

# 电子科技大学

## 2015 年攻读硕士学位研究生入学考试试题

### 考试科目：288 英语（单考）

注：无机读卡，所有答案必须写在答题纸上，写在试卷或草稿纸上均无效。

#### I. Vocabulary (30x0.5=15)

**Directions:** *In this section there are thirty sentences, and each sentence contains a blank. Beneath each sentence there are four words or phrases marked [A], [B], [C], and [D]. You should choose the ONE that best fits the sentence. Mark the corresponding letter on the Answer Sheet.*

1. Recently scientists have \_\_\_\_\_ some instruments for measuring the distances between stars.  
[A] device            [B] devised            [C] distributed            [D] dispatched
2. A loud noise \_\_\_\_\_ my attention from cooking and everything was burnt.  
[A] distressed    [B] distorted            [C] diverted            [D] disturbed
3. The fact \_\_\_\_\_ she was a few minutes late is no reason for discharging her.  
[A] why            [B] which            [C] that            [D] where
4. The University of Chicago \_\_\_\_\_ the finishing graduate students less tuition because it knew that these students were hard up for money.  
[A] expended    [B] cost            [C] offered            [D] charged
5. Doing your homework is a sure way to improve your test scores, and this is especially true \_\_\_\_\_ it comes to classroom tests.  
[A] when            [B] since            [C] before            [D] after
6. I made up my mind that under no circumstances \_\_\_\_\_ to such a principle.  
[A] couldn't I agree            [B] I couldn't agree  
[C] I could agree            [D] could I agree
7. All \_\_\_\_\_ is a continuous supply of the basic necessities of life.  
[A] what is needed    [B] for our needs    [C] the thing needed    [D] that is needed
8. I remember seeing him some years ago, but I can't \_\_\_\_\_ where it was.  
[A] remind            [B] recall            [C] recognize            [D] memorize
9. San Francisco is usually cool in the summer, but Los Angeles \_\_\_\_\_.  
[A] is rarely            [B] hardly            [C] rarely is            [D] is scarcely
10. He was late for five minutes again because he \_\_\_\_\_ the train.  
[A] had missed            [B] has missed            [C] missed            [D] was missing

11. It was after the failure of his attempt that he \_\_\_\_\_ to force.  
 [A] resorted                    [B] resigned                    [C] resolved                    [D] rescued
12. Perhaps this might be a \_\_\_\_\_ opportunity for my mentioning who I am.  
 [A] favorable                    [B] favorite                    [C] favor                    [D] feasible
13. Television is another major instrument of communication \_\_\_\_\_ us to see as well as to hear the performer.  
 [A] permitted                    [B] to permit                    [C] permitting                    [D] being permitted
14. They were afraid that in his fury he would \_\_\_\_\_ the child.  
 [A] injure                    [B] harm                    [C] damage                    [D] spoil
15. It was my father's courage and devotion that \_\_\_\_\_ his man with the determination.  
 [A] inspired                    [B] provided                    [C] install                    [D] instruct
16. A fierce debate was \_\_\_\_\_ over the question of self-government for Ireland.  
 [A] on the way                    [B] in a way                    [C] under way                    [D] over the way
17. His guilt is \_\_\_\_\_ by his absence from the scene at the time of the crime.  
 [A] pointed out                    [B] pulled out                    [C] made out                    [D] ruled out
18. Smith could be a very competent worker but he \_\_\_\_\_ to his job.  
 [A] pays no attention                    [B] was paying no attention  
 [C] paid no attention                    [D] had paid attention
19. I would have come sooner but \_\_\_\_\_ that you were waiting.  
 [A] didn't know                    [B] hadn't known                    [C] have known                    [D] haven't known
20. We can \_\_\_\_\_ gesture correctly only if we are familiar with the customs and conventions of the people who use them.  
 [A] interpret                    [B] exchange                    [C] define                    [D] resolve
21. Your design is not technically \_\_\_\_\_. For instance, how can we make such tiny motors?  
 [A] possible                    [B] imaginable                    [C] feasible                    [D] probable
22. Scientists have tried many ways to prevent the nuclear reactor from \_\_\_\_\_ harmful and dangerous radiation.  
 [A] giving up                    [B] giving in                    [C] giving away                    [D] giving off
23. What can we do for them \_\_\_\_\_ all the help they have given us?  
 [A] in regard to                    [B] in return for                    [C] in honor of                    [D] in case of
24. I wonder how many years ago \_\_\_\_\_.  
 [A] did your father retire                    [B] your father retired  
 [C] has your father retired                    [D] your father has retired

25. Last year, Matt earned \_\_\_\_\_ his brother, who has a better position.  
[A] twice as much as [B] twice as many as [C] twice more than [D] twice as more as
26. This project is known to \_\_\_\_\_ for three months.  
[A] having been going on [B] have been going on [C] go on [D] be going on
27. I didn't know what to do but then an idea suddenly \_\_\_\_\_ to me.  
[A] took place [B] occurred [C] happened [D] hit
28. Athletes have to be \_\_\_\_\_ to endure all kinds of fresh pain and spirit pain.  
[A] rough [B] tough [C] brave [D] touched
29. Jack is kind, hardworking and intelligent \_\_\_\_\_, I can't speak too highly of him.  
[A] as a result [B] by the way [C] in a word [D] on the contrary
30. Once environmental change \_\_\_\_\_, it takes many years for the system to recover.  
[A] has done [B] is to do [C] does [D] is done

## II. Reading Comprehension (25x2=50)

### Section A

**Directions:** *There are four passages in this section. Each passage is followed by five 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 mark the corresponding letter on the Answer Sheet.*

#### Passage 1

Native Americans from the southeastern part of what is now the United States believed that the universe in which they lived was made up of three separate, but related, worlds: the Upper World, the Lower World, and This world. In the last there lived humans, most animals and all plants.

This World, a round island resting on the surface of waters, was suspended from the sky by four cords attached to the island at the four cardinal points of the compass. Lines drawn to connect the opposite points of the compass, from north to south and from east to west, intersected This World to divide it into four wedge-shaped segments. Thus a symbolic representation of the human world was a cross within a circle, the cross representing the intersecting lines and the circle the shape of This World.

Each segment of This World was identified by its own color. According to Cherokee doctrine, east was associated with the color red because it was the direction of the Sun, the greatest of deity of all. Red was also the color of fire, believed to be directly connected with the Sun, with blood, and therefore with life. Finally, red was the color of success. The west was the Moon segment; it provided no warmth and was not life-giving as the Sun was. So its color was black. North was the direction of cold, and so its color was blue (sometimes purple), and it represented trouble and defeat. South was the direction of warmth; its color, white, was associated with peace and

happiness.

The southeastern Native Americans' universe was one in which opposites were constantly at war with each other, red against black, blue against white. This world hovered somewhere between the perfect order and predictability of the Upper World and the total disorder and instability of the Lower World. The goal was to find some kind of halfway path, or balance between those other worlds.

31. Which of the following is the best title for the passage?

- [A] One Civilization's View of the Universe
- [B] The Changing of the Seasons in the Southeast
- [C] The Painting of Territorial Maps by Southeastern Native Americans
- [D] The War Between Two Native American Civilizations

32. The author implies that This World was located \_\_\_\_\_.

- [A] inside the Upper World
- [B] inside the Lower World
- [C] above the Upper World
- [D] between the Upper World and the Lower World

33. According to the passage, southeastern Native Americans compared This World to \_\_\_\_\_.

- [A] waters
- [B] the sky
- [C] an animal
- [D] an island

34. According to the passage, lines divided This World into how many segments?

- [A] Two
- [B] Three
- [C] Four
- [D] Five

35. According to the passage, which of the following colors represented the West for southeastern Native Americans?

- [A] Blue
- [B] White
- [C] Black
- [D] Purple

### **Passage 2**

As the economic role of multinational, global corporations expands, the international economic environment will be shaped increasingly not by governments or international institutions, but by the interaction between governments and global corporations, especially in the United States, Europe, and Japan. A significant factor in this shifting world economy is the trend toward regional trading blocs of nations, which has a potentially large effect on the evolution of the world trading system. Two examples of the this trend are the United States, Canada Free Trade Agreement (FTA) and Europe 1992, the move by the European Community (EC) to dismantle impediments to the free flow of the goods, services, capital, and labor among member states by the end of 1992. However, although numerous political and economic factors were operative in launching the move to integrate the EC's markets, concern about protectionism within the EC does not appear to have been a major consideration. This is in sharp contrast to the FTA, the overwhelming reason for that bilateral initiative was fear of increasing United States protectionism.

Nonetheless, although markedly different in origin and nature, both regional developments are highly significant in that they will foster integration in the two largest and richest markets of the world, as well as provoke question about the future direction of the world trading system.

36. The primary purpose of the passage as a whole is to \_\_\_\_\_.
- [A] describe an initiative and purpose its continuance
  - [B] chronicle a development and illustrate its inconsistencies
  - [C] indentify a trend and suggest its importance
  - [D] summarize a process and question its significance
37. According to the passage, all of the following are elements of the shifting world economy EXCEPT \_\_\_\_\_.
- [A] an alteration in the role played by governments
  - [B] an increase in interaction between national governments and international regulatory institutions.
  - [C] an increase in the formation of multinational trading alliances
  - [D] an increase in integration in the two richest markets of the world
38. The passage suggests which of the following about global corporations?
- [A] Their continued growth depends on the existence of a fully integrated international market.
  - [B] Their potential effect on the world market is ongoing concern to international institutions.
  - [C] They will have to assume quasigovernmental functions if current economic trends continue.
  - [D] Their influence on world economics will continue to increase.
39. According to the passage, one similarity between FTA and Europe 1992 is that they both \_\_\_\_\_.
- [A] overcame concerns about the role of politics in the shifting world economy
  - [B] originated out of concern over unfair trade practices by other countries
  - [C] exemplify a trend toward regionalization of commercial markets
  - [D] place the economic needs of the trading bloc ahead of those of the member nations
40. The author discusses the FTA and Europe 1992 most likely in order to \_\_\_\_\_.
- [A] point out the similarities between two seemingly disparate trading alliances
  - [B] illustrate how different economic motivations produce different types of trading blocs
  - [C] provide contrasting examples of a trend that is influencing the world economy
  - [D] identify the most important characteristics of successful economic integration

### Passage 3

Since the 1990s, uncontrolled or unreasonable Internet use has been identified as a problem with signs similar to other addictions. Pathological Internet use has been linked with relationship problems, health problems, aggressive behavior and other psychiatric symptoms.

“Parents should be vigilant about their children’s online behavior” said lead researcher Lawrence T. Lam, from the School of Medicine, Sydney, and the University of Notre Dame Australia. “Should there be any concern about young people involving problematic Internet-use behavior, professional help should be sought immediately.”

This sort of behavior may be a manifestation of some underlying problems that are more insidious. Given the results obtained from the study, even mentally healthy young people may succumb to depression after a long exposure of problematic use of the Internet. The mental health consequences of problematic Internet use for those who have already had a history of psychological or psychiatric problems would be more damaging.

For the study, Lam and his colleague collected data on a pathological Internet use among 1,041 teens aged 13 to 18. They tested the teens for depression and anxiety, and questioned them about pathological Internet use and common addictive behaviors. At the start of the study, the researchers classified 6.2 percent of the teens as having a moderately pathological Internet problem and 0.2 percent as seriously at risk. Nine month later, the teens were reassessed for depression and anxiety. The researchers found 0.2 percent had symptoms of anxiety and 8.4 percent had become depressed.

The risk of becoming depressed was 2.5 times higher among teens who were addicted to Internet compared with those who weren’t. However, there was no association between pathological Internet use and anxiety.

The study has a direct implication on the prevention of mental illness among young people. The results of the study indicated that young people who use the Internet pathologically are most at risk of mental problems and would develop depression when they continue with that behavior.

Early intervention and prevention that targets at-risk groups with identified risk factors is effective in reducing the burden of depression among young people. Screening for at-risk individuals in the school setting could be considered as an effective early prevention strategy. “Hence, a screening program for pathological use of Internet could also be considered in all high schools in order to indentify at-risk individuals for early counseling and treatment.”

The key for parents is to monitor their children’s media time and content. The technology changes, the medium changes, but the issue always come down to parents ascertaining control over their children’s behavior and monitoring it.

41. Pathological Internet use \_\_\_\_\_.
- [A] is closely connected with a child's character
  - [B] should be treated and corrected professionally
  - [C] stems from children's aggressive behavior
  - [D] is a symptom that indicates Internet addiction
42. Lam' study suggests that \_\_\_\_\_.
- [A] children are at a great risk for addictive behavior
  - [B] problematic Internet use should receive early treatment
  - [C] becoming depressed does not mean becoming anxious
  - [D] moderate Internet users are also seriously at risk
43. Problematic use of the Internet is connected to all the following except \_\_\_\_\_.
- [A] aggressive behavior
  - [B] depression
  - [C] health problem
  - [D] anxiety
44. The screening program is mainly used for \_\_\_\_\_.
- [A] preventing children from getting addicted to the Internet
  - [B] monitoring what children use their computers for
  - [C] indentifying the unhealthy use of the Internet content
  - [D] reducing the number of students who suffer from depression
45. The author's attitude towards children's Internet use is \_\_\_\_\_.
- [A] indifferent
  - [B] suspicious
  - [C] apprehensive
  - [D] critical

**Passage 4**

We threaten punishments in order to deter crime. We impose them not only to make the threats credible but also as retribution (justice) for the crimes that were not deterred. Threats and punishments are necessary to deter and deterrence is a sufficient practical justification for them. Although penalties can be unwise, repulsive, or inappropriate, and those punished can be pitiable, in a sense the infliction of legal punishment on a guilty person cannot be unjust. By committing the crime, the criminal volunteered to assume the risk of receiving a legal punishment that he could have avoided by not committing the crime.

There remain, however, two moral objections. The penalty may be regarded as always excessive as retribution and always morally degrading. To regard the death penalty as always excessive, one must believe that no crime—no matter how heinous—could possibly justify capital punishment. Such a belief can be neither confirmed nor refuted; it is an article of faith. Alternatively, one may believe that everybody, the murderer no less than the victim, has a natural right to life. The law therefore should not deprive anyone of life.

Justice Brennan has insisted that the death penalty is “uncivilized” “inhuman” inconsistent

with “human dignity” and with “sanctity of life,” that it “treats members of the human race as nonhumans, as objects to be toyed with and discarded,” that it is “uniquely degrading to human dignity” and “by its very nature, involves a denial of the executed person’s humanity.” Justice Brennan does not say why he thinks execution “uncivilized.” Hitherto most civilizations have had the death penalty, although it has been discarded in Western Europe.

By “degrading,” Justice Brennan seems to mean that execution degrades the executed convicts. Yet philosophers have insisted that, when deserved, execution, far from degrading the executed convict, affirms his humanity by affirming his rationality and his responsibility for his actions. They thought that execution, when deserved, is required for the sake of convict’s dignity. Common sense indicates that it cannot be death—our common fate—that is inhuman. Therefore, Justice Brennan must mean that death degrades when it comes not as a natural or accidental event, but as a deliberate social imposition. The murderer learns through his punishment that his fellow man has found him unworthy of living; that because he has murdered, he is being expelled from the community of the living. This degradation is self-inflicted. By murdering, the murderer has dehumanized himself that he cannot remain among the living.

Execution of those who have committed heinous murders may deter only one murder per year. If it does, it seems warranted. It also is the only fitting retribution for murder I can think of.

46. The author’s attitude towards death penalty is\_\_\_\_\_.

- [A] negative      [B] positive      [C] impartial      [D] ambiguous

47. It is implied that infliction of legal punishment is justified because the offender\_\_\_\_\_.

- [A] spares no effort in holding himself back criminal action  
[B] shows no regard for the dignity of the victim  
[C] is well aware of the consequence of his action  
[D] can be deterred by no legal punishment whatsoever

48. By saying that “most civilizations have had the death penalty”, the author really means that\_\_\_\_\_.

- [A] civilization in Western European countries is degenerating  
[B] the assertion that capital punishment is uncivilized is arbitrary  
[C] death penalty is an effective legal institution for defending civilization  
[D] being uncivilized is not equivalent to being inhuman

49. Justice Brennan would agree that\_\_\_\_\_.

- [A] death in any way means a denial of a person’s humanity  
[B] the society has no right to take an individual’s life



[C] murders should be educated rather than punished

[D] degrading a convict is nothing more than executing him

50. According to philosophers, death penalty\_\_\_\_\_.

[A] should be executed with due regard for human dignity

[B] should be not given in a way that degrades the murder

[C] meets the murder's need for claiming back his humanity

[D] indicates serious crimes deserve cruel or even inhuman retribution

### Section B

**Directions:** *The following passage is incomplete with 5 sentences missing. Please choose 5 of the seven sentences below the passage, which are marked [A], [B], [C], [D], [E], [F], and [G], to complete the passage. Each sentence can be chosen only once. Mark the corresponding letter on the Answer Sheet.*

From the health point of view we are living in a marvelous age. We are immunized(免疫) from birth against many of the most dangerous diseases. A large number of one fatal illnesses can now be cured by modern drugs and surgery. It is almost certain that almost one day remedies will be found for the most stubborn remaining diseases. The expectation of life has increased enormously. But though the possibility of living a long and happy life is greater than ever before, every day we witness the incredible slaughter of men, women and children on the roads. Man versus the motor car! 51)\_\_\_\_\_.

It has been rightly said that when a man is sitting behind a steering wheel, his car becomes the extension of his personality. 52)\_\_\_\_\_. People who are normally quiet and pleasant may become unrecognizable when they are behind a steering-wheel. They swear, they are ill-mannered and aggressive, willful as two-year-olds and utterly selfish. All their hidden frustrations, disappointments and jealousies seem to be brought to the surface by the act of driving.

53)\_\_\_\_\_. Everything is done for his convenience. Cities are allowed to become almost uninhabitable because of heavy traffic; towns are made ugly by huge car parks; the countryside is desecrated by road networks; and the mass annual slaughter becomes nothing more than a statistic to be conveniently forgotten.

54)\_\_\_\_\_. With regard to driving, the laws of some countries are notoriously lax and even the strictest are not strict enough. A code which was universally accepted could only have a dramatically beneficial effect on the accident rate. 55)\_\_\_\_\_. The driving test should be standardized and made far more difficult than it is; all the drivers should be made to take a test every three years or so; the age at which young people are allowed to drive any vehicle should be raised to at least 21; all vehicles should be put through stringent annual tests for safety. Even the

smallest amount of alcohol in the blood can impair a person's driving ability. Present drinking and driving laws (where they exist) should be made much stricter. Maximum and minimum speed limits should be imposed on all the roads. Governments should lay down safety and performance should be banned. These measures may sound inordinately harsh. But surely nothing should be considered as too severe if it results in reducing the annual toll of human life. After all, the world is for human beings, not motor-cars.

[A] There is no doubt that the motor-car often brings out a man's very worst qualities.

[B] After all, transportation networks over the world create wealth for human beings, but also bring misfortune to some people.

[C] The surprising thing is that society smiles so benignly on the motorist and seems to condone his behavior.

[D] Here are a few examples of some of the things that might be done.

[E] It is never-ending battle which man is losing. Thousands of people the world over are killed or horribly killed each year and we are quietly sitting back and letting it happen.

[F] For most people, health is more important than anything else, but traffic accidents make most people worry about their health as well as their lives.

[G] It is high time a world code were created to reduce this senseless waste of human life.

### III. Cloze (20x0.5=10)

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

The horse and carriage is a thing of the past, but love and marriage are still with us and still closely interrelated. Most American marriages, particularly first marriages 56 young couples are the result of 57 attraction and affection 58 than practical considerations.

In the United States, parents do not arrange marriages for their children. Teenagers begin 59 in high school and usually find mates through their own academic and social 60.

Though young people feel 61 to choose their friends from 62 groups, most choose a mate of similar background.

This is 63 in part to parental guidance. Parents cannot select spouses for their children, but they can usually 64 choices by 65 disapproval of someone they consider unsuitable.

66, marriages between members of different groups (interclass, interfaith, and interracial marriages) are increasing, probably because of the greater 67 of today's youth and the fact that they are restricted by 68 prejudices than their parents. Many young people leave their hometowns to attend college, 69 in the armed forces, 70 pursue a career in a bigger city.

Once away from home and family, they are more 71 to date and marry outside their own social group.

In mobile American society, interclass marriages are neither 72 nor shocking. Interfaith marriages are 73 the rise, particularly between Protestants and Catholics. On the other hand, interracial marriage is still very uncommon. It can be difficult for interracial couples to find a place to live, maintain friendships, and 74 a family. Marriages between people of different national 75 (but the same race and religion) have been commonplace here since colonial times.

- |                   |                 |                  |                 |
|-------------------|-----------------|------------------|-----------------|
| 56. [A] linking   | [B] involving   | [C] connecting   | [D] correlating |
| 57. [A] personal  | [B] emotional   | [C] mutual       | [D] magnetic    |
| 58. [A] more      | [B] less        | [C] rather       | [D] other       |
| 59. [A] dating    | [B] appointment | [C] engagement   | [D] matching    |
| 60. [A] positions | [B] association | [C] contacts     | [D] contracts   |
| 61. [A] certain   | [B] embarrassed | [C] hesitated    | [D] free        |
| 62. [A] similar   | [B] identical   | [C] differential | [D] diverse     |
| 63. [A] for       | [B] likely      | [C] due          | [D] because     |
| 64. [A] influence | [B] give        | [C] make         | [D] offer       |
| 65. [A] sounding  | [B] avoiding    | [C] expecting    | [D] voicing     |
| 66. [A] Moreover  | [B] However     | [C] Therefore    | [D] Furthermore |
| 67. [A] mobility  | [B] motive      | [C] moral        | [D] mission     |
| 68. [A] less      | [B] rather      | [C] fewer        | [D] many        |
| 69. [A] work      | [B] serve       | [C] stay         | [D] remain      |
| 70. [A] but       | [B] otherwise   | [C] likewise     | [D] or          |
| 71. [A] probable  | [B] likely      | [C] reluctant    | [D] readily     |
| 72. [A] rare      | [B] scarce      | [C] scared       | [D] relieved    |
| 73. [A] in        | [B] at          | [C] on           | [D] for         |
| 74. [A] raise     | [B] obtain      | [C] grow         | [D] unite       |
| 75. [A] origin    | [B] source      | [C] resource     | [D] base        |

#### IV. Translation (5x2=10)

**Direction:** Translate the underlined sentences in the following passage into Chinese. Write your translated sentences on the Answer Sheet.

You really do have to wonder whether a few years from now we'll look back at the first decade of the 21<sup>st</sup> century—when food price spiked, energy prices soared, world population surged, tornados plowed through cities, floods and droughts set records, populations were

displaced and governments were threatened by the confluence of it all—and ask ourselves: What were we thinking? 76) How did we not panic when the evidence was so obvious that we'd crossed some growth, climate, natural resource and population redlines all at once? “The only answer can be denial,” argues Paul Gilding, an Australian environmentalist, in a new book called *The Great Disruption*. 77) “When you are surrounded by something so big that requires you to change everything about the way you think about and see the world, then denial is the natural response. But the longer we wait, the bigger the response required.”

Gilding cites the work of the Global Footprint Network, an alliance of scientists, which calculates how many “planet Earths” we need to sustain our current growth rates. G. F. N. measures how much land and water area we need to produce the resources we consume and absorb our waste, using prevailing technology. On the whole, says G. F. N., we are currently growing at a rate that is using up the Earth’s resources far faster than they can be sustainably replenished, so we are eating into the future.

This is not science fiction. This is what happens when our system of growth and the system of nature hit the wall at once. 78) We are now using so many resources and putting out so much waste into the Earth that we have reached some kind of limit, given current technologies. The economy is going to have to get smaller in terms of physical impact.

We will not change systems, though, without a crisis. But don’t worry, we are getting there. We are currently caught in two loops: 79) One is that more population growth and more global warming together are pushing up food prices, causing political instability in the Middle East, which leads to higher oil prices, thus to higher food prices and more instability. At the same time, improved productivity means fewer people are needed in every factory to produce more stuff. So if we want to have more jobs, we need more factories. More factories making more stuff make more global warming, and that is where the two loops meet.

But Gilding is actually an eco-optimist. As the impact of the imminent Great Disruption hits us, he says, “our response will be proportionally dramatic, mobilizing as we do in war. We will change at a scale and speed we can barely imagine today, completely transforming our economy, including our energy and transport industries, in just a few short decades.” 80) We will realize, he predicts, that the consumer-driven growth model is broken and we have to move to a more happiness-driven growth model, based on people working less and owning less.

## **V. Writing (15x1=15)**

**Directions:** Write an English essay of 160-200 words based on the following table. In Your essay, you should

- 1) *describe the table*
- 2) *analyze the information, and*

3) *comment on the situation.*

北京市居民时间利用情况调查报告

人群类别	可支配时间	看电视时间	读书时间
城镇居民	4 小时 21 分钟	1 小时 53 分钟	22 分钟
农村居民	3 小时 47 分钟	2 小时 10 分钟	8 分钟