1

It doesn't come as a surprise to you to realize that it makes no difference what you read or study if you can't remember it. You just waste your valuable time. Maybe you have already discovered some clever ways to keep yourself from forgetting.

One dependable aid that does help you remember what you study is to have a specific purpose or reason for reading. You remember better what you read when you know why you're reading.

Why does a clerk in a store go away and leave you when your reply to her offer to help is, "No, thank you. I'm just looking"? Both you and she know that if you aren't sure what you want, you are not likely to find it. But suppose you say instead, "Yes, thank you. I want a pair of sun glasses." She says, "Right this way, please." And you and she are off—both eager to look for exactly what you want.

It's quite the same with your studying. If you chose a book at random, "just looking" for nothing in particular, you are likely to get just that—nothing. But if you do know what you want, and if you have the right book, you are almost sure to get it. Your reasons will vary; they will include reading or studying "to find out more about", "to understand the reasons for", "to find out how". A good student has a clear purpose or reason for what he is doing.

This is the way it works. Before you start to study, you say to yourself something like this, "I want to know why Stephen Vincent Benet happened to write about America. I'm reading this article to find out." Or, "I'm going to skim this story to see what life was like in medieval England." Because you know why you are reading or studying, you relate the information to your purpose and remember it better.

Reading is not one single activity. At least two important processes go on at the same time. As you read, you take in ideas rapidly and accurately. But at the same time you express your own ideas to yourself as you react to what you read. You have a kind of mental conversation with the author. If you expressed your ideas orally, they might sound like this: "Yes, I agree. That's my opinion too." or "Ummmm, I thought that record was broken much earlier. I'd better check those dates," or "But there are some other facts to be considered!" You don't just sit there taking in ideas—you do something else, and that something else is very important.

This additional process of thinking about what you read includes evaluating it, relating it to what you already know, and using it for your own purposes. In other words, a good reader is a critical reader. One part of critical reading, as you have discovered, is distinguishing between facts and opinions. Facts can be checked by evidence. Opinions are one's own personal reactions.

Another part of critical reading is judging sources. Still another part is drawing accurate inferences.

11. If you cannot remember what you read or study, \_\_\_\_\_.  
 [A] it is no surprise  
 [B] it means you have not really learned anything  
 [C] it means you have not chosen the right book  
 [D] you realize it is of no importance
12. Before you start reading, it is important \_\_\_\_\_.  
 [A] to make sure why you are reading  
 [B] to relate the information to your purpose  
 [C] to remember what you read  
 [D] to choose an interesting book
13. Reading activity involves \_\_\_\_\_.  
 [A] only two simultaneous processes  
 [B] primarily learning about ideas and evaluating them critically  
 [C] merely distinguishing between facts and opinions  
 [D] mainly drawing accurate inferences
14. A good reader is one who \_\_\_\_\_.  
 [A] relates what he reads to his own knowledge about the subject matter  
 [B] does lots of thinking in his reading  
 [C] takes a critical attitude in his reading  
 [D] is able to check the facts presented against what he has already known



## Text 2

If you live in a large city, you are quite familiar with some of the problems of noise, but because of some of its harmful effects, you may not be aware of the extent of its influence on human behavior. Although everyone more or less knows what noise is, i. e. , it is sounds that one would rather not hear, it is perhaps best to define it more precisely for scientific purposes. One such definition is that noise is sounds that are unrelated to the task at hand. Thus stimuli that at one time might be considered relevant will at another time be considered noise, depending on what one is doing at the moment. In recent years there has been a great deal of interest in the effects of noise on human behavior, and concepts such as “noise pollution” have arisen, together with movements to reduce noise.

Exposure to loud noises can definitely produce a partial or complete loss of hearing, depending on the intensity, duration, and frequency composition of the noise. Many jobs present noise hazards, such as working in factories and around jet aircraft, driving farm tractors, and working (or sitting) in music halls where rock bands are playing. In general, continuous exposure to sounds of over 80 decibels (a measure of the loudness of sound) can be considered dangerous. Decibel values correspond to various sounds. Sounds above about 85 decibels may, if exposure is for a sufficient period of time, produce significant hearing loss. Actual loss will depend upon the particular frequencies to which one is exposed, and whether the sound is continuous or intermittent.

Noise can have unexpected harmful effects on performance of certain kinds of tasks, for instance, if one is performing a watch keeping task that requires vigilance, in which he is responsible for detecting weak signals of some kind (e. g. , watching a radar screen for the appearance of aircraft).

Communicating with other people is unfavorably affected by noise. If you have ridden in the rear

of a jet transport, you may have noticed that it was difficult to carry on a conversation at first, and that, eventually, you adjusted the loudness of your speech to compensate for the effect. The problem is noise.

15. Noise differs from sound in that \_\_\_\_.

[A] it is sounds that interfere with the task being done

[B] it is a special type of loud sound

[C] it is usually unavoidable in big cities

[D] it can be defined more precisely than the latter

16. One of the harmful effects of noise on human performance is that \_\_\_\_.

[A] it reduces one's sensitivity

[B] it renders the victim helpless

[C] it deprives one of the enjoyment of music

[D] it drowns out conversations at worksites

17. The purpose of this passage is \_\_\_\_.

[A] to define the effects of noise on human behavior

[B] to warn people of the danger of noise pollution

[C] to give advice as to how to prevent hearing loss

[D] to tell the difference between noise and sound



### Text 3

The traditional belief that a woman's place is in the home and that a woman ought not to go out to work can hardly be reasonably maintained in present conditions. It is said that it is a woman's task to care for the children, but families today tend to be small and with a year or two between children. Thus a woman's whole period of childbearing may occur within five years. Furthermore, with compulsory education from the age of five or six her role as chief educator of her children soon ceases. Thus, even if we agree that a woman should stay at home to look after her children before they are of school age, for many women, this period would extend only for about ten years.

It might be argued that the house-proud woman would still find plenty to do about the home. That may be so, but it is certainly no longer necessary for a woman to spend her whole life cooking, cleaning, mending and sewing. Washing machines take the drudgery out of laundry, the latest models being entirely automatic and able to wash and dry a large quantity of clothes in a few minutes. Refrigerators have made it possible to store food for long periods and many pre-cooked foods are obtainable in tins. Shopping, instead of being a daily task, can be completed in one day a week. The new man-made fibers are more hardwearing than natural fibers and greatly reduce mending, while good ready-made clothes are cheap and plentiful.

Apart from women's own happiness, the needs of the community must be considered. Modern society cannot do well without the contribution that women can make in professions and other kinds of work. There is a serious shortage of nurses and teachers, to mention only two of the occupations followed by women. It is extremely wasteful to give years of training at public expense only to have the qualified teacher or nurse marry after a year or two and be lost forever to her profession. The training, it is true, will help her in duties as a mother, but if she continued to work, her service would be more widely useful. Many factories and shops, too, are largely staffed by women, many of them married. While here the question of training is not so important, industry and trade would be seriously short of staff if married women did not work.

18. The author holds that \_\_\_\_\_.  
 [A] the right place for all women, married or otherwise, is the home, not elsewhere  
 [B] all married women should have some occupation outside the home  
 [C] a married woman should give first priority to her duties as a mother  
 [D] it is desirable for uneducated married women to stay at home and take care of the family
19. A house-proud woman \_\_\_\_\_.  
 [A] would devote her whole life to her family  
 [B] would take her own happiness and that of her family as her chief concern  
 [C] would still need some special training at public expense to help her in her duties as a housewife  
 [D] would take full advantage of modern household appliances
20. According to the author, modern society \_\_\_\_\_.  
 [A] can operate just as well even without women participation  
 [B] has been greatly hampered in its development by the shortage of women nurses and women teachers  
 [C] cannot operate properly without the contribution of women  
 [D] will be seriously affected by the continuing shortage of working women in heavy industries and international trade

## Part B

### Directions:

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

Seated behind the front desk at a New York firm, the receptionist was efficient.

Stylishly dressed, the firm's newest employee had a pleasant telephone voice and a natural charm that put clients at ease. The company was pleased; (21) Clearly, this was a person who took considerable pride in personal appearance. David King, the receptionist, is unusual, but by no means unique. (22) Just as all truck drivers and construction workers are no longer necessarily men, all secretaries and receptionists are no longer automatically women. The number of men in women-dominated fields is still small and they haven't attracted the attention that has often followed women advancing into male-dominated fields, but men are moving into more and more jobs that have traditionally been held by women.

Strictly speaking, the phenomenon is not new. For the past several decades, men have been quietly entering fields such as nursing, social work and elementary education. But today no job seems off-limits. Men serve coffee in offices and meals on airplanes. (23) These changes are helping to influence some of the long-standing traditions about the types of work men and women can do—but they also produce some undeniable problems for the men who are entering those fields formerly dominated by women.

What kinds of men venture into these so-called "women's fields"? All kinds. (24) "I don't know of any definite answers I'd be comfortable with," explains Joseph Pleck, Ph. D., of the Wellesley College Centre for Research on Women.

Sam Ormont, for example, a thirty-year-old nurse at a Boston hospital, went into nursing because the

army had trained him as a medical worker. (25) “I found that work very interesting.” he recalled, “and when I got out of the service it just seemed natural for me to go into something medical. I wasn’t really interested in becoming a doctor.” Thirty-five-year-old David King, an out-of-work actor, found a job as a receptionist because he was having trouble landing roles in Broadway plays and he needed to pay the rent.

(26) In other words, men enter “female” jobs out of the same consideration for personal interest and economic necessity that motivates anyone looking for work. But similarities often end there. Men in female-dominated jobs are conspicuous. As a group, their work histories differ in most respects from those of their female colleagues, and they are frequently treated differently by the people with whom they are in professional contact.

The question naturally arises: Why are there still approximately ninety-nine female secretaries for every one male? There is also a more serious issue. Most men don’t want to be receptionists, nurses, secretaries or sewing workers. Put simply, these are not generally considered very masculine jobs. (27) To choose such a line of work is to invite ridicule.

“There was kidding in the beginning,” recalls Ormont. “Kids coming from school ask what I am, and when I say ‘A nurse,’ they laugh at me. I just smile and say, ‘You know, there are female doctors, too.’”

Still, there are encouraging signs. Years ago, male grade school teachers were as rare as male nurses. Today more than one elementary school teacher in six is male.

(28) Can we anticipate a day when secretaries will be an even mix of men and women—or when the mention of a male nurse will no longer raise eyebrows? It’s probably coming—but not very soon.



## 1988 年全真试题答案

### Section I Use of English

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 2. A | 3. D | 4. C | 5. C  |
| 6. D | 7. C | 8. B | 9. A | 20. D |

### Reading II: Reading Comprehension

#### Part A

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 11. B | 12. A | 13. B | 14. C | 15. A |
| 16. A | 17. A | 18. B | 19. D | 20. C |

#### Part B

21. 显然,他是个对自己的仪表感到相当自豪的人。
22. 正像卡车司机和建筑工人再没必要都是男的一样,秘书和接待员再也不一定都是女的。
23. 这些变化正影响着长期存在的传统观念中关于男女各可以干哪几类工作的看法,但对于那些进入原先由女性占主导地位的男性来说,这无疑也带来一些问题。
24. 我还没听说过有任何使我感到满意的明确的答案。
25. 他回忆说:“我觉得那种工作十分有趣,当我退役时,对我来说,去干某种医务工作,似乎是极其自然的。”
26. 换句话说,男人干起了“女人干的”工作,其动机是同任何找工作干的人一样,既出于个人的兴趣,也出于经济上需要的考虑。
27. 选定这一类工作是会惹人笑话的。
28. 我们是否能预见到这么一天:那时当秘书的男女各占一半或有人提到某个男人当护士时,人们不会再感到吃惊?

## 1987 年全真试题

## Section I Use of English

## Directions:

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

## EXAMPLE:

For instance, the automobile tunnel might \_\_\_\_\_ huge ventilation problems.

[A] make                      [B] bring                      [C] raise                      [D] create

ANSWER: [D]

Cheques have 1 replaced money as a means of exchange for they are widely accepted everywhere. Though this is very convenient for both buyer and seller, it should not be forgotten that cheques are not real money; they are quite valueless in themselves. A shop-keeper always runs a certain 2 when he accepts a cheques and he is quite 3 his rights if on occasion, he refuses to do so.

People do not always know this and are shocked if their good faith is called 4. An old and very wealthy friend of mine told me he had an extremely unpleasant experience. He went to a famous jewelry shop which keeps a large 5 of precious stones and asked to be shown some pearl necklaces. After examining several trays, he decided to buy a particularly fine string of pearls and asked if he could pay by Cheques. The assistant said that this was quite 6 but the moment my friend signed his name, he was invited into the manager's office.

The manager was very polite, but he explained that someone with exactly the same name had presented them with a worthless Cheque not long ago. My friend got very angry when he heard this and said he would buy a necklace somewhere else. When he got up to go, the manager told him that the police would arrive at any moment and he had better stay 7 the wanted to get into serious trouble. 8, the police arrived soon afterwards. They apologized to my friend for the 9, but explained that a person who had used the same name as his was responsible for a number of recent robberies. Then the police asked my friend to copy out a note which had been used by the thief in a number of shops. The note 10: "I have a gun in my pocket. Ask no questions and give me all the money in the safe." Fortunately, my friend's handwriting was quite unlike the thief's. He was not only allowed to go without further delay, but to take the string of pearls with him.

- |                      |              |                |                 |
|----------------------|--------------|----------------|-----------------|
| 1. [A] exactly       | [B] really   | [C] largely    | [D] thoroughly  |
| 2. [A] danger        | [B] chance   | [C] risk       | [D] opportunity |
| 3. [A] within        | [B] beyond   | [C] without    | [D] out of      |
| 4. [A] in difficulty | [B] in doubt | [C] in earnest | [D] in question |

- |                  |                 |                   |               |
|------------------|-----------------|-------------------|---------------|
| 5. [A] amount    | [B] stock       | [C] number        | [D] store     |
| 6. [A] in order  | [B] in need     | [C] in use        | [D] in common |
| 7. [A] whether   | [B] if          | [C] otherwise     | [D] unless    |
| 8. [A] Really    | [B] Sure enough | [C] Certainly     | [D] However   |
| 9. [A] treatment | [B] manner      | [C] inconvenience | [D] behaviour |
| 10. [A] read     | [B] told        | [C] wrote         | [D] informed  |

## Section II Reading Comprehension

### Part A

#### Directions:

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



### Text 1

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

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

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

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

11. People expect that \_\_\_\_\_.

- [A] the airliners of today would eventually be replaced by helicopters
- [B] helicopters would someday be able to transport large number of people from place to place as airliners are now doing
- [C] the imaginations fired by the Russian engineer’s invention would become a reality in the future
- [D] their fantastic expectations about helicopters could be fulfilled by airliners of today

12. Helicopters work with the aid of \_\_\_\_\_.  
 [A] a combination of rotating devices in front and on top  
 [B] a rotating device topside  
 [C] one rotating fan in the center of the aircraft and others at each end  
 [D] a rotating fan underneath for lifting
13. What is said about the development of the helicopter?  
 [A] Helicopters have only been worked on by man since 1940.  
 [B] Chinese children were the first to achieve flight in helicopters.  
 [C] Helicopters were considered more dangerous than the early airplanes.  
 [D] Some people thought they would become widely used by average individuals.
14. How has the use of helicopters developed?  
 [A] They have been widely used for various purposes.  
 [B] They are taking the place of high-flying jets.  
 [C] They are used for rescue work.  
 [D] They are now used exclusively for commercial projects.
15. Under what conditions are helicopters found to be absolutely essential?  
 [A] For overseas passenger transportation.  
 [B] For extremely high altitude flights.  
 [C] For high-speed transportation.  
 [D] For urgent mission to places inaccessible to other kinds of craft.



## Text 2

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

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

After an uninterrupted history of almost 1,200 years, the Games were suspended by the Romans in 394 A. D. They continued for such a long time because people believed in the philosophy behind the Olympics: the idea that a healthy body produced a healthy mind, and that the spirit of competition in sports and games was preferable to the competition that caused wars. It was over 1,500 years before another such international athletic gathering took place in Athens in 1896.

Nowadays, the Games are held in different countries in turn. The host country provides vast fa-

cilities, including a stadium, swimming pools and living accommodation, but competing countries pay their own athletes' expenses.

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

16. In ancient Greece, the Olympic Games \_\_\_\_\_.  
 [A] were merely national athletic festivals  
 [B] were in the nature of a national event with a strong religious colour  
 [C] had rules which put foreign participants in a disadvantageous position  
 [D] were primarily national events with few foreign participants
17. In the early days of ancient Olympic Games \_\_\_\_\_.  
 [A] only male Greek athletes were allowed to participate in the games  
 [B] all Greeks, irrespective of sex, religion or social status, were allowed to take part  
 [C] all Greeks, with the exception of women, were allowed to compete in Games  
 [D] all male Greeks were qualified to compete in the Games
18. The order of athletic events at the ancient Olympics \_\_\_\_\_.  
 [A] has not definitely been established  
 [B] varied according to the number of foreign competitors  
 [C] was decided by Zeus, in whose honor the Games were held  
 [D] was considered unimportant
19. Modern athletes' results cannot be compared with those of ancient runners because \_\_\_\_\_.  
 [A] the Greeks had no means of recording the results  
 [B] they are much better  
 [C] details such as the time were not recorded in the past  
 [D] they are much worse
20. Nowadays, the athletes' expenses are paid for \_\_\_\_\_.  
 [A] out of the prize money of the winners  
 [B] out of the funds raised by the competing nations  
 [C] by the athletes themselves  
 [D] by contributions



### Text 3

In science the meaning of the word "explain" suffers with civilization's every step in search of reality. Science cannot really explain electricity, magnetism, and gravitation; their effects can be measured and predicted, but of their nature no more is known to the modern scientist than to Thales who first looked into the nature of the electrification of amber, a hard yellowish-brown gum. Most contemporary physicists reject the notion that man can ever discover what these mysterious forces "really" are. "Electricity," Bertrand Russell says, "is not a thing, like St. Paul's Cathedral; it is a way in

which things behave. When we have told how things behave when they are electrified, and under what circumstances they are electrified, we have told all there is to tell.” Until recently scientists would have disapproved of such an idea. Aristotle, for example, whose natural science dominated Western thought for two thousand years, believed that man could arrive at an understanding of reality by reasoning from self-evident principles. He felt, for example, that it is a self-evident principle that everything in the universe has its proper place, hence one can deduce that objects fall to the ground because that’s where they belong, and smoke goes up because that’s where it belongs. The goal of Aristotelian science was to explain why things happen. Modern science was born when Galileo began trying to explain how things happen and thus originated the method of controlled experiment which now forms the basis of scientific investigation.

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

## Part B

### Directions:

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

Have there always been cities? (26) Life without large urban areas may seem inconceivable to us, but actually cities are relatively recent development. Groups with primitive economics still manage without them. The trend, however, is for such groups to disappear, while cities are increasingly becoming the dominant mode of man’s social existence. (27) Historically, city life has always been among the elements which form a civilization. Any high degree of human endeavor and achievement has been closely linked to life in an

urban environment. (28) It is virtually impossible to imagine that universities, hospitals, large businesses or even science and technology could have come into being without cities to support them. To most people, cities have traditionally been the areas where there was a concentration of culture as well as of opportunity. (29) In recent years, however, people have begun to become aware that cities are also areas where there is a concentration of problems. What has happened to the modern American city? Actually, the problem is not such a new one. Long before this century started, there had begun a trend toward the concentration of the poor of the American society into the cities. Each great wave of immigration from abroad and from the rural areas made the problem worse. During this century, there has also been the development of large suburban areas surrounding the cities, for the rich prefer to live in these areas. Within the cities, sections may be sharply divided into high and low rent districts, the “right side of town” and the slums.

Of course, everyone wants to do something about this unhappy situation. But there is no agreement as to goals. Neither is there any systematic approach or integrated program. Opinions are as diverse as the people who give them. (30) But one basic difference of opinion concerns the question of whether or not the city as such is to be preserved. Perhaps transportation and the means of communication have really made it possible for there to be an end to the big cities. Of course, there is the problem of persuading people to move out of them of their own free will. (31) And there is also the objection that the city has always been the core from which cultural advancement has radiated. Is this, however, still the case today in the presence of easy transportation and communication? Does culture arise as a result of people living together communally, or is it too the result of decisions made at the level of government and the communications industry?

It is probably true to say that most people prefer to preserve the cities. Some think that the cities could be cleaned up or totally rebuilt. This is easy to say; it would not be so easy to do. (32) To be sure, a great rebuilding project would give jobs to many of those people who need them. Living conditions could not help but improve, at least for a while. But would the problems return after the rebuilding was completed?

Nevertheless, with the majority of the people living in urban areas, the problem of the cities must be solved. (33) From agreement on this general goal, we have, unfortunately, in the past proceeded to disagreement on specific goals, and from there to total inaction. At the basis of much of this inaction is an old-fashioned concept—the idea human conditions will naturally tend to regulate themselves for the general goal.

## 1987 年全真试题答案

### Section I Use of English

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 2. C | 3. A | 4. D | 5. B  |
| 6. A | 7. D | 8. B | 9. C | 10. A |

### Section II: Reading Comprehension

#### Part A

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 11. B | 12. B | 13. D | 14. A | 15. D |
| 16. C | 17. A | 18. A | 19. C | 20. B |
| 21. B | 22. C | 23. C | 24. B | 25. A |

#### Part B

26. 对我们来说,生活要是没有广大的城市地区似乎是不可想象的,但实际上城市还是比较近期才发展起来的。(2分)
27. 从历史上看,城市生活始终是文明的一个组成部分。(2分)
28. 如果没有城市的支持,简直难以想象会有大学,医院,大企业,甚至连科学技术也不会有。(3分)
29. 可是,近几年来人们开始意识到城市也是问题成堆的地方。(2分)
30. 但是,一个最主要的分歧意见是,像目前这样的城市是否还要保存下去。(3分)
31. 同时也有人反对说,文化方面的进步,始终是以城市为中心而向外辐射的。(3分)
32. 诚然,一个宏伟的重建计划也许能为许多需要工作的人提供就业机会。(2分)
33. 遗憾的是,过去我们在总目标方面意见是一致的,但涉及到各个具体目标时,意见就不一致,因而也就根本没有什么行动。(3分)



## 1986 年全真试题

## Section I Use of English

## Directions:

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

On Wednesday afternoons Annie took the bus into town to shop in the market. For an hour or 1 she would walk up and down between the stalls looking at everything, buying here and there, and 2 a sharp lookout for the bargains that were sometimes to be had. And then, with all the things she needed 3 she would leave the market for the streets of the town to spend another hour 4 she liked best: looking in furniture shop windows.

One Wednesday she found a new shop full of the most delightful things, with a notice inviting anyone to walk in and look 5 without feeling they had to buy something. Annie hesitated for a moment before stepping through the doorway where, almost at once, she stopped 6 before a green armchair. There was a card on the chair which said: "This fine chair is yours 7 less than a pound a week," and very small at the bottom, "Cash price eighty-nine pounds fifty." A pound a week... 8, she could almost pay that out of her housekeeping money and never miss it! A voice at her shoulder made her 9. "Can I help you, Madam?" She looked round at the assistant who had come softly to her 10.

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

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

- |                 |                |                |                    |
|-----------------|----------------|----------------|--------------------|
| 1. [A] so       | [B] more       | [C] else       | [D] another        |
| 2. [A] taking   | [B] making     | [C] fixing     | [D] keeping        |
| 3. [A] buy      | [B] bought     | [C] buying     | [D] to have bought |
| 4. [A] in a way | [B] by the way | [C] in the way | [D] on the way     |
| 5. [A] behind   | [B] round      | [C] back       | [D] on             |
| 6. [A] doubted  | [B] wondered   | [C] puzzled    | [D] delighted      |
| 7. [A] at       | [B] for        | [C] with       | [D] in             |
| 8. [A] Why      | [B] When       | [C] How        | [D] What           |
| 9. [A] jump     | [B] leap       | [C] laugh      | [D] wonder         |
| 10. [A] place   | [B] back       | [C] side       | [D] front          |

## Section II Reading Comprehension

## Part A

## Directions:

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



## Text 1

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

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

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

11. There is an increasing demand for \_\_\_\_\_.

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

12. The specialist is \_\_\_\_\_.

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

13. The administrator is \_\_\_\_\_.

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



## Text 2

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

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

16. The best title for this selection would be \_\_\_\_\_.  
 [A] Iceland [B] Land of Opportunity  
 [C] The Unknown Continent [D] Utopia at Last
17. At the time this article was written, our knowledge of Antarctica was \_\_\_\_\_.  
 [A] very limited [B] vast [C] fairly rich [D] nonexistent
18. Antarctica is bordered by the \_\_\_\_\_.  
 [A] Pacific Ocean [B] Indian Ocean [C] Atlantic Ocean [D] All three
19. The Antarctic is made uninhabitable primarily by \_\_\_\_\_.  
 [A] cold air [B] calm seas  
 [C] ice [D] lack of knowledge about the continent

20. According to this article \_\_\_\_\_.

- [A] 2,000 people live on the Antarctic Continent
- [B] a million people live within 2,000 miles of the South Pole
- [C] weather conditions within a 2,000 mile radius of the South Pole make settlements impractical
- [D] only a handful of natives inhabit Antarctica

## Part B

### Directions:

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

It would be interesting to discover how many young people go to university without any clear idea of what they are going to do afterwards. (21) If one considers the enormous variety of courses offered, it is not hard to see how difficult it is for a student to select the course most suited to his interests and abilities. (22) If a student goes to university to acquire a broader perspective of life, to enlarge his ideas and to learn to think for himself, he will undoubtedly benefit. (23) Schools often have too restricting an atmosphere, with its time tables and disciplines, to allow him much time for independent assessment of the work he is asked to do. (24) Most students would, I believe, profit by a year of such exploration of different academic studies, especially those “all rounders” with no particular interest. They should have longer time to decide in what subject they want to take their degrees, so that in later life, they do not look back and say, “I should like to have been an archaeologist. If I hadn’t taken a degree in Modern Languages, I shouldn’t have ended up as an interpreter, but it’s too late now. I couldn’t go back and begin all over again.”

(25) There is, of course, another side to the question of how to make the best use of one’s time at university. (26) This is the case of the student who excels in a particular branch of learning. (27) He is immediately accepted by the University of his choice, and spends his three or four years becoming a specialist, emerging with a first-class Honour Degree and very little knowledge of what the rest of the world is all about. (28) It therefore becomes more and more important that, if students are not to waste their opportunities, there will have to be much more detailed information about courses and more advice. Only in this way can we be sure that we are not to have, on the one hand, a band of specialists ignorant of anything outside of their own subject, and on the other hand, an ever increasing number of graduates qualified in subjects for which there is little or no demand in the working world.

## 1986 年全真试题答案

### Section I Use of English

1. A    2. D    3. B    4. C    5. B    6. D    7. B    8. A    9. A    10. C

### Section II Reading Comprehension

#### Part A

Text 1    11. B    12. D    13. C    14. D    15. B

Text 2    16. C    17. A    18. D    19. A    20. C

#### Part B

21. 如果想一想那些为学生设置的门类繁多的课程,我们就不难发现,对一个学生来说,要选一门符合他的兴趣和能力的课程是多么困难。

22. 如果一个学生进大学是为了想获得一个对生活前景更广泛的认识,为了扩大思想境界和学会独立思考,那么毫无疑问,进大学对他是有好处的。

23. 学校由于受课程表和纪律的约束,气氛往往令人感到过于拘束,使学生没有充分时间对规定要他做的事情有独立的见解。

24. 我认为大多数学生,尤其是那些没有偏重某一门课程的“全面发展的学生”,经过一年左右的时间对各门不同学科的钻研,将会从中获益。

25. 当然,关于一个人如何最充分地利用上大学的时间,还有另外一个方面。

26. 某一学科中出类拔萃的学生就属于这种情况。

27. 他一毕业马上就被一所他自己选中的大学所接受,再花三、四年时间,以优异的成绩取得荣誉学位,成为一名专家,但对外界的一切却几乎一无所知。

28. 因此,如果要学生好好利用他们上大学的机会,就应该为他们提供大量关于课程方面更为详尽的信息和更多的指点。这个问题显得越来越重要了。