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|  | * **Passage One Questions 1 to 5 are based on the following passage.**          Let us suppose that you are in the position of a parent. Would you allow your children to read any book they wanted to without first checking its contents? Would you take your children to see any film without first finding out whether it is suitable for them? If your answer to these questions is "yes", then you are extremely permissive. If your answer is "no", then you are exercising your right as a parent to protect your children from what you consider to be undesirable influences. In other words, by acting as a censor yourself, you are admitting that there is a strong case for censorship.         Now, of course, you will say that it is one thing to exercise censorship where children are concerned and quite another to do the same for adults. Children need protection and it is the parents' responsibility to provide it. But what about adults? Aren't they old enough to decide what is good for them? The answer is that many adults are, but don't make the mistake of thinking that all adults are like you. Censorship is for the good of society as a whole. Like the law, censorship contributes to the common good.         Some people think that it is disgraceful that a censor should interfere with the works of art. Who is this person, they say, to ban this great book or cut that great film? No one can set himself up as a superior being. But we must remember two things. Firstly, where genuine works of art are concerned, modern censors are extremely liberal in their views ― often far more liberal than a large section of the public. Artistic merit is something which censors clearly recognize. And secondly, we must bear in mind that the great proportion of books, plays and films which come before the censor are very far from being "works of arts".         When discussing censorship, we should not confine our attention to great masterpieces, but should consider the vast numbers of publications and films which make up the bulk of the entertainment industry. When censorship laws are relaxed, immoral people are given a license to produce virtually anything in the name of "art". There is an increasing tendency to equate artistic with "pornographic" (色情的). The vast market for pornography would rapidly be exploited. One of the great things that censorship does is to prevent certain people from making fat profits by corrupting the minds of others. To argue in favor of absolute freedom is to argue in favor of anarchy.         Society would really be poorer if it deprived itself of the wise counsel and the restraining influence which a censor provides.  |  |  |  | | --- | --- | --- | | |  | | --- | | 1. | | Permissive parents would \_\_\_\_\_\_\_\_.  A) let their children read any books they like to  B) not let their children see any films they like to  C) not let their children read any books without first checking their contents  D) let their children see the films with their first checking |  |  |  |  | | --- | --- | --- | | |  | | --- | | 2. | | The fact that parents check the contents of the book or the film for their children to read or see shows \_\_\_\_\_\_\_\_\_\_\_.  A) the necessity of censorship  B) that many books and films are bad  C) that children need their parents to help them understand more  D) that the parents are permissive |  |  |  |  | | --- | --- | --- | | |  | | --- | | 3. | | Which of the following statements is NOT true?  A) Some adults can't tell right from wrong.  B) Censorship is compared to the law because both of them perform good service to society as a whole.  C) Censors pay attention only to genuine works of art.  D) Censorship is necessary because many books, plays and films are far from being "works of art". |  |  |  |  | | --- | --- | --- | | |  | | --- | | 4. | | What does the word "corrupt" in Para.4 mean?  A) Make morally bad.  B) Hurt.  C) Injure.  D) Damage. |  |  |  |  | | --- | --- | --- | | |  | | --- | | 5. | | What would be the best title of this passage?  A) Permissive Parents and Responsible Parents  B) Censorship and the Law  C) Censors Value Artistic Merits  D) Censorship Performs Good Service to Society |  * **Passage Two Questions 6 to 10 are based on the following passage.**          Each summer, no matter how pressing my work schedule is, I take off one day exclusively for my son. We call it dad-son day. This year our third stop was the amusement park, where he discovered that he was tall enough to ride one of the fastest roller coasters (过山车) in the world. We blasted through face-stretching turns and loops for ninety seconds. Then, as we stepped off the ride, he shrugged and, in a distressingly calm voice, remarked that it was not exciting as other rides he'd been on. As I listened, I began to sense something seriously out of balance.         Throughout the season, I noticed similar events all around me. Parents seemed hard pressed to find new thrills for indifferent kids. Surrounded by ever-greater stimulation, their young faces were looking disappointed and bored.         Facing their children's complaints of "nothing to do", parents were shelling out large numbers of dollars for various forms of entertainment. In many cases the money seemed to do little more than buy transient relief from the terrible moans of their bored children. This set me pondering the obvious question: "How can it be so hard for kids to find something to do when there's never been such a range of stimulating entertainment available to them?"         What really worries me is the intensity of the stimulation. I watch my little daughter's face as she absorbs the powerful onslaught (冲击) of arousing visuals and bloody special effects in movies.         Why do children immersed in this much excitement seem starved for more? That was, I realized, the point. I discovered during my own reckless adolescence that what creates excitement is not going fast, but going faster. Thrills have less to do with speed than changes in speed.         I'm concerned about the cumulative effect of years at these levels of feverish activity. It is no mystery to me why many teenagers appear apathetic (麻木的) and burned out, with a "been there, done that" air of indifference toward much of life. As increasing numbers of friends' children are prescribed medications — stimulants to deal with inattentiveness at school or anti-depressants to help with the loss of interest and joy in their lives — I question the role of kids' boredom in some of the diagnoses.         My own work is focused on the chemical imbalances and biological factors related to behavioral and emotional disorders. These are complex problems. Yet I've been reflecting more and more on how the pace of life and the intensity of stimulation may be contributing to the rising rates of psychiatric problems among children and adolescents in our society.  |  |  |  | | --- | --- | --- | | |  | | --- | | 6. | | The author felt surprised in the amusement park that \_\_\_\_\_\_\_\_\_.  A) his son was not as thrilled by the roller coaster ride as expected  B) his son blasted through the turns and loops with his face stretched  C) his son appeared distressed but calm while riding the roller coaster  D) his son could keep his balance so well on the fast-moving roller coaster |  |  |  |  | | --- | --- | --- | | |  | | --- | | 7. | | According to the author, children are bored \_\_\_\_\_\_\_\_\_.  A) unless their parents can find new thrills for them  B) when they don't have any access to stimulating fun games  C) when they are left alone at weekends by their working parents  D) even if they are exposed to more and more kinds of entertainment |  |  |  |  | | --- | --- | --- | | |  | | --- | | 8. | | From his own experience, the author came to the conclusion that children seem to expect \_\_\_\_\_\_\_\_\_.  A) a much wider variety of sports facilities  B) activities that require sophisticated skills  C) ever-changing thrilling forms of recreation  D) physical exercises that are more challenging |  |  |  |  | | --- | --- | --- | | |  | | --- | | 9. | | In Para.6, the author expressed his doubt about the effectiveness of trying to change children's indifference toward much of life by \_\_\_\_\_\_\_\_\_\_\_.  A) diverting their interest from electronic visual games  B) prescribing medications for their temporary relief  C) creating more stimulating activities for them  D) spending more money on their entertainment |  |  |  |  | | --- | --- | --- | | |  | | --- | | 10. | | In order to alleviate children's boredom, the author would probably suggest \_\_\_\_\_\_\_\_\_.  A) adjusting the pace of life and intensity of stimulation  B) promoting the practice of dad-son days  C) consulting a specialist in child psychology  D) balancing school work with extracurricular activities |  * **Passage Three Questions 11 to 15 are based on the following passage.**          We all know that DNA has the ability to identify individuals, but because it is inherited, there are also regions of the DNA strand which can relate an individual to his or her family (immediate and extended), tribal group and even an entire population. Molecular Genealogy (宗谱学) can use this unique identification provided by the genetic markers to link people together into family trees. Pedigrees (家谱) based on such genetic markers can mean a breakthrough for family trees where information is incomplete or missing due to adoption, illegitimacy or lack of records. There are many communities and populations which have lost precious records due to tragic events such as the fire in the Irish courts during Civil War in 1921 or American slaves for whom many records were never kept in the first place.         The main objective of the Molecular Genealogy Research Group is to build a database containing over 100,000 DNA samples from individuals all over the world. These individuals will have provided a pedigree chart of at least four generations and a small blood sample. Once the database has enough samples to represent the world genetic make-up, it will eventually help in solving many issues regarding genealogies that could not be done by relying only on traditional written records. Theoretically, any individual will someday be able to trace his or her family origins through this database.         In the meantime, as the database is being created, Molecular Genealogy can verify possible or suspected relationships between individuals. "For example, if two men sharing the same last name believe that they are related, but no written record proves this relationship, we can verify this possibility by collecting a sample of DNA from both and looking for common markers, in this case we can look primarily at the Y chromosome (染色体)", explains Ugo A. Perego, a member of the BYU Molecular Genealogy research team.  |  |  |  | | --- | --- | --- | | |  | | --- | | 11. | | People in a large area may possess the same DNA thread because \_\_\_\_\_\_\_\_\_.  A) DNA is characteristic of a region  B) they are beyond doubt of common ancestry  C) DNA strand has the ability to identify individuals  D) their unique identification can be provided via DNA |  |  |  |  | | --- | --- | --- | | |  | | --- | | 12. | | The possible research of family trees is based on the fact that \_\_\_\_\_\_\_\_.  A) genetics has achieved a breakthrough  B) genetic information contained in DNA can be revealed now  C) each individual carries a unique record of who he is and how he is related to others  D) we can use DNA to prove how distant an individual is to a family, a group or a population |  |  |  |  | | --- | --- | --- | | |  | | --- | | 13. | | The Molecular Genealogy Research Group is building a database for the purpose of \_\_\_\_\_\_\_\_\_.  A) offering assistance in working out genealogy-related problems  B) solving many issues without relying on traditional written records  C) providing a pedigree chart of at least four generations in the world  D) confirming the assumption that all individuals are of the same origin |  |  |  |  | | --- | --- | --- | | |  | | --- | | 14. | | If two men suspect for some reason that they have a common ancestor, \_\_\_\_\_\_\_\_\_\_.  A) we can decide according to their family tree  B) we can find the truth from their genetic markers  C) we can compare the differences in their Y chromosome  D) we can look for written records to prove their relationship |  |  |  |  | | --- | --- | --- | | |  | | --- | | 15. | | Which of the following CANNOT be inferred from the passage?  A) We are a walking, living, breathing record of our ancestors.  B) Many American slaves did not know who their ancestors were.  C) An adopted child generally lacks enough information to prove his identity.  D) Molecular Genealogy can be used to prove relationship between individuals. |  * **Passage Four Questions 16 to 20 are based on the following passage.**          If you want to stay young, sit down and have a good think.         This is the research findings of a team of Japanese doctors, who say that most of our brains are not getting enough exercise and as a result, we are aging unnecessarily soon. Professor Taiju Matsuzawa wanted to find out why otherwise healthy farmers in northern Japan appeared to be losing their ability to think and reason at a relatively early age, and how the process of aging could be slowed down. With a team of colleagues at Tokyo National University, he set about measuring brain volumes of a thousand people of different ages and varying occupations. Computer technology enabled the researchers to obtain precise measurements of the volume of the front and side sections of the brain, which relate to intellect (智能) and emotion, and determine the human character. (The rear section of the brain, which controls functions like eating and breathing, doesn't contact with age, and one can continue living without intellectual or emotional faculties).         Contraction of front and side parts — as cells die off — was observed in some subjects in their thirties, but it was still not evident in some sixty and seventy-year-olds.         Matsuzawa concluded from his tests that there is a simple remedy to the contraction normally associated with age — using the head.         The findings show in general terms that contraction of brain begins sooner in people in the country than in the towns. Those least at risk, says Matsuzawa, are lawyers, followed by university professors and doctors. White collar workers doing routine works in government offices are, however, likely to have shrinking brains as the farm workers, bus drivers and shop assistants.         Matsuzawa's findings show that thinking can prevent the brain from shrinking. Blood must circulate properly in the head to supply the fresh oxygen the brain cells need. "The best way to maintain good blood circulation is through using the brain," he says, "Think hard and engage in conversation. Don't rely on pocket calculations."  |  |  |  | | --- | --- | --- | | |  | | --- | | 16. | | The team of doctors wanted to find out \_\_\_\_\_\_\_\_.  A) why certain people aged sooner than others  B) how to make people live longer  C) the size of certain people's brains  D) who were most intelligent |    |  |  |  | | --- | --- | --- | | |  | | --- | | 17. | | On what were their research findings based?  A) A survey of farmers in northern Japan.  B) Tests performed on a thousand old people.  C) The study of brain volumes of different people.  D) The latest development of computer technology. |    |  |  |  | | --- | --- | --- | | |  | | --- | | 18. | | The doctor's tests show that \_\_\_\_\_\_\_\_\_.  A) our brains shrink as we grow older  B) the front section of the brain doesn't shrink  C) sixty-year-olds have better brains than thirty-year-olds  D) some people's brains have contracted sooner than other people's |    |  |  |  | | --- | --- | --- | | |  | | --- | | 19. | | The word "subjects" in Para.3 means \_\_\_\_\_\_\_\_\_\_.  A) something to be considered  B) branches of knowledge studied  C) people chosen to be studied in an experiment  D) those who are studying the subjects |    |  |  |  | | --- | --- | --- | | |  | | --- | | 20. | | According to the passage, who seem to age slower than the others?  A) Lawyers.  B) Farmers.  C) Clerks.  D) Shop assistants. |  * **Passage Five Questions 21 to 25 are based on the following passage.**          Personality is to a large extent inherent. A-type parents usually bring A-type offspring. But the environment must also have a profound effect 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 with their classmates or 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 (马拉松) 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 surly a mistake to choose our doctors exclusively from A-type stock. B's are important and should be encouraged.  |  |  |  | | --- | --- | --- | | |  | | --- | | 21. | | In Para.2, the word "institution" refers to \_\_\_\_\_\_\_\_\_.  A) establishment  B) social custom  C) law  D) school |    |  |  |  | | --- | --- | --- | | |  | | --- | | 22. | | According to the passage, A-type individuals are in most cases \_\_\_\_\_\_\_\_\_.  A) impatient  B) considerate  C) aggressive  D) agreeable |    |  |  |  | | --- | --- | --- | | |  | | --- | | 23. | | The author strongly objects to the practice of examination 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 |    |  |  |  | | --- | --- | --- | | |  | | --- | | 24. | | The selection of medical professionals is currently based on \_\_\_\_\_\_\_\_\_\_\_.  A) candidates' sensitivity  B) academic achievements  C) competitive spirit  D) surer values |    |  |  |  | | --- | --- | --- | | |  | | --- | | 25. | | 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-types can find no place in a competitive society |  * **Passage Six Questions 26 to 30 are based on the following passage.**          Pronouncing a language is a skill. Every normal person is expert in the skill of pronouncing his own language; but few people are even moderately proficient in pronouncing foreign languages. Now there are many reasons for this, some obvious, some perhaps not so obvious. But I suggest that the fundamental reason why people in general do not speak foreign languages much better than they do is that they fail to grasp the true nature of the problem of learning to pronounce, and consequently never set about tackling it in the right way. Far too many people fail to realize that pronouncing a foreign language is a skill — one that needs careful training of a special kind, and one that cannot be acquired by just leaving it to take care of itself. I think even teachers of language, while recognizing the importance of good accent, tend to neglect, in their practical teaching, the branch of study concerned with speaking the language. So the first point I want to make is that English pronunciation must be taught; the teacher should be prepared to devote some of the lesson time to this, and his whole attitude to the subject should get the student to feel that there is a matter worthy of receiving his close attention. So, there should be occasions when other aspects of English, such as grammar or spelling, are allowed for the moment to take second place.         Apart from the question of the time given to pronunciation, there are two other requirements for the teacher: the first, knowledge; the second, technique.         It is important that the teacher should be in possession of the necessary information. This can generally be obtained from books. It is possible to get from books some ideas of the mechanics of speech, and of what we call general phonetic theory. It is also possible in this way to get a clear mental picture of the relationship between the sounds of different languages, between the speech habits of English people and those, say, of your students. Unless the teacher has such a picture, any comments he makes on his students' pronunciation are unlikely to be of much use, and lesson time spent on pronunciation may well be time wasted.  |  |  |  | | --- | --- | --- | | |  | | --- | | 26. | | What does the author actually say about pronouncing foreign languages?  A) There aren't many people who are even fairly good at it.  B) Only a few people are really proficient.  C) No one is really an expert in the skill.  D) There are even some people who are moderately proficient. |    |  |  |  | | --- | --- | --- | | |  | | --- | | 27. | | The author argues that going about the problem of pronunciation in the wrong way is \_\_\_\_\_\_\_\_\_\_.  A) an obvious cause of not grasping the problem correctly  B) a consequence of not grasping the problem correctly  C) a fundamental consequence of not speaking well  D) not an obvious cause of speaking poorly |    |  |  |  | | --- | --- | --- | | |  | | --- | | 28. | | The best way of learning to speak a foreign language, the author suggests, is by \_\_\_\_\_\_\_\_\_\_\_.  A) picking it up naturally as a child  B) learning from a native speaker  C) undertaking systematic work  D) not concentrating on pronunciation much |    |  |  |  | | --- | --- | --- | | |  | | --- | | 29. | | The value the student puts on correct speech habits depends on \_\_\_\_\_\_\_\_\_.  A) how closely he attends to the matter  B) whether it is English that is being taught  C) his teacher's approach to pronunciation  D) the importance normally given to grammar and spelling |    |  |  |  | | --- | --- | --- | | |  | | --- | | 30. | | How might the teacher find himself wasting lesson time?  A) By making ill-informed comments upon pronunciation.  B) By spending lesson time on pronunciation.  C) By not using books on phonetics in the classroom.  D) By not giving students a clear mental picture of the differences between sounds. |  * **Passage Questions 31 to 35 are based on the following passage.**          In the world of entertainment, TV talk shows have undoubtedly flooded every inch of space on daytime television. And anyone who watches them regularly knows that each one varies in style and format. But no two shows are more profoundly opposite in content, while at the same time standing out above the rest, than the Jerry Springer and the Oprah Winfrey shows. Jerry Springer could easily be considered the king of "trash talk (废话)". The topics on his show are as shocking as shocking can be. For example, the show takes the ever-common talk show themes of love, sex, cheating, guilt, hate, conflict and morality to a different level. Clearly, the Jerry Springer show is a display and exploitation of society's moral catastrophes (灾难), yet people are willing to eat up the intriguing predicaments (困境) of other people's lives. Like Jerry Springer, Oprah Winfrey takes TV talk show to its extreme, but Oprah goes in the opposite direction. The show focuses on the improvement of society and an individual's quality of life. Topics range from teaching your children responsibility, managing your work week, to getting to know your neighbors.         Compared to Oprah, the Jerry Springer show looks like poisonous waste being dumped on society. Jerry ends every show with a "final word". He makes a small speech that sums up the entire moral of the show. Hopefully, this is the part where most people will learn something very valuable.         Clean as it is, the Oprah show is not for everyone. The show's main target audience are middle-class Americans. Most of these people have the time, money, and stability to deal with life's tougher problems. Jerry Springer, on the other hand, has more of an association with the young adults of society. These are 18- to 21-year-olds whose main troubles in life involve love, relationship, sex, money and peers. They are the ones who see some value and lessons to be learned underneath the show's exploitation.          While the two shows are as different as night and day, both have ruled the talk show circuit for many years now. Each one caters to a different audience while both have a strong following from large groups of fans. Ironically, both could also be considered pioneers in the talk show world.  |  |  |  | | --- | --- | --- | | |  | | --- | | 31. | | Compared with other TV talk shows, both the Jerry Springer and the Oprah Winfrey are \_\_\_\_\_\_\_\_\_\_.  A) more family-oriented  B) unusually popular  C) more profound  D) relatively formal |    |  |  |  | | --- | --- | --- | | |  | | --- | | 32. | | Though the social problems Jerry Springer talks about appear distasteful, the audience \_\_\_\_\_\_\_\_\_\_.  A) remain fascinated by them  B) are ready to face up to them  C) remain indifferent to them  D) are willing to get involved in them |    |  |  |  | | --- | --- | --- | | |  | | --- | | 33. | | Which of the following is likely to be a topic of the Oprah Winfrey show?  A) A new type of robot.  B) Racist hatred.  C) Family budget planning.  D) Street violence. |    |  |  |  | | --- | --- | --- | | |  | | --- | | 34. | | Despite their differences, the two talk shows are both \_\_\_\_\_\_\_\_\_.  A) ironical  B) sensitive  C) instructive  D) cynical |    |  |  |  | | --- | --- | --- | | |  | | --- | | 35. | | We can learn from the passage that the two talk shows \_\_\_\_\_\_\_\_\_\_\_\_.  A) have monopolized the talk show circuit  B) exploit the weaknesses in human nature  C) appear at different times of the day  D) are targeted at different audiences |  * **Passage Questions 36 to 40 are based on the following passage.**          Insurance is the sharing of risks. Nearly everyone is exposed to risk of some sort. The house owner, for example, knows that his property can be damaged by fire; the ship-owner knows that his vessel may be lost at sea; the breadwinner knows that he may die at an early age and leave his family poorer. On the other hand, not every house is damaged by fire or every vessel lost at sea. If these persons each put a small sum into a pool, there will be enough to meet the needs of the few who do suffer loss. In other words, the losses of the few are met from the contributions of the many. This is the basis of insurance. Those who pay the contribution are known as insured and those who administer the pool of contributions as insurers.         The legal basis of all insurance is the policy. This is a printed form of contract on stout paper of the best quality. It states that in return for the regular payment by the insured of a named sum of money, called the premium(保险费)which is usually paid every year, the insurer will pay a sum of money or compensation for loss, if the risk or event insured against actually happens. The premium for an insurance naturally depends upon how likely the risk is to happen, as suggested by past experience. If companies fix their premiums too high, there will be more competition in their branch of insurance and they may lose business. On the other hand, if they make the premium too low, they will lose money and may even have to drop out of business. So the ordinary forces of supply and demand keep premiums at a level satisfactory to both the insurer and the insured.  |  |  |  | | --- | --- | --- | | |  | | --- | | 36. | | According to the passage, insurance is possible because \_\_\_\_\_\_.  A) only a small proportion of the insured suffer loss  B) only insured people suffer loss  C) nearly everyone suffers loss  D) everyone at some time suffers loss |    |  |  |  | | --- | --- | --- | | |  | | --- | | 37. | | By “the pool of contribution” (in Para.1) the writer means \_\_\_\_\_.  A) the cost of administering insurance  B) the amount of each premium  C) money paid by the insurers  D) money paid by the insured |    |  |  |  | | --- | --- | --- | | |  | | --- | | 38. | | A policy is \_\_\_\_\_.  A) a legal agreement  B) a check to be cashed at the bank  C) money paid by the insured  D) a particular kind of insurance |    |  |  |  | | --- | --- | --- | | |  | | --- | | 39. | | Insurance premiums cannot be made too high because\_\_\_\_\_.  A) not many people suffer loss  B) they are fixed according to how likely the risk of loss is to happen  C) not many people insure themselves  D) insurance companies compete with each other |    |  |  |  | | --- | --- | --- | | |  | | --- | | 40. | | According to the passage, insurance is \_\_\_\_\_\_.  A) useful but risky  B) expensive and unnecessary  C) costly but worth buying  D) cheap but not necessary |  * **Passage Questions 41 to 45 are based on the following passage.**          Education is one of the key words of our time. A man without an education, many of us believe, is an unfortunate victim of unfortunate circumstances deprived of one of the greatest twentieth-century opportunities. Convinced of the importance of education, modern states “invest” in institutions of learning to get back “interest” in the form of a large group of enlightened young men and women who are potential leaders. Education, with its cycles of instruction so carefully worked out, punctuated by textbooks — those purchasable wells of wisdom — what would civilization be like without its benefits?         So much is certain that we would have doctors and preachers, lawyers and defendants, marriages and births; but our spiritual outlook would be different. We would lay less stress on “facts and figures” and more on a good memory, on applied psychology, and on the capacity of a man to get along with his fellow-citizens.         If our educational system were fashioned after its bookless past we would have the most democratic form of “college” imaginable. Among the people whom we like to call savages all knowledge inherited by tradition is shared by all; it is taught to every member of the tribe so that in this respect everybody is equally equipped for life.         It is the ideal condition of the “equal start” which only our most progressive forms of modern education try to regain. In primitive cultures the obligation to seek and to receive the traditional instruction is binding to all. There are no “illiterates” — while our own compulsory school attendance became law in Germany in 1642, in France in 1806, and in England in 1976, and is still nonexistent in a number of “civilized” nations. This shows how long it was before we deemed it necessary to make sure that all our children could share in the knowledge accumulated by the “happy few” during the past centuries.         Education in the wilderness is not a matter of monetary means. All are entitled to an equal start. There is none of the hurry which, in our society, often hampers the full development of a growing personality. There, a child grows up under the ever-present attention of his parents; therefore the jungles and the savages know of no “juvenile delinquency”. No necessity of making a living away from home results in neglect of children, and no father is confronted with his inability to “buy” an education for his child.  |  |  |  | | --- | --- | --- | | |  | | --- | | 41. | | Which of the following could be the best title for the text?  A) The Significance of Education  B) Educational Investment and Its Results  C) Education: A Comparison of Its Past and Its Present  D) Education in the Wilderness |    |  |  |  | | --- | --- | --- | | |  | | --- | | 42. | | According to the text, the author seems\_\_\_\_\_.  A) against the education in the very early historic times  B) positive about our present educational instruction  C) in favor of the educational practice in primitive cultures  D) quite happy to see an equal start for everyone |    |  |  |  | | --- | --- | --- | | |  | | --- | | 43. | | According to the text, which of the following statements is true?  A) One without education today has few opportunities.  B) We have not yet decided on our educational models.  C) Compulsory schooling is a legal obligation in several countries now.  D) Our spiritual outlook is better now than before. |    |  |  |  | | --- | --- | --- | | |  | | --- | | 44. | | In the last paragraph, the author implies that\_\_\_\_\_.  A) some families now can hardly afford to send their children to school  B) everyone today has an equal opportunity in education  C) every country invests heavily in education  D) we are not very certain whether preachers are necessary or not |    |  |  |  | | --- | --- | --- | | |  | | --- | | 45. | | "All are entitled to an equal start" (in Para.5) means all are\_\_\_\_\_.  A) about to give an equal start  B) given a right to an equal start  C) given a title to an equal start  D) certain to have an equal start |  * **Passage Questions 46 to 50 are based on the following passage.**          The U.S. Department of Labor statistics indicate that there is an oversupply of college-trained workers and that this oversupply is increasing. Already there is an overabundance of teachers, engineers, physicists and other specialists. Yet colleges and graduate schools continue every year to turn out highly trained people to compete for jobs that aren’t there. The result is that graduates cannot enter the professions for which they were trained and must take temporary jobs which do not require a college degree. *These “temporary” jobs have a habit of becoming permanent.*          On the other hand, there is a tremendous need for skilled workers of all sorts: carpenters, electricians, mechanics, and TV repairmen. These people have more work than they can handle and their annual incomes are often higher than those of college graduates. The old distinction that white-collar workers make a better living than blue-collar workers no longer holds true.          The reason for this situation is the traditional myth that a college degree is a passport to a prosperous future. Parents begin telling their children this myth before they are out of grade school (小学). Under this pressure the kids fall in line. Whether they want to go to college or not doesn’t matter. Everybody should go to college.          One result of this emphasis on a college education is that *many people go to college who do not belong there*. Of the sixty percent of high school graduates who enter college, half of them do not graduate with their class. Many of them drop out within the first year. Some struggle on for two or three years and then give up.  |  |  |  | | --- | --- | --- | | |  | | --- | | 46. | | What do the U.S. Department of Labor statistics show?  A) There is an oversupply of labor force and this oversupply is increasing.  B) Many college graduates find it difficult to get jobs for which they were trained.  C) There is a short supply of teachers, engineers and other professionals.  D) There are more temporary jobs than permanent ones in U.S. companies. |    |  |  |  | | --- | --- | --- | | |  | | --- | | 47. | | What does the author mean by saying "these 'temporary' jobs have a habit of becoming permanent" (in Para.1)?  A) College graduates have the habit of taking temporary jobs.  B) Many college graduates are not willing to change their jobs.  C) Many college graduates might never find jobs for which they were trained.  D) Once college graduates take a temporary job, they soon become used to it. |    |  |  |  | | --- | --- | --- | | |  | | --- | | 48. | | We can infer from the passage that in the past \_\_\_\_\_.  A) blue-collar workers made a better living than white-collar workers  B) college and graduate schools trained more skilled workers  C) students seldom dropped out of colleges and universities  D) there were less white-collar workers than blue-collar workers |    |  |  |  | | --- | --- | --- | | |  | | --- | | 49. | | By saying“many people go to college who do not belong there” (in Para.4), the author means that many people \_\_\_\_\_.  A) who are not fit for college education go to college  B) who don’t have adequate financial support go to college  C) who go to college drop out within one or two years  D) who go to college find the courses are not interesting |    |  |  |  | | --- | --- | --- | | |  | | --- | | 50. | | We can conclude that the author believes \_\_\_\_\_.  A) every young man and woman should go to college  B) more young people should be trained for skilled jobs  C) people with higher education should receive higher pay  D) the government should offer more opportunities for college graduates |  * **Passage Questions 51 to 55 are based on the following passage.**          The Taxpayer Relief Act of 1997 created the IRA. Under this investment vehicle, you get no deduction for your contribution, but all money — principal and earnings — not only will be tax-free, but will not be subject to the 10% penalty on early withdrawals. Qualified distributions are those made after five years from the date you first contributed to an IRA and that meet any of the following specifications: you must be at least 59.5 years old, the holder suffers death or disability, or the distribution is for first-time home buyer (as defined above) expenses of up to $10,000. Distributions for educational expenses also may be penalty free, subject to ordinary income taxes on the accumulated earnings.         While the tax delay or tax exclusion of these plans makes them excellent vehicles for retirement savings, one additional caution should be mentioned. With the deferral plans, all income is treated as ordinary income, subject to tax at your highest marginal rate — currently 39.6%. Alternatively, under the new law, capital gains may be capped at an 18% rate and may be taxed as low as 8% in the future. If your retirement investments are appreciating capital assets and if you do not have a long wait until retirement, the advantage of deferral may be overweighed by the loss of capital gain treatment on your gains.         These reduced capital gains rates create a new standard by which alternative savings options should be measured. To maximize your after-tax wealth, you must weigh the advantages of an immediate tax deduction and gain deferral against reduced capital gain taxation on sales out of the IRA account. To complicate the decision-making further, you also must consider the advantages and disadvantages of the new IRA, which gives no up-front deduction, but allows all gains to come to you tax-free.         The longer the holding period you expect and the higher the yield you project, the more advantageous the IRA becomes. If your holding period is expected to be just over 18 months and you project high returns, a direct non-IRA investment may leave you with the best after-tax returns because of the new capital gains rules. If you are in a high bracket now and expect to be in a lower bracket when you retire, the traditional IRA may be your best bet.  |  |  |  | | --- | --- | --- | | |  | | --- | | 51. | | The author of the article does not express the view, either directly or by implication, that\_\_\_\_\_\_\_\_.  A) under the New IRA, distributions for educational expenses may be penalty free  B) the IRA becomes advantageous if there is a quite long holding period  C) the traditional IRA is always your best choice in investment planning  D) with the deferral plans, ordinary income is subject to tax at your highest marginal rate |    |  |  |  | | --- | --- | --- | | |  | | --- | | 52. | | Speaking of “one additional caution”(in Para. 2), the author intends to \_\_\_\_\_\_\_\_.  A) give an example of how to maximize your retirement investment under the new law  B) demonstrate the superiority of IRA investment  C) illustrate a new standard about distribution  D) show the advantage of deferral plans |    |  |  |  | | --- | --- | --- | | |  | | --- | | 53. | | What is the best title for this text?  A) Different Ideas about Distribution  B) New IRA, Capital Gains, and Investment Planning  C) IRA Often Provides You with a Real High Returns  D) The Advantages of IRA |    |  |  |  | | --- | --- | --- | | |  | | --- | | 54. | | Which of the following is NOT mentioned as a specification about IRA for qualified distribution?  A) At least 59.5 years old.  B) The holder suffers death or disability.  C) The distribution is for first-time home buyer expenses of a specified amount.  D) You are in a high bracket. |    |  |  |  | | --- | --- | --- | | |  | | --- | | 55. | | According to the text, the word “bracket”(in Para. 4) means \_\_\_\_\_\_\_.  A) a sign  B) a particular range  C) a piece of metal  D) a period |  * **Passage Questions 56 to 60 are based on the following passage.**          Everybody in this world is different from one another. But do you know that understanding differences can help you better manage your money?         As we grow up, we gradually develop a set of our own values or beliefs. These are influenced by society, our family, the education we receive and so on. Once this value system is set up, it’s not easy to change later in life. Financial experts say that everyone also has their own belief of how to manage their finances. This is part of our value system and it has a great impact on the way we look after our money.         According to our different values, experts put us in three categories. They are: the ant, the cricket and the snail.         The ant — works first         Just like ants who work heart and soul in summer in order to store food for winter, these people don’t care about enjoying the moment. They work very hard and save money they earn so that they can enjoy life when they get old and retire. The ant loves to save but they could make more out of their money if they were willing to invest in some funds and stocks with low risk.         The cricket — fun first         The cricket wants to enjoy everything now and doesn’t think too much about the future. They even borrow money when they really want something. Many young people now belong to this group. These people have little savings. When they get old, they might have problems. They should learn to save and buy insurance.         The snail — lives under pressure         The snail refers to people who make life difficult for themselves. They take big long-term loans from the bank in order to buy things such as luxury houses. They are happy to take big loans even though they are not sure they can afford it. This can cause problems in the future. They should plan more carefully.  |  |  |  | | --- | --- | --- | | |  | | --- | | 56. | | According to this passage, value system \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A) is a set of our own values or beliefs  B) is the way we spend our money  C) will not change later in life  D) is the belief of how to manage our finances |    |  |  |  | | --- | --- | --- | | |  | | --- | | 57. | | The ant refers to people who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A) work very hard in summer in order to store food for winter  B) could make more money if they work harder  C) only care about enjoying the moment by working very hard  D) save money they earn for the later life when they get old and retire |    |  |  |  | | --- | --- | --- | | |  | | --- | | 58. | | Mr. Smith always enjoys spending a weekend with his friends, fishing, hunting and playing cards. Moreover, he spends money in a very luxurious way. So, \_\_\_\_\_.  A) Mr. Smith belongs to the ant type  B) Mr. Smith belongs to the cricket type  C) Mr. Smith belongs to the snail type  D) it's hard to tell which kind of person Mr. Smith is |    |  |  |  | | --- | --- | --- | | |  | | --- | | 59. | | The writer of the passage seems to be in favor of \_\_\_\_\_\_\_.  A) the ant  B) the cricket  C) the snail  D) none of them |    |  |  |  | | --- | --- | --- | | |  | | --- | | 60. | | What is the author’s purpose in writing this passage?  A) To make us understand that we should spend our money.  B) To make fun of the three kinds of people.  C) To make us understand the differences and manage our money better.  D) To state that we are the same as animals. |  * **Passage Questions 61 to 65 are based on the following passage.**          The first Starbucks coffee shop opened in 1971 in downtown Seattle, Washington, in the United States. It was a small coffee shop that roasted its own coffee beans. The coffee shop's business did well, and by 1981 there were three more Starbucks stores in Seattle.         Things really began to change for the company in 1981. That year, Howard Schultz met the three men who ran Starbucks. Schultz worked in New York for a company that made kitchen equipment. He noticed that Starbucks ordered a large number of special coffee makers, and he was curious about the company. Schultz went to Seattle to see what Starbucks did, and he liked what he saw. He wanted to become part of the company. In 1982, the original Starbucks owners hired Schultz as the company's head of marketing.         In 1983, Schultz traveled to Italy. The unique atmosphere of the coffee bars there caught his eye. To Schultz it seemed that Italians spent their daily lives in three places: home, work, and coffee bars. His experience in Italy gave him a new idea for Starbucks back in Seattle.         Schultz created an atmosphere for Starbucks coffee shops that was comfortable, and customers everywhere seemed to like it. Between 1987 and 1992, Starbucks opened 150 new stores — and that was only the beginning. In fact, by the year 2000, three new Starbucks stores opened somewhere around the world every day!         Today, Starbucks has thousands of stores, including stores in twenty-six countries. One thing that helps make Starbucks succeed in cities outside the United States is the way Starbucks works with local stores and restaurants. By working together with a store already in the city, Starbucks gets an understanding of customers in the city. This understanding helps Starbucks open stores in the right locations for their customers.  |  |  |  | | --- | --- | --- | | |  | | --- | | 61. | | The main idea of the passage is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A) how Starbucks has grown  B) what Starbucks makes  C) Starbucks' customers  D) how Starbucks makes its coffee |    |  |  |  | | --- | --- | --- | | |  | | --- | | 62. | | Which is true about Starbucks' first ten years of business?  A) It grew very quickly.  B) It was run by Howard Schultz.  C) It made special coffee makers.  D) It was a small company. |    |  |  |  | | --- | --- | --- | | |  | | --- | | 63. | | Howard Schultz is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A) a coffee seller in New York  B) an Italian coffee maker  C) the man who changed the company  D) one of the original owners of the company |    |  |  |  | | --- | --- | --- | | |  | | --- | | 64. | | About how many new Starbucks opened in 1999?  A) 3.  B) 150.  C) 300.  D) More than 1000. |    |  |  |  | | --- | --- | --- | | |  | | --- | | 65. | | What helps Starbucks succeed in places outside the United States?  A) Learning about local customers.  B) Only selling locally produced coffee beans.  C) Working with other major coffee-making companies.  D) Opening restaurants in just a few locations each year. |  * **Passage Questions 66 to 70 are based on the following passage.**          A value could be defined as a belief or attitude you hold close or something that you want to keep as a standard for judging yourself and the rest of the world. It is the basis for your sense of right and wrong, good and bad.         It is our values that drive us to act in certain ways, to lead a certain lifestyle and to shun certain habits. For instance, if you truly believe that drinking alcohol is not a good thing, you will not drink. And if you do, you will probably feel guilty and regret it later.         Each of us has a unique value system — almost as unique as our fingerprints. A value system is not just something that is passed down from parents or learnt through behavior in schools, etc. It is developed through personal experiences, in combination with the values that our *immediate society* lends to us.         Yet, value systems can differ dramatically even within the same family or group of friends. For instance, your parents may think it is wrong to marry out of your own culture or community, while your brother may not believe in marriage at all.         Similarly, you may not like lying to your parents, but your best friend may think it is just another way of making life easier.         Values can be related to health, cultural awareness, religion, preservation of nature, loyalty, wealth, creativity, independence, search for fame or peace, education, and much more.         Any combination of these separate values will form a person's values system. To figure out yours, you must do a lot of soul-searching, and ask yourself questions about what really matters to you and what you deeply believe in, or what are the issues that you are not willing to compromise on — that will be your unique set of values.  |  |  |  | | --- | --- | --- | | |  | | --- | | 66. | | The first paragraph mainly focuses on \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A) the function of value  B) the definition of value  C) the advantages of value  D) the varieties of value |    |  |  |  | | --- | --- | --- | | |  | | --- | | 67. | | We can learn from the second paragraph that our values \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A) drive us to act in certain ways  B) make people feel uncomfortable with each other  C) play a key role in our life  D) help us get rid of bad habits |    |  |  |  | | --- | --- | --- | | |  | | --- | | 68. | | According to the passage, one's value system will decide \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A) what he/ she lives for  B) whether he/ she lives happily or bitterly  C) why he/ she lives  D) how he/ she lives |    |  |  |  | | --- | --- | --- | | |  | | --- | | 69. | | The phrase “immediate society” (in Para.3) refers to \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A) the social circle in which we live and the people who we meet  B) the personal circle in which we live and the relatives we meet  C) the society in which we live and the relatives we meet  D) the personal circle in which we live and the people we meet |    |  |  |  | | --- | --- | --- | | |  | | --- | | 70. | | Which one may be the best title for the passage?  A) Values Can Be Related to Culture Shock  B) Each of Us Has a Unique Value System  C) How Does One Define Values or a Value System?  D) The Differences between Values and Value Systems |  * **Passage Questions 71 to 75 are based on the following passage.**          Social change is more likely to occur in societies where there is a mixture of different kinds of people than in societies where people are similar in many ways. The simple reason for this is that there are more different ways of looking at things present in the first kind of society. There are more ideas, more interest, and more groups and organizations with different beliefs. In addition, there is usually a greater worldly interest and greater tolerance in mixed societies. All these factors tend to promote social change by opening more areas of life to decision. In a society where people are quite similar in many ways, there are fewer occasions for people to see the need or the opportunity for change because everything seems to be the same. And although conditions may not be satisfactory, they are at least customary and undisputed.          Within a society, social change is also likely to occur more frequently and more readily in the material aspects of the culture than in the non-material, for example, in technology rather than in values; in what has been learned later in life rather than what was learned early; in the less basic and less emotional aspects of society than in their opposite; in the simple elements rather than in the complex ones; in form rather than in substance; and in elements that are acceptable to the culture rather than in strange elements.          What’s more, social change is easier if it is gradual. For example, it comes more readily in human relations on a continuous scale rather than one with violent changes. This is one reason why change has not come more quickly to Black Americans as compared to other American minorities, because of the sharp difference in appearance between them and their white counterparts(对应的人).  |  |  |  | | --- | --- | --- | | |  | | --- | | 71. | | The following factors tend to promote social change EXCEPT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A) different kinds of people  B) different points of view  C) different interests  D) different conditions |    |  |  |  | | --- | --- | --- | | |  | | --- | | 72. | | The expression "greater tolerance "(in Para.1) refers to \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A) more respect for different beliefs and behaviors  B) quicker adaptation to changing circumstances  C) greater willingness to change  D) greater readiness to agree to different opinions and ideas |    |  |  |  | | --- | --- | --- | | |  | | --- | | 73. | | According to the passage, which of the following is TRUE within a society?  A) Social change is less likely to occur in technology than in values.  B) What people learned in their early times tends to change quickly.  C) The basic and emotional aspects of society tend to slow down social change.  D) Strange elements are likely to quicken social change. |    |  |  |  | | --- | --- | --- | | |  | | --- | | 74. | | Social change is easier if it takes place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A) step by step  B) among Black Americans  C) between Black Americans and their white counterparts  D) between Black Americans and other Americans minorities |    |  |  |  | | --- | --- | --- | | |  | | --- | | 75. | | The passage mainly discusses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  A) the necessity of social change  B) certain factors that determine the ease with which social change occurs  C) the way to slow down social change  D) how to promote social change | | |

第九篇

If you think a high-factor sunscreen (防晒霜)keeps you safe from harmful rays, you may be wrong.Research in this week's Nature shows that while factor 50 reduces the number of melanomas(黑瘤)and delays their occurrence, it can't prevent them.Melanomas are the most aggressive skin cancers.You have a higher risk if you have red or blond hair, fair skin, blue or green eyes, or sunburn easily, or if a close relative has had one.Melanomas are more common if you have periodic intense exposure to the sun.Other skin cancers are increasingly likely with long-term exposure.

　　There is continuing debate as to how effective sunscreen is in reducing melanomas the evidence is weaker than it is for preventing other types of skin cancer.A 2011 Australian study of 1,621 people found that people randomly selected to apply sunscreen daily had half the rate of melanomas of people who used cream as needed.A second study, comparing 1,167 people with melanomas to 1,101 who didn't have the cancer, found that using sunscreen routinely, alongside other protection such as hats,long sleeves or staying in the shade, did give some protection.This study said other forms of sun protection not sunscreen seemed most beneficial.The study relied on people remembering what they had done over each decade of their lives, so it's not entirely reliable.But it seems reasonable to think sunscreen gives people a false sense of security in the sun.

　　Many people also don't use sunscreen properly applying insufficient amounts, failing to reapply after a couple of hours and staying in the sun too long.It is sunburn that is most worrying recent research shows five episodes of sunburn in the teenage years increases the risk of all skin cancers.

The good news is that a combination of sunscreen and covering up can reduce melanoma rates, as shown by Australian figures from their slip-slop-slap campaign.So if there is a heat wave this summer, it would be best for us, too, to slip on a shirt, slop on (抹上)sunscreen and slap on a hat.

56.What is people's common expectation of a high-factor sunscreen?

A.It will delay the occurrence of skin cancer.

B.It will protect them from sunburn.

C.It will keep their skin smooth and fair.

D.It will work for people of any skin color.

57.What does the research in Nature say about a high-factor sunscreen?

A.It is ineffective in preventing melanomas.

B.It is ineffective in case of intense sunlight.

C.It is ineffective with long-term exposure.

D.It is ineffective for people with fair skin.

58.What do we learn from the 2011 Australian study of 1,621 people?

A.Sunscreen should be applied alongside other protection measures.

B.High-risk people benefit the most from the application of sunscreen.

C.Irregular application of sunscreen does women more harm than good.

D.Daily application of sunscreen helps reduce the incidence of melanomas.

59.What does the author say about the second Australian study?

A.It misleads people to rely on sunscreen for protection.

B.It helps people to select the most effective sunscreen.

C.It is not based on direct observation of the subjects.

D.It confirms the results of the first Australian study.

60.What does the author suggest to reduce melanoma rates?

A.Using both covering up and sunscreen.

B.Staying in the shade whenever possible.

C.Using covering up instead of sunscreen.

D.Applying the right amount of sunscreen.

第十篇

Across the rich world, well-educated people increasingly work longer than the less-skilled. Some 65% of American men aged 62-74 with a professional degree are in the workforce, compared with 32% of men with only a high-school certificate. This gap is part of a deepening divide between the well-educatedwell-off and the unskilled poor. Rapid technological advance has raised the incomes of the highly skilled while squeezing those of the unskilled. The consequences, for individuals and society, are profound.

The world is facing an astonishing rise in the of old people, and they will live longer than ever before. Over the next 20 years the global population of those aged 65 or more will almost double, from 600 million to 1.1 billion. The experience of the 20th century, when greater longevity(长寿)translated into more years in retirement rather than more years at work, has persuaded many observers that this shift will lead to slower economic growth, while the swelling ranks of pensioners will create government budget problems.

But the notion of a sharp division between the working young and the idle old misses a new trend, the growing gap between the skilled and the unskilled. Employment rates are failing among younger unskilled people, whereas older skilled folk are working longer.The divide is most extreme in America, where well-educated baby-boomers(二战后生育高峰期出生的美国人)areputting off retirement while many less-skilled younger people have abandoned policies that used Xto retire early. Rising life expectancy(预期生命),combined with the replace- Xpension plans with less generous defined-contribution ones, means that even the better-off must work longer to have a comfortable retirement. But the changing nature of work also plays a big role. Pay has risen sharply for the highly educated, and those people continue to reap rich rewards into old age because these days the educated elderly are more productive that the preceding generation. Technological charge may well reinforce that shift; the skills that complement computers, from management knowhow to creativity, do not necessarily decline with age.

1.What is happening in the workforce in rich countries？

A.Younger people are replacing the elderly.

B.Well-educated people tend to work longer.

C.Unemployment rates are rising year after year.

D.People with no collage degree do not easily find work.

2.What has helped deepen the divide between the well-off and the poor？

A.Longer life expectancies.

B.A rapid technological advance.

C.Profound changes in the workforce.

D.A growing number of the well-educated.

3.What do many observers predict in view of the experience of the experience of the 20th century?

A.Economic growth will slow down.

B.Government budgets will increase.

C.More people will try to pursue higher education.

D.There will be more competition in the job market.

4.What is the result of policy changes in European countries？

A.Unskilled workers may choose to retire early.

B.Morepeople have to receive in-service training.

C.Even wealthy people must work longer to live comfortably in retirement.

D.Peoplemay be able to enjoy generous defined-benefits from pension plans.

5.What is characteristic of work in the 21st century？

A.Computers will do more complicated work.

B.More will be the educated young.

C.Most jobs to be done will be creative ones.

D.Skills are highly valued regardless of age.

第十一篇

The rise of the Internet has been one of the most transformative developments in human history, comparable in impact to the invention of the printing press and the telegraph. Over two billion people worldwide now have access to vastly more information than ever before, and can communicate with each other instantly, often using Web-connected mobile devices they carry everywhere. But the Internet’s tremendous impacts has only just begun.

“Mass adoption of the Internet is driving one of the most exciting social, cultural, and political transformations in history, and unlike earlier periods of change, this time the effects are fully global,” Schmidt and Cohen write in their new book. The New Digital Age.

　　Perhaps the most profound changes will come when the five billion people worldwide who currently lack Internet access get online. The authors do an excellent job of examining the implications of the Internet revolution for individuals, governments, and institutions like the news media. But if the book has one major shortcoming, it’s that authors don’t spend enough time applying a critical eye to the role of Internet businesses in these weeping changes.

　　In their book, the authors provide the most authoritative volume to date that describes — and more importantly predicts — how the Internet will shape our lives in the coming decades. They paint a picture of a world in which individuals, companies, institutions, and governments must deal with two realities, one physical, and one virtual.

At the core of the book is the idea that “technology is neutral, but people aren’t.” By using this concept as a starting point, the authors aim to move beyond the now familiar optimist vs. pessimist dichotomy(对立观点)that has characterized many recent debates about whether the rise of the Internet will ultimately be good or bad for society. In an interview with TIME earlier this week, Cohen said although he and his co-author are optimistic about many aspects of the Internet, they’re also realistic about the risks and dangers that lie ahead when the next five billion people come online, particularly with respect to personal privacy and state surveillance(监视).

57 In what way is the rise of the Internet similar to the invention of the printing press and the telegraph?

A.It transforms human history.

B.It facilitates daily communication.

C.It is adopted by all humanity.

D.It revolutionizes people's thinking.

58 How do Schmidt and Cohen describe the effects of the Internet?

A.They are immeasurable.

B.They are worldwide.

C.They are unpredictable.

D.They are contaminating.

59 In what respect is the book The New Digital Age considered inadequate?

A.It fails to recognize the impact of the Internet technology.

B.It fails to look into the social implications of the Internet.

C.It lacks an objective evaluation of the role of Internet businesses.

D.It does not address the technical aspects of Internet communication.

60 What will the future be like when everybody gets online?

A.People will be living in two different realities.

B.People will have equal access to information.

C.People don’t have to travel to see the world.

D.People don’t have to communicate face to face.

61 What does the passage say about the authors of The New Digital Age?

A.They leave many questions unanswered concerning the Internet.

B.They are optimistic about the future of the Internet revolution.

C.They have explored the unknown territories of the virtual world.

D.They don’t take sides in analyzing the effects of the Internet.

第十二篇

In 1950, a young man would have found it much easier than it is today to get and keep a job in the auto industry. And in that year the average autoworker could meet monthly mortgage(抵押贷款)payments on an average home with just 13.4 percent of his take-home pay. Today a similar mortgage would claim more than twice that share of his monthly eamings.

　　Other members of the autoworker’s family, however might be less inclined to tried the present for the past. His retired parents would certainly have had less economic security back then. Through-out much of the 1960s,more than a quarter of men and women and women age 65 and older lived below the poverty level, compared to less than 10 percent in 2010.

　　In most stales, his wife could not have taken out a loan or a card in her own name. In 42 states, a homemaker had no legal claim on the earnings of her husband. And nowhere did a wife have legal protection against family violence.

　　Most black workers would not want to return to a time when, on average they earned 40 percent less than their white counterparts(职位相当的人),white racially restrictive agreements largely prevented them from buying into the suburban neighborhoods being built for white working –class families.

　　Today, new problems have emerged in the process of resolving old ones, but the solution is not to go back to the past. Some people may long for an era when divorce was still hard to come by. The spread of no -fault divorce has reduced the bargaining power of whichever spouse is more interested in continuing the relationship. And the breakup of such marriages has caused pain for many families.

　　The growing diversity of family life comes with new possibilities as well as new challenges. According to a recent poll, more than 80 percent of Americans believe that their current family is as close as the one in which they grew up, or closer. Finding ways to imaginary golden age.

　　62 What do we learn about American autoworkers in 1950?

　　A.They had less job security than they do today.

　　B.It was not too difficult for them to buy a house.

　　C.Their earnings were worth twice as much as today.

　　D.They were better off than workers in other industries.

　　答案：

　　63 What does the author about retired people today?

　　A.They invariably long to return to the golden past.

　　B.They do not depend so much on social welfare.

　　C.They feel more secure economically than in the past.

　　D.They are usually unwilling to live with their children.

　　答案：

　　64 Why couldn’t black workers buy a house in a whitc suburban neighborhood ?

　　A.They lacked the means of transportation.

　　B.They were subjected to racial inequality.

　　C.They were afraid to break the law.

　　D.They were too poor to afford it.

　　答案：

　　65 What is the result of no-fault divorce ?

　　A.Divorce is easier to obtain.

　　B.Domestic violence is lessened.

　　C.It causes little pain to either side.

　　D.It contributes to social unrest.

　　答案：

　　66 What does the author suggest society do?

　　A.Get prepared to face any new challenges.

　　B.Try to better the current social security.

　　C.Narrow the gap between blacks and whites.

　　D.Improve the lives of families with problems.

答案

第十三篇

Children are a delight．They are our future．But sadly, hiring someone to take care of them while you go to work is getting more expensive by the year．   
　　Earlier this month, it was reported that the cost of enrolling an infant or small kid at a childcare center rose 3% in 2012, faster than the overall cost of living．There are now large strips of the country where daycare for an infant costs more than a tenth of the average married couple's income．   
　　This is not necessarily a new trend, but it is a somewhat puzzling one．The price of professional childcare has been rising since the 1980s．Yet during that time, pay for professional childcare workers has stood still．Actually caregivers make less today, in real terms, than they did in 1990．Considering that labor costs are responsible for up to 80% of a daycare center's expenses, one would expect flat wages to have meant flat prices．   
　　So who's to blame for higher childcare costs?   
　　Childcare is a carefully regulated industry．States lay down rules about how many children each employee is allowed to watch over, the space care centers need per child, and other minute details．And the stricter the regulations, the higher the costs．If it has to hire a caregiver for every two children, it can't really achieve any economies of scale on labor to save money when other expenses go up．In Massachusetts, where childcare centers must hire one teacher for every three infants, the price of care averaged more than $16,000 per year．In Mississippi, where centers must hire oneteacher for every five infants, the price of care averaged less than $5,000．   
　　Unfortunately, I don't have all the daycare-center regulations handy．But I wouldn't be surprised if as the rules have become more elaborate, prices have risen．The tradeoff (交换) might be worth it in some cases; after all, the health and safety of children should probably come before cheap service．But certainly, it doesn't seem to be an accident that some of the cheapest daycare available is in the least regulated South．

57、 What problem do parents of small kids have to face?   
A．The ever-rising childcare prices．  
B．The budgeting of family expenses．  
C．The balance between work and family．  
D．The selection of a good daycare center．

58、 What does the author feel puzzled about?   
A．Why the prices of childcare vary greatly from state to state．  
B．Why increased childcare prices have not led to better service．  
C．Why childcare workers' pay has not increased with the rising childcare costs．  
D．Why there is a severe shortage of childcare professionals in a number of states．

59、 What prevents childcare centers from saving money?   
A．Steady increase in labor costs．  
B．Strict government regulations．  
C．Lack of support from the state．  
D．High administrative expenses．

60、 Why is the average cost of childcare in Mississippi much lower than in Massachusetts?   
A．The overall quality of service is not as good．  
B．Payments for caregivers there are not as high．  
C．Living expenses there are comparatively low．  
D．Each teacher is allowed to care for more kids．

61、 What is the author's view on daycare service?   
A．Caregivers should receive regular professional training．  
B．Less elaborate rules about childcare might lower costs．  
C．It is crucial to strike a balance between quality and costs．  
D．It is better for different states to learn from each other．

第十四篇

Alex Pang's amusing new book The Distraction Addiction addresses those of us who feel panic without a cellphone or computer．And that, he claims, is pretty much all of us．When we're not online, where we spend four months annually, we're engaged in the stressful work of trying to get online．   
　　The Distraction Addiction is not framed as a self-help book．It's a thoughtful examination of the dangers of our computing overdose and a historical overview of how technological advances change consciousness．A "professional futurist", Pang urges an approach which he calls "contemplative (沉思的) computing．" He asks that you pay full attention to  "how your mind and body interact with computers and how your attention and creativity are influenced by technology．"   
　　Pang's first job is to free you from the common misconception that doing two things at once allows you to get more done．What is commonly called multitasking is, in fact, switch-tasking, and its harmful effects on productivity are well documented．Pang doesn't advocate returning to a pre-Internet world．Instead, he asks you to "take a more ecological (生态的) view of your relationships with technologies and   
look for ways devices or media may be making specific tasks easier or faster but at the same time making your work and life harder．"   
　　The Distraction Addiction is particularly fascinating on how technologies have changed certain fields of labor-often for the worse．For architects, computer-aided design has become essential but in some ways has cheapened the design process．As one architect puts it, "Architecture is first and foremost about thinking．．, and drawing is a more productive way of thinking" than computer-aided design．   
　　Somewhat less amusing are Pang's solutions for kicking the Internet habit．He recommends the usual behavior-modification approaches, familiar to anyone who has completed a not smoking program．Keep logs to study your online profile and decide what you can knock out, download a program like Freedom that locks you out of your browser, or take a  "digital Sabbath (安息日 )":  "Unless you're a reporter or   
emergency-department doctor, you'll discover that your world doesn't fall apart when you go offline．"

62、Alex Pang's new book is aimed for readers who \_\_\_\_\_   
A．find their work online too stressful  
B．go online mainly for entertainment  
C．are fearful about using the cellphone or computer  
D．can hardly tear themselves away from the Internet

63、 What does Alex Pang try to do in his new book?   
A．Offer advice on how to use the Interuet effectively．  
B．Warn people of the possible dangers of Internet use．  
C．Predict the trend of future technological development．  
D．Examine the influence of technology on the human mind．

64、 What is the common view on multitasking?   
A．It enables people to work more effectively．  
B．It is in a way quite similar to switch-tasking．  
C．It makes people's work and life even harder．  
D．It distracts people's attention from useful work．

65、 What does the author think of computer-aided design?   
A．It considerably cuts down the cost of building design．  
B．It somewhat restrains architects' productive thinking．  
C．It is indispensable in architects' work process．  
D．It can free architects from laborious drawing．

66、 What is Alex Pang's recommendation for Internet users?   
A．They use the Internet as little as possible．  
B．They keep a record of their computer use time．  
C．They exercise self-control over their time online．  
D．They entertain themselves online on off-days only．

第十五篇

New Yorkers are gradually getting used to more pedaling (骑车的) passengers on those blazing blue Citi Bikes. But what about local bike shops? Is Citi Bike rolling up riders at their expense? At Gotham Bikes in Tribeca, manager W. Ben said the shop has seen an increase in its overall sales due to the bike-share program. “It’s getting more people on the road,” he said. James Ryan, an employee at Danny’s Cycles in Gramercy also said Citi Bike is a good option for people to ease into biking in a city famed for its traffic jams and aggressive drivers. “They can try out a bike without committing to buying one,” he said.

　　Rentals are not a big part of the business at either Gotham Bikes or Danny’s Cycles. But for Frank’s Bike Shop, a small business on Grand St., the bike-share program has been bad news. Owner Frank Arroyo said that his rental business has decreased by 90% since Citi Bike was rolled out last month. Arroyo’s main rental customers are European tourists, who have since been drawn away by Citi Bikes.

　　However, Ben said the bike-share is good for bike sales at his shop. “People have used the bike-share and realized how great it is to bike in the city, then decide that they want something nicer for themselves,” he noted.

　　Christian Farrell of Waterfront Bicycle Shop, on West St. said initially he was concerned about bike-share, though, he admitted, “I was happy to see people on bikes.”

　　Farrell’s early concerns were echoed by Andrew Crooks, owner of NYC Velo, at 64 Second Ave. “It seemed like a great idea, but one that would be difficult to implement,” Crooks said of Citi Bike. He said he worried about inexperienced riders’ lack of awareness of biking rules and strong negative reaction from non-cyclists. However, he said, it’s still too early to tell if his business has been impacted.

While it’s possible bike-share will cause a drop in business, Crooks allowed that the idea is a positive step forward for New York City.

　　56. What is the author's chief concern about the increasing use of Citi Bikes in New York?

　　A) How non-cyclists will respond to it.

　　B) Whether local bike shops will suffer.

　　C) Whether local bike businesses will oppose it.

D) How the safety of bike riders can be ensured.

　　57. What happened to Gotham Bikes as a result of the bike-share program?

　　A) It found its bike sales unaffected.

　　B) It shifted its business to rentals.

　　C) It saw its bike sales on the rise.

D) It rented more bikes to tourists.

　　58. Why is the bike-share program bad news for Frank's Bike Shop?

　　A) It cannot meet the demand of the bike-share program.

　　B) Its customers have been drawn away by Citi Bikes.

　　C) Its bike prices have to be lowered again and again.

D) It has to compete with the city's bike rental shops.

　　59. Why did Andrew Crooks think that the bike-share program would be difficult to execute?

　　A) Inexperienced riders might break biking rules.

　　B) Conflicts might arise among bike rental shops.

　　C) Traffic conditions might worsen in the downtown area.

D) There are not enough lanes to accommodate the bikes.

　　60. What is the general attitude of the local bike shops towards Citi Bike?

　　A) Wait and see.

　　B) Negative.

　　C) Indifferent.

　　D) Approving.

第十六篇

Various studies have shown that increased spending on education has not led to measurable improvements in learning. Between 1980 and 2008. staff and teachers at U.S. public schools grew roughly twice as fast as students. Yet students showed no additional learning in achievement tests.

Universities show similar trends of increased administration personnel and costs without greater learning, as documented in Richard Arum and Josipa Roksa's recent book Academically Adrift Limited Learning on College Campuses.

A survey shows that 63% of employers say that recent college graduates don't have the skills they need to succeed and 25% of employers say that entry-level writing skills are lacking.

Some simplistically attribute the decline in our public education system to the drain of the skilled students by private schools, but far more significant events were at work.

Public schools worked well until about the 1970s. In fact, until that time, public schools provided far better education than private ones. It was the underperforming students who were threw out of public schools and went to private ones.

A prominent reason public schools did well was that many highly qualified women had few options for working outside the house other than being teachers or nurses. They accepted relatively low pay, difficult working conditions, and gave their very best.

Having such a large supply of talented women teachers meant that society could pay less for their services. Women's liberation opened up new professional opportunities for women, and, over time, some of the best left teaching as a career option, bringing about a gradual decline in the quality of schooling.

Also around that time, regulations, government, and unions came to dictate pay, prevent adjustments, and introduce bureaucratic (官僚的) standard for adjustment. Large education bureaucracies and unions came to dominate the landscape, confusing activity with achievement. Bureaucrats regularly rewrite curriculums, talk nonsense about the theories of education, and require ever more administrators. The end result had been that, after all the spending, students have worse math and reading skills than both their foreign peers and earlier generations spending far less on education — as all the accumulating evidence now documents.

61. What do we learn from various studies on America's public education?

A) Achievement tests have failed to truly reflect the quality of teaching.

B) Public schools lack the resources to compete with private schools.

C) Little improvement in education has resulted from increased spending.

D) The number of students has increased much faster than that of teachers.

62. How do some people explain the decline in public education?

A) Government investment does not meet school's needs.

B) Skilled students are moving for private schools.

C) Qualified teachers are far from adequately paid.

D) Training of students' basic skills is neglected.

63. What was significant contribution to the past glory of public schools?

A) Well-behaved students.

B) Efficient administration.

C) Talented women teachers.

D) Generous pay for teachers.

64. Why did some of the best women teachers leave teaching?

A) New career opportunities were made available to them by women's liberation.

B) Higher academic requirements made it difficult for them to stay in their jobs.

C) They were unhappy with the bureaucratic administration in their schools.

D) The heavy teaching loads left them little time and energy for family life.

65. What docs the author think is one of the results of government involvement in education?

A) Increasing emphasis on theories of education.

B) Highly standardized teaching methods.

C) Students' improved academic performance.

D) An ever-growing number of administrators.