

考试说明

全国硕士研究生入学统一考试是为高等学校和科研机构招收硕士研究生而设置的。其中,英语实行全国统一考试。它的评价标准是高等学校非英语专业优秀本科毕业生能达到的及格或及格以上水平,以保证被录取者具有一定的英语水平,有利于各高等学校和科研机构在专业上择优选拔。

一、评价目标

考生应掌握下列语言知识和技能:

(一) 语言知识

1. 语法知识

考生应能熟练地运用基本的语法知识。

本大纲没有专门列出对语法知识的具体要求,其目的是鼓励考生用听、说、读、写的实践代替单纯的语法知识学习,以求考生在交际中能更准确、自如地运用语法知识。

2. 词汇

考生应能掌握 5500 左右的词汇以及相关词组(详见附录)。

英语语言的演化是一个世界范围内的动态发展过程,它受到当今科技发展和社会进步的影响。这意味着需要对本大纲词汇表不断进行研究和定期的修订。

此外,硕士研究入学英语考试是为非英语专业考生设置的。考虑到交际的需要,考生还应自行掌握涉及个人好恶、生活习惯、宗教信仰,以及本人工作或专业等方面的特殊词汇。

(二) 语言技能*

1. 阅读**

考生应能读懂选自各类书籍和报刊的不同类型的文字材料(生词量不超过所读材料总词汇量的 3%),还应能读懂与本人学习或工作有关的文献、技术说明和产品介绍等。根据所读材料,考生应能:

- 1) 理解主旨要义;
- 2) 理解文中的具体信息;
- 3) 理解文中的概念性含义;
- 4) 进行有关的判断、推理和引申;
- 5) 根据上下文推测生词的词义;
- 6) 理解文章的总体结构以及单句之间、段落之间的关系;
- 7) 理解作者的意图、观点或态度;
- 8) 区分论点和论据。

2. 写作

考生应能写不同类型的应用文,包括私人~~和~~公务信函、备忘录、摘要、报告等,还应能写一般描述性、叙述性和说明或议论性的文章。短文写作时,考生应能:

- 1) 做到语法、拼写、标点正确,用词恰当;
- 2) 遵循文章的特定文体格式;
- 3) 合理组织文章结构,使其内容统一、连贯;
- 4) 根据写作目的和特定读者,恰当选用语域。***

* 考生应能掌握的语言技能包括听,说,读,写四种能力。但是由于听力能力和口语能力的考察在复试中进行,因此这里只列出读,写两种技能。

** 指在书面和口语表达中根据不同的交际对象,所采用的话语方式,即正式、一般非正式的话语

二、考试形式、考试内容与试卷结构

(一) 考试形式

考试形式为笔试。考试时间为 180 分钟。满分为 100 分。

试卷分试题册和答题卡（1、2）两部分。考生应将 1~45 题的答案按要求填涂在答题卡 1 上，将 46~52 题的答案写在答题卡 2 上。

（二）考试内容与试卷结构

试题分三部分，共 52 题，包括英语知识运用、阅读理解和写作。

第一部分 英语知识运用

该部分不仅考查考生对不同语境中规范的语言要素（包括词汇、表达方式和结构）的掌握程度，而且还考查考生对语段特征（如连贯性和一致性等）的辨识能力等。共 20 小题，每小题 0.5 分，共 10 分。

在一篇 240~280 词的文章中留出 20 个空白，要求考生从每题给出的 4 个选项选出最佳答案，使补全后的文章意思通顺、前后连贯、结构完整。考生在答题卡 1 上作答。

第二部分 阅读理解

该部分由 A、B、C 三节组成，考查考生理解书面英语的能力。共 30 小题，每小题 2 分，共 60 分。

A 节（20 题）：主要考查考生理解主旨要义、具体信息、概念性含义，进行有关的判断、推理和引申，根据上下文推测生词的词义等能力。要求考生根据所提供的四篇（总长度约为 1600 词）文章的内容，从每题所给出的 4 个选项选出最佳答案。考生在答题卡 1 上作答。

B 节（5 题）：主要考查考生对诸如连贯性、一致性等语段特征以及文章结构的理解。本部分有三种备选题型。每次考试从这三种备选题型中选择一种进行考查。考生在答题卡 1 上作答。

备选题型有：

- 1) 本部分的内容是一篇总长度为 500~600 词的文章，其中有 5 段空白，文章后有 6-7 段文字，要求考生根据文章内容从这 6-7 段文字中选择能分别放进文章中 5 个空白处的 5 段
- 2) 在一篇长度约 500—600 词的文章中，各段落的原有顺序已经被打乱，要求考生根据文章内容和结构将所列段落（7-8 个）重新排序。其中有 2-3 个段落位置已经给出。
- 3) 在一篇长度为 500 词的文章的前或后有 6-7 段文字或 6-7 个概括句或小标题，这些文字或标题分别是对文章中某一部分的概括、阐述或举例。要求考生根据文章内容，从这 6-7 个选项中最恰当的 5 段文字或 5 个标题填入文章的空白处。

C 节（5 题）：主要考察考生准确理解内容或结构较复杂的英语材料的能力。要求考生阅读一篇约 400 词的文章，并将其中 5 个划线部分（约 150 词）译成汉语，要求疑问准确、完整、通顺。考生在答题卡 2 上作答。

第三部分 写作

该部分由 A、B 两节组成，考查考生的书面表达能力。总分 30 分。

A 节：考生根据所给情景写出一篇约 100 词（标点符号不计算在内）的应用性短文，包括私人人和公务信函、备忘录、摘要、报告等。考生在答题卡 2 上作答。满分 10 分。

B 节：考生根据提示信息写出一篇 160~200 词的短文（标点符号不计算在内）。提示信息的形式有主题句、写作提纲、规定情景、图、表等。考生在答题卡 2 上作答。满分 20 分。

部分	节	为考生提供的信息	指导语语言	测试要点	题型	题目数量	计分	答题卡种类
I 英语知识运		1 篇文章 (240-280)	英语	词汇、语法和结构	完型填空多 项选择题（四	20	10	答题卡 1(机器

用 (10 分)		词) 英语			选一)			阅卷)
II 阅读理解 (60 分)	A	4 篇文章 (共约 600 词)	英语	理解主旨要义、具体信息、概念性含义, 进行有关的判断、推理和引申, 根据上下文推测生词的词义等	多项选择题 (四选一)	20	40	答题卡 2(人工 阅卷、 机器登 分)
	B	1 篇文章 (约 500-600 词)	英语	对连贯性、一致性等语段特征以及文章结构的理解	选择搭配题	5	10	
	C	1 篇文章 (约 400 词)5 处划 线部分 (约 150 词)	英语	理解概念或结构较复杂的英语文字材料	英译汉	5	10	
III 写作 (30 分)	A	规定情景	英语	书面表达	应用文 (约 100 词)	1	10	
	B	主题句、 写作提 纲、规定 情景、图、 表等	英语	书面表达	短文写作 (160-200 词)	1	20	
总计						50+2	100	

考生注意事项

- 考生必须严格遵守各项考场规则。
- 答题前, 考生应按准考证上的有关内容填写答题卡上的“考生姓名”、“报考单位”、“考生编号”等信息。
- 答案必须按要求涂写成在指定的答题卡上。
 - 英语知识运用、阅读理解A 节、B 节的答案填涂在答题卡 1 上。填涂部分应该按照答题卡上的要求用 2B 铅笔完成。如要改动, 必须用橡皮擦干净。
 - 阅读理解 C 节的答案和作文必须用 (蓝) 黑色字迹钢笔、圆珠笔或签字笔在答题卡 2 上作答。字迹要清楚。
- 考试结束后, 将答题卡 1、答题卡 2 一并装入原试卷袋中, 试卷交给监考人员。

附录 I 样题

Section I Use of English

Directions:

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

The government is to ban payments to witnesses by newspapers seeking to buy up people involved in prominent cases 1 the trial of Rosemary West.

In a significant 2 of legal controls over the press, Lord Irvine, the Lord Chancellor, will introduce a 3 bill that will propose making payments to witnesses 4 and will strictly control the amount of 5 that can be given to a case 6 a trial begins.

In a letter to Gerald Kaufman, chairman of the House of Commons Media Select Committee, Lord Irvine said he 7 with a committee report this year which said that self regulation did not 8 sufficient control.

9 of the letter came two days after Lord Irvine caused a 10 of media protest when he said the 11 of privacy controls contained in European legislation would be left to judges 12 to Parliament.

The Lord Chancellor said introduction of the Human Rights Bill, which 13 the European Convention on Human Rights legally 14 in Britain, laid down that everybody was 15 to privacy and that public figures could go to court to protect themselves and their families.

"Press freedoms will be in safe hands 16 our British judges," he said.

Witness payments became an 17 after West was sentenced to 10 life sentences in 1995. Up to 19 witnesses were 18 to have received payments for telling their stories to newspapers. Concerns were raised 19 witnesses might be encouraged to exaggerate their stories in court to 20 guilty verdicts.

- | | |
|---------------------|--------------------|
| 1. [A] as to | [B] for instance |
| [C] in particular | [D] such as |
| 2. [A] tightening | [B] intensifying |
| [C] focusing | [D] fastening |
| 3. [A] sketch | [B] rough |
| [C] preliminary | [D] draft |
| 4. [A] illogical | [B] illegal |
| [C] improbable | [D] improper |
| 5. [A] publicity | [B] penalty |
| [C] popularity | [D] peculiarity |
| 6. [A] since | [B] if |
| [C] before | [D] as |
| 7. [A] sided | [B] shared |
| [C] complied | [D] agreed |
| 8. [A] present | [B] offer |
| [C] manifest | [D] indicate |
| 9. [A] Release | [B] Publication |
| [C] Printing | [D] Exposure |
| 10. [A] storm | [B] rage |
| [C] flare | [D] flash |
| 11. [A] translation | [B] interpretation |
| [C] exhibition | [D] demonstration |
| 12. [A] better than | [B] other than |
| [C] rather than | [D] sooner than |
| 13. [A] changes | [B] makes |
| [C] sets | [D] turns |
| 14. [A] binding | [B] convincing |

- | | |
|--------------------|----------------|
| [C] restraining | [D] sustaining |
| 15. [A] authorized | [B] credited |
| [C] entitled | [D] qualified |
| 16. [A] with | [B] to |
| [C] from | [D] by |
| 17. [A] impact | [B] incident |
| [C] inference | [D] issue |
| 18. [A] stated | [B] remarked |
| [C] said | [D] told |
| 19. [A] what | [B] when |
| [C] which | [D] that |
| 20. [A] assure | [B] confide |
| [C] ensure | [D] guarantee |

Section II Reading Comprehension

Part A

Directions:

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

Text 1

It was 3:45 in the morning when the vote was finally taken. After six months of arguing and final 16 hours of hot parliamentary debates, Australia's Northern Territory became the first legal authority in the world to allow doctors to take the lives of incurably ill patients who wish to die. The measure passed by the convincing vote of 15 to 10. Almost immediately word flashed on the Internet and was picked up, half a world away, by John Hofsess, executive director of the Right to Die Society of Canada. He sent it on via the group's on-line service, Death NET. Says Hofsess: "We posted bulletins all day long, because of course this isn't just something that happened in Australia. It's world history."

The full import may take a while to sink in. The NT Rights of the Terminally Ill law has left physicians and citizens alike trying to deal with its moral and practical implications. Some have breathed sighs of relief, others, including churches, right-to-life groups and the Australian Medical Association, bitterly attacked the bill and the haste of its passage. But the tide is unlikely to turn back. In Australia — where an aging population, life-extending technology and changing community attitudes have all played their part — other states are going to consider making a similar law to deal with euthanasia. In the US and Canada, where the right-to-die movement is gathering strength, observers are waiting for the dominoes to start falling.

Under the new Northern Territory law, an adult patient can request death — probably by a deadly injection or pill — to put an end to suffering. The patient must be diagnosed as terminally ill by two doctors. After a "cooling off" period of seven days, the patient can sign a certificate of request. After 48 hours the wish for death can be met. For Lloyd Nickson, a 54-year-old Darwin resident suffering from lung cancer, the NT Rights of Terminally Ill law means he can get on with living without the haunting fear of his suffering: a terrifying death from his breathing condition. "I'm not afraid of dying from a spiritual point of view, but what I was afraid of was how I'd go, because I've watched people die in the hospital fighting for oxygen and clawing at their masks," he says.

51. From the second paragraph we learn that _____.
- [A] the objection to euthanasia is slow to come in other countries
[B] physicians and citizens share the same view on euthanasia

- [C] changing technology is chiefly responsible for the hasty passage of the law
 [D] it takes time to realize the significance of the law's passage

52. When the author says that observers are waiting for the dominoes to start falling, he means _____.

- [A] observers are taking a wait-and-see attitude towards the future of euthanasia
 [B] similar bills are likely to be passed in the US, Canada and other countries
 [C] observers are waiting to see the result of the game of dominoes
 [D] the effect-taking process of the passed bill may finally come to a stop

53. When Lloyd Nickson dies, he will _____.

- [A] face his death with calm characteristic of euthanasia
 [B] experience the suffering of a lung cancer patient
 [C] have an intense fear of terrible suffering
 [D] undergo a cooling off period of seven days

54. The author's attitude towards euthanasia seems to be that of _____.

- [A] opposition
 [B] suspicion
 [C] approval
 [D] indifference

TEXT 2

Much of the language used to describe monetary policy, such as "steering the economy to a soft landing" or "a touch on the brakes", makes it sound like a precise science. Nothing could be further from the truth. The link between interest rates and inflation is uncertain. And there are long, variable lags before policy changes have any effect on the economy. Hence the analogy that likens the conduct of monetary policy to driving a car with a blackened windscreen, a cracked rearview mirror and a faulty steering wheel.

Given all these disadvantages, central bankers seem to have had much to boast about of late. Average inflation in the big seven industrial economies fell to a mere 2.3% last year, close to its lowest level in 30 years, before rising slightly to 2.5% this July. This is a long way below the double-digit rates which many countries experienced in the 1970s and early 1980s.

It is also less than most forecasters had predicted. In late 1994 the panel of economists which The Economist polls each month said that America's inflation rate would average 3.5% in 1995. In fact, it fell to 2.6% in August, and is expected to average only about 3% for the year as a whole. In Britain and Japan inflation is running half a percentage point below the rate predicted at the end of last year. This is no flash in the pan; over the past couple of years, inflation has been consistently lower than expected in Britain and America.

Economists have been particularly surprised by favourable inflation figures in Britain and the United States, since conventional measures suggest that both economies, and especially America's, have little productive slack. America's capacity utilisation, for example, hit historically high levels earlier this year, and its jobless rate (5.6% in August) has fallen below most estimates of the natural rate of unemployment — the rate below which inflation has taken off in the past.

Why has inflation proved so mild? The most thrilling explanation is, unfortunately, a little defective. Some economists argue that powerful structural changes in the world have upended the old economic models that were based upon the historical link between growth and inflation.

67. From the passage we learn that _____.

- [A] there is a definite relationship between inflation and interest rates
 [B] economy will always follow certain models
 [C] the economic situation is better than expected
 [D] economists had foreseen the present economic situation

68. According to the passage, which of the following is TRUE?
 [A] Making monetary policies is comparable to driving a car.
 [B] An extremely low jobless rate will lead to inflation.
 [C] A high unemployment rate will result from inflation.
 [D] Interest rates have an immediate effect on the economy.
69. The sentence "This is no flash in the pan" (line 4, paragraph 3) means that _____.
 [A] the low inflation rate will last for some time
 [B] the inflation rate will soon rise
 [C] the inflation will disappear quickly
 [D] there is no inflation at present
70. The passage shows that the author is _____ the present situation.
 [A] critical of
 [B] puzzled by
 [C] disappointed at
 [D] amazed at

TEXT 3

In the first year or so of Web business, most of the action has revolved around efforts to tap the consumer market. More recently, as the Web proved to be more than a fashion, companies have started to buy and sell products and services with one another. Such business-to-business sales make sense because business people typically know what product they're looking for.

Nonetheless, many companies still hesitate to use the Web because of doubts about its reliability. "Businesses need to feel they can trust the pathway between them and the supplier," says senior analyst Blane Erwin of Forrester Research. Some companies are limiting the risk by conducting online transactions only with established business partners who are given access to the company's private intranet.

Another major shift in the model for Internet commerce concerns the technology available for marketing. Until recently, Internet marketing activities have focused on strategies to "pull" customers into sites. In the past year, however, software companies have developed tools that allow companies to "push" information directly out to consumers, transmitting marketing messages directly to targeted customers. Most notably, the Pointcast Network uses a screen saver to deliver a continually updated stream of news and advertisements to subscribers' computer monitors. Subscribers can customize the information they want to receive and proceed directly to a company's Web site. Companies such as Virtual Vineyards are already starting to use similar technologies to push messages to customers about special sales, product offerings, or other events. But push technology has earned the contempt of many Web users. Online culture thinks highly of the notion that the information flowing onto the screen comes there by specific request. Once commercial promotion begins to fill the screen uninvited, the distinction between the Web and television fades. That's a prospect that horrifies Net purists.

But it is hardly inevitable that companies on the Web will need to resort to push strategies to make money. The examples of Virtual Vineyards, Amazon.com, and other pioneers show that a Web site selling the right kind of products with the right mix of interactivity, hospitality, and security will attract online customers. And the cost of computing power continues to free fall, which is a good sign for any enterprise setting up shop in silicon. People looking back 5 or 10 years from now may well wonder why so few companies took the online plunge.

55. We learn from the beginning of the passage that Web business _____.
 [A] has been striving to expand its market
 [B] intended to follow a fanciful fashion
 [C] tried but in vain to control the market
 [D] has been booming for one year or so
56. Speaking of the online technology available for marketing, the author implies that _____.
 [A] the technology is popular with many Web users

- [B] businesses have faith in the reliability of online transactions
- [C] there is a radical change in strategy
- [D] it is accessible limitedly to established partners

57. In the view of Net purists, _____.
- [A] there should be no marketing messages in online culture
 - [B] money making should be given priority to on the Web
 - [C] the Web should be able to function as the television set
 - [D] there should be no online commercial information without requests
58. We learn from the last paragraph that _____.
- [A] pushing information on the Web is essential to Internet commerce
 - [B] interactivity, hospitality and security are important to online customers
 - [C] leading companies began to take the online plunge decades ago
 - [D] setting up shops in silicon is independent of the cost of computing power

TEXT 4

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

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

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

59. It's true of the old family firms that _____.
- [A] they were spoiled by the younger generations
 - [B] they failed for lack of individual initiative
 - [C] they lacked efficiency compared with modern companies
 - [D] they could supply adequate services to the taxpayers

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

Part B

Sample One

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

Long before Man lived on the Earth, there were fishes, reptiles, birds, insects, and some mammals. Although some of these animals were ancestors of kinds living today, others are now extinct, that is, they have no descendants alive now. 41) _____.

Very occasionally the rocks show impression of skin, so that, apart from color, we can build up a reasonably accurate picture of an animal that died millions of years ago. The kind of rock in which the remains are found tells us much about the nature of the original land, often of the plants that grew on it, and even of its climate.

42) _____. Nearly all of the fossils that we know were preserved in rocks formed by water action, and most of these are of animals that lived in or near water. Thus it follows that there must be many kinds of mammals, birds, and insects of which we know nothing.

43) _____. There are also crab-like creatures, whose bodies were covered with a horny substance. The body segments each had two pairs of legs, one pair for walking on the sandy bottom, the other for swimming. The head was a kind of shield with a pair of compound eyes, often with thousands of lenses. They were usually an inch or two long but some were 2 feet.

44) _____. Of these, the ammonites are very interesting and important. They have a shell composed of many chambers, each representing a temporary home of the animal. As the young grew larger it grew a new chamber and sealed off the previous one. Thousands of these can be seen in the rocks on the Dorset Coast.

45) _____. About 75 million years ago the Age of Reptiles was over and most of the groups died out. The mammals quickly developed, and we can trace the evolution of many familiar animals such as the elephant and horse. Many of the later mammals, though now extinct, were known to primitive man and were featured by him in cave paintings and on bone carvings.

[A] The shellfish have a long history in the rock and many different kinds are known.

[B] Nevertheless, we know a great deal about many of them because their bones and shells have been preserved in the rocks as fossils. From them we can tell their size and shape, how they walked, the kind of food they ate.

[C] The first animals with true backbones were the fishes, first known in the rocks of 375 million years ago. About 300 million years ago the amphibians, the animals able to live both on land and in water, appeared. They were giant, sometimes 8 feet long, and many of them lived in the swampy pools in which our coal seam, or layer, formed. The amphibians gave rise to the reptiles and for nearly 150 million years these were the principal forms of life on land, in the sea, and in the air.

[D] The best index fossils tend to be marine creatures. These animals evolved rapidly and spread over large areas of the world.

[E] The earliest animals whose remains have been found were all very simple kinds and lived in the sea. Later forms are more complex, and among these are the sea-lilies, relations of the starfishes, which had long arms and were attached by a long stalk to the sea bed, or to rocks.

[F] When an animal dies, the body, its bones, or shell, may often be carried away by streams into lakes or the sea and there get covered up by mud. If the animal lived in the sea its body would probably sink and be covered with mud. More and more mud would fall upon it until the bones or shell become embedded and preserved.

[G] Many factors can influence how fossils are preserved in rocks. Remains of an organism may be replaced by minerals, dissolved by an acidic solution to leave only their impression, or simply reduced to a more stable form.

Sample Two

Directions:

The following paragraphs are given in a wrong order. For Questions 41-45, you are required to reorganize these paragraphs into a coherent article by choosing from the list A-G to fill in each numbered box. The first and the last paragraphs have been placed for you in Boxes. Mark your answers on ANSWER SHEET 1 (10 points).

[A] "I just don't know how to motivate them to do a better job. We're in a budget crunch and I have absolutely no financial rewards at my disposal. In fact, we'll probably have to lay some people off in the near future. It's hard for me to make the job interesting and challenging because it isn't— it's boring, routine paperwork, and there isn't much you can do about it.

[B] "Finally, I can't say to them that their promotions will hinge on the excellence of their paperwork. First of all, they know it's not true— if their performance is adequate, most are more likely to get promoted just by staying on the force a certain number of years than for some specific outstanding act. Second, they were trained to do the job they do out in the streets, not to fill out forms. All through their career it is the arrests and interventions that get noticed.

[C] "I've got real problem with my officers. They come on the force as young, inexperienced men, and we send them out on the street, either in cars or on a heat. They seem to like the contact they have with the public, the action involved in crime prevention, and the apprehension of criminals. They also like helping people out at fires, accidents, and other 看不清楚.

[D] "Some people have suggested a number of things like using conviction records as a performance criterion. However, we know that's not fair—too many other things are involved. Bad

paperwork increases the chance that you lose in court, but good paperwork doesn't necessarily mean you'll win. We tried setting up team competitions based on the excellence of the reports, but the guys caught on to that pretty quickly. No one was getting any type of reward for winning the competition, and they figured why should they labor when there was no payoff.

[E] The problem occurs when they get back to the station. They hate to do the paperwork, and because they dislike it, the job is frequently put off or done inadequately. This lack of attention hurts us later on when we get to court. We need clear, factual reports. They must be highly detailed and unambiguous. As soon as one part of a report is shown to be inadequate or incorrect, the rest of the report is suspect. Poor reporting probably causes us to lose more cases than any other factor.

[F] "So I just don't know what to do. I've been groping in the dark in a number of years. And I hope that this seminar will shed some light on this problems of mine and help me out in my future work.."

[G] A large metropolitan city government was putting on a number of seminars for administrators, managers and/or executives of various department throughout the city. At one of these sessions the topic to be discussed was motivation---how we can get public servants motivated to do a good job. The difficulty of a police captain became the central focus of the discussion.

Order:

G—41. —42. —43. 44. —45. —F

Sample Three

Directions:

You are going to read a text about the tips on resume writing, followed by a list of examples. Choose the best example from the list A-F for each numbered subheading (41-45). There is one extra example which you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

The main purpose of a resume is to convince an employer to grant you an interview. There are two kinds. One is the familiar "tombstone" that lists where you went to school and where you've worked in chronological order. The other is what I call the "functional" resume—descriptive, fun to read, unique to you and much more likely to land you an interview.

It's handy to have a "tombstone" for certain occasions. But prospective employers throw away most of those un-requested "tombstone" lists, preferring to interview the quick rather than the dead.

What follows are tips on writing a functional resume that will get read—a resume that makes you come alive and look interesting to employers.

(41) Put yourself first

In order to write a resume others will read with enthusiasm, you have to feel important about yourself.

(42) Sell what you can do, not who you are:

Practice translating your personality traits, character, accomplishments and achievements into skill areas. There are at least five thousand skill areas in the world of work.

Toot your own born!

Many people clutch when asked to think about their abilities. Some think they have none at all! But everyone does, and one of yours may just be the ticket an employer would be glad to punch—if only you show it.

(43) Be specific , be concrete , and be brief!

Remember that “brevity is the best policy.”

(44) Turn bad news into good:

Everybody has bad disappointments in work.. If you habe to mention yours , look for the positive side.

(45) Never apologize:

If you're returning to the work force after fifteen years as a parent , simply write a short paragraph(summary of background) in place of a chronology of experience . Don't apologize for working at being a mother ; it's the hardest job of all. If you have no special training or higher education, just don't mention education.

The secret is to think about the self before you start writing about yourself .Take four or five hours off, nit necessarily consecutive , and simply write down every accomplishment in your life , on or off the job, that made you feel effective. Don't worry at first about what it all means. Study the list and try to spot patterns . As you study your list , you will cone closer to the meaning: identifying your marketable skills. Once you discover patterns ,give names to your cluster of accomplishments(leadership skills ,budget management skills, child development skills etc.) Try to list at least three accomplishments under the same skills heading. Now start writing your resume as if you mattered . It may take four drafts or more ,and several weeks ,before you're ready to show it to a stranger (friends are usually too kind) for a reaction . When you're satisfied . send it to a printer; a printed resume is far superior to photocopies. It shows an employer that regard job hunting as serious work, work doing right.

Isn't that the kind of person you'd want working for you?

[A] A woman who lost her job as a teacher's aide due to a cutback in government funding wrote : “Principal of elementary school cited me as the only teacher's aide she would rehire if government funds became available”

[B] One resume I received included the following : “Invited by my superior to straighten out our organization's accounts receivable. Set up orderly repayment schedule , reconciled accounts weekly , and improved cash flow 100 per cent. Rewarded with raise and promotion.” Notice how this woman focuses on results , specifies how she accomplished them , and mention her reward—all in 34 words.

[C] For example , if you have a flair for saving, managing and investing money . you have money management skills.

[D] An acquaintance complained of being biased when losing an opportunity due to the statement

“Ready to learn through not so well educated”

[E] One of my former colleagues, for example, wrote three resumes in three different styles in order to find out which was more preferred. The result is, of course, the one that highlights skills and education background.

[F] A woman once told me about a cash-flow crisis her employer had faced. She'd agreed to work without pay for three months until business improved. Her reward was her back pay plus a 20 percent bonus. I asked why that marvellous story wasn't in her resume. She answered, "It wasn't important." What she was really saying of course was "I'm not important"

Sample Four

Directions:

You are going to read a list of heading and a text about plagiarism in the academic community. Choose the most suitable heading from the list A-F for each numbered paragraph (4~5). The first and last paragraphs of the text are not numbered. There is one extra heading which you do not need to use. Mark your answer on **ANSWER SHEET 1**. (10 points)

- [A] What to do as a student?
- [B] Various definitions of plagiarism
- [C] Ideas should always be sourced
- [D] Ignorance can be forgiven
- [E] Plagiarism is equivalent to theft
- [F] The consequences of plagiarism

Scholars, writers and teachers in the modern academic community have strong feelings about acknowledging the use of another person's ideas. In the English-speaking world, the term *plagiarism* is used to label the practice of not giving credit for the source of one's ideas. Simply stated, plagiarism is "the wrongful appropriation or purloining, and publication as one's own of the idea, or the expression of ideas of another."

41.

The penalties for plagiarism vary from situation to situation. In many universities, the punishment many range from failure in a particular course to expulsion from the university. In the literary world, where writes are protected from plagiarism by international copyright laws, the penalty may range from a small fine to imprisonment and ruined career. Protection of scholars and writers, through the copyright laws and through the social pressures of the academic and literary communities, is a relatively recent concept. Such social pressures and copyright laws requires writers to give scrupulous attention to documentation of their sources.

42.

Students, as inexperienced scholars themselves, must avoid various types of plagiarism by being self-critical in their use of other scholar's ideas and by giving appropriate credit for the source of borrowed ideas and words, otherwise dire consequences may occur. There are at least three classifications of plagiarism as it is revealed in students' inexactness in identifying sources properly. They are plagiarism by accident, by ignorance, and by intention.

43.

Plagiarism by accident, or oversight, sometimes is the result of the writer's inability to decide or remember where the idea came from. He may have read it long ago, heard it in a lecture since forgotten, or acquired it second-hand or third-hand from discussions with colleagues. He may also have difficulty in deciding whether the idea is such common knowledge that no reference to the original source is needed. Although this type of plagiarism must be guarded against, it is the least serious and, if lessons learned, can be exempt from being severely punished.

44.

Plagiarism through ignorance is simply a way of saying that inexperienced writers often do not know how or when to acknowledge their sources. The techniques for documentation note-taking, quoting, footnoting, listing bibliography – are easily learned and can prevent the writer from making unknowing mistakes or omissions in his references. Although “there is no copyright in news, or in ideas, only in the expression of them,” the writer cannot plead ignorance when his sources for ideas are challenged.

45.

The most serious kind of academic thievery is plagiarism by intention. The writer, limited by his laziness and dullness, copies the thoughts and languages of others and claims them for his own. He not only steals, he tries to deceive the reader into believing the ideas are original. Such words as *immoral*, *dishonest*, *offensive*, and *despicable* are used to describe the practice of plagiarism by intention.

The opposite of plagiarism is acknowledgement. All mature and trustworthy writers make use of the ideas of others but they are careful to acknowledge their indebtedness to their sources. Students, as developing scholars, writers, teachers, and professional leaders, should recognize and assume the responsibility to document all sources from which language and thoughts are borrowed. Other members of the profession will not only respect the scholarship, they will admire the humility and honesty.

Part C

Directions:

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

Do animals have rights? This is how the question is usually put. It sounds like a useful, ground-clearing way to start. 46) Actually, it isn't, because it assumes that there is an agreed account of human rights, which is something the world does not have.

On one view of rights, to be sure, it necessarily follows that animals have none. 47) Some philosophers argue that rights exist only within a social contract, as part of an exchange of duties and entitlements. Therefore, animals cannot have rights. The idea of punishing a tiger that kills somebody is absurd; for exactly the same reason, so is the idea that tigers have rights. However, this is only one account, and by no means an uncontested one. It denies rights not only to animals

but also to some people—for instance, to infants, the mentally incapable and future generations. In addition, it is unclear what force a contract can have for people who never consented to it: how do you reply to somebody who says "I don't like this contract"?

The point is this: without agreement on the rights of people, arguing about the rights of animals is fruitless. 48) It leads the discussion to extremes at the outset: it invites you to think that animals should be treated either with the consideration humans extend to other humans, or with no consideration at all. This is a false choice. Better to start with another, more fundamental, question: is the way we treat animals a moral issue at all?

Many deny it. 49) Arguing from the view that humans are different from animals in every relevant respect, extremists of this kind think that animals lie outside the area of moral choice. Any regard for the suffering of animals is seen as a mistake – a sentimental displacement of feeling that should properly be directed to other humans.

This view, which holds that torturing a monkey is morally equivalent to chopping wood, may seem bravely "logical". In fact it is simply shallow: the confused center is right to reject it. The most elementary form of moral reasoning – the ethical equivalent of learning to crawl -- is to weigh other's interests against one's own. This in turn requires sympathy and imagination: without which there is no capacity for moral thought. To see an animal in pain is enough, for most, to engage sympathy. 50) When that happens, it is not a mistake: it is mankind's instinct for moral reasoning in action, an instinct that should be encouraged rather than laughed at.

Section III writing

Part A

51 Directions

You are preparing for an English test and are in need of some reference books. Write a letter to the sales department of a bookstore to ask for:

- 1) detailed information about the books you want,
- 2) methods of payment,
- 3) time and way of delivery.

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

Part B

52. Directions:

Study the following two pictures carefully and write an essay to

- 1) describe the picture,
- 2) deduce the purpose of the painter of the pictures, and
- 3) suggest counter-measures.

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