

中国人民解放军陆军工程大学

2021 年博士研究生招生考试基础测试科目试题

科目代码: 1001 科目名称: 英语 满分: 100 分

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Part I. Reading Comprehension (45points/1.5each)

Direction: There are 6 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked [A], [B], [C] and [D]. You should decide on the best choice and write the corresponding letter on the Answer Sheet.

Passage 1

Questions 1 to 5 are based on the following passage:

At the heart of the debate over illegal immigration lies one key question: are immigrants good or bad for the economy? The American public overwhelmingly thinks they're bad. Yet the consensus among most economists is that immigration, both legal and illegal, provides a small net boost to the economy. Immigrants provide cheap labor, lower the prices of everything from farm produce to new homes, and leave consumers with a little more money in their pockets. So why is there such a discrepancy between the perception of immigrants' impact on the economy and the reality?

There are a number of familiar theories. Some argue that people are anxious and feel threatened by an inflow of new workers. Others highlight the strain that undocumented immigrants place on public services, like schools, hospitals, and jails. Still others emphasize the role of race, arguing that foreigners add to the nation's fears and insecurities. There's some truth to all these explanations, but they aren't quite sufficient.

To get a better understanding of what's going on, consider the way immigration's impact is felt. Though its overall effect may be positive, its costs and benefits are distributed unevenly. David Card, an economist at UC Berkeley, notes that the ones who profit most directly from immigrants' low-cost labor are businesses and employers meat packing plants in Nebraska, for instance, or agricultural businesses in California. Granted, these producers' savings probably translate into lower prices at the grocery store, but how many consumers make that mental connection at the checkout counter? As for the drawbacks of illegal immigration, these, too, are concentrated. Native low skilled workers suffer most from the competition of foreign labor. According to a study by George Borjas, a Harvard economist, immigration reduced the wages of American high-school dropouts by 9% between 1980-2000.

Among high-skilled, better-educated employees, however, opposition was strongest in states with both high numbers of immigrants and relatively generous social services. What worried them most, in other words, was the fiscal (财政的) burden of immigration. That conclusion was reinforced by another finding: that their

opposition appeared to soften when that fiscal burden decreased, as occurred with welfare reform in the 1990s, which curbed immigrants' access to certain benefits.

The irony is that for all the overexcited debate, the net effect of immigration is minimal. Even for those most acutely affected say, low-skilled workers, or California residents the impact isn't all that dramatic. "The unpleasant voices have tended to dominate our perceptions," says Daniel Tichenor, a political science professor at the University of Oregon. "But when all those factors are put together and the economists calculate the numbers, it ends up being a net positive, but a small one." Too bad most people don't realize it

1. What can we learn from the first paragraph?

- A) Whether immigrants are good or bad for the economy has been puzzling economists.
- B) The American economy used to thrive on immigration but now it's a different story.
- C) The consensus among economists is that immigration should not be encouraged.
- D) The general public thinks differently from most economists on the impact of immigration.

2. In what way does the author think ordinary Americans benefit from immigration?

- A) They can access all kinds of public services.
- B) They can get consumer goods at lower prices.
- C) They can mix with people of different cultures.
- D) They can avoid doing much of the manual labor.

3. Why do native low-skilled workers suffer most from illegal immigration?

- A) They have greater difficulty getting welfare support.
- B) They are more likely to encounter interracial conflicts.
- C) They have a harder time getting a job with decent pay.
- D) They are no match for illegal immigrants in labor skills.

4. What is the chief concern of native high-skilled, better-educated employees about the inflow of immigrants?

- A) It may change the existing social structure.
- B) It may pose a threat to their economic status.
- C) It may lead to social instability in the country.
- D) It may place a great strain on the state budget.

5. What is the irony about the debate over immigration?

- A) Even economists can't reach a consensus about its impact.
- B) Those who are opposed to it turn out to benefit most from it.
- C) People are making too big a fuss about something of small impact.
- D) There is no essential difference between seemingly opposite opinions.

Passage 2

Questions 6 to 10 are based on the following passage:

Junk food is everywhere. We're eating way too much of it. Most of us know what we're doing and yet we do it anyway.

So here's a suggestion offered by two researchers at the Rand Corporation: Why not take a lesson from alcohol control policies and apply them to where food is sold and how it's displayed?

"Many policy measures to control obesity assume that people consciously and rationally choose what and how much they eat and therefore focus on providing information and more access to healthier foods," note the two researchers.

"In contrast," the researchers continue, "many regulations that don't assume people make rational choices have been successfully applied to control alcohol, a substance - like food - of which immoderate consumption leads to serious health problems."

The research references studies of people's behavior with food and alcohol and results of alcohol restrictions, and then lists five regulations that the researchers think might be promising if applied to junk foods. Among them:

Density restrictions: licenses to sell alcohol aren't handed out unplanned to all comers but are allotted based on the number of places in an area that already sell alcohol. These make alcohol less easy to get and reduce the number of psychological cues to drink.

Similarly, the researchers say, being presented with junk food stimulates our desire to eat it. So why not limit the density of food outlets, particularly ones that sell food rich in empty calories? And why not limit sale of food in places that aren't primarily food stores?

Display and sales restrictions: California has a rule prohibiting alcohol displays near the cash registers in gas stations, and in most places you can't buy alcohol at drive-through facilities. At supermarkets, food companies pay to have their wares in places where they're easily seen. One could remove junk food to the back of the store and ban them from the shelves at checkout lines. The other measures include restricting portion sizes, taxing and prohibiting special price deals for junk foods, and placing warning labels on the products.

6. What does the author say about junk food?

- A) People should be educated not to eat too much.
- B) It is widely consumed despite its ill reputation.
- C) Its temptation is too strong for people to resist.
- D) It causes more harm than is generally realized.

7. What do the Rand researchers think of many of the policy measures to control obesity?

- A) They should be implemented effectively.
- B) They provide misleading information.
- C) They are based on wrong assumptions.
- D) They help people make rational choices.

8. Why do policymakers of alcohol control place density restrictions?

- A) Few people are able to resist alcohol's temptations.
- B) There are already too many stores selling alcohol.
- C) Drinking strong alcohol can cause social problems.
- D) Easy access leads to customers' over-consumption.

9. What is the purpose of California's rule about alcohol display in gas stations?

- A) To effectively limit the density of alcohol outlets.
- B) To help drivers to give up the habit of drinking.
- C) To prevent possible traffic jams in nearby areas.
- D) To get alcohol out of drivers' immediate sight.

10. What is the general guideline the Rand researchers suggest about junk food control?

- A) Guiding people to make rational choices about food.
- B) Enhancing people's awareness of their own health.
- C) Borrowing ideas from alcohol control measures.
- D) Resorting to economic, legal and psychological means.

Passage 3

Questions 11 to 15 are based on the following passage:

For hundreds of millions of years, turtles (海龟) have struggled out of the sea to lay their eggs on sandy beaches, long before there were nature documentaries to celebrate them, or GPS satellites and marine biologists to track them, or volunteers to hand-carry the hatchlings (幼龟) down to the water's edge lest they become disoriented by headlights and crawl towards a motel parking lot instead. A formidable wall of bureaucracy has been erected to protect their prime nesting on the Atlantic coastlines. With all that attention paid to them, you'd think these creatures would at least have the gratitude not to go extinct.

But Nature is indifferent to human notions of fairness, and a report by the Fish and Wildlife Service showed a worrisome drop in the populations of several species of North Atlantic turtles, notably loggerheads, which can grow to as much as 400 pounds. The South Florida nesting population, the largest, has declined by 50% in the last decade, according to Elizabeth Griffin, a marine biologist with the environmental group Oceana. The figures prompted Oceana to petition the government to upgrade the level of protection for the North Atlantic loggerheads from "threatened" to "endangered"—meaning they are in danger of disappearing without additional help.

Which raises the obvious question: what else do these turtles want from us, anyway? It turns out, according to Griffin, that while we have done a good job of protecting the turtles for the weeks they spend on land (as egg-laying females, as eggs and as hatchlings), we have neglected the years spend in the ocean. "The threat is from commercial fishing," says Griffin. Trawlers (which drag large nets through the water and along the ocean floor) and long line fishers (which can deploy thousands of hooks on lines that can stretch for miles) take a heavy toll on turtles.

Of course, like every other environmental issue today, this is playing out against the background of global warming and human interference with natural ecosystems. The narrow strips of beach on which the turtles lay their eggs are being squeezed on one side by development and on the other by the threat of rising sea levels as the oceans warm. Ultimately we must get a handle on those issues as well, or a creature that outlived the dinosaurs (恐龙) will meet its end at the hands of humans, leaving our descendants to wonder how creature so ugly could have won so much affection.

11. We can learn from the first paragraph that _____.

- A) human activities have changed the way turtles survive
- B) efforts have been made to protect turtles from dying out
- C) government bureaucracy has contributed to turtles' extinction
- D) marine biologists are looking for the secret of turtles' reproduction

12. What does the author mean by "Nature is indifferent to human notions of fairness"

(Line 1, Para. 2)?

- A) Nature is quite fair regarding the survival of turtles.
 - B) Turtles are by nature indifferent to human activities.
 - C) The course of nature will not be changed by human interference.
 - D) The turtle population has decreased in spite of human protection.
13. What constitutes a major threat to the survival of turtles according to Elizabeth Griffin?
- A) Their inadequate food supply.
 - B) Unregulated commercial fishing.
 - C) Their lower reproductive ability.
 - D) Contamination of sea water
14. How does global warming affect the survival of turtles?
- A) It threatens the sandy beaches on which they lay eggs.
 - B) The changing climate makes it difficult for their eggs to hatch.
 - C) The rising sea levels make it harder for their hatchlings to grow.
 - D) It takes them longer to adapt to the high beach temperature.
15. The last sentence of the passage is meant to _____.
- A) persuade human beings to show more affection for turtles
 - B) stress that even the most ugly species should be protected
 - C) call for effective measures to ensure sea turtles' survival
 - D) warn our descendants about the extinction of species

Passage 4

Questions 16 to 20 are based on the following passage:

“Deep reading” as opposed to the often superficial reading we do on the Web is an endangered practice, one we ought to take steps to preserve as we would a historic building or a significant work of art. Its disappearance would jeopardize the intellectual and emotional development of generations growing up online, as well as the preservation of a critical part of our culture: the novels, poems and other kinds of literature that can be appreciated only by readers whose brains, quite literally, have been trained to understand them.

Recent research in cognitive science and psychology has demonstrated that deep readings low? Immersive, rich in sensory detail and emotional and moral complexity is a distinctive experience, different in kind from the mere decoding of words. Although deep reading does not, strictly speaking, require a conventional book, the built-in limits of the printed page are uniquely helpful to the deep reading experience. A book's lack of hyperlinks (超链接), for example, frees the reader from making decisions — Should I click on this link or not?—allowing her to remain fully immersed in the narrative.

That immersion is supported by the way the brain handles language rich in detail, indirect reference and figures of speech: by creating a mental representation that draws on the same brain regions that would be active if the scene were unfolding in real life. The emotional situations and moral dilemmas that are the stuff of literature are also vigorous exercise for the brain, propelling us inside the heads of fictional characters and even? studies suggest, increasing our real-life capacity for empathy (认同).

None of this is likely to happen when we , re-browsing through a website. Although we call the activity by the same name , the deep reading of books and the information-driven reading we do on the Web are very different, both in the experience they produce and in the capacities they develop. A growing body of evidence suggests that online reading may be less engaging and less satisfying, even for the “digital natives” to whom it is so familiar. Last month, for example, Britain’s National Literacy Trust released the results of a study of 34 910 young people aged 8 to 16. Researchers reported that 39% of children and teens read daily using electronic devices , but only 28% read printed materials every day. Those who read only onscreen were three times less likely to say they enjoy reading very much and a third less likely to have a favorite book. The study also found that young people who read daily only onscreen were nearly two times less likely to be above-average readers than those who read daily in print or both in print and onscreen。

16. What does the author say about “deep reading” ?
- A) It serves as a complement to online reading.
 - B) It should be preserved before it is too late.
 - C) It is mainly suitable for reading literature.
 - D) It is an indispensable part of education.
17. Why does the author advocate the reading of literature?
- A) It helps promote readers’ intellectual and emotional growth.
 - B) It enables readers to appreciate the complexity of language.
 - C) It helps readers build up immersive reading habits.
 - D) It is quickly becoming an endangered practice.
18. In what way does printed-page reading differ from online reading?
- A) It ensures the reader’s cognitive growth.
 - B) It enables the reader to be fully engaged.
 - C) It activates a different region of the brain.
 - D) It helps the reader learn rhetorical devices.
19. What do the studies show about online reading?
- A) It gradually impairs one’s eyesight.
 - B) It keeps arousing readers’ curiosity.
 - C) It provides up-to-date information.
 - D) It renders reading less enjoyable.
20. What do we learn from the study released by Britain’s National Literacy Trust?
- A) Onscreen readers may be less competent readers.
 - B) Those who do reading in print are less informed.
 - C) Young people find reading onscreen more enjoyable.
 - D) It is now easier to find a favorite book online to read.

Passage 5

Questions 21 to 25 are based on the following passage:

A new study shows a large gender gap on economic policy among the nation's professional economists, a divide similar to the gender divide found in the general public.

"As a group, we are pro-market," says Ann Marl May, co-author of the study and a University of Nebraska economist. "But women are more likely to accept

government regulation and involvement in economic activity than our male colleagues."

"It's very puzzling," says free market economist Veronique de Rugy of the Mercatus Center at George Mason University. "Not a day goes by that I don't ask myself why there are so few women economists on the free market side."

A native of France, de Rugy supported government intervention early in her life but changed her mind after studying economics. "We want many of the same things as liberals--less poverty, more health care--but have radically different ideas on how to achieve it."

Liberal economist Dean Baker, co-founder of the Center for Economic Policy and Research, says male economists have been on the inside of the profession, confirming each other's anti-regulation views. Women, as outsiders, "are more likely to think independently or at least see people outside of the economics profession as forming their peer group," he says.

The gender balance in economics is changing. One-third of economics doctorates now go to women. "More diversity is needed at the table when public policy is discussed," May says.

Economists do agree on some things. Female economists agree with men that Europe has too much regulation and that Wal-mart is good for society. Male economists agree with their female colleagues that military spending is too high.

The genders are most divorced from each other on the question of equality for women. Male economists overwhelmingly think the wage gap between men and women is largely the result of individuals' skills, experience and voluntary choices. Female economists overwhelmingly disagree by a margin of 4-to-1.

The biggest disagreement: 76% of women say faculty opportunities in economics favor men. Male economists point the opposite way: 80% say women are favored or the process is neutral.

21. What is the finding of the new study?

- A) The gender divide is a big concern of the general public.
- B) Men and women understand economics quite differently.
- C) The gap between male and female economists needs to be closed.
- D) Male and female economists disagree widely on economic policy.

22. What does Ann Mari May say about female economists?

- A) They are strongly against male domination in the economics profession.
- B) They tend to support government intervention in economic activity.
- C) They usually play an active role in public policy-making.
- D) They are mostly strong advocates of free market economy.

23. What do we learn about economist Veronique de Rugy?

- A) She represents most female economists' standpoint.
- B) She devotes herself to eliminating women's poverty.
- C) Her study of economics changed her view on government's role in economic activities.

D) Her academic background helped her get into the inner circle of the economics profession.

24. What does Ann Mari May imply about public policy making?

- A) More female economists should get involved.

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- B) It should do justice to female economists' studies.
C) More attention should be paid to women's rights.
D) It should aim at sustainable development.
25. On what issue do male and female economists differ most?
A) Government regulation.
B) Job creation.
C) Military spending.
D) Gender equality.

Passage 6

Questions 26 to 30 are based on the following passage:

Air pollution is deteriorating in many places around the world. The fact that public parks in cities become crowded as soon as the sun shines proves that people long to breathe in green, open spaces. They do not all know what they are seeking but they flock there, nevertheless. And, in these surroundings, they are generally both peaceful and peaceable. It is rare to see people fighting in a garden. Perhaps struggle unfolds first, not at an economic or social level, but over the appropriation of air, essential to life itself.

If human beings can breathe and share air, they don't need to struggle with one another.

Unfortunately, in our western tradition, neither materialist nor idealist theoreticians give enough consideration to this basic condition for life. As for politicians, despite proposing curbs on environmental pollution, they have not yet called for it to be made a crime. Wealthy countries are even allowed to pollute if they pay for it.

But is our life worth anything other than money? The plant world shows us in silence what faithfulness to life consists of. It also helps us to a new beginning, urging us to care for our breath, not only at a vital but also at a spiritual level. The interdependence to which we must pay the closest attention is that which exists between ourselves and the plant world. Often described as "the lungs of the planet", the woods that cover the earth offer us the gift of breathable air by releasing oxygen. But their capacity to renew the air polluted by industry has long reached its limit. If we lack the air necessary for a healthy life, it is because we have filled it with chemicals and undercut the ability of plants to regenerate it. As we know, rapid deforestation combined with the massive burning of fossil fuels is an explosive recipe for an irreversible disaster.

The fight over the appropriation of resources will lead the entire planet to hell unless humans learn to share life, both with each other and with plants. This task is simultaneously ethical and political because it can be discharged only when each takes it upon herself or himself and only when it is accomplished together with others. The lesson taught by plants is that sharing life expands and enhances the sphere of the living, while dividing life into so-called natural or human resources diminishes it. We must come to view the air, the plants and ourselves as the contributors to the preservation of life and growth, rather than a web of quantifiable objects or productive potentialities at our disposal. Perhaps then we would finally begin to live, rather than being concerned with bare survival.

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26. What does the author assume might be the primary reason that people would struggle with each other?
- A) To get their share of clean air.
 - B) To pursue a comfortable life.
 - C) To gain a higher social status.
 - D) To seek economic benefits.
27. What does the author accuse western politicians of?
- A) Depriving common people of the right to clean air.
 - B) Giving priority to theory rather than practical action.
 - C) Offering preferential treatment to wealthy countries.
 - D) Failing to pass laws to curb environmental pollution.
28. What does the author try to draw our closest attention to?
- A. The massive burning of fossil fuels.
 - B. Our relationship to the plant world.
 - C. The capacity of plants to renew polluted air.
 - D. Large-scale deforestation across the world.
29. How can human beings accomplish the goal of protecting the planet according to the author?
- A) By showing respect for plants.
 - B) By preserving all forms of life.
 - C) By tapping all natural resources.
 - D) By pooling their efforts together.
30. What does the author suggest we do in order not just to survive?
- A) Expand the sphere of living.
 - B) Develop nature's potentials.
 - C) Share life with nature.
 - D) Allocate the resources.

Part II. Cloze Test (10 points/0.5 each)

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 [A], [B], [C] or [D] on the ANSWER SHEET.

Because conflict and disagreements are part of all close relationships, couples need to learn strategies for managing conflict in a healthy and constructive way. Some couples just ___31___ and deny the presence of any conflict in a relationship. ___32___, denying the existence of conflict results in couples ___33___ to solve their problems at early ___34___, which can then lead to even greater problems later ___35___. Not surprisingly, expressing anger and disagreement leads to lower marital (婚姻的) satisfaction at the beginning. However, this pattern of behavior — ___36___ increases in marital satisfaction over time. Research suggests that working ___37___ conflicts is an important predictor of marital satisfaction.

So, what can you do to manage conflict in your own relationships? First, try to understand the other person's point of view ___38___ put yourself in his or her place. People who are ___39___ to what their partner thinks and feels ___40___ greater relationship satisfaction. For example, researchers found that among people in dating

relationships ___41___ marriages, those who can adopt their partner's perspective show more positive ___42___, more relationship-enhancing attributes and more constructive responses ___43___ conflict.

Second, because conflict and disagreements are an ___44___ part of close relationships. People need to be able to apologize to their partner for wrongdoing and ___45___ forgiveness from their parents for their own acts. Apologies minimize conflict, lead to forgiveness, and serve to restore relationship closeness. In line ___46___ this view, spouses who are more forgiving show higher mental ___47___ over time. Increasingly, apologizing can even have ___48___ health benefits. For example, when people reflect on hurtful ___49___ and grudges (怨恨), they show negative physiological (生理的) effects, including ___50___ heart rate and blood pressure, compared to when they reflect on sympathetic perspective-taking and forgiving.

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|-------------------|---------------|-----------------|----------------|
| 31. A) resolve | B) regret | C) abandon | D) avoid |
| 32. A) Besides | B) Therefore | C) Moreover | D) However |
| 33. A) trying | B) declining | C) failing | D) striving |
| 34. A) ages | B) years | C) stages | D) intervals |
| 35. A) on | B) by | C) off | D) away |
| 36. A) prescribes | B) protests | C) proves | D) predicts |
| 37. A) round | B) amid | C) among | D) through |
| 38. A) so | B) while | C) but | D) and |
| 39. A) sensitive | B) superior | C) exclusive | D) efficient |
| 40. A) expose | B) experience | C) explore | D) exploit |
| 41. A) as long as | B) as far as | C) as well as | D) as soon as |
| 42. A) minds | B) emotions | C) psychology | D) affection |
| 43. A) to | B) against | C) at | D) toward |
| 44. A) absolute | B) inevitable | C) essential | D) obvious |
| 45. A) require | B) inquire | C) receive | D) achieve |
| 46. A) over | B) with | C) up | D) of |
| 47. A) quality | B) identity | C) charity | D) capability |
| 48. A) creative | B) positive | C) objective | D) competitive |
| 49. A) prospects | B) concepts | C) memories | D) outlooks |
| 50. A) added | B) toughened | C) strengthened | D) increased |

Part III. Short Answer Questions (10points/2each)

Directions: In this part there is a short passage with five questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words on the Answer Sheet.

How good are you at saying "no"? For many, it's surprisingly difficult. This is especially true of editors, who by nature tend to be eager and engaged participants in everything they do. Consider these scenarios:

It's late in the day. That front-page package you've been working on is nearly complete; one last edit and it's finished. Enter the executive editor, who makes a suggestion requiring a more-than-modest rearrangement of the design and the addition of an information box. You want to scream: "No! It's done!" What do you do?

The first rule of saying no to the boss is don't say no. She probably has something in mind when she makes suggestions, and it's up to you to find out what. The second rule is don't raise the stakes by challenging her authority. That issue is already decided. The third rule is to be ready to cite options and consequences. The boss's suggestions might be appropriate, but there are always consequences. She might not know about the pages backing up that need attention, or about the designer who had to go home sick. Tell her she can have what she wants, but explain the consequences. Understand what she's trying to accomplish and propose a Plan B that will make it happen without destroying what you've done so far. Here's another case. Your least-favorite reporter suggests a dumb story idea. This one should be easy, but it's not. If you say no, even politely, you risk inhibiting further ideas, not just from that reporter, but from others who heard that you turned down the idea. This scenario is common in newsrooms that lack a systematic way to filter story suggestions.

Two steps are necessary. First, you need a system for how stories are proposed and reviewed. Reporters can tolerate rejection of their ideas if they believe they were given a fair hearing. Your gut reaction (本能反应) and dismissive rejection, even of a worthless idea, might not qualify as systematic or fair.

Second, the people you work with need to negotiate a "What if ...?" agreement covering "What if my idea is turned down?" How are people expected to react? Is there an appeal process? Can they refine the idea and resubmit it? By anticipating "What if...?" situations before they happen, you can reach understanding that will help ease you out of confrontations.

51. Instead of directly saying no to your boss, you should find out _____.

52. The author's second warning is that we should avoid running a greater risk by _____.

53. One way of responding to your boss's suggestion is to explain the _____ to her and offer an alternative solution.

54. To ensure fairness to reporters, it is important to set up a system for stories to _____.

55. People who learn to anticipate "What if...?" situations will be able to reach understanding and avoid _____.

Part IV. Translation (20 points)

Section A(10 points/2each)

Directions: Translate the following 5 underlined sentences into Chinese.

To decide whether a risk is worth taking, you must examine the consequences, in the future as well as right now, negative as well as positive, and to others as well as to yourself. 56. Those who take risks they later regret usually focus on immediate benefits, and simply haven't considered what might go wrong. The consequences of getting caught are serious, and may include a "0" on a test or assignment; an "F" in the class; suspension or dismissal from school; transcript notation; and a tarnished reputation. In fact, when you break a rule or law, you lose control over your life, and give others the power to impose punishment: you have no control over what that punishment might be. This is an extremely precarious and vulnerable position. 57.

There may be some matters of life and death, or highest principle, which might justify such a risk, but there aren't many things that fall in this category.

Those who don't get caught pay an even higher price. A cheater doesn't learn from the test, depriving him/herself of an education. 58.Cheating undermines confidence and independence: the cheater is a fraud, and knows that without dishonesty, he/she would have failed. Cheating destroys self-esteem and integrity, leaving the cheater ashamed, guilty, and afraid of getting caught. Worst of all, a cheater who doesn't get caught the first time usually cheats again, not only because he/she is farther behind, but also because it seems "easier." This slippery slope of eroding ethics and bigger risks leads only to disaster. 59.Eventually, the cheater gets caught, and the later he/she gets caught, the worse the consequences. Students have been dismissed from school because they didn't get this simple message: Honesty is the ONLY policy that works.

Cheaters often feel invisible, as if their actions "don't count" and don't really hurt anyone. But individual choices have a profound cumulative effect. 60.Cheating can spread like a disease, and a cheater can encourage others just by being seen from across the room. Recent statistics suggest 30% or more of college students cheat. If a class is graded on a curve, cheating hurts others' grades. Even if there is no curve, cheating "poisons" the classroom, and others may feel pressured to join in. ("If I don't cheat, I can't compete with those who do.") Cheating also has a destructive impact on teachers. The real reward of good teaching is seeing students learn, but a cheater says, "I'm not interested in what you're trying to teach; all I care about is stealing a grade, regardless of the effect on others." The end result is a blatant and destructive attack on the quality of your education. Finally, cheating can hurt the reputation of the University, and harm those who worked hard for their degree.

Section B(10 points/2each)

Directions:*Complete the sentences by translating into English the Chinese given in brackets.*

61. The importance of traffic safety, _____ (无论如何强调都不为过).
62. There is no doubt that _____ (需求的增长导致了价格的上涨).
63. According to a recent survey, four million people _____ (死于与吸烟有关的疾病) each year.
64. _____ (没有一项发明获得如此多的表扬和批评) than Internet.
65. Most doctors recognize that medicine is as much _____ (是一门科学,也是一门艺术).

Part V. Writing(15 points)

Directions: *For this part, you are required to write a composition on the topic "Whether online teaching can replace classroom teaching". You should write at least 200 words.*