

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 the ANSWER SHEET 1. (10 points)

Millions of Americans and foreigners see G. I. Joe as a mindless war toy, the symbol of American military adventurism, but that's not how it used to be. To the men and women who 1 in World War II and the people they liberated, the G. I. was the 2 man grown into hero, the poor farm kid torn away from his home, the guy who 3 all the burdens of battle, who slept in cold foxholes, who went without the 4 of food and shelter, who stuck it out and drove back the Nazi reign of murder. This was not a volunteer soldier, not someone well paid, 5 an average guy, up 6 the best trained, best equipped, fiercest, most brutal enemies seen in centuries.

His name isn't much. *G. I.* is just a military abbreviation 7 Government Issue, and it was on all of the articles 8 to soldiers. And Joe? A common name for a guy who never 9 it to the top. Joe Blow, Joe Palooka, Joe Magrac... a working class name. The United States has 10 had a president or vice-president or secretary of state Joe.

G. I. Joe had a 11 career fighting German, Japanese, and Korean troops. He appears as a character, or a 12 of American personalities, in the 1945 movie *The Story of G. I. Joe*, based on the last days of war correspondent Ernie Pyle. Some of the soldiers Pyle 13 portrayed themselves in the film. Pyle was famous for covering the 14 side of the war, writing about the dirt-snow-and-mud soldiers, not how many miles were 15 or what towns were captured or liberated. His reports 16 the "Willie" cartoons of famed *Stars and Stripes* artist Bill Maulden. Both men 17 the dirt and exhaustion of war, the 18 of civilization that the soldiers shared with each other and the civilians: coffee, tobacco, whiskey, shelter, sleep. 19 Egypt, France, and a dozen more countries, G. I. Joe was any American soldier, 20 the most important person in their lives.

- | | | | |
|--------------------|----------------|-----------------|----------------|
| 1. [A] served | [B] performed | [C] rebelled | [D] betrayed |
| 2. [A] actual | [B] common | [C] special | [D] normal |
| 3. [A] loaded | [B] eased | [C] removed | [D] bore |
| 4. [A] necessities | [B] facilities | [C] commodities | [D] properties |

5. [A] and [B] nor [C] but [D] hence
6. [A] for [B] into [C] from [D] against
7. [A] implying [B] meaning [C] symbolizing [D] claiming
8. [A] handed out [B] turned over [C] brought back [D] passed down
9. [A] pushed [B] got [C] made [D] managed
10. [A] ever [B] never [C] either [D] neither
11. [A] disguised [B] disturbed [C] disputed [D] distinguished
12. [A] company [B] community [C] collection [D] colony
13. [A] employed [B] appointed [C] interviewed [D] questioned
14. [A] human [B] military [C] political [D] ethical
15. [A] ruined [B] commuted [C] patrolled [D] gained
16. [A] paralleled [B] counteracted [C] duplicated [D] contradicted
17. [A] neglected [B] emphasized [C] avoided [D] admired
18. [A] stages [B] illusions [C] fragments [D] advances
19. [A] With [B] To [C] Among [D] Beyond
20. [A] on the contrary [B] by this means [C] from the outset [D] at that point

Section II Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions after each text by choosing A, B, C or D.

Mark your answers on the ANSWER SHEET 1. (40 points)

Text 1

Homework has never been terribly popular with students and even many parents, but in recent years it has been particularly scorned. School districts across the country, most recently Los Angeles Unified, are revising their thinking on this educational ritual. Unfortunately, L.A. Unified has produced an inflexible policy which mandates that with the exception of some advanced courses, homework may no longer count for more than 10% of a student's academic grade.

This rule is meant to address the difficulty that students from impoverished or chaotic homes might have in completing their homework. But the policy is unclear and contradictory. Certainly, no homework should be assigned that students cannot complete on their own or that they cannot do without expensive equipment. But if the district is essentially giving a pass to students who do

not do their homework because of complicated family lives, it is going riskily close to the implication that standards need to be lowered for poor children.

District administrators say that homework will still be a part of schooling; teachers are allowed to assign as much of it as they want. But with homework counting for no more than 10% of their grades, students can easily skip half their homework and see very little difference on their report cards. Some students might do well on state tests without completing their homework, but what about the students who performed well on the tests and did their homework? It is quite possible that the homework helped. Yet rather than empowering teachers to find what works best for their students, the policy imposes a flat, across-the-board rule.

At the same time, the policy addresses none of the truly thorny questions about homework. If the district finds homework to be unimportant to its students' academic achievement, it should move to reduce or eliminate the assignments, not make them count for almost nothing. Conversely, if homework matters, it should account for a significant portion of the grade. Meanwhile, this policy does nothing to ensure that the homework students receive is meaningful or appropriate to their age and the subject, or that teachers are not assigning more than they are willing to review and correct.

The homework rules should be put on hold while the school board, which is responsible for setting educational policy, looks into the matter and conducts public hearings. It is not too late for L.A. Unified to do homework right.

21. It is implied in Paragraph 1 that nowadays homework _____.

- [A] is receiving more criticism
- [B] is gaining more preferences
- [C] is no longer an educational ritual
- [D] is not required for advanced courses

22. L.A. Unified has made the rule about homework mainly because poor students _____.

- [A] tend to have moderate expectations for their education
- [B] have asked for a different educational standard
- [C] may have problems finishing their homework
- [D] have voiced their complaints about homework

23. According to Paragraph 3, one problem with the policy is that it may _____.

- [A] result in students' indifference to their report cards

- [B] undermine the authority of state tests
- [C] restrict teachers' power in education
- [D] discourage students from doing homework

24. As mentioned in Paragraph 4, a key question unanswered about homework is whether _____.

- [A] it should be eliminated
- [B] it counts much in schooling
- [C] it places extra burdens on teachers
- [D] it is important for grades

25. A suitable title for this text could be _____.

- [A] A Faulty Approach to Homework
- [B] A Welcomed Policy for Poor Students
- [C] Thorny Questions about Homework
- [D] Wrong Interpretations of an Educational Policy

Text 2

Pretty in pink: adult women do not remember being so obsessed with the colour, yet it is pervasive in our young girls' lives. It is not that pink is intrinsically bad, but it is such a tiny slice of the rainbow and, though it may celebrate girlhood in one way, it also repeatedly and firmly fuses girls' identity to appearance. Then it presents that connection, even among two-year-olds, between girls as not only innocent but as evidence of innocence. Looking around, I despaired at the singular lack of imagination about girls' lives and interests.

Girls' attraction to pink may seem unavoidable, somehow encoded in their DNA, but according to Jo Paoletti, an associate professor of American Studies, it is not. Children were not colour-coded at all until the early 20th century: in the era before domestic washing machines all babies wore white as a practical matter, since the only way of getting clothes clean was to boil them. What's more, both boys and girls wore what were thought of as gender-neutral dresses. When nursery colours were introduced, pink was actually considered the more masculine colour, a pastel version of red, which was associated with strength. Blue, with its intimations of the Virgin Mary, constancy and faithfulness, symbolized femininity. It was not until the mid-1980s, when amplifying age and sex differences became a dominant children's marketing strategy, that pink

fully came into its own, when it began to seem inherently attractive to girls, part of what defined them as female, at least for the first few critical years.

I had not realised how profoundly marketing trends dictated our perception of what is natural to kids, including our core beliefs about their psychological development. Take the toddler. I assumed that phase was something experts developed after years of research into children's behaviour: wrong. Turns out, according to Daniel Cook, a historian of childhood consumerism, it was popularized as a marketing trick by clothing manufacturers in the 1930s.

Trade publications counselled department stores that, in order to increase sales, they should create a “third stepping stone” between infant wear and older kids' clothes. It was only after “toddler” became a common shoppers' term that it evolved into a broadly accepted developmental stage. Splitting kids, or adults, into ever-tinier categories has proved a sure-fire way to boost profits. And one of the easiest ways to segment a market is to magnify gender differences—or invent them where they did not previously exist.

26. By saying “it is... the rainbow” (Para.1), the author means pink _____.

- [A] cannot explain girls' lack of imagination
- [B] should not be associated with girls' innocence
- [C] should not be the sole representation of girlhood
- [D] cannot influence girls' lives and interests

27. According to Paragraph 2, which of the following is true of colours?

- [A] Colours are encoded in girls' DNA.
- [B] Blue used to be regarded as the colour for girls.
- [C] White is preferred by babies.
- [D] Pink used to be a neutral colour in symbolising genders.

28. The author suggests that our perception of children's psychological development was much influenced by _____.

- [A] the observation of children's nature
- [B] the marketing of products for children
- [C] researches into children's behavior
- [D] studies of childhood consumption

29. We may learn from Paragraph 4 that department stores were advised to _____.

- [A] classify consumers into smaller groups
- [B] attach equal importance to different genders
- [C] focus on infant wear and older kids' clothes
- [D] create some common shoppers' terms

30. It can be concluded that girls' attraction to pink seems to be _____.

- [A] fully understood by clothing manufacturers
- [B] clearly explained by their inborn tendency
- [C] mainly imposed by profit-driven businessmen
- [D] well interpreted by psychological experts

Text 3

In 2010, a federal judge shook America's biotech industry to its core. Companies had won patents for isolated DNA for decades—by 2005 some 20% of human genes were patented. But in March 2010 a judge ruled that genes were unpatentable. Executives were violently agitated. The Biotechnology Industry Organisation (BIO), a trade group, assured members that this was just a “preliminary step” in a longer battle.

On July 29th they were relieved, at least temporarily. A federal appeals court overturned the prior decision, ruling that Myriad Genetics could indeed hold patents to two genes that help forecast a woman's risk of breast cancer. The chief executive of Myriad, a company in Utah, said the ruling was a blessing to firms and patients alike.

But as companies continue their attempts at personalized medicine, the courts will remain rather busy. The Myriad case itself is probably not over. Critics make three main arguments against gene patents: a gene is a product of nature, so it may not be patented; gene patents suppress innovation rather than reward it; and patents' monopolies restrict access to genetic tests such as Myriad's. A growing number seem to agree. Last year a federal task-force urged reform for patents related to genetic tests. In October the Department of Justice filed a brief in the Myriad case, arguing that an isolated DNA molecule “is no less a product of nature... than are cotton fibres that have been separated from cotton seeds.”

Despite the appeals court's decision, big questions remain unanswered. For example, it is unclear whether the sequencing of a whole genome violates the patents of individual genes within it. The case may yet reach the Supreme Court. As the industry advances, however, other suits may have an even greater impact. Companies are unlikely to file many more patents for human DNA molecules—most are already patented or in the public domain. Firms are now studying how genes

interact, looking for correlations that might be used to determine the causes of disease or predict a drug's efficacy. Companies are eager to win patents for "connecting the dots," explains Hans Sauer, a lawyer for the BIO.

Their success may be determined by a suit related to this issue, brought by the Mayo Clinic, which the Supreme Court will hear in its next term. The BIO recently held a convention which included sessions to coach lawyers on the shifting landscape for patents. Each meeting was packed.

31. It can be learned from Paragraph 1 that the biotech companies would like _____.

- [A] genes to be patentable
- [B] the BIO to issue a warning
- [C] their executives to be active
- [D] judges to rule out gene patenting

32. Those who are against gene patents believe that _____.

- [A] genetic tests are not reliable
- [B] only man-made products are patentable
- [C] patents on genes depend much on innovation
- [D] courts should restrict access to genetic tests

33. According to Hans Sauer, companies are eager to win patents for _____.

- [A] discovering gene interactions
- [B] establishing disease correlations
- [C] drawing pictures of genes
- [D] identifying human DNA

34. By saying "Each meeting was packed" (Para. 6), the author means that _____.

- [A] the Supreme Court was authoritative
- [B] the BIO was a powerful organization
- [C] gene patenting was a great concern
- [D] lawyers were keen to attend conventions

35. Generally speaking, the author's attitude toward gene patenting is _____.

- [A] critical

[B] supportive

[C] scornful

[D] objective

Text 4

The great recession may be over, but this era of high joblessness is probably beginning. Before it ends, it will likely change the life course and character of a generation of young adults. And ultimately, it is likely to reshape our politics, our culture, and the character of our society for years.

No one tries harder than the jobless to find silver linings in this national economic disaster. Many said that unemployment, while extremely painful, had improved them in some ways: they had become less materialistic and more financially prudent; they were more aware of the struggles of others. In limited respects, perhaps the recession will leave society better off. At the very least, it has awoken us from our national fever dream of easy riches and bigger houses, and put a necessary end to an era of reckless personal spending.

But for the most part, these benefits seem thin, uncertain, and far off. In *The Moral Consequences of Economic Growth*, the economic historian Benjamin Friedman argues that both inside and outside the U.S., lengthy periods of economic stagnation or decline have almost always left society more mean-spirited and less inclusive, and have usually stopped or reversed the advance of rights and freedoms. Anti-immigrant sentiment typically increases, as does conflict between races and classes.

Income inequality usually falls during a recession, but it has not shrunk in this one. Indeed, this period of economic weakness may reinforce class divides, and decrease opportunities to cross them—especially for young people. The research of Till Von Wachter, the economist at Columbia University, suggests that not all people graduating into a recession see their life chances dimmed: those with degrees from elite universities catch up fairly quickly to where they otherwise would have been if they had graduated in better times; it is the masses beneath them that are left behind.

In the Internet age, it is particularly easy to see the resentment that has always been hidden within American society. More difficult, in the moment, is discerning precisely how these lean times are affecting society's character. In many respects, the U.S. was more socially tolerant entering this recession than at any time in its history, and a variety of national polls on social conflict since then have shown mixed results. We will have to wait and see exactly how these hard times will reshape our social fabric. But they certainly will reshape it, and all the more so the longer they extend.

36. By saying “to find silver linings” (Para. 2) the author suggests that the jobless try to _____.

- [A] seek subsidies from the government
- [B] make profits from the troubled economy
- [C] explore reasons for the unemployment
- [D] look on the bright side of the recession

37. According to Paragraph 2, the recession has made people _____.

- [A] struggle against each other
- [B] realize the national dream
- [C] challenge their prudence
- [D] reconsider their lifestyle

38. Benjamin Friedman believes that economic recession may _____.

- [A] impose a heavier burden on immigrants
- [B] bring out more evils of human nature
- [C] promote the advance of rights and freedoms
- [D] ease conflicts between races and classes

39. The research of Till Von Wachter suggests that in recession graduates from elite universities tend to _____.

- [A] lag behind the others due to decreased opportunities
- [B] catch up quickly with experienced employees
- [C] see their life chances as dimmed as the others'
- [D] recover more quickly than the others

40. The author thinks that the influence of hard times on society is _____.

- [A] trivial
- [B] positive
- [C] certain
- [D] destructive

Part B

Directions:

Read the following text and answer the questions by finding information from the left column that corresponds to each of the marked details given in the right column. There are two extra choices in the right column. Mark your answers on the ANSWER SHEET 1. (10 points)

“Universal history, the history of what man has accomplished in this world, is at bottom the History of the Great Men who have worked here,” wrote the Victorian sage Thomas Carlyle. Well, not any more it is not.

Suddenly, Britain looks to have fallen out with its favourite historical form. This could be no more than a passing literary craze, but it also points to a broader truth about how we now approach the past: less concerned with learning from our forefathers and more interested in feeling their pain. Today, we want empathy, not inspiration.

From the earliest days of the Renaissance, the writing of history meant recounting the exemplary lives of great men. In 1337, Petrarch began work on his rambling writing *De Viris Illustribus*—On Famous Men, highlighting the *virtus* (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top. This was the biographical tradition which Niccolò Machiavelli turned on its head. In *The Prince*, he championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.

Over time, the attributes of greatness shifted. The Romantics commemorated the leading painters and authors of their day, stressing the uniqueness of the artist’s personal experience rather than public glory. By contrast, the Victorian author Samuel Smiles wrote *Self-Help* as a catalogue of the worthy lives of engineers, industrialists and explorers. “The valuable examples which they furnish of the power of self-help, of patient purpose, resolute working and steadfast integrity, issuing in the formation of truly noble and manly character, exhibit,” wrote Smiles, “what it is in the power of each to accomplish for himself.” His biographies of James Watt, Richard Arkwright and Josiah Wedgwood were held up as beacons to guide the working man through his difficult life.

This was all a bit bourgeois for Thomas Carlyle, who focused his biographies on the truly heroic lives of Martin Luther, Oliver Cromwell and Napoleon Bonaparte. These epochal figures represented lives hard to imitate, but to be acknowledged as possessing higher authority than mere mortals.

Not everyone was convinced by such bombast. “The history of all hitherto existing society is the history of class struggles,” wrote Marx and Engels in *The Communist Manifesto*. For them, history did nothing, it possessed no immense wealth nor waged battles: “It is man, real, living man who does all that.” And history should be the story of the masses and their record of struggle. As

such, it needed to appreciate the economic realities, the social contexts and power relations in which each epoch stood. For: “Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given and transmitted from the past.”

This was the tradition which revolutionized our appreciation of the past. In place of Thomas Carlyle, Britain nurtured Christopher Hill, EP Thompson and Eric Hobsbawm. History from below stood alongside biographies of great men. Whole new realms of understanding—from gender to race to cultural studies—were opened up as scholars unpicked the multiplicity of lost societies. And it transformed public history too: downstairs became just as fascinating as upstairs.

	[A] emphasized the virtue of classical heroes.
41. Petrarch	[B] highlighted the public glory of the leading artists.
42. Niccolo Machiave lli	[C] focused on epochal figures whose lives were hard to imitate.
43. Samuel Smiles	[D] opened up new realms of understanding the great men in history.
44. Thomas Carlyle	[E] held that history should be the story of the masses and their record of struggle.
45. Marx and Engels	[F] dismissed virtue as unnecessary for successful leaders.
	[G] depicted the worthy lives of engineer industrialists and explorers.

Section III Translation

46. Directions:

Translate the following text from English into Chinese. Write your translation on ANSWER SHEET 2. (15 points)

When people in developing countries worry about migration, they are usually concerned at the prospect of their best and brightest departure to Silicon Valley or to hospitals and universities in the developed world. These are the kind of workers that countries like Britain, Canada and Australia try to attract by using immigration rules that privilege college graduates.

Lots of studies have found that well-educated people from developing countries are particularly likely to emigrate. A big survey of Indian households in 2004 found that nearly 40% of emigrants had more than a high-school education, compared with around 3.3% of all Indians over the age of 25. This “brain drain” has long bothered policymakers in poor countries. They fear that it hurts their economies, depriving them of much-needed skilled workers who could have taught at their universities, worked in their hospitals and come up with clever new products for their factories to make.

Section IV Writing

Part A

47. Directions:

Suppose you have found something wrong with the electronic dictionary that you bought from an online store the other day, Write an email to the customer service center to

- 1) Make a complaint and
- 2) Demand a prompt solution

You should write about 100 words on ANSWER SHEET 2

Do not sign your own name at the end of the letter, Use "zhang wei "instead.

48. Directions:

Write an essay based on the following table .In your writing you should

- 1) Describe the table, and
- 2) Give your comments

You should write at least 150 words (15 points)

某公司员工工作满意度调查

年龄 -----满意度	满意	不清楚	不满意
小于等于40岁	16.7%	50.0%	33.3%
41-50岁	0.0%	36.0%	64.0%
大于50岁	40.0%	50.0%	10.0%

Section I Use of English

【答案解析】

1. 答案 A

【解析】从空后的句子“他们解放的人们”可以看出，空前的句子表示的应该是参加了第二次大战的男人和女人。只有 serve 有“服兵役”的意思，所以选 A。其他都不符合题意。

2. 答案 B

【解析】空内信息应该是与 hero“英雄”意思相对，后面的分句说他背井离乡，经历了很多苦难，显然这里应该是说由普通人平凡人(common man)成长为英雄，所以选 B。

3. 答案 D

【解析】本题考查的是词语的搭配关系，承担战争带来的负担，应该用动词 bear 或 shoulder，所以这里选 D，bore。

4. 答案 A

【解析】necessities 表示“生活必需品”，空外信息 food 和 shelter(食物和住宿)这些就是维持生存最起码的条件。Facilities 是设备设施，commodities 商品，properties 财产，均不符合题意。

5. 答案 C

【解析】not...but, “不是，而是”表转折，不是自愿兵，也没有高的报酬，而是一个普通人。所以选 C。

6. 答案 D

【解析】这道题主要考查介词的搭配。根据 up _____ (the best trained, best equipped, fiercest, most brutal).enemies 可以知道是起来反抗敌人，所以选 D 选项 against。

7. 答案 B

【解析】GI。在军事上是 Government Issue 的缩略语，所以，GI。这个符号就是象征着这个全称 Government Issue。选 C。

8. 答案 A

【解析】该句意思为，GI。这个符号出现在给士兵分发的所有物品上，hand out “分发，发放”符合题意。Turn over “移交”，bring back “带回”，pass down “传承，一代一代传下来”在句意上都说不通。

9. 答案 C

【解析】空所在句子的语境为：Joe 是个普通名词，一个从未爬到社会顶层的人的名字。Manage 表示再怎么经过努力，最终也未获得成功，所以选 C。

10. 答案 B

【解析】结合第 9 题的分析可知，空所在句子实际上是进一步举例说明 Joe 没有取得大的成就：从来都不曾出现叫做 Joe 的总统、副总统、国务卿。根据句意只能选 never，

11. 答案 D

【解析】本题考察词汇辨析。空所在的语境为：GI Joe 有__的军旅生涯，曾和德国，美国以及韩国的军队作战。由此语境确定选 D，其他几项均不符合题意。

12. 答案 C

【解析】本题考察词汇辨析。空所在语境为：他身上体现着美国人的某些特色，或身上结合了美国人的诸多特性。结合语境，可知作者想表达在他身上有很多美国人的典型特色，因而选 C。

13. 答案 C

【解析】本题考察词汇辨析。空所在语境为：Pyle ___ 的士兵也本色出演了该片。结合上句对 Ernie Pyle 的介绍，可知为一战地记者(war correspondent)，

14. 答案 A

【解析】本题考察词汇辨析。空所在语境为：Pyle 擅长报导战争的___面，报导这些浑身是尘土，积雪以及泥浆的士兵。Pyle 报导重在士兵而非战争上，因而可确定他关注的应更多的是人性。所以选 A。

15. 答案 D

【解析】本题考察词汇辨析。本题承接上题，表达：Pyle 并不关注士兵行军多少里，或是占领或解放了多少地方。Gain 有推进(一段)距离的意思，故选 D。

16. 答案 A

【解析】本题考察词汇辨析。空所在语境为：他的报导与 Bill Maulden 的是___的。紧接的一句话揭示了本题的答案，两者都(Both men)。由此可确定两人的报导应是类似的。因而，

选 A。“counteracted”表示“抵制，中和，对抗”，duplicated 表示“复制，重复”，“contradicted”表示“反驳，与 ... 矛盾”。

17. 答案 B

【解析】本题考察逻辑搭配。空所在语境为：两者都____战争的丑恶，以及所带来的损耗。”由上题可知道，Pyle 更加注重战争中的士兵，因而他不可能是忽略(neglected)，避免(avoided)或是钦佩(admired)战争所带来的这一些负面的东西。

18. 答案 C

【解析】本题由冒号后多表达的咖啡，香烟，威士忌，住的地方，还睡觉的地方，有好的觉可以睡与前面所说的前面 dirt, exhaustion of war 形成鲜明的对比。

19. 答案 B

【解析】本题考察介词的用法。空所在语境为：____ 印度，法国，以及其他国家，G.I. Joe 可以是任何美国士兵。结合文章表达，应是对于这些人而言。

20. 答案 D

【解析】本题考察逻辑搭配。空所在语境为：G.I. Joe 是他们生命中最重要的人。原题四个选项分别表示 on the contrary“正相反”；[B] by this means“用这种方式”；[C]from the outset“从一开始”；[D]at that point 表示“就那点(方面)来说”。D 为最佳答案。

Section II Reading Comprehension

Text 1

21. 【答案】A

【解析】文章首段首句指出“家庭作业一直不受学生，还有许多家长的欢迎，特别是到了最近几年，家庭作业还遭到了人们的不屑。”后面的内容则是简单提出美国各学区对于家庭作业的作为，引出 L.A.Unified 针对家庭作业所指定的政策。该题题干问的是“根据文章首段，目前家庭作业...”，关键词是家庭作业，因此答案从首句就能判断出来，题干的 nowadays 对应原文中的 in recent years，所选答案则是对“it has been particularly scorned.”的同义改写，故答案选 A。

22. 【答案】C

【解析】文章第二段首句明确说到“这项政策的制定是为了解决贫困家庭的学生在完成家庭作业中可能遇到的困难。”这与题干所问“制定该政策的主要原因”以及“贫困学生”就对应起来了，故答案选 C。

23. 【答案】D

【解析】文章第三段第二句指出，“如果家庭作业仅占分值的 10%，学生很容易少做一半的家庭作业，在他们的成绩单上也不会有什么差别。”“家庭作业仅占分值 10%”这是 L.A.Unified 制定出的家庭作业政策的内容，因此，从这句话可以看出有了这项政策，既然成绩单上不会有区别，学生就会选择少做一半的家庭作业。

24. 【答案】B

【解析】题干关键词“a key question unanswered”对应第四段的首句“the policy addresses none of the truly thorny questions about homework。”而这个问题的具体内容则是从“if”开始说明，因此这道题要解出正确答案，需要对后面的内容进行分析，“如果学区认为家庭作业对应学生的学业不重要，学区应致力于减少或者删除家庭作业，使家庭作业不起任何作用；相反，如果家庭作业重要，它应该在学业中占重要的一部分。”从这两句的内容中，我们可以简单归纳出，L.A.Unified 所指定的这项政策到目前为止还未对家庭作业对于学生学业是否有重要作用给出确定答案，故答案选 B。

25. 【答案】A

【解析】这篇文章开篇指出家庭作业的弊病，随即提出美国各学区对此做出的努力，以 L.A.Unified 所指定的政策为例，说明这项政策在各方面的作为，如第三段末尾说“The policy imposes a flat, across-the-board rule”，第四段首句说“这项政策并未解决任何关于家庭作业的棘手问题”，看出作者对于这项政策实际是持否定态度的，因此答案 B 可以排除；而 C 选项说的是“关于家庭作业的棘手问题”，文章中虽然提到这个“棘手问题”，但并非主要阐述，最终落脚点还是在关于家庭作业的政策上面，因此 C 选项排除；A 选项的错误在于“错误解读”，文章是对政策进行客观解读，错误的是政策本身，而非解读。D 选项考生可能不选的原因在于对“approach”一词的内涵意义不够理解，approach 一词本意是接近，靠近，方法，它引申出来就是策略的意思，与文章中的 policy 内涵一致。

【全文翻译】

对于学生甚至许多家长而言，家庭作业从来没有在他们中间广受欢迎过。但是在最近几年，家庭作业备受轻视，全美国的学区都在改变他们对家庭作业这一教学常规的看法，洛杉矶联合学区最近也在这样做。不幸的是，洛杉矶联合学区制定了一项死板的政策，除了一些

高级课程外，家庭作业在学业成绩中所占的比率不能高于 10%。

这一规定旨在解决家庭贫困或者家庭环境混乱学生在完成家庭作业时可能面临的困难。但是这一规定不够明确，而且自相矛盾。当然，老师不应该布置一些学生自己无法完成的作业，或者需要学生劝学生借助昂贵的设备才能完成的作业。但如果学区本质上允许学生因家庭环境复杂而无法完成作业，这极有可能意味着应该降低对来自贫困家庭学生的学业要求。

学区负责人表示，家庭作业仍然是学校教育的一部分，老师可以根据自己的意愿布置家庭作业量。但由于家庭作业所占比重不在超过学业成绩的 10%。因此学生可以轻易地逃避一半的作业量，而他们的成绩单上却几乎看不出差别，有些不完成作业的学生也可能在州立考试中取得良好的成绩。但对于那些考试成绩优良又同时完成所有的学生来讲会怎样呢，家庭作业很可能起到重要的作用，这一政策是加了一条呆板的统一的规定，没有授权老师去探索什么样的作业最适合学生。

同时，这一政策也没有解决任何关于家庭作业真正棘手的问题，如果学区认为家庭作业对于提高学生的学业成绩并不重要，那他就应该少布置或者不布置家庭作业。而不是将作业在成绩中所占的比例降到几乎为零。相反，如果家庭作业重要，那么他应该在成绩中占比较大的比重。同时，这一政策没有保证学生要完成的作业是有意义的，并且符合他们的年龄和所学科目，也没有保证老师所布置的作业没有超过他们愿意检查和批改的量。

在负责制定教育政策的学校董事会调查此事并召开公开听证会时，现有的关于家庭作业的规定都应暂时搁置。对于洛杉矶联合学区而言，正确处理家庭作业者这一问题还为时不晚。

Text 2

26. 【答案】C

【解析】题干的意思是“通过说‘粉色是彩虹中多么微小的一小部分’，作者的意思是”。根据文章第一段第三行，but 作为连词表示后面的内容是对前面内容的否定，but 之前的意思是说“粉色本身并不是不好”，而后买面的“such a tiny slice of”是指“是彩虹中多么微小的一部分”，由此可以得出，粉色并不代表女孩童年生活的全部。所以，选 C。

27. 【答案】B

【解析】根据题干定位到文章第二段，介绍了人们最初对服装颜色的看法，首先指出，因为粉色属于淡红色，而红色被认为是力量的象征，因此粉色最初被认为是偏男性化的颜色。紧接着指出，因为蓝色与圣母玛利亚的紧密关系，它代表这坚定和忠贞，因此是女性气质的象征，即蓝色曾被认为是代表女孩的颜色。

28. 【答案】B

【解析】题干“作者认为我们对于儿童心理发展的看法，多受____的影响。”从原文第三段的首句“我之前没有意识到，我们对孩子们所固有特性的认知深受市场趋势的支配，包括我们对他们心理发展的核心看法”，这一句可以明显看出相关儿童市场及其产品在左右人们对二年同心理发展的看法上所起的重要作用。

29. 【答案】A

【解析】题干“从第4段我们可以看出，给出商店的建议是_____”第4段第1句话讲的是“为了增加销路，厂家应该开创在婴儿衣服和稍大一些的孩子衣服之前的一些商机”，以增加销售额，接着又指出，将儿童或成人按照年龄进行更细致的分类是盈利的好方法，综上将消费者划分为更小的群体。

30. 【答案】C

【解析】题干“我们能推断出，女孩们对粉色的着迷看起来是_____”文章最后两段都在探讨市场和厂家对人们看法和观念的诱导，因此C选项正合题意。

【全文翻译】

红粉佳人：成年女性不会记得自己曾对粉色那么痴迷，然而在年轻女性的生活中，这个颜色无处不在，但不是说粉色本身有什么不好，但他只是五颜六色中的一抹。而且尽管从某一方面而言，粉色可能颂扬少女的特质。并且他反复而牢固地将女性的特征融于其外形上。这样，粉色可以呈现出女孩儿甚至两岁小孩儿之间的共性：纯真。而且粉色自身也成为纯真的证明。环视四周，我对女孩儿在生活及兴趣上极度缺乏想象力而感到绝望。

女孩儿喜欢粉色似乎是不可避免的事，这种喜欢以某种方式植入他们的DNA中，但在美国研究学副教授乔保莱蒂，情况并非如此，直到20世纪初期，儿童才被标上颜色编码：在家用洗衣机问世之前，实际情况是，婴儿穿的衣服都是白色衣服，因为清洗衣服的唯一方式是用沸水煮。此外，男孩儿和女孩儿都穿着人家认为的中性服饰。最初推行育儿颜色时，因为粉色属于淡红色，而红色又被认为是力量的象征，因此粉色实际上被认为是偏男性化的角色。蓝色因为暗指圣母玛莉亚，意味着坚定和忠贞，因此是女性气质的象征。

直到20世纪80年代中期，当夸大年龄和性别差异成为儿童市场主要的营销策略时，粉色才盛行起来，开始对女孩产生一种看似固有的吸引力，这让粉色成为定义女性特征的一个元素，至少在最初关键性的几年里是这样的。

我以前并没有意识到，营销潮流在我们对孩子天性的看法，包括对孩子心理发育核心观点方面有如此深刻的影响，已学步儿童为例，我曾以为这个年龄段是专家对孩子的行为进行

数年研究之后才划分出来的，可事实并不是这样的，儿童消费学方面的史学家丹尼尔库克认为有顾客认为这一年龄段也是作为 20 世纪 30 年代服装厂商的一种营销策略而普及起来的。

商业出版物建议百货商场，应该在婴儿装和大龄儿童装之间创造第三个过渡阶段，以提高营业额。只有在学步儿童这一名词被消费者普遍接受后，他才会演变成一个被人们普遍承认的成长阶段。将儿童或者成人进行更细致的分类无疑是增加利润的有力办法，分割市场最容易的途径是放大性别差异，或者是制造出之前并不存在的差异。

Text 3

31. 【答案】C

【解析】文章首段首句提到“*In 2010, a federal judge shook America's biotech industry to its core.*”，即 2010 年，联邦的一项决定震惊了美国的生物科技产业。后面接着提到，这项决定是“*genes were unpatentable*”，意思是与基因相关的项目不能够获得专利权，而“*executives were violently agitated*”，由 *agitated*(愤怒的)可以推断出正确答案为 A，即生物科技产业希望与基因相关的项目能够获得专利权。

32. 【答案】B

【解析】文章第三段提到了反对基因相关的项目能够获得专利权的三个理由。第一个是，基因是自然的产品；第二个是，基因获得专利会压制创新；第三个是，基因专利的垄断会限制基因测试，由此可知，反对者认为只有人造产品才能申请专利。

33. A

【解析】文章第五段中提到“*Firms are now studying how genes interact, looking for correlations that might be used to determine the causes of disease or predict a drug's efficacy*”，即各大公司目前正在研究基因之间的相互作用，寻找它们之间的相关性，从而通过这些相关性推断疾病产生的原因或预测药物的有效性。而 Hans Sauer 解释到各大公司渴望赢得专利权的原因是“*connecting the dots*”，这与上句话提到的“疾病之间的相互作用和相互联系”相呼应，故而选 A。答案 B 属于偷换概念；答案 C 和 D 在文中没有提到。

34. 【答案】C

【解析】文章最后一段提到了 BIO 最近要召开的一个会议。“*Each meeting was packed*”，这句话中的“*packed*”的原义为“打包，包装”，而在此句中的意思是：挤满，塞满。即会议挤满了人，从而反映了大家对基因专利的关注，故正确答案为 C。

35. D

【解析】从整体上看，作者不仅提到了希望获得基因专利全的生物科技产业为此所作出的努力，同时也提到了反对者反对的理由，文章第四段进一步提到了基因获得专利过程中遇到的

实际问题。故而，作者多基因专业的态度是客观的，即答案 D。

【全文翻译】

2010 年，一位联邦法官彻底震动了美国生物技术产业。几十年来，各大公司一直持有单离 DNA 的专利权——截至 2005 年，大约 20% 的人类基因被授予专利。但 2010 年 3 月，一位法官即裁定，基因是不可以被授予权利的。一时间，公司高管们陷入了极度的不安，贸易团体生物技术组织向其成员明确表示，这只是未来漫长的斗争中的一个前奏。

7 月 29 日，高管们松了口气，起码是暂时松一口气。联邦上诉法院推翻了之前的判决，并裁定米利亚德基金公司拥有两项基因的专利权，这两项基因可以帮助预测妇女患乳腺癌的概率。位于犹他州的米利亚德的首席执行官表示，这一判决对企业 and 患者而言都是一个福音。

但是，由于许多公司不断尝试个性化的业务，法庭仍会纠纷不断。而米利亚德案件本身似乎就没有结束。批评家提出了反对基因专利权的三个主要理由，基因是自然的产物，因此不应被授予专利，基因专利会阻碍创新，而不是促进创新，专利的垄断性使基因测试的使用受限，如米利亚德公司所做的基因测试。越来越多的人似乎同意这些观点，去年，一个联盟特别小组督促与基因测试相关的专利改革。10 月，司法部提交了一份关于米利亚德案件的资料，提出单离 DNA 分子是一种自然的产物，与从棉花种子中提取出来的棉花纤维是一样的。

尽管上诉法院作出了裁决，但是仍有一些大问题未得到解决，例如，对一整个基因组的排序是否会侵犯其中单个基因的专利权，这点尚未明确，此案有望上呈至最高法院。

然而，随着生物技术产业的发展，其他案件可能会产生更大的影响。很多企业并不太可能申请更多的人类 DNA 分子专利，因为绝大多数的 DNA 分子已被授予了专利或者属于公共领域，企业目前正在研究基因之间是如何相互作用的，以寻找可用于确定某些疾病病因或预测药品疗效的关联。生物技术产业组织的律师汉斯索尔解释说，各大公司都渴望获得基因专利权，以便研究这些点之间的联系。

这些公司能否获得成功或许与该问题相关的一个诉讼案相关。该诉讼由梅奥诊所提起。并将由最高法院在下一个开庭日审理。生物技术产业组织近期召开了一个大会，其中包括就不断变换的专利局势对律师进行培训的会议。每次会议都挤满了人。

Text 4

36. 【答案】D

【解析】题目定位在段首句。所以应该是整段意思的概括。第二句说，失业虽然很痛苦，但也从很多方面带来好处。冒号后面具体说他们从观念上，生活方式上发生了改变。所以选择 D。

37. 【答案】D

【解析】第二句冒号后面：他们不再那么追求物质，经济上更节俭；同时意识到其他人在努力奋斗，即 D 选项中 re consider their lifestyle, 重新审视他们的生活方式。

38. 【答案】B

【解析】定位在第三段第二句开始。接下来一句通过关键词 mean-spirited and less inclusive B 选项正是该句的改写，故为正确答案；A 属于过度推理；C、D 意思明显弄反了。

39. 【答案】D

【解析】定位在第四段第三句冒号后面：高等学府的毕业生能够很快调整自身，达到未遭遇危机时的状态。D 选项与之含义相符。C 明显不对，“not all people graduating into a recession see their life chances dimmed”表明，不是所有的毕业生都认为前途渺茫。B 项无中生有。A 与原文相反。

40. 【答案】A

【解析】由最后一句可知，“they certainly will reshape it”表示困难时期的一定会对社会产生影响的，所以 certain 与之相符。由最后一段无法看出是 positive 还是 destructive, 所以 B、D 均不正确。A 项是“无足轻重的”，明显不对。

【全文翻译】

大萧条可能已经结束，但高失业率的时代或许才刚刚开始。在情况变好之前，高失业率可能会改变一代年轻人的人生轨迹，以及性格品行。最终则有可能重塑我们数年来已形成的政治、文化和社会特色。

没有人比失业者更迫切地在这次全国性的经济大萧条中寻找一线生机。许多人认为，尽管失业是非常痛苦的，但却使失业者在很多方面都有提升，他们不再那么物质，而且在经济上变得更加谨慎，他们也更能体会到他人艰苦奋斗的经历，在某些方面，大萧条或许能使社会变得更美好。最起码，它让我们从一夜暴富和豪宅别墅的全民狂热梦想中醒来，并及时结束了我们挥金如土的盲目的消费时代。

但对于大多数人而言，这些好处似乎是微乎其微并虚无缥缈的。经济史学家本杰明弗里德曼在其著作《经济增长的道德意义》一书中表示，无论在美国还是其他国家，长期的经济停滞或衰退几乎总会国民心胸狭窄，缺乏包容性，从而使人权和自由的发展停滞不前或者倒退。反移民情绪通常都会高涨，种族和阶级之间的矛盾也会升级。

收入不均的情况通常会在萧条期有所缓解，但此次萧条期却未出现这种情况。的确，这次经济衰退可能会使阶级分化加剧，并减少缓解的机会——对于年轻来说尤其如此，哥伦比亚大学经济学家迪尔瓦赫特的研究表明，不是所有赶上大萧条的毕业生发展机会都很渺茫，

那些名校的毕业生都能迅速赶上如果他们在经济状况好的时候毕业本该拥有的职位，而落在后面的却是大批普通高校的毕业生。

在互联网时代更容易听到隐藏在美国社会中各种愤恨不满的声音，而在这个时候要准确辨明经济萧条期是如何影响国民性格的就更难了。在很多方面来看，在进入次萧条期时美国要比以往任何时期都更具有社会包容性，但进入萧条期后进行的有关社会冲突的全民意调查，结果却是喜忧参半。关于经济萧条究竟将如何重塑社会结构，我们需拭目以待。但可以肯定的是，经济萧条必将重塑社会结构，且萧条期越长，重塑的越深刻。

Part B

41. 【答案】A

【解析】本题答案锁定在第三段，第二行“Petrarch began...highlighting the virtue of classical heroes”即彼特拉克在他的书中强调古典英雄的美德。答案 A 与此是完全对应的。

42. 【答案】F

【解析】该题可定位于文章第二段第五行“This was the biographical tradition which Niccolo Machiavelli turned on its head. In The Prince, the championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.”由此可知 Niccolo Machiavelli 的态度是反对美德作为成功人士的必要成分。根据此句的提示，正确答案为 F。

43. 【答案】G

【解析】此题定位于第四段，“Self-help as a catalogue of the worthy lives of engineers, industrialists and explorers”，塞缪尔·斯迈尔斯在他的书《成事在己》里面讲到了工程师，实业家，探险家的有意义的生活，G 与此是对应的。

44. 【答案】C

Thomas Carlyle 出现在文章第四段第二行 “These epochal figures represented lives hard to imitate, but to be acknowledged as possessing higher authority than mere morals.” 由此得知 Thomas Carlyle 的观点在于划时代的人物的生活很难模仿。因此，正确答案为 C。

45. 【答案】E

【解析】此题定位于第六段，“history should be the story of the masses and their record of struggle”，答案 E 与此句是完全对应的。

维多利亚时期的圣贤托马斯卡莱尔写道：“世界史，即人类在世界上取得成就的历史，实际上是杰出人士在世界上取得成就的历史”。然而，这种情况已不复存在。

转瞬间，英国好像已经摒弃了其最钟情的历史形式。这不过是一股转瞬即逝的文学热潮，却也为我们指明了该如何研究历史的一个更广泛的真理：不再专注于向我们的先人学习，而是将兴趣放在感受他们的痛苦上。如今，我们需要的是感同身受，而不是鼓舞人心。

在文艺复兴初期，记录历史意味着叙述杰出人士的楷模式人生。1337年，彼特拉克开始断断续续撰写《名人传》，在该书中，它突出表现了那些经典英雄们的美德。他称颂英雄们在掌控自己命运、奋斗到社会顶层的过程中所展现的伟大之处。而尼科洛马基雅维利则彻底改变了这一传记的写作传统。在《君主传》一书中，他认为狡猾、残忍、富有冒险精神才是一位成功领袖应有的能力，而不是美德、怜悯与公平公正之心。

随着时间的推移，伟大的性质发生了变化。浪漫主义者们纪念的是他们那个时代的杰出画家与作家，他们强调艺术家们独特的个人经历，而不是突出他们的公共荣耀。相反，维多利亚时期的作家塞缪尔斯迈尔斯著作的《自主传》一书，则记录了工程师、实业家和探险家的卓越人生。塞缪尔写道：他们身上体现出了自强的力量、坚定的决心、不懈的工作和绝不动摇的正直诚实，这些铸就了真正宝贵和富有男子气概的品格，这些宝贵的例子说明每个人都有获得成功的内在力量。塞缪尔撰写的詹姆斯瓦特阿克莱特与约西亚韦奇伍德的传记被标榜为指引劳动人民度过艰难生活的一盏明灯。

这对于托马斯卡莱尔而言有些不足为奇，他的传记专注于马丁路德奥利弗克伦威尔以及拿破仑波拿巴这些真正的英雄人生。这些划时代的人物有着不可复制的人生经历，但他们被公认为拥有高于常人的权利。

不是所有人都信服这种浮夸的论调。马克思和恩格斯在《共产党宣言》中写道：“迄今为止现存的所有社会的历史都是阶级斗争的历史”。他们认为，历史本身什么都没有做，他既没拥有巨大的财富，也没有发动过战争：“是人类，真实的、活生生的人类做了这一切”。因此，历史应该是人民大众的故事，是他们得奋斗史。严格意义上说，历史需要充分理解每个时代的经济现实、社会背景和权力关系。因为“人类创造了自己的历史，但他们并没有按照自己想要的方式创造历史；也没有在自己选择的环境中创造历史，而是在直接所处的、给予的或由过去延续而来的环境中创造历史”。

这一传统彻底革新了我们对历史的认识。在托马斯卡莱尔看来，英国孕育了克里斯托弗希尔、EP 汤普森和埃里克霍布斯鲍姆。底层人民的历史与伟人的传记是共存的。随着学者

们探索已逝社会的多样性，从性别到种族再到文化研究的全新理解领域向人们敞开。而这也改变着大众的历史：底层人民已经变得与上层人物一样具有吸引力。

Section III Translation

46. 【参考译文】

发展中国家的人们考虑移民时，通常担心的是自己国家最优秀、最有前途的人才可能前往硅谷或发达国家的医院和大学工作。这些劳动者正是像英国、加拿大、澳大利亚这样的国家想要通过赋予大学毕业生优惠的移民政策吸引的人群。

很多研究发现，发展中国家的那些受过良好教育的人极有可能选择移民。2004 年对印度家庭开展了一项大型调查，结果显示约 40% 的移民受过高中以上的教育。相比而言，在所有年龄超过 25 岁的印度人中，受过高中以上教育的人数比例只有约 3.3%。“人才流失”一直困扰着贫穷国家的政策制定者们。他们担心这会对本国的经济造成损害，造成国家急需的技工的流失。这些技术人员可能曾在他们的大学教学，也可能曾在他们的医院工作，或者曾经构想出智能化的新产品让他们的工厂去生产。

【解析】

1) “they are usually concerned at the prospect of their best and brightest departure to Silicon Valley or to hospitals and universities in the developed world”这句话中 concern at 的宾语是 prospect。看到“of”我们要立即想到“A of B”翻译为“B 的 A”在这里，A 指的就是“prospect”，关键就是找出 B 指代的是什么。而这一点恰恰是本句理解的难点 B 指的是“their best and brightest”翻译为“他们中最优秀、最聪明的(群体)”。

2) 第一段第二句话关键在于对两个 that 引导的从句的理解。第一个 that 从句作定语修饰 workers，第二个 that 作定语修饰 rules。这里是考研英语中经常出现的一个考点：从句的嵌套。对于这样的句子我们的关键在于准确找到先行词，根据一个句子如果有 N 个连词就必定有 N+1 个动词的原则来切分开长句。

3) “They fear that it hurts their economies, depriving them of much-needed skilled workers who”对于这个句子的理解关键在于对于“depriving”之后成分在句子结构中作用的理解。Deprive 本意是剥夺，在这里很显然不适合直译。我们根据逻辑关系可以翻译为“技工的流失”“clever”这个单词很简单，同学们都认识，在这里翻译为“聪明的”很显然说不通，clever 除了“聪明的”还有“精巧”之意，再结合这里说的是技术工人的重要性，我们可以翻译为“智能的”。

Section IV Writing

(略)

