

## 2004 年硕士研究生入学考试政治试题及参考答案

(答案位于 12 页后部)

### Section I Listening Comprehension

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

Now look at Part A in your test booklet.

Part A

Directions:

For questions 1 - 5, you will hear a talk about the geography of Belgium. While you listen, fill out the table with the information you have heard. Some of the information has been given to you in the table. Write only 1 word or number in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Part B

Directions:

For Questions 6-10, you will hear an interview with Mr. Saffo from the Institute for the Future. While you listen, complete the sentences or answer the questions. Use not more than 3 words for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and questions below. (5 points)

What is Saffo according to himself?

The Institute for the Future provides services to private companies and

The Institute believes that to think systematically about the long-range future is

To succeed in anything, one should be flexible, curious and

What does Saffo consider to be essential to the work of a team \?

Part C

Directions:

You will hear three pieces of recorded material. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece once only. (10 points)

Questions 11-13 are based on the following talk about naming newborns. You now have 15 seconds to read Questions 11-13.

11. What do we often do with the things we love\?

[A] Ask for their names. [B] Name babies after them. [C] Put down their names. [D] Choose names for them.

12. The unpleasant meaning of an old family name is often overlooked if

[A] the family tree is fairly limited. [B] the family tie is strong enough. [C] the name is commonly used. [D] nobody in the family complains.

13. Several months after a baby's birth, its name will

[A] show the beauty of its own. [B] develop more associations. [C] lose the original meaning. [D] help form the baby's personality.

Questions 14 - 16 are based on the biography of Bobby Moore, an English soccer player. You now have 15 seconds to read Questions 14 - 16.

14. How many matches did Moore play during his professional career\?

[A] 90. [B] 108. [C] 180. [D] 668.

15. In 1964, Bobby Moore was made

[A] England's footballer of the year. [B] a soccer coach in West Germany. [C] a medalist for his sportsmanship. [D] a number of the Order of the British Empire.

16. After Moore retired from playing, the first thing he did was

[A] editing Sunday Sport. [B] working for Capital Radio. [C] managing professional soccer teams. [D] developing a sports marketing company.

Questions 17 - 20 are based on the following talk on the city of Belfast. You now have 20 seconds to read Questions 17 - 20.

17. Belfast has long been famous for its

[A] oil refinery. [B] linen textiles. [C] food products. [D] deepwater port.

18. Which of the following does Belfast chiefly export?

[A] Soap. [B] Grain. [C] Steel. [D] Tobacco.

19. When was Belfast founded?

[A] In 1177. [B] In 1315. [C] In the 16th century. [D] In the 17th century.

20. What happened in Belfast in the late 18th century?

[A] French refugees arrived. [B] The harbor was destroyed. [C] Shipbuilding began to flourish. [D] The city was taken by the English.

You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

## Section II 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)

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories (21) \_\_\_\_ on the individual suggest that children engage in criminal behavior (22) \_\_\_\_ they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through (23) \_\_\_\_ with others. Theories focusing on the role of society that children commit crimes in (24) \_\_\_\_ to their failure to rise above their socioeconomic status (25) \_\_\_\_ as a rejection of middle-class values.

Most theories of juvenile delinquency have focused on children from disadvantaged families, (26) \_\_\_\_ the fact that children from wealthy homes also commit crimes. The latter may commit crimes (27) \_\_\_\_ lack of adequate parental control. All theories, however, are tentative and are (28) \_\_\_\_ to criticism.

Changes in the social structure may indirectly (29) \_\_\_\_ juvenile crime rates. For example, changes in the economy that (30) \_\_\_\_ to fewer job opportunities for youth and rising unemployment (31) \_\_\_\_ make gainful employment increasingly difficult to obtain. The resulting discontent may in (32) \_\_\_\_ lead more youths into criminal behavior.

Families have also (33) \_\_\_\_ changes these years. More families consist of one parent households or two working parents; (34) \_\_\_\_, children are likely to have less supervision at home (35) \_\_\_\_ was common in the traditional family (36) \_\_\_\_. This lack of parental supervision is thought to be an influence on juvenile crime rates. Other (37) \_\_\_\_ causes of offensive acts include frustration or failure in school, the increased (38) \_\_\_\_ of drugs and alcohol, and the growing (39) \_\_\_\_ of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, (40) \_\_\_\_ a direct causal relationship has not yet been established.

21. [A] acting [B] relying [C] centering [D] cementing

- 22.[A] before [B] unless [C] until [D] because
- 23.[A] interactions [B] assimilation [C] cooperation [D] consultation
- 24.[A] return [B] reply [C] reference [D] response
- 25.[A] or [B] but rather [C] but [D] or else
- 26.[A] considering [B] ignoring [C] highlighting [D] discarding
- 27.[A] on [B] in [C] for [D] with
- 28.[A] immune [B] resistant [C] sensitive [D] subject
- 29.[A] affect [B] reduce [C] chock [D] reflect
- 30.[A] point [B] lead [C] come [D] amount
- 31.[A] in general [B] on average [C] by contrast [D] at length
- 32.[A] case [B] short [C] turn [D] essence
- 33.[A] survived [B] noticed [C] undertaken [D] experienced
- 34.[A] contrarily [B] consequently [C] similarly [D] simultaneously
- 35.[A] than[B] that[C] which [D] as
- 36.[A] system[B] structure [C] concept [D] heritage
- 37.[A] assessable [B] identifiable [C] negligible [D] incredible
- 38.[A] expense [B] restriction [C] allocation [D] availability
- 39.[A] incidence [B] awareness [C] exposure [D] popularity
- 40.[A] provided [B] since [C] although [D] supposing

### Section III 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

Hunting for a job late last year, lawyer Gant Redmon stumbled across CareerBuilder, a job database on the Internet. He searched it with no success but was attracted by the site's "personal search agent". It's an interactive feature that lets visitors key in job criteria such as location, title, and salary, then E-mails them when a matching position is posted in the database. Redmon chose the keywords legal, intellectual property, and Washington, D.C. Three weeks later, he got his first notification of an opening. "I struck gold," says Redmon, who E-mailed his resume to the employer and won a position as in-house counsel for a company.

With thousands of career-related sites on the Internet, finding promising openings can be time-consuming and inefficient. Search agents reduce the need for repeated visits to the databases. But although a search agent worked for Redmon, career experts see drawbacks. Narrowing your criteria, for example, may work against you: "Every time you answer a question you eliminate a possibility," says one expert.

For any job search, you should start with a narrow concept — what you think you want to do — then broaden it. "None of these programs do that," says another expert. "There's no career counseling implicit in all of this." Instead, the best strategy is to use the agent as a kind of tip service to keep abreast of jobs in a particular database; when you get E-mail, consider it a reminder to check the database again. "I would not rely on agents for finding everything that is added to a database that might interest me," says the author of a job-searching guide.

Some sites design their agents to tempt job hunters to return. When CareerSite's agent sends out messages to those who have signed up for its service, for example, it includes only three potential jobs — those it considers the best matches. There may be more matches in the database; job hunters will have to visit the site again to find them — and they do. "On the day after we send our messages, we see a sharp increase in our traffic," says Seth Peets, vice president of marketing for CareerSite.

Even those who aren't hunting for jobs may find search agents worthwhile. Some use them to keep a close watch on the demand for their line of work or gather information on compensation to arm themselves when negotiating for a raise. Although happily employed, Redmon maintains his agent at CareerBuilder. "You always keep your eyes open," he says. Working with a personal search agent means having another set of eyes looking out for you.

41. How did Redmon find his job?

- [A] By searching openings in a job database.
- [B] By posting a matching position in a database.
- [C] By using a special service of a database.
- [D] By E-mailing his resume to a database.

42. Which of the following can be a disadvantage of search agents?

- [A] Lack of counseling.

- [B] Limited number of visits.
- [C] Lower efficiency.
- [D] Fewer successful matches.

43. The expression "tip service" (Line 4, Paragraph 3) most probably means

- [A] advisory.
- [B] compensation.
- [C] interaction.
- [D] reminder.

44. Why does CareerSite's agent offer each job hunter only three job options?

- [A] To focus on better job matches.
- [B] To attract more returning visits.
- [C] To reserve space for more messages.
- [D] To increase the rate of success.

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

- [A] Personal search agents are indispensable to job-hunters.
- [B] Some sites keep E-mailing job seekers to trace their demands.
- [C] Personal search agents are also helpful to those already employed.
- [D] Some agents stop sending information to people once they are employed.

## Text 2

Over the past century, all kinds of unfairness and discrimination have been condemned or made illegal. But one insidious form continues to thrive: alphabetism. This, for those as yet unaware of such a disadvantage, refers to discrimination against those whose surnames begin with a letter in the lower half of the alphabet.

It has long been known that a taxi firm called AAAA cars has a big advantage over Zodiac cars when customers thumb through their phone directories. Less well known is the advantage that Adam Abbott has in life over Zo&euml;l; Zysman. English names are fairly evenly spread between the halves of the alphabet. Yet a suspiciously large number of top people have surnames beginning with letters between A and K.

Thus the American president and vice-president have surnames starting with B and C respectively; and 26 of George Bush's predecessors (including his father) had surnames in the first half of the alphabet against just 16 in the second half. Even more striking, six of the seven heads of government of the G7 rich countries are alphabetically advantaged (Berlusconi, Blair, Bush, Chirac, Chr&euml;tien and Koizumi). The world's three top central bankers (Greenspan, Duisenberg and Hayami) are all close to the top of the alphabet, even if one of them really uses Japanese characters. As are the world's five richest men (Gates, Buffett, Allen, Ellison and Albrecht).

Can this merely be coincidence? One theory, dreamt up in all the spare time enjoyed by the

alphabetically disadvantaged, is that the rot sets in early. At the start of the first year in infant school, teachers seat pupils alphabetically from the front, to make it easier to remember their names. So short-sighted Zysman junior gets stuck in the back row, and is rarely asked the improving questions posed by those insensitive teachers. At the time the alphabetically disadvantaged may think they have had a lucky escape. Yet the result may be worse qualifications, because they get less individual attention, as well as less confidence in speaking publicly.

The humiliation continues. At university graduation ceremonies, the ABCs proudly get their awards first; by the time they reach the Zysmans most people are literally having a ZZZ. Shortlists for job interviews, election ballot papers, lists of conference speakers and attendees: all tend to be drawn up alphabetically, and their recipients lose interest as they plough through them.

46. What does the author intend to illustrate with AAA A cars and Zodiac cars \?

- [A] A kind of overlooked inequality.
- [B] A type of conspicuous bias.
- [C] A type of personal prejudice.
- [D] A kind of brand discrimination.

47. What can we infer from the first three paragraphs \?

- [A] In both East and West, names are essential to success.
- [B] The alphabet is to blame for the failure of Zo&euml\; Zysman.
- [C] Customers often pay a lot of attention to companies' names.
- [D] Some form of discrimination is too subtle to recognize.

48. The 4th paragraph suggests that

- [A] questions are often put to the more intelligent students.
- [B] alphabetically disadvantaged students often escape form class.
- [C] teachers should pay attention to all of their students.
- [D] students should be seated according to their eyesight.

49. What does the author mean by "most people are literally having a ZZZ" (Lines 2-3, Paragraph 5)\?

- [A] They are getting impatient.
- [B] They are noisily dozing off.
- [C] They are feeling humiliated.
- [D] They are busy with word puzzles.

50. Which of the following is true according to the text \?

- [A] People with surnames beginning with N to Z are often ill-treated.
- [B] VIPs in the Western world gain a great deal from alphabetism.
- [C] The campaign to eliminate alphabetism still has a long way to go.
- [D] Putting things alphabetically may lead to unintentional bias.

Text 3

When it comes to the slowing economy, Ellen Spero isn't biting her nails just yet. But the 47-year-old manicurist isn't cutting, filling or polishing as many nails as she'd like to, either. Most of her clients spend \$12 to \$50 weekly, but last month two longtime customers suddenly stopped showing up. Spero blames the softening economy. "I'm a good economic indicator," she says. "I provide a service that people can do without when they're concerned about saving some dollars." So Spero is downscaling, shopping at middle-brow Dillard's department store near her suburban Cleveland home, instead of Neiman Marcus. "I don't know if other clients are going to abandon me, too" she says.

Even before Alan Greenspan's admission that America's red-hot economy is cooling, lots of working folks had already seen signs of the slowdown themselves. From car dealerships to Gap outlets, sales have been lagging for months as shoppers temper their spending. For retailers, who last year took in 24 percent of their revenue between Thanksgiving and Christmas, the cautious approach is coming at a crucial time. Already, experts say, holiday sales are off 7 percent from last year's pace. But don't sound any alarms just yet. Consumers seem only concerned, not panicked, and many say they remain optimistic about the economy's long-term prospects, even as they do some modest belt-tightening.

Consumers say they're not in despair because, despite the dreadful headlines, their own fortunes still feel pretty good. Home prices are holding steady in most regions. In Manhattan, "there's a new gold rush happening in the \$4 million to \$10 million range, predominantly fed by Wall Street bonuses," says broker Barbara Corcoran. In San Francisco, prices are still rising even as frenzied overbidding quiets. "Instead of 20 to 30 offers, now maybe you only get two or three," says John Deadly, a Bay Area real-estate broker. And most folks still feel pretty comfortable about their ability to find and keep a job.

Many folks see silver linings to this slowdown. Potential home buyers would cheer for lower interest rates. Employers wouldn't mind a little fewer bubbles in the job market. Many consumers seem to have been influenced by stock-market swings, which investors now view as a necessary ingredient to a sustained boom. Diners might see an upside, too. Getting a table at Manhattan's hot new Alain Ducasse restaurant need to be impossible. Not anymore. For that, Greenspan & Co. may still be worth toasting.

51. By "Ellen Spero isn't biting her nails just yet"(Line 1, Paragraph 1), the author means

- [A] Spero can hardly maintain her business.
- [B] Spero is too much engaged in her work.
- [C] Spero has grown out of her bad habit.
- [D] Spero is not in a desperate situation.

52. How do the public feel about the current economic situation\?

- [A] Optimistic.
- [B] Confused.
- [C] Carefree.
- [D] Panicked.

53. When mentioning "the \$4 million to \$10 million range" (Lines 3-4, Paragraph 3) the author is talking about.

- [A] gold market.

- [B] real estate.
- [C] stock exchange.
- [D] venture investment.

54. Why can many people see “silver linings” to the economic slowdown?

- [A] They would benefit in certain ways.
- [B] The stock market shows signs of recovery.
- [C] Such a slowdown usually precedes a boom.
- [D] The purchasing power would be enhanced.

55. To which of the following is the author likely to agree?

- [A] A now boom, on the horizon.
- [B] Tighten the belt, the single remedy.
- [C] Caution all right, panic not.
- [D] The more ventures, the more chances.

#### Text 4

Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education — not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find.

“Schools have always been in a society where practical is more important than intellectual,” says education writer Diane Ravitch. “Schools could be a counterbalance.” Ravitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, “We will become a second-rate country. We will have a less civil society.”

“Intellect is resented as a form of power or privilege,” writes historian and professor Richard Hofstadter in *Anti-Intellectualism in American Life*, a Pulitzer Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: “We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing.” Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids being civilized — going to

school and learning to read —— so he can preserve his innate goodness.

Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. Intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, re-order, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes and imagines.

School remains a place where intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least intellectual promise."

56. What do American parents expect their children to acquire in school?

- [A] The habit of thinking independently.
- [B] Profound knowledge of the world.
- [C] Practical abilities for future career.
- [D] The confidence in intellectual pursuits.

57. We can learn from the text that Americans have a history of

- [A] undervaluing intellect.
- [B] favoring intellectualism.
- [C] supporting school reform.
- [D] suppressing native intelligence.

58. The views of Ravish and Emerson on schooling are

- [A] identical.
- [B] similar.
- [C] complementary.
- [D] opposite.

59. Emerson, according to the text, is probably

- [A] a pioneer of education reform.
- [B] an opponent of intellectualism.
- [C] a scholar in favor of intellect.
- [D] an advocate of regular schooling.

60. What does the author think of intellect?

- [A] It is second to intelligence.
- [B] It evolves from common sense.
- [C] It is to be pursued.
- [D] It underlies power.

Part B

Directions:

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

The relation of language and mind has interested philosophers for many centuries. (61) The Greeks assumed that the structure of language had some connection with the process of thought, which took root in Europe long before people realized how diverse languages could be.

Only recently did linguists begin the serious study of languages that were very different from their own. Two anthropologist-linguists, Franz Boas Edward Sapir, were pioneers in describing many native languages of North and South America during the first half of the twentieth century. (62) We are obliged to them because some of these languages have since vanished, as the peoples who spoke them died out or became assimilated and lost their native languages. Other linguists in the earlier part of this century, however, who were less eager to deal with bizarre data from “exotic” language, were not always so grateful. (63) The newly described languages were often so strikingly different from the well studied languages of Europe and Southeast Asia that some scholars even accused Boas and Sapir of fabricating their data.. Native American languages are indeed different, so much so in fact that Navajo could be used by the US military as a code during World War II to send secret messages.

Sapir’s pupil, Benjamin Lee Whorf, continued the study of American Indian languages. (64) Being interested in the relationship of language and thought, Whorf developed the idea that the structure of language determines the structure of habitual thought in a society. He reasoned that because the structure of habitual thought in a society. He reasoned that because it is easier to formulate certain concepts and not others in a given language, the speakers of that language think along one track and not along another. (65) Whorf came to believe in a sort of linguistic determinism which, in its strongest form, states that language imprisons the mind, and that the grammatical patterns in a language can produce far-reaching consequences for the culture of a society. Later, this idea became to be known as the Sapir-Whorf hypothesis, but this term is somewhat inappropriate. Although both Sapir and Whorf emphasized the diversity of languages ,Sapir himself never explicitly supported the notion of linguistic determinism.

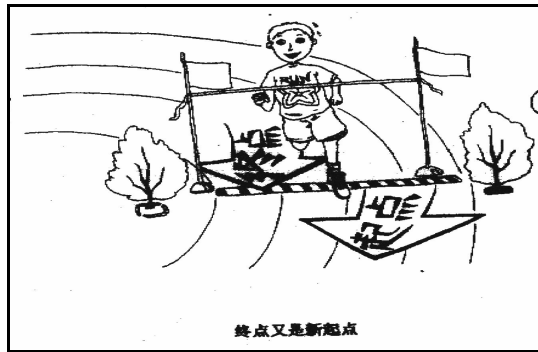
### Section Writing

66. Directions:

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

- 1) describe the drawing.
- 2) interpret its meaning, and.
- 3) support your view with examples.

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



2004 年全国硕士学位研究生入学统一考试

英语试题参考答案和评分标准

参考答案：

**Section I Listening Comprehension (20 points)**

Part A (5 points)

1. High lands ;
2. 20 ;
3. mild ;
4. November ;
5. 22.

Part B (5 points)

6. A (technology) forecaster ;
7. government agencies ;
8. (a) meaningful (exercise)
9. open to change ;
10. Trust and cooperation

Part C (10 points)

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

**Section II Use of English (10 points)**

21.C 22.D 23.A 24.D 25.A 26.B 27.C 28.D 29.A 30.B

31.A 32.C 33.D 34.B 35.A 36.B 37.B 38.D 39.A 40.C

**Section III Reading Comprehension (50 points)**

Part A (40 points)

41.C 42.A 43.D 44.B 45.C 46.A 47.D 48.C 49.B 50.D

51.D 52.A 53.B 54.A 55.C 16.C 57.A 58.D 59.B 60.C

Part B (10 points)

61.希腊人认为，语言结构与思维过程之间存在着某种联系。这一观点在人们尚未认识到语言的千差万别以前就早已在欧洲扎下了根。

62.我们之所以感激他们(两位先驱)，是因为在此之后，这些(土著)语言中有一些已经不复存在了，这是由于说这些语言的部族或是消亡了，或是被同化而丧失了自己的本族语言。

63，这些新近被描述的语言与已经得到充分研究的欧洲和东南亚地区的语言往往差别显著，以至于有些学者甚至指责 Boas 和 Spair 编造了材料。

64 . Whorf 对语言与思维的关系很感兴趣，逐渐形成了这样的观点：在一个社会中，语言的结构决定习惯思维的结构。

65 Whorf 进而相信某种类似语言决定论的观点，其极端说法是：语言禁锢思维，语言的语法结构能对一个社会的文化产生深远的影响。

**Section IV Writing (20 points)**

66 . (略)

评分标准，

I 听力：

A 节：5 小题，每题 1 分，共 5 分，

B 节：5 小题，每题 1 分，共 5 分。

C 节：10 小题，每题 1 分，共 10 分。

A、B 两节对大、小写(专有名词除外)和标点符号不做要求，英、美拼法均可接受，但拼写错误不给分。

II. 英语知识运用：

20 小题，每题 0.5 分，共 10 分。

III. 阅读理解

A 节：20 小题，每题 2 分，共 40 分。

B 节：5 小题，每题 2 分，共 10 分。

· 如果句子译文扭曲原文意思，该句得分最多不得超过 0.5 分。

· 如考生就一道题目给出两种或两种以上的译法，若均正确，给分；

若其中一种译法错误，应酌情扣分，扣分不得超过 1 分。

· 汉语错别字，不个别扣分，按整篇累计扣分。在不影响意思的前提下，满三个错别字扣 0.5 分，无 0.25 扣分。

IV 写作：1 题，20 分。

本题以通篇分档计分，计分标准如下：

20—17 分内容切题，包括题中所列的各项要求；清楚表达其内涵，文字连贯；句式有变化，句子结构和用词正确，文章长度符合要求。

16—13 分内容切题，包括题中所列的各项要求；比较清楚地表达其内涵。文字基本连贯；句式有一定变化，句子结构和用词错误较少，文章长度符合要求。

12—9 分内容切题，基本包括题中所列的各项要求，基本清楚地表达其内涵，句子结构和用词有一些错误，文章长度符合要求。

8—6 分内容基本切题，基本包含题中所列的各项要求，语句可以理解，但有较多的句子结构和用词错误，文章长度基本符合要求。

4—1 分基本按照要求写作，但只有少数句子可理解。

0 分文不切题，语句混乱，无法理解。