# 2014年全国硕士研究生招生考试

**英语一试题**

**Section I Use of English**

**Directions:**

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

|  |  |
| --- | --- |
| clarity | n.清楚,清晰 |
| acquaintance | n.熟人; 熟知 |
| fade | v.褪去,变弱,枯萎 |
| collapse | v. n.倒塌;瓦解 |
| occurrence | n.发生,事件;发生的事 |
| senior | adj.年长的,资深的 |
| innocent | adj.无知的;无辜的 |
| uneven | adj.不一致的 |
| obscure | adj.无名的;晦涩的,费解的,模糊的 |
| wellbeing | n.健康,幸福;福祉 |
| outlook | v.朝外看 n.展望,态度 |

①As many people hit middle age, they often start to notice that their memory and mental clarity are not what they used to be. ②We suddenly can’t remember where we put the keys just a moment ago, or an old acquaintance’s name, or the name of an old band we used to love. ③As the brain fade , we refer to these occurrences as “senior moments.” ④ While seemingly innocent, this loss of mental focus can potentially have a (n) damaging impact on our professional, social, and personal wellbeing .

1. [A] why [B] when ~~[C] that~~  [D] where

2. [A] improves [B] fades [C] collapses [D] recovers

3. [A] While [B] Unless [C] Once [D] If

4. [A] uneven [B] limited [C] damaging [D] obscure

5. [A] ~~relationship~~ [B] environment [C] wellbeing [D] outlook

|  |  |
| --- | --- |
| nervous [/ˈnɜːrvəs/](cmd://Speak/_us_/nervous) | adj.神经性的;紧张的 |
| increasingly | adv.日益;越来越多地 |
| roundabout | adj.绕道的 n.绕行线路;环岛 |
| workout | n.锻炼; 体能训练 |
| significant | adj.重要的,重大的; 意味深长的 |
| cognitive | adj.认知的,认知能力的 |
| genre [/ˈʒɑːnrə/](cmd://Speak/_us_/genre) | n.类别,流派 |
| criterion [/kraɪˈtɪriən/](cmd://Speak/_us_/criterion) | n. (批评、判断等的)标准, 准则 |
| circumstance | n.条件,环境;境遇 |
| essential | adj.基本的,必要的,本质的; n.本质,要素 |
| essentially | adv.本质地 |
| extent | n.长度,面积,范围 |
| excel | v.优于;胜过他人; 擅长 |
| feature | n.特征 v.起重要作用; 以…为特色 |
| persist | v.坚持,持续 |
| inherited | adj.遗传的 |
| fluctuate | v.波动 |

①Neuroscientists, experts who study the nervous system, are increasingly showing that there’s actually a lot that can be done. ②It turns out that the brain needs exercise in much the same way our muscles do, and the right mental workouts can significantly improve our basic cognitive functions . ③Thinking is essentially a process of making connections in the brain. ④To a certain extent, our ability to excel in making the connections that drive intelligence is inherited. ⑤ however , because these connections are made through effort and practice, scientists believe that intelligence can expand and fluctuate according to mental effort.

6. [A] turns [B] finds [C] ~~points~~ [D] figures

7. [A] responses [B] roundabouts [C] workouts [D] ~~associations~~

8. [A] genre [B] criterion [C] circumstances [D] functions

9. [A] ~~channel~~  [B] process [C] sequence [D] condition

10. [A] excel [B] ~~feature~~ [C] persist [D] believe

11. [A] However [B] Moreover [C] Otherwise [D] Therefore

12. [A] instead of [B] regardless of [C] apart from [D] according to

|  |  |
| --- | --- |
| aside | adv.在旁边 n.旁白 |
| framework | n.架构; 结构 |
| stability | n.稳定;稳固 |
| flexibility | n.柔韧性; 灵活性 |
| sharpness | n.锐利;敏锐性 |

①Now, a new Web-based company has taken it a step further and developed the first “brain training program” designed to actually help people improve and regain their mental sharpness .

13. [A] back [B] further [C] aside [D] around

14. [A] ~~framework~~ [B] stability [C] sharpness [D] flexibility

|  |  |
| --- | --- |
| hurry | v. n.匆忙 |
| hurry up | 赶快 |
| enhance | v.提高,增进,增加 |
| idle [/ˈaɪdl/](cmd://Speak/_us_/idle) | adj.懒惰的,闲置的 |
| resistance | n.抵抗,反抗,阻力 |

①The Web-based program allows you to systematically improve your memory and attention skills. ②The program keeps track of your progress and provides detailed feedback on your performance and improvement. ③Most importantly, it constantly modifies and enhances the games you play to build on the strengths you are developing—much like a (n) effective exercise routine requires you to increase resistance and vary your muscle use.

15. [A] hurries [B] reminds [C] ~~forces~~ [D] allows

16. [A] order [B] track [C] hold [D] pace

17. [A] to [B] on [C] for [D] with

18. [A] constantly [B] ~~habitually~~ [C] irregularly [D] unusually

19. [A] carry [B] ~~put~~  [C] build [D] take

20. [A] risky [B] familiar [C] idle [D] effective

**Section Ⅱ Reading Comprehension**

**Part A**

**Directions:**

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

**Text1**

|  |  |
| --- | --- |
| chancellor | n.大臣 |
| exchequer [/ɪks'tʃɛkɚ/](cmd://Speak/_us_/exchequer) | n.(英)财政部 |
| upfront | adj. adv.预付的;在前面的 |
| scheme [/skiːm/](cmd://Speak/_us_/scheme) | n.策略;阴谋;方案 |
| eligible [/ˈelɪdʒəbl/](cmd://Speak/_us_/eligible) | adj.有资格当选的;合适的 |
| fortnightly | adv.每两周地 |

①In order to “change lives for the better” and reduce “dependency,” George Osborne, Chancellor of the Exchequer, introduced the “upfront work search” scheme. ②Only if the jobless arrive at the jobcentre with a CV, register for online job search, and start looking for work will they be eligible for benefit—and then they should report weekly rather than fortnightly. ③What could be more reasonable?

|  |  |
| --- | --- |
| apparent | adj.显然的; 表面上的 |
| allowance | n.津贴; 补助 |
| indulgent | adj. adv.放纵地 |
| subsidise [/'sʌbsidaiz/](cmd://Speak/_us_/subsidise) | 给…津贴或补助 |
| zeal | n.热心,热情 |
| deserve | v.应受;应得 |
| claimant | n.原告; 提出要求者 |

①More apparent reasonableness followed. ②There will now be a seven-day wait for the jobseeker’s allowance. ③“Those first few days should be spent looking for work, not looking to sign on,” he claimed. ④“We’re doing these things because we know they help people stay off benefits and help those on benefits get into work faster.” ⑤Help? ⑥Really? ⑦On first hearing, this was the socially concerned chancellor, trying to change lives for the better, complete with “reforms” to an obviously indulgent system that demands too little effort from the newly unemployed to find work, and subsidises laziness. ⑧What motivated him, we were to understand, was his zeal for “fundamental fairness”—protecting the taxpayer, controlling spending and ensuring that only the most deserving claimants received their benefits.

|  |  |
| --- | --- |
| delighted [/dɪ'laɪtɪd/](cmd://Speak/_us_/delighted) | adj.喜欢的,高兴的 |
| prospect | n.前景;前途 |
| generous | adj.慷慨的 |
| terrifying | adj.极大的;可怕的 |

①Losing a job is hurting: you don’t skip down to the jobcentre with a song in your heart, delighted at the prospect of doubling your income from the generous state. ②It is financially terrifying, psychologically embarrassing and you know that support is minimal and extraordinarily hard to get. ③You are now not wanted; you are now excluded from the work environment that offers purpose and structure in your life. ④Worse, the crucial income to feed yourself and your family and pay the bills has disappeared. ⑤Ask anyone newly unemployed what they want and the answer is always: a job.

|  |  |
| --- | --- |
| instinct | n.本能,直觉 |
| permanent | adj.永久的,固定的 |
| indulge | v.满足,放任;使沉迷于… |
| as though | 虚拟语气 |
| tough | adj.坚韧的,坚强的 |
| administration | n.执行;管理;内阁 |
| entitlement | n.授权;有资格 |

①But in Osborneland, your first instinct is to fall into dependency—permanent dependency if you can get it—supported by a state only too ready to indulge your falsehood. ②It is as though 20 years of ever-tougher reforms of the job search and benefit administration system never happened. ③The principle of British welfare is no longer that you can insure yourself against the risk of unemployment and receive unconditional payments if the disaster happens. ④Even the very phrase “jobseeker’s allowance” is about redefining the unemployed as a “jobseeker” who had no fundamental right to a benefit he or she has earned through making national insurance contributions. ⑤Instead, the claimant receives a time-limited “allowance,” conditional on actively seeking a job; no entitlement and no insurance, at ￡71.70 a week, one of the least generous in the EU.

|  |  |
| --- | --- |
| voluntarily | adv.志愿地; 自发地 |
| engagement [/ɪnˈɡeɪdʒmənt/](cmd://Speak/_us_/engagement) | n.参与度;订婚 |
| legitimate | adj.合情合理的,合法的 |

21. George Osborne’s scheme was intended to

[A] motivate the unemployed to report voluntarily.

[B] provide the unemployed with easier access to benefits.

[C] encourage jobseekers’ active engagement in job seeking.

[D] guarantee jobseekers’ legitimate right to benefits.

22. The phrase “to sign on” (Para. 2) most probably means

[A] to register for an allowance from the government.

[B] to accept the government’s restrictions on the allowance.

[C] to check on the availability of jobs at the jobcentre.

[D] to attend a governmental job-training program.

|  |  |
| --- | --- |
| eagerness [/ ˈiɡɚnɪs/](cmd://Speak/_us_/eagerness) | n.渴望,热心 |

23. What promoted the chancellor to develop his scheme?

[A] A desire to secure a better life for all.

[B] An eagerness to protect the unemployed.

[C] An urge to be generous to the claimants.

[D] A passion to ensure fairness for taxpayers.

|  |  |
| --- | --- |
| insult | v. n.侮辱,冒犯 |
| uneasy | adj.心神不安的;不舒服的 |
| enraged | adj.暴怒的 |

24. According to Paragraph 3, being unemployed makes one feel

[A] insulted.

[B] uneasy.

[C] enraged.

[D] guilty.

25. To which of the following would the author most probably agree?

[A] Unemployment benefits should not be made conditional.

[B] The British welfare system indulges jobseekers’ laziness.

[C] The jobseekers’ allowance has met their actual needs.

[D] Osborne’s reforms will reduce the risk of unemployment.

**Text2**

|  |  |
| --- | --- |
| hostility | n.敌意 |
| journalism | n.新闻业 |
| client | n.委托人; 顾客 |
| grounds | n.充分的理由(常复数) |
| complaint | n,抱怨 |

①All around the world, lawyers generate more hostility than the members of any other profession—with the possible exception of journalism. ②But there are few places where clients have more grounds for complaint than America.

|  |  |
| --- | --- |
| inflation | n.通货膨胀(率) |
| skyscraper | n.摩天大楼 |
| tempt | v.使想要; 引诱…干不正当的事 |
| pile | v.蜂拥,拥挤 |
| pile into | 涌入 |
| nuisance | n.讨厌的东西(人,行为) |
| lawsuit | n.诉讼; 诉讼案件 |
| filer | n.诉讼律师 |
| tort | n.民事侵权行为 |
| costly | adj.昂贵的 |
| nightmare | n.噩梦 |

①During the decade before the economic crisis, spending on legal services in America grew twice as fast as inflation. ②The best lawyers made skyscrapers-full of money, tempting ever more students to pile into law schools. ③But most law graduates never get a big-firm job. ④Many of them instead become the kind of nuisance-lawsuit filer that makes the tort system a costly nightmare.

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| --- | --- |
| excessive | adj.过度的,过多的 |
| undergraduate | n.本科未毕业 |
| authorize | v.授权 |
| debt [/det/](cmd://Speak/_us_/debt) | n.债务 |
| on top of | 在…之外 |

①There are many reasons for this. ②One is the excessive costs of a legal education. ③There is just one path for a lawyer in most American states: a four-year undergraduate degree in some unrelated subject, then a three-year law degree at one of 200 law schools authorized by the American Bar Association and an expensive preparation for the bar exam. ④This leaves today’s average law-school graduate with $100,000 of debt on top of undergraduate debts. ⑤Law-school debt means that they have to work fearsomely hard.

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| --- | --- |
| sensible | adj.明智的; 意识到的 |
| body | n.团体,机构 |
| conservative | adj.保守的 n.保守的人 |
| stern | adj.坚定的,严厉的 |

①Reforming the system would help both lawyers and their customers. ②Sensible ideas have been around for a long time, but the state-level bodies that govern the profession have been too conservative to implement them. ③One idea is to allow people to study law as an undergraduate degree. ④Another is to let students sit for the bar after only two years of law school. ⑤If the bar exam is truly a stern enough test for a would-be lawyer, those who can sit it earlier should be allowed to do so. ⑥Students who do not need the extra training could cut their debt mountain by a third.

|  |  |
| --- | --- |
| restrictive | adj. adv.限制性的 |
| guild [/ɡɪld/](cmd://Speak/_us_/guild) | n.行会;协会 |
| share | n.股份;份额 |
| opponent [/əˈpoʊnənt/](cmd://Speak/_us_/opponent) | n.敌手;对手 |
| isolate…from… | 使…远离 |
| ethical | adj.道德的; 伦理的 |

①The other reason why costs are so high is the restrictive guild-like ownership structure of the business. ②Except in the District of Columbia, non-lawyers may not own any share of a law firm. ③This keeps fees high and innovation slow. ④There is pressure for change from within the profession, but opponents of change among the regulators insist that keeping outsiders out of a law firm isolates lawyers from the pressure to make money rather than serve clients ethically.

|  |  |
| --- | --- |
| liberalize [/'lɪbrəlaɪz/](cmd://Speak/_us_/liberalize) | v.使自由化 |

①In fact, allowing non-lawyers to own shares in law firms would reduce costs and improve services to customers, by encouraging law firms to use technology and to employ professional managers to focus on improving firms’ efficiency. ②After all, other countries, such as Australia and Britain, have started liberalizing their legal professions. ③America should follow.

|  |  |
| --- | --- |
| take up | 从事,选择,开始 |

26. A lot of students take up law as their profession due to

[A] the growing demand from clients.

[B] the increasing pressure of inflation.

[C] the prospect of working in big firms.

[D] the attraction of financial rewards.

|  |  |
| --- | --- |
| tuition | n.学费 |
| pursue | v.从事; 继续 |

27. Which of the following adds to the costs of legal education in most American states?

[A] Higher tuition fees for undergraduate studies.

[B] Pursuing a bachelor’s degree in another major.

[C] Admissions approval from the bar association.

[D] Receiving training by professional associations.

|  |  |
| --- | --- |
| hindrance [/'hɪndrəns/](cmd://Speak/_us_/hindrance) | n.起妨碍作用的事或人 |
| originate | v.起源于,来自 |
| rigid [/ˈrɪdʒɪd/](cmd://Speak/_us_/rigid) | adj.严格的; 精确的; 死板的 |

28. Hindrance to the reform of the legal system originates from

[A] non-professionals’ sharp criticism.

[B] lawyers’ and clients’ strong resistance.

[C] the rigid bodies governing the profession.

[D] the stern exam for would-be lawyers.

|  |  |
| --- | --- |
| due | adj.应得的; 到期的; 应付的 |
| aggravate [/ˈæɡrəveɪt/](cmd://Speak/_us_/aggravate) | v.使恶化; 激怒 |
| involvement | n.参与,插手 |

29. The guild-like ownership structure is considered “restrictive” partly because it

[A] prevents lawyers from gaining due profits.

[B] keeps lawyers from holding law-firm shares.

[C] aggravates the ethical situation in the trade.

[D] bans outsiders’ involvement in the profession.

|  |  |
| --- | --- |
| flawed | adj.有缺陷的 |

30. In this text, the author mainly discusses

[A] flawed ownership of America’s law firms and its causes.

[B] the factors that help make a successful lawyer in America.

[C] a problem in America’s legal profession and solutions to it.

[D] the role of undergraduate studies in America’s legal education.

**Text3**

|  |  |
| --- | --- |
| far from | 远非, 绝不是 |
| lucrative [/ˈluːkrətɪv/](cmd://Speak/_us_/lucrative) | adj.赚大钱的 |
| entrepreneur [/ˌɑːntrəprəˈnɜːr/](cmd://Speak/_us_/entrepreneur) | n.企业家 |
| benefactor | n.捐赠者,恩人 |

①The US $3-million Fundamental Physics Prize is indeed an interesting experiment, as Alexander Polyakov said when he accepted this year’s award in March. ②And it is far from the only one of its type. ③As a News Feature article in *Nature* discusses, a string of lucrative awards for researchers have joined the Nobel Prizes in recent years. ④Many, like the Fundamental Physics Prize, are funded from the telephone-number-sized bank accounts of Internet entrepreneurs. ⑤These benefactors have succeeded in their chosen fields, they say, and they want to use their wealth to draw attention to those who have succeeded in science.

|  |  |
| --- | --- |
| a handful of | 几个, 少数 |
| quote [/kwoʊt/](cmd://Speak/_us_/quote) | v.引述, 引用 |
| upstart | n.暴发户 adj.暴富的 |
| prestige | n.声望 |
| self-promotion | 自我宣传 |
| distort | v.扭曲 |
| cement [/sɪˈment/](cmd://Speak/_us_/cement) | v.加强,巩固 n.水泥 |
| status quo | 现状 |
| perpetuate [/pərˈpetʃueɪt/](cmd://Speak/_us_/perpetuate) | v.使永存; 使人记住不忘 |
| myth [/mɪθ/](cmd://Speak/_us_/myth) | n.神话 |
| lone | adj.独自的;寂寞的;单身的 |
| genius | n.天才, 天赋 |

①What’s not to like? ②Quite a lot, according to a handful of scientists quoted in the News Feature. ③You cannot buy class, as the old saying goes, and these upstart entrepreneurs cannot buy their prizes the prestige of the Nobels. ④The new awards are an exercise in self-promotion for those behind them, say scientists. ⑤They could distort the achievement-based system of peer-review-led research. ⑥They could cement the status quo of peer-reviewed research. ⑦They do not fund peer-reviewed research. ⑧They perpetuate the myth of the lone genius.

|  |  |
| --- | --- |
| scattered [/'skætɚd/](cmd://Speak/_us_/scattered) | adj.分散的 |
| shock | v.使轰动;打击;使震动 |
| make one`s career | 在事业上有所成就 |

①The goals of the prize-givers seem as scattered as the criticism. ②Some want to shock, others to draw people into science, or to better reward those who have made their careers in research.

|  |  |
| --- | --- |
| breakthrough | n.突破点;突破性进展 |
| unrepresentative | adj.没有代表性的 |
| outgrow | 长得太大而不能适应 |
| collaborative [/kəˈlæbəreɪtɪv/](cmd://Speak/_us_/collaborative) | adj.合作的 |
| inevitable | adj.不可避免的, 必然发生的 |
| row | n.争论, 争议 |
| intention | n.打算, 动机 |

①As *Nature* has pointed out before, there are some legitimate concerns about how science prizes—both new and old—are distributed. ②The Breakthrough Prize in Life Sciences, launched this year, takes an unrepresentative view of what the life sciences include. ③But the Nobel Foundation’s limit of three recipients per prize, each of whom must still be living, has long been outgrown by the collaborative nature of modern research—as will be demonstrated by the inevitable row over who is ignored when it comes to acknowledging the discovery of the Higgs boson. ④The Nobels were, of course, themselves set up by a very rich individual who had decided what he wanted to do with his own money. ⑤Time, rather than intention, has given them legitimacy.

|  |  |
| --- | --- |
| fair | adj.合理的,公平的 |
| grace | n.优雅,优美 |

①As much as some scientists may complain about the new awards, two things seem clear. ②First, most researchers would accept such a prize if they were offered one. ③Second, it is surely a good thing that the money and attention come to science rather than go elsewhere. ④It is fair to criticize and question the mechanism—that is the culture of research, after all—but it is the prize-givers’ money to do with as they please. ⑤It is wise to take such gifts with gratitude and grace.

|  |  |
| --- | --- |
| handsome | adj.慷慨的;英俊的 |

31. The Fundamental Physics Prize is seen as

[A] a symbol of the entrepreneurs’ wealth.

[B] a possible replacement of the Nobel Prizes.

[C] a handsome reward for researchers.

[D] an example of bankers’ investments.

|  |  |
| --- | --- |
| profit-oriented | 以利益为导向 |

32. The critics think that the new awards will most benefit

[A] the profit-oriented scientists.

[B] the founders of the awards.

[C] the achievement-based system.

[D] peer-review-led research.

|  |  |
| --- | --- |
| joint | adj.共同的,联合的 n.关节 |
| controversy | n.争论;论战;辩论 |

33. The discovery of the Higgs boson is a typical case which involves

[A] the joint effort of modern researchers.

[B] controversies over the recipients’ status.

[C] the demonstration of research findings.

[D] legitimate concerns over the new prizes.

|  |  |
| --- | --- |
| dispute | v.辩论;争吵 |
| endurance | n.忍耐力,持久力 |

34. According to Paragraph 4, which of the following is true of the Nobels?

[A] History has never cast doubt on them.

[B] They are the most representative honor.

[C] Their legitimacy has long been in dispute.

[D] Their endurance has done justice to them.

|  |  |
| --- | --- |
| subject | adj.受…支配的 |
| undesirable | adj.不良的,不受欢迎的 |

35. The author believes that the new awards are

[A] harmful to the culture of research.

[B] acceptable despite the criticism.

[C] subject to undesirable changes.

[D] unworthy of public attention.

**Text4**

|  |  |
| --- | --- |
| praise | n. v.赞扬; 赞美 |
| affirm | v.确认,肯定;断言 |
| the humanities and social sciences | 人文与社会科学 |
| prosperity | n.幸运;顺利;繁荣,兴旺 |
| liberal | adj.自由主义的;宽大的 n.自由主义者 |
| liberal education | 人文教育 |
| democracy [/dɪˈmɑːkrəsi/](cmd://Speak/_us_/democracy) | n.民主 |
| regrettably [/ri'ɡretəbli/](cmd://Speak/_uk_/regrettably) | adv.遗憾地;可悲地 |
| address | v.处理, 解决 |

①“The Heart of the Matter,” the just-released report by the American Academy of Arts and Sciences (AAAS), deserves praise for affirming the importance of the humanities and social sciences to the prosperity and security of liberal democracy in America. ②Regrettably, however, the report’s failure to address the true nature of the crisis facing liberal education may cause more harm than good.

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| --- | --- |
| congressional | adj.国会的,议会的 |
| ask | v.要求 |
| executive | n.主管;行政 |
| prominent | adj.突出的;显著的 |
| diplomacy [/dɪ'pləʊməsɪ/](cmd://Speak/_uk_/diplomacy) | n.外交 |

①In 2010, leading congressional Democrats and Republicans sent letters to the AAAS asking that it identify actions that could be taken by “federal, state and local governments, universities, foundations, educators, individual benefactors and others” to “maintain national excellence in humanities and social scientific scholarship and education.” ②In response, the American Academy formed the Commission on the Humanities and Social Sciences. ③Among the commission’s 51 members are top-tier-university presidents, scholars, lawyers, judges, and business executives, as well as prominent figures from diplomacy, filmmaking, music and journalism.

|  |  |
| --- | --- |
| admirable | adj.极好的;令人称赞的 |
| presuppose | v.假设;预先假定 |
| inform | v.通知,告诉 |
| informed | adj.消息灵通的;见多识广的 |
| citizenry [/ˈsɪtɪzənri/](cmd://Speak/_us_/citizenry) | n.全体市民 |
| literacy | n.识字, 有文化 |
| full literacy | 全民教育 |
| stress | v.强调; 使紧张 |
| innovation | n.创新, 改革 |
| competition | n.竞赛 |
| call for | 呼吁 |
| craft | v.精制 |
| coherent [/koʊˈhɪrənt/](cmd://Speak/_us_/coherent) | adj.条理清楚的 |
| curricula [/kə'rɪkjələ/](cmd://Speak/_us_/curricula) | curriculum课程 |
| bear on | 承担, 与…有关系 |

①The goals identified in the report are generally admirable. ②Because representative government presupposes an informed citizenry, the report supports full literacy; stresses the study of history and government, particularly American history and American government; and encourages the use of new digital technologies. ③To encourage innovation and competition, the report calls for increased investment in research, the crafting of coherent curricula that improve students’ ability to solve problems and communicate effectively in the 21st century, increased funding for teachers and the encouragement of scholars to bring their learning to bear on the great challenges of the day. ④The report also advocates greater study of foreign languages, international affairs and the expansion of study abroad programs.

|  |  |
| --- | --- |
| leading | adj.主要的; 领导的 |
| deprive | v.剥夺, 使丧失 |
| inquiry | n.调查, 质询, 探究 |
| at home | 运用自如 |
| vehicle | n.工具, 传播媒介 |
| publicize | v.宣传 |
| progressive | adj.进步的, 不断前进的 |
| propaganda [/ˌprɑːpəˈɡændə/](cmd://Speak/_us_/propaganda) | n.宣传, 宣传运动 |

①Unfortunately, despite 2½ years in the making, “The Heart of the Matter” never gets to the heart of the matter: the illiberal nature of liberal education at our leading colleges and universities. ②The commission ignores that for several decades America’s colleges and universities have produced graduates who don’t know the content and character of liberal education and are thus deprived of its benefits. ③Sadly, the spirit of inquiry once at home on campus has been replaced by the use of the humanities and social sciences as vehicles for publicizing “progressive,” or left-liberal propaganda.

|  |  |
| --- | --- |
| routine | adj.日常的 n.例行公事 |
| treat | v.把…看作, 对待 |
| interpretation | n.解释,说明 |
| proper | adj.合理的,适合的; 正确的 |
| portray | v.描述, 描绘 |
| intellectual | adj.智力的 |
| investigation | n.调查; 科学研究 |

①Today, professors routinely treat the progressive interpretation of history and progressive public policy as the proper subject of study while portraying conservative or classical liberal ideas —such as free markets and self-reliance—as falling outside the boundaries of routine, and sometimes legitimate, intellectual investigation.

|  |  |
| --- | --- |
| display | v.展示,显示 |
| may well | 可能,或许 |
| set back | 阻碍 |
| obscure | v.掩盖 |
| breadth | n.宽度 |
| illuminate | v.说明, 阐明 |

①The AAAS displays great enthusiasm for liberal education. ②Yet its report may well set back reform by obscuring the depth and breadth of the challenge that Congress asked it to illuminate.

36. According to Paragraph 1, what is the author’s attitude toward the AAAS’s report?

[A] Critical. [B] Appreciative.

[C] Contemptuous. [D] Tolerant.

37. Influential figures in the Congress required that the AAAS report on how to

[A] safeguard individuals’ rights to education.

[B] define the government’s role in education.

[C] retain people’s interest in liberal education.

[D] keep a leading position in liberal education.

38. According to Paragraph 3, the report suggests

[A] an exclusive study of American history.

[B] a greater emphasis on theoretical subjects.

[C] the application of emerging technologies.

[D] funding for the study of foreign languages.

39. The author implies in Paragraph 5 that professors are

[A] supportive of free markets.

[B] biased against classical liberal ideas.

[C] cautious about intellectual investigation.

[D] conservative about public policy.

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

[A] Illiberal Education and “The Heart of the Matter”

[B] The AAAS’s Contribution to Liberal Education

[C] Ways to Grasp “The Heart of the Matter”

[D] Progressive Policy vs. Liberal Education

**Part B**

**Directions:**

The following paragraphs are given in a wrong order. For Questions 41-45, you are required to reorganize these paragraphs into a coherent text by choosing from the list A-G and filling them into the numbered boxes. **Paragraphs A and E** have been correctly placed. Mark your answers on the ANSWER SHEET. (10 points)

[A] Some archaeological sites have always been easily observable—for example, the Parthenon in Athens, Greece; the pyramids of Giza in Egypt; and the megaliths of Stonehenge in southern England. But these sites are exceptions to the norm. Most archaeological sites have been located by means of careful searching, while many others have been discovered by accident. Olduvai Gorge, an early hominid site in Tanzania, was found by a butterfly hunter who literally fell into its deep valley in 1911. Thousands of Aztec artifacts came to light during the digging of the Mexico City subway in the 1970s.

[B] In another case, American archaeologists René Million and George Cowgill spent years systematically mapping the entire city of Teotihuacán in the Valley of Mexico near what is now Mexico City. At its peak around AD 600, this city was one of the largest human settlements in the world. The researchers mapped not only the city’s vast and ornate ceremonial areas, but also hundreds of simpler apartment complexes where common people lived.

[C] How do archaeologists know where to find what they are looking for when there is nothing visible on the surface of the ground? Typically, they survey and *sample* (make test excavations on) large areas of terrain to determine where excavation will yield useful information. Surveys and test samples have also become important for understanding the larger landscapes that contain archaeological sites.

[D] Surveys can cover a single large settlement or entire landscapes. In one case, many researchers working around the ancient Maya city of Copán, Honduras, have located hundreds of small rural villages and individual dwellings by using aerial photographs and by making surveys on foot. The resulting settlement maps show how the distribution and density of the rural population around the city changed dramatically between AD 500 and 850, when Copán collapsed.

[E] To find their sites, archaeologists today rely heavily on systematic survey methods and a variety of high-technology tools and techniques. Airborne technologies, such as different types of radar and photographic equipment carried by airplanes or spacecraft, allow archaeologists to learn about what lies beneath the ground without digging. Aerial surveys locate general areas of interest or larger buried features, such as ancient buildings or fields.

[F] Most archaeological sites, however, are discovered by archaeologists who have set out to look for them. Such searches can take years. British archaeologist Howard Carter knew that the tomb of the Egyptian pharaoh Tutankhamun existed from information found in other sites. Carter sifted through rubble in the Valley of the Kings for seven years before he located the tomb in 1922. In the late 1800s British archaeologist Sir Arthur Evans combed antique dealers’ stores in Athens, Greece. He was searching for tiny engraved seals attributed to the ancient Mycenaean culture that dominated Greece from the 1400s to 1200s BC. Evans’s interpretations of these engravings eventually led him to find the Minoan palace at Knossos (Knosós), on the island of Crete, in 1900.

[G] Ground surveys allow archaeologists to pinpoint the places where digs will be successful. Most ground surveys involve a lot of walking, looking for surface clues such as small fragments of pottery. They often include a certain amount of digging to test for buried materials at selected points across a landscape. Archaeologists also may locate buried remains by using such technologies as ground radar, magnetic-field recording, and metal detectors. Archaeologists commonly use computers to map sites and the landscapes around sites. Two- and three-dimensional maps are helpful tools in planning excavations, illustrating how sites look, and presenting the results of archaeological research.

41. \_\_\_\_\_\_\_ → A → 42. \_\_\_\_\_\_\_ → E → 43. \_\_\_\_\_\_\_ → 44. \_\_\_\_\_\_\_ →45. \_\_\_\_\_\_\_

**Part C**

**Directions:**

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

Music means different things to different people and sometimes even different things to the same person at different moments of his life. It might be poetic, philosophical, sensual, or mathematical, but in any case it must, in my view, have something to do with the soul of the human being. Hence it is metaphysical; but the means of expression is purely and exclusively physical: sound. I believe it is precisely this permanent coexistence of metaphysical message through physical means that is the strength of music. (46) It is also the reason why when we try to describe music with words, all we can do is articulate our reactions to it, and not grasp music itself.

Beethoven’s importance in music has been principally defined by the revolutionary nature of his compositions. He freed music from hitherto prevailing conventions of harmony and structure. Sometimes I feel in his late works a will to break all signs of continuity. The music is abrupt and seemingly disconnected, as in the last piano sonata. In musical expression, he did not feel restrained by the weight of convention. (47) By all accounts he was a freethinking person, and a courageous one, and I find courage an essential quality for the understanding, let alone the performance, of his works.

This courageous attitude in fact becomes a requirement for the performers of Beethoven’s music. His compositions demand the performer to show courage, for example in the use of dynamics. (48) Beethoven’s habit of increasing the volume with an extreme intensity and then abruptly following it with a sudden soft passage was only rarely used by composers before him.

Beethoven was a deeply political man in the broadest sense of the word. He was not interested in daily politics, but concerned with questions of moral behavior and the larger questions of right and wrong affecting the entire society. (49) Especially significant was his view of freedom, which, for him, was associated with the rights and responsibilities of the individual: he advocated freedom of thought and of personal expression.

Beethoven’s music tends to move from chaos to order as if order were an imperative of human existence. For him, order does not result from forgetting or ignoring the disorders that plague our existence; order is a necessary development, an improvement that may lead to the Greek ideal of spiritual elevation. It is not by chance that the Funeral March is not the last movement of the Eroica Symphony, but the second, so that suffering does not have the last word. (50) One could interpret much of the work of Beethoven by saying that suffering is inevitable, but the courage to fight it renders life worth living.

**Section Ⅲ Writing**

**Part B**

**51. Directions:**

Write a letter of about 100 words to the president of your university, suggesting how to improve students’ physical condition.

You should include the details you think necessary.

You should write neatly on the ANSWER SHEET.

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

**Do not** write the address. (10 points)

**Part B**

**52. Directions:**

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

1) describe the drawing briefly,

2) interpret its intended meaning, and

3) give your comments.

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

