

# 清华大学 2004 年博士研究生入学考试试题

## Part I Listening Comprehension (20%)

(略)

## Part II Vocabulary (10%)

**Directions:** There are 20 incomplete sentences in this part. For each sentence there are four choices marked A, B, C and D. Choose the best one that completes the sentence and then mark the corresponding letter on the ANSWER SHEET with a single line through the center.

21. The \_\_\_\_\_ of the spring water attracts a lot of visitors from other parts of the country.  
A. clash                      B. clarify                      C. clarity                      D. clatter
22. Business in this area has been \_\_\_\_\_ because prices are too high.  
A. prosperous                      B. secretive                      C. slack                      D. shrill
23. He told a story about his sister who was in a sad \_\_\_\_\_ when she was ill and had no money.  
A. plight                      B. polarization                      C. plague                      D. pigment
24. He added a \_\_\_\_\_ to his letter by saying that he would arrive before 8 pm.  
A. presidency                      B. prestige                      C. postscript                      D. preliminary
25. Some linguists believe that the \_\_\_\_\_ age for children learning a foreign language is 5 to 8.  
A. optimistic                      B. optional                      C. optimal                      D. oppressed
26. It all started in 1950, when people began to build their houses on the \_\_\_\_\_ of their cities.  
A. paradises                      B. omissions                      C. orchards                      D. outskirts
27. The meeting was \_\_\_\_\_ over by the mayor of the city.  
A. presumed                      B. proposed                      C. presented                      D. presided
28. The crowd \_\_\_\_\_ into the hall and some had to stand outside.  
A. outgrew                      B. overthrew                      C. overpassed                      D. overflow
29. It was clear that the storm \_\_\_\_\_ his arrival by two hours.  
A. retarded                      B. retired                      C. refrained                      D. retreated
30. This problem should be discussed first, for it takes \_\_\_\_\_ over all the other issues.  
A. precedence                      B. prosperity                      C. presumption                      D. probability
31. Her sadness was obvious, but she believed that her feeling of depression was \_\_\_\_\_.  
A. torrent                      B. transient                      C. tensile                      D. textured
32. Nobody knew how he came up with this \_\_\_\_\_ idea about the trip.  
A. weary                      B. twilight                      C. unanimous                      D. weird
33. The flower under the sun would \_\_\_\_\_ quickly without any protection.  
A. wink                      B. withhold                      C. wither                      D. widower
34. The \_\_\_\_\_ of gifted children into accelerated classes will start next week according to their academic performance.

A. segregation                      B. specification                      C. spectrum                      D. subscription

35. He \_\_\_\_\_ himself bitterly for his miserable behavior that evening.

A. repealed                      B. resented                      C. relayed                      D. reproached

36. Any earthquake that takes place in any area is certainly regarded as a kind of a \_\_\_\_\_ event.

A. cholesterol                      B. charcoal                      C. catastrophic                      D. chronic

37. He cut the string and held up the two \_\_\_\_\_ to tie the box.

A. segments                      B. sediments                      C. seizures                      D. secretes

38. All the music instruments in the orchestra will be \_\_\_\_\_ before it starts.

A. civilized                      B. chattered                      C. chambered                      D. chorded

39. When the air in a certain space is squeezed to occupy a smaller space, the air is said to be \_\_\_\_\_.

A. commenced                      B. compressed                      C. compromised                      D. compensated

40. She made two copies of this poem and posted them \_\_\_\_\_ to different publishers.

A. sensationally                      B. simultaneously                      C. strenuously                      D. simply

### Part III Reading Comprehension (40%)

**Directions:** There are 4 reading passages in this part. Each passage is followed by some questions of unfinished statements. For each of them there are four choices marked A, B, C, and D. You should decide on the best choice and then mark the corresponding letter on the Answer Sheet.

**Questions 41 to 45 are based on the following passage:**

Each year, millions of people in Bangladesh drink ground water that has been polluted by naturally high levels of arsenic poison. Finding safe drinking water in that country can be a problem. However, International Development Enterprises has a low-cost answer. This non-governmental organization has developed technology to harvest rainwater.

People around the world have been harvesting rainwater for centuries. It is a safe, dependable source of drinking water. Unlike ground water, rainwater contains no minerals or salts and is free of chemical treatments. Best of all, it is free.

The rainwater harvesting system created by International Development Enterprises uses pipes to collect water from the tops of buildings. The pipes stretch from the tops of buildings to a two-meter tall storage tank made of metal. At the top of the tank is a so-called "first-flush" device made of wire screen. This barrier prevents dirt and leaves in the water from falling inside the tank.

A fitted cover sits over the "first-flush" device. It protects the water inside the tank from evaporating. The cover also prevents mosquito insects from laying eggs in the water.

Inside the tank is a low coat plastic bag that collects the water. The bag sits inside another plastic bag similar to those used to hold grains. The two bags are supported inside the metal tank. All total, the water storage system can hold up to three-thousand-five-hundred liters of water. International Development Enterprises says the inner bags may need to be replaced every two to three years. However, if the bags are not damaged by sunlight, they could last even longer.

International Development Enterprises says the water harvesting system should be built on a raised structure to prevent insects from eating into it at the bottom. The total cost to build this rainwater harvest-

ing system is about forty dollars. However, International Development Enterprises expects the price to drop over time. The group says one tank can provide a family of five with enough rainwater to survive a five-month dry season.

41. People in Bangladesh can use \_\_\_\_\_ as a safe source of drinking water.  
A. ground water                      B. rainwater                      C. drinking water                      D. fresh water

42. Which of the following contributes to the low-cost of using rainwater?

- A. Rainwater is free of chemical treatments.
- B. People have been harvesting rainwater for centuries.
- C. The water harvesting system is built on a platform.
- D. Rainwater can be collected using pipes.

43. Which of the following actually prevents dirt and leaves from falling inside the tank?

- A. a barrier                              B. a wire screen                      C. a first-flush                      D. a storage tank

44. The bags used to hold water are likely to be damaged by \_\_\_\_\_.

- A. mosquito insects                      B. a fitted cover
- C. a first-flush device                      D. sunlight

45. What should be done to prevent insects from eating into the water harvesting system at the bottom?

- A. The two bags holding the water should be put inside the metal tank.
- B. The inner bags need to be replaced every two years.
- C. The water harvesting system should be built on a platform.
- D. A cover should be used to prevent insects from eating it.

**Questions 46 to 50 are based on the following passage:**

Where one stage of child development has been left out, or not sufficiently experienced, the child may have to go back and capture the experience of it. A good home makes this possible, for example by providing the opportunity for the child to play with a clockwork car or toy railway train up to any age if he still needs to do so. This principle, in fact, underlies all psychological treatment of children in difficulties with their development, and is the basis of work in child clinics.

The beginnings of discipline are in the nursery. Even the youngest baby is taught by gradual stages to wait for food, to sleep and wake at regular intervals and so on. If the child feels the world around him is a warm and friendly one, he slowly accepts its rhythm and accustoms himself to conforming to its demands. Learning to wait for things, particularly for food, is a very important element in upbringing, and is achieved successfully only if too great demands are not made before the child can understand them.

Every parent watches eagerly the child's acquisition of each new skill—the first spoken words, the first independent steps, or the beginning of reading and writing. It is often tempting to hurry the child beyond his natural learning rate, but this can set up dangerous feeling of failure and states of anxiety in the child. This might happen at any stage. A baby might be forced to use a toilet too early, a young child might be encouraged to learn to read before he knows the meaning of the words he reads. On the other hand, though, if a child is left alone too much, or without any learning opportunities, he loses his natural zest for life and his desire to find out new things for himself.

Learning together is a fruit source of relationship between children and parents. By playing together,

parents learn more about their children and children learn more from their parents. Toys and games which both parents and children can share are an important means of achieving this co-operation. Building-block toys, jigsaw puzzles and crossword are good examples.

Parents vary greatly in their degree of strictness or indulgence towards their children. Some may be especially strict in money matters, others are severe over times of coming home at night, punctuality for meals or personal cleanliness. In general, the controls imposed represent the needs of the parents and the values of the community as much as the child's own happiness and well-being.

46. The principle underlying all treatment of developmental difficulties in children \_\_\_\_\_ .

- A. is to send them to clinics
- B. offers recapture of earlier experiences
- C. is in the provision of clockwork toys and trains
- D. is to capture them before they are sufficiently experienced

47. The child in the nursery \_\_\_\_\_ .

- A. quickly learns to wait for food
- B. doesn't initially sleep and wake at regular intervals
- C. always accepts the rhythm of the world around them
- D. always feels the world around him is warm and friendly

48. The encouragement of children to achieve new skills \_\_\_\_\_ .

- A. can never be taken too far
- B. should be left to school teachers
- C. will always assist their development
- D. should be balanced between two extremes

49. Jigsaw puzzles are \_\_\_\_\_ .

- A. too difficult for children
- B. a kind of building-block toy
- C. not very entertaining for adults
- D. suitable exercises for parent-child cooperation

50. Parental controls and discipline \_\_\_\_\_ .

- A. serve a dual purpose
- B. should be avoided as much as possible
- C. reflect the values of the community
- D. are designed to promote the child's happiness

**Questions 51 to 55 are based on the following passage:**

More than half of all Jews married in U.S. since 1990 have wed people who aren't Jewish. Nearly 480,000 American children under the age of ten have one Jewish and one non-Jewish parent. And, if a survey compiled by researchers at the University of California at Los Angeles is any indication, it's almost certain that most of these children will not identify themselves as "Jewish" when they get older.

That survey asked college freshmen, who are usually around age 18, about their own and their parents' religious identities. Ninety-three percent of those with two Jewish parents said they thought of themselves as Jewish. But when the father wasn't Jewish, the number dropped to 38 percent, and when the

mother wasn't Jew, just 15 percent of the students said they were Jewish, too.

"I think what was surprising was just how low the Jewish identification was in these mixed marriage families." Linda Sax is a professor of education at UCLA. She directed the survey which was conducted over the course of more than a decade and wasn't actually about religious identity specifically. But Professor Sax says the answers to questions about religion were particularly striking, and deserve a more detailed study. She says it's obvious that interfaith marriage works against the development of Jewish identity among children, but says it's not clear at this point why that's the case. "This new study is necessary to get more in-depth about their feelings about their religion. That's something that the study that I completed was not able to do. We didn't have information on how they feel about their religion, whether they have any concern about their issues of identification, how comfortable they feel about their lifelong goals. I think the new study's going to cover some of that," she says.

Jay Rubin is executive director of Hillel, a national organization that works with Jewish college students. Mr. Rubin says Judaism is more than a religion, it's an experience. And with that in mind, Hillel has commissioned a study of Jewish attitudes towards Judaism. Researchers will concentrate primarily on young adults, and those with two Jewish parents, and those with just one, those who see themselves as Jewish and those who do not. Jay Rubin says Hillel will then use this study to formulate a strategy for making Judaism more relevant to the next generation of American Jews.

51. The best title of this passage is \_\_\_\_\_.

- A. Jewish and Non-Jewish in American
- B. Jewish Identity in America
- C. Judaism-a Religion?
- D. College Jewish Students

52. Among the freshmen at UCLA \_\_\_\_\_ thought themselves as Jewish.

- A. most
- B. 93% of those whose parents were both Jewish
- C. 62% of those only whose father were Jewish
- D. 15% of those only whose mother were Jewish

53. The phrase "interfaith marriage" in the Paragraph 3 refers to the \_\_\_\_\_.

- A. marriage of people based on mutual belief
- B. marriage of people for the common faith
- C. marriage of people of different religious faiths
- D. marriage of people who have faith in each other

54. Which of the following statements is NOT true about professor Sax's research?

- A. The research indicates that most students with only one Jewish parent will not think themselves as Jewish.
- B. The survey was carried out among Jewish Freshmen.
- C. The research survey didn't find out what and how these Jewish students think about their religion.
- D. The research presents a new perspective for the future study.

55. Which of the following is true according to the last paragraph?

- A. Mr. Rubin is the founder of Hillel.
- B. Mr. Rubin thinks that Judaism is not a religion and it's an experience.
- C. Hillel is an organization concerned with Jewish college students in the world.
- D. Hillel has asked certain people to carry out a study about Jewish attitudes towards Judaism.

**Questions 56 to 60 are based on the following passage:**

Governments that want their people to prosper in the burgeoning world economy should guarantee two basic rights: the right to private property and the right to enforceable contracts, says Mancur Olson in his book *Power and Prosperity*. Olson was an economics professor at the University of Maryland until his death in 1998.

Some have argued that such rights are merely luxuries that wealthy societies bestow, but Olson turns that argument around and asserts that such rights are essential to creating wealth. "Incomes are low in most of the countries of the world, in short, because the people in those countries do not have secure individual rights," he says.

Certain simple economic activities, such as food gathering and making handicrafts, rely mostly on individual labor; property is not necessary. But more advanced activities, such as the mass production of goods, require machines and factories and offices. This production is often called capital-intensive, but it is really property-intensive, Olson observes.

"No one would normally engage in capital-intensive production if he or she did not have rights that kept the valuable capital from being taken by bandits, whether roving or stationary," he argues. "There is no private property without government—individuals may have possessions, the way a dog possesses a bone, but there is private property only if the society protects and defends a private right to that possession against other private parties and against the government as well."

Would-be entrepreneurs, no matter how small, also need a government and court system that will make sure people honor their contracts. In fact, the banking systems relied on by developed nations are based on just such an enforceable contract system. "We would not deposit our money in banks... if we could not rely on the bank having to honor its contract with us, and the bank would not be able to make the profits it needs to stay in business if it could not enforce its loan contracts with borrowers," Olson writes.

Other economists have argued that the poor economies of Third World and communist countries are the result of governments setting both prices and the quantities of goods produced rather than letting a free market determine them. Olson agrees there is some merit to this point of view, but he argues that government intervention is not enough to explain the poverty of these countries. Rather, the real problem is lack of individual rights that give people incentive to generate wealth. "If a society has clear and secure individual rights, there are strong incentives(刺激,动力) to produce, invest, and engage in mutually advantageous trade, and therefore at least some economic advance," Olson concludes.

**56.** Which of the following is true about Olson?

- A. He was a fiction writer.
- B. He edited the book *Power and Prosperity*.
- C. He taught economics at the University of Maryland.
- D. He was against the ownership of private property.

57. Which of the following represents Olson's point or view?
- Protecting individual property rights encourages wealth building.
  - Only in wealthy societies do people have secure individual rights.
  - Secure individual rights are brought about by the wealth of the society.
  - In some countries, people don't have secure individual rights because they're poor.
58. What does Olson think about mass production?
- It's capital intensive.
  - It's property intensive.
  - It relies on individual labor.
  - It relies on individual skills.
59. What is the basis for the banking system?
- Contract system that can be enforced.
  - People's willingness to deposit money in banks.
  - The possibility that the bank can make profits from its borrowers.
  - The fact that some people have surplus money while some need loans.
60. According to Olson, what is the reason for the poor economies of Third World countries?
- government intervention
  - lack of secure individual rights
  - being short of capital
  - lack of a free market

#### Part IV Cloze (10%)

**Directions:** There are 20 blanks in the following passage. For each blank there are four choices marked A, B, C and D. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the Answer Sheet.

For the people who have never traveled across the Atlantic the voyage is a fantasy. But for the people who cross it frequently one crossing of the Atlantic is very much like another, and they do not make the voyage for the 61 of its interest. Most of us are quite happy when we feel 62 to go to bed and pleased when the journey 63. On the first night this time I felt especially lazy and went to bed 64 earlier than usual. When I 65 my cabin, I was surprised 66 that I was to have a companion during my trip, which made me feel a little unhappy. I had expected 67 but there was a suitcase 68 mine in the opposite corner. I wondered who he could be and what he would be like. Soon afterwards he came in. He was the sort of man you might meet 69, except that he was wearing 70 good clothes that I made up my mind that we would not 71 whoever he was and did not say 72. As I had expected, he did not talk to me either but went to bed immediately.

I suppose I slept for several hours because when I woke up it was already the middle of the night. I felt cold but covered 73 as well as I could and tries to go back to sleep. Then I realized that a 74 was coming from the window opposite. I thought perhaps I had forgotten 75 the door, so I got up 76 the door but found it already locked from the inside. The cold air was coming from the window opposite. I crossed the room and 77 the moon shone through it on to the other bed. 78

there. It took me a minute or two to 79 the door myself. I realized that my companion 80 through the window into the sea.

61. A. reason                      B. motive                      C. cause                      D. sake
62. A. tired enough              B. enough tired              C. enough tiring              D. enough tiring
63. A. is achieved                  B. finish                      C. is over                      D. is in the end
64. A. quite                          B. rather                      C. fairly                      D. somehow
65. A. arrived in                  B. reached to                  C. arrived to                  D. reached at
66. A. for seeing                  B. that I saw                  C. at seeing                  D. to see
67. A. being lonely                B. to be lonely                C. being alone                D. to be alone
68. A. like                            B. as                            C. similar than                D. the same that
69. A. in each place                B. for all parts                C. somewhere                D. anywhere
70. A. a so                            B. so                            C. such a                      D. such
71. A. treat together well    B. pass together well  
C. get on well together    D. go by well together
72. A. him a single word    B. him not one word  
C. a single word to him    D. not one word to him
73. A. up me                          B. up myself                  C. up to myself              D. myself up
74. A. draft                            B. voice                        C. air                            D. sound
75. A. to close                        B. closing                      C. to have to close          D. for closing
76. A. to shut                        B. for shutting                C. in shutting                D. but shut
77. A. while doing like that    B. as I did like that  
C. as I did so    D. at doing so
78. A. It was no one    B. There was no one  
C. It was anyone    D. There was anyone
79. A. remind to lock    B. remember to lock  
C. remind locking    D. remember locking
80. A. had to jump    B. was to have jumped  
C. must have jumped    D. could be jumped

### Part V Writing (20%)

Directions: In this part, you are asked to write a composition on the title of "Effect of Research Event on My Later Life and Work" with no less than 200 English words. Your composition should be based on the following outline given in Chinese. Put your composition on the ANSWER SHEET.

1. 在科研和学习中使我最难忘的一件事情是\_\_\_\_\_。
2. 使我难忘的原因是\_\_\_\_\_。
3. 它对我后来的影响是\_\_\_\_\_。



# 试 题 详 解

## Part I Listening Comprehension

(略)

## Part II Vocabulary (10%)

21. C clarity 清澈, clash(金属等的)刺耳的撞击声, clarify 澄清, 阐明, clatter(硬物等落下或相撞时发出的)连续而清脆的撞击声。

22. C slack(经济)不景气、不活跃的, prosperous 繁荣的, secretive 秘密的、偷偷摸摸的, shrill 尖声的。

23. A plight 困境, polarization 分化, plague 瘟疫、天灾, pigment 色素, 颜料。

24. C postscript 附言、后记, presidency 任期, prestige 声望、威望, preliminary 预备的、初步的。

25. C optimal 最佳的, optimistic 乐观的, optional 可选择的、随意的, oppressed 受压抑的。

26. D outskirts 边界、(尤指)市郊, paradise 天堂, omission 省略、遗漏的东西, orchard 果园。

27. D preside over 主持, presume 假定, 认为, propose 计划、提议, present 介绍、提出。

28. B overfly 飞越空中; overpass 超越、超出; outgrow 长大, 长出; overthrow 冲进。前三个词后面不能接 into, overthrow 能接 into/onto。

29. A retard 延迟, retire 退休、退却, refrain 节制、避免, retreat 撤退, 退却。

30. A precedence 优先、居先, take precedence over 居于...之前, prosperity 繁荣, presumption 假定, probability 可能性。

31. B transient 短暂的, torrent 奔流的, tensile 可拉长的, textured 粗糙的, 有织纹的。

32. D weird 怪异的, weary 疲倦的, twilight 模糊的, unanimous 意见一致的。

33. C wither 枯萎, wink 终止、熄灭, withhold 忍住, widower 鳏夫。

34. A segregation 分开、分离, specification 详述, 规范, spectrum 光谱, 频谱, subscription 捐献, 订阅, 同意。

35. D reproach 责备, reproach oneself for something 为某事而自责, repeal 废止、否定, resent 愤恨、怨恨, relay 使接替、传播。

36. C catastrophic *adj.* 悲惨的、灾难的, cholesterol *n.* 胆固醇, charcoal *n.* 木炭, chronic *adj.* 慢性的。

37. A segment 段、节, sediment 沉淀物, seizure 抓住, 夺取, secrete 隐藏。

38. D chord 调(乐器的)弦, civilize 使开化, chatter 喋喋不休地谈, chamber 把……关在房间里。

39. B compress 压缩, commence 开始, compromise 妥协、折衷, compensate 补偿。

40. B simultaneously 同时地, sensationally 轰动性地, strenuously 费力地, simply 简单地。

### Part III Reading Comprehension

41. B 文章第二段第二句 It (rainwater) is a safe, dependable source of drinking water。雨水是饮用水一个安全可靠的来源, 应选 B。

42. A 第二段第三句 Unlike ground water, rainwater contains no minerals or salts and is free of chemical treatments。和地下水不同, 雨水不含矿物质或盐类, 因此无需化学处理。据此推理, 使用雨水可省去化学处理费用, 成本自然较低。

43. B 第三段最后两句 At the top of the tank is a so-called "first-flush" device made of wire screen. This barrier prevents dirt and leaves in the water from falling inside the tank。水箱上面有一个所谓的 first-flush 的装置, 是用铁丝网做的。这一屏障能防止雨水中灰尘和树叶掉落到水箱中。题干中 actually“到底”一词很关键, 据此可排除 C 选项, 而选出 B。

44. D 第五段最后一句 However, if the bags are not damaged by sunlight, they could last even longer。然而, 如果袋子没有受到阳光破坏的话, 使用寿命可以更长。据此可知, 袋子有可能被太阳光破坏, 所以选 D。

45. C 最后一段第一句 International Development Enterprises says the water harvesting system should be built on a raised structure to prevent insects from eating into it at the bottom。国际开发企业称雨水贮存系统应该建在一个高起的平台上以防止昆虫咬穿底部进入系统, 选 C。

46. B 依据文章第一段的第一句和最后一句可知解决少儿发展过程中出现的问题的原则是让孩子重新感受、体验他们在早期发展中应该但却未能充分体验的东西, 所以选 B。

47. B 第二段开头 The beginnings of discipline are in the nursery. Even the youngest baby is taught by gradual stages to wait for food, to sleep and wake at regular intervals and so on。在托儿所里, 婴儿们开始学习遵守纪律。哪怕是最小的孩子也得一步步教他学会等待食物, 学会有规律地作息等等。据此可知, 托儿所里的孩子并不是一开始就作息有规律, 而是慢慢学会的。

48. D 第三段讲了在孩子学习新技能时, 家长若急于求成往往会适得其反, 导致揠苗助长; 但如果反过来, 家长对孩子不管不问也会让孩子失去学习的热情。词组 on the other hand 很关键, 暗示了两个极端, 选 D。

49. D 第四段最后两句说家长和孩子可以通过一起玩玩具玩游戏如搭积木、拼图和猜字游戏来促进彼此之间的沟通与合作, 所以选 D。

50. A 最后一段的最后一句 In general, the controls imposed represent the needs of the parents and the values of the community as much as the child's own happiness and well-being。总的来说, 家长对孩子的监督既体现了家长的要求及社会的价值观又要反映孩子的快乐和幸福。所以是实现双重目标。as much as 是关键词组, 选 A。

51. B 整篇文章都在讲述美国有犹太血统的人是否认为自己是犹太人这一问题, 所以选 B。

52. B 根据第二段第一二句可知调查表明双亲都是犹太人的新生中有 93% 认为自己也是犹太人。

53. C interfaith marriage 意为“不同宗教信仰者间的婚姻”, 因此选 C。

54. B 根据第二段第一句可知调查是针对加州大学所有新生进行的, 而并非只调查犹太新生。所以 B 是错误的。

55. D 根据最后一段第三句 Hillel 委托进行 (commission) 了一个调查, 研究犹太人对犹太

教的态度,所以 D 正确。

56. C 第一段最后一句 Olson was an economics professor at the University of Maryland until his death in 1998. Olson 一直在马里兰大学任经济学教授直至 1998 年去世,所以选 C。

57. A 第二段第一句的后半句 Olson turns that argument around and asserts that such rights are essential to creating wealth. Olson 把那个论点翻了个个儿,声称这种权利(财产权)对于创造财富至关重要,所以选 A。

58. B 第三段最后一句 This production is often called capital-intensive, but it is really property-intensive, Olson observes. 这种生产(批量生产)往往被称为资本密集型生产,但 Olson 认为其实这是财产密集型生产,所以选 B。

59. A 根据第五段第二句可知银行体系的基础就是银行与其客户之间的协议可以得到执行,选 A。

60. B 根据最后一段可知 Olson 认为第三世界国家贫困的真正原因在于人们没有个人权利,也就没有动力去创造财富。

#### Part IV Cloze

61. D 固定搭配 for the sake of,意为“为了,由于”。

62. A 形容人感到疲倦用 tired,形容某事或某物能引起疲劳,很累人用 tiring;修饰形容词时, enough 放在形容词后。

63. C be over 意为“结束”。achieve 实现,finish 是动词跟在 journey 应加词尾-es, in the end 最后。

64. B quite, rather, fairly 这几个副词均可表示“适度的”,“在某种程度上”或“不很”的意思,常用以改变所修饰的形容词或副词的分量。但是只有 rather 可与比较级的词语连用。somehow adv. 不知怎地。

65. A arrive in/at some place 表示到达某地,没有 arrive to 这一搭配;reach 作“到达”解时,为及物动词,后面无需加介词。

66. D I was surprised to see 看到……使我很惊讶,固定搭配。be surprised at something 因某事物而吃惊。

67. D expect to do something 预计/原先以为会做某事,固定结构。lonely 强调寂寞的感觉,alone 只表示一人独处,并不强调寂寞感。

68. A like 和 as 都表示“像……一样”,不同之处在于 like 后面跟词,而 as 引导从句;similar to, the same as 和 like 的意思、用法相似。

69. D anywhere 意为“任何地方,随处”,强调任何;in each place 在每个地方,强调每个;somewhere 某个地方,for all parts 语义不明。

70. D clothes 是复数,不能用 a 修饰;修饰名词(good clothes)应用 such,而 so 用来修饰形容词。

71. C get on well together 意为“相处融洽”,treat each other well 也可以,其余都不对。

72. C say something to somebody 对某人说某事,固定搭配。tell somebody something 也可以。主句中已有否定词 not,从句中就不必再加了。

73. D cover something/somebody up 和 cover up something/somebody 都对,但如果 something/somebody 是用代词表示的话,则只能用 cover something/somebody up,且这里应该用反身代词,所

以选 cover myself up。

74. A draft 意为“通风气流”，根据上下文可判断作者感觉到的是一股冷风。

75. A forget to do 意为“忘记做应该做的事”，forget doing 意为“已经做过某事，但忘记了，以为还没做”。

76. A 此处起床的目的是去关门，所以选 to shut the door。

77. C as I did so 意为“当我穿过房间的时候”。

78. B 根据上下文可推知此处要表达的意思是“床上没有人”，所以用 there be 结构的否定。

79. D remember doing something 意为“想起来曾经做过的事”，remember to do something 意为“记得要做未做之事”。

80. C must have done something 表示对过去把握比较大的推测，意为“肯定已经”。

## Part V Writing

### 参考范文

### Effect of Research Event on My Later Life and Work

The most unforgettable thing in my research career by now is a course named aspects of translation that was given in the second semester when I was a senior undergraduate student.

One of the reasons for which the course has left such a deep impression on me is that it was the first time I learned to look at and study translation from a completely new perspective, the perspective of linguistics. Before taking that course, I thought that translation was no more than the mechanic practice of turning texts written in one language into those in another and didn't realize that it had anything to do with linguistics, though, in retrospect, the link ought to be obvious for linguistics is the science that studies language properly. It was very fortunate for me to attend during the same semester the course Introduction to Linguistics, which helped me pave the way for the study of that critical course. Obvious as the link between the two disciplines was, it was still a giant project to actually connect the two and the course proved to be very brain-consuming. However, once the barriers collapsed, the landscape altered and became much more open. I could appreciate many beautiful scenes that I had never discovered before.

Encouraged by the first attempt at inter-disciplinary study, in my later research and life I always try to bridge what I have learned in different courses and different aspects of life, to fill them into my jigsaw of knowledge about the world and myself and to complete it and perfect myself.