

National Postgraduate Entrance Examination English I

Chapter 1 【Introduction】

Lesson 1

Introduction

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II **Three sections** [12 min]

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III **Sample** [6 min]

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IV **After-class reading** [students only]

Teaching Objectives

- Help the student know **what is NPEE**
- Make sure he/she is clear about the **three sections** and the **specific components/requirements** of each section
- get a clearer understanding of the exam through the **sample**



Teaching point: no class time allocated here



壹

I 【6 min】

What is NPEE?



01 What is NPEE?

National Postgraduate Entrance Examination

NPEE (中国研究生入学考试) is a standardized test that is an admission requirement for all graduate schools in mainland China. Also known as Postgraduate Admission Test (PAT).

The English examination has 2 editions: English I and English II. They are different, usually, English II is easier than English I.

The candidates applying for **academic masters** will all take the English I, however, some of the candidates applying for professional masters will take English II.

The **English I** examination is composed of **three sections, 52 questions**, with a full mark of **100**. The exam lasts for **180 minutes**.



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II 【12 min】

Three sections



02 Three sections

- Section I

In this section, you will be given a passage with 240~280 words, from which 20 blanks will be set aside. Candidates are required to choose the best answer from the four options given to fill in the blanks. Each question accounts for 0.5 score. The full mark for this section is 10.

Section I	English in use
Component	1 passage (240-280 words)
Tested points	vocabulary, grammar, structure
Question type	gap-fill multiple choice questions(1/4)
Number of questions	20
Scores	10
Answer Sheet	Answer Sheet 1

02 Three sections

• Section II

The Reading Comprehension Section is composed of Part A, Part B and Part C. Candidates are required to answer 30 questions (2 scores for each). The full mark for this section is 60.

Part	Component	Tested points	Question type	# Of Qs	Scores	Answer sheet
A	4 passages (1600 words)	Gist comprehension/specific information/key concepts	Multiple choice questions (1/4)	20	40	Answer Sheet 1
B	1 passages (500-600 words)	Coherence and cohesion	Matching	5	10	
C	1 passage (400 words, with 5 sentences underlined)	Understanding materials with complicated notions	Translation (English to Chinese, 150 words)	5	10	Answer Sheet 2

Note: "# Of Qs" = number of questions

02 Three sections

- Section III

The Writing Section is composed of Part A and Part B, to test candidates' writing skills. The full mark for this section is 30.

Part	Component	Question type	# Of Qs	Scores	Answer sheet
A	Situation/Chinese article given	practical writing (100 words)	1	10	Answer Sheet 2
B	topic sentence/ outline/situation/ graph/table/picture	essay writing (160-200 words)	1	20	

Note: "# Of Qs" = number of questions



叁

II 【6 min】

Sample



03 Sample

Section I Use Of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

In 1924 America's National Research Council sent two engineers to supervise a series of experiments at a telephone-parts factory called the Hawthorne Plant near Chicago. It hoped they would learn how shop-floor lighting 1 workers' productivity. Instead, the studies ended 2 giving their name to the "Hawthorne effect," the extremely influential idea that the very 3 of being experimented upon changed subjects' behavior.

The idea arose because of the 4 behavior of the women in the plant. According to 5 of the experiments, their hourly output rose when lighting was increased, but also when it was dimmed. It did not 6 what was done in the experiment; 7 something was changed, productivity rose. A(n) 8 that they were being experimented upon seemed to be 9 to alter workers' behavior 10 itself.

After several decades, the same data were 11 to econometric analysis. The Hawthorne experiments had another surprise in store. 12 the descriptions on record, no systematic 13 was found that levels of productivity were related to changes in lighting.

It turns out that the peculiar way of conducting the experiments may have led to 14 interpretations of what happened. 15, lighting was always changed on a Sunday. When work started again on Monday, output 16 rose compared with the previous Saturday and 17 to rise for the next couple of days. 18, a comparison with data for weeks when there was no experimentation showed that output always went up on

Mondays. Workers 19 to be diligent for the first few days of the week in any case, before 20 a plateau and then slackening off. This suggests that the alleged "Hawthorne effect" is hard to pin down.

- | | |
|----------------------|---------------------|
| 1. [A] affected | [B] achieved |
| [C] extracted | [D] restored |
| 2. [A] at | [B] up |
| [C] with | [D] off |
| 3. [A] truth | [B] sight |
| [C] act | [D] proof |
| 4. [A] controversial | [B] perplexing |
| [C] mischievous | [D] ambiguous |
| 5. [A] requirements | [B] explanations |
| [C] accounts | [D] assessments |
| 6. [A] conclude | [B] matter |
| [C] indicate | [D] work |
| 7. [A] as far as | [B] for fear that |
| [C] in case that | [D] so long as |
| 8. [A] awareness | [B] expectation |
| [C] sentiment | [D] illusion |
| 9. [A] suitable | [B] excessive |
| [C] enough | [D] abundant |
| 10. [A] about | [B] for |
| [C] on | [D] by |
| 11. [A] compared | [B] shown |
| [C] subjected | [D] conveyed |
| 12. [A] Contrary to | [B] Consistent with |
| [C] Parallel with | [D] Peculiar to |
| 13. [A] evidence | [B] guidance |
| [C] implication | [D] source |


 Sample

Section II Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

Of all the changes that have taken place in English-language newspapers during the past quarter-century, perhaps the most far-reaching has been the inexorable decline in the scope and seriousness of their arts coverage.

It is difficult to the point of impossibility for the average reader under large part of newspaper reviews. To read such books today is to marvel at the fact that their learned contents were once deemed suitable for publication in general-circulation dailies.

We are even farther removed from the unfocused newspaper reviews published in England between the turn of the 20th century and the eve of World War II, at a time when newsprint was dirt-cheap and stylish arts criticism was considered an ornament to the publications in which it appeared. In those far-off days, it was taken for granted that the critics of major papers would write in detail and at length about the events they covered. Theirs was a serious business, and even those reviewers who wore their learning lightly, like George Bernard Shaw and Ernest Newman,

21. It is indicated in Paragraphs 1 and 2 that
- [A] arts criticism has disappeared from big-city newspapers.
 - [B] English-language newspapers used to carry more arts reviews.
 - [C] high-quality newspapers retain a large body of readers.
 - [D] young readers doubt the suitability of criticism on dailies.
22. Newspaper reviews in England before World War II were characterized by
- [A] free themes.
 - [B] casual style.
 - [C] elaborate layout.
 - [D] radical viewpoints.
23. Which of the following would Shaw and Newman most probably agree on?
- [A] It is writers' duty to fulfill journalistic goals.
 - [B] It is contemptible for writers to be journalists.
 - [C] Writers are likely to be tempted into journalism.
 - [D] Not all writers are capable of journalistic writing.
24. What can be learned about Cardus according to the last two paragraphs?
- [A] His music criticism may not appeal to readers today.
 - [B] His reputation as a music critic has long been in dispute.
 - [C] His style caters largely to modern specialists.

03 Sample

Part B

Directions:

For questions 41-45, choose the most suitable paragraphs from the list A-G and fill them into the numbered boxes to form a coherent text. **Paragraph E** has been correctly placed. There is one paragraph which does not fit in with the text. Mark your answers on ANSWER SHEET 1. (10 points)

- [A] The first and more important is the consumer's growing preference for eating out; the consumption of food and drink in places other than homes has risen from about 32 percent of total consumption in 1995 to 35 percent in 2000 and is expected to approach 38 percent by 2005. This development is boosting wholesale demand from the food service segment by 4 to 5 percent a year across Europe, compared with growth in retail demand of 1 to 2 percent. Meanwhile, as the recession is looming large, people are getting anxious. They tend to keep a tighter hold on their purse and consider eating at home a realistic alternative.
- [B] Retail sales of food and drink in Europe's largest markets are at a standstill, leaving European grocery retailers hungry for opportunities

- [F] For example, wholesale food and drink sales came to \$268 billion in France, Germany, Italy, Spain, and the United Kingdom in 2000—more than 40 percent of retail sales. Moreover, average overall margins are higher in wholesale than in retail; wholesale demand from the food service sector is growing quickly as more Europeans eat out more often; and changes in the competitive dynamics of this fragmented industry are at last making it feasible for wholesalers to consolidate.
- [G] However, none of these requirements should deter large retailers (and even some large food producers and existing wholesalers) from trying their hand, for those that master the intricacies of wholesaling in Europe stand to reap considerable gains.

41. → 42. → 43. → 44. → E → 45.



Sample

Part C

Directions:

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

When one of these noneconomic categories is threatened and, if we happen to love it, we invent excuses to give it economic importance. At the beginning of the century songbirds were supposed to be disappearing. (46) Scientists jumped to the rescue with some distinctly shaky evidence to the effect that insects would eat us up if birds failed to control them. The evidence had to be economic in order to be valid.

It is painful to read these roundabout accounts today. We have no land ethic yet, (47) but we have at least drawn nearer the point of admitting that birds should continue as a matter of intrinsic right, regardless of the presence or absence of economic advantage to us.

A parallel situation exists in respect of predatory mammals and fish-eating birds. (48) Time was when biologists somewhat overworked the evidence that these creatures preserve the health of game by killing the physically weak, or that they prey only on "worthless" species. Here again, the evidence had to be economic in order to be valid. It is only in recent years that we hear the more honest argument that predators are members of the community, and that no special interest has the right to exterminate them for the sake of a benefit, real or fancied, to itself.

Some species of trees have been "read out of the party" by economics-minded foresters because they grow too slowly, or have too low a sale value to pay as timber crops. (49) In Europe, where forestry is ecologically more advanced, the noncommercial tree species are recognized as members of the native forest community, to be preserved as such, within reason. Moreover, some have been found to have a valuable function in building up soil fertility. The interdependence of the forest and its constituent tree species, ground flora, and fauna is taken for granted.

To sum up: a system of conservation based solely on economic self-interest is hopelessly lopsided. (50) It tends to ignore, and thus eventually to eliminate, many elements in the land community that lack commercial value, but that are essential to its healthy functioning. It assumes, falsely, that the economic parts of the biotic clock will function without the uneconomic parts.

03 Sample

Section III Writing

Part A

51. Directions:

You are supposed to write for the Postgraduates' Association a notice to recruit volunteers for an international conference on globalization. The notice should include the basic qualifications for applicants and other information which you think is relevant.

You should write about 100 words on ANSWER SHEET 2.

Do not sign your own name at the end of the notice. Use "Postgraduates' Association" instead. (10 points)

Part B

52. Directions:

Write an essay of 160-200 words based on the following drawing. In your essay, you should

- 1) describe the drawing briefly,
- 2) explain its intended meaning, and
- 3) give your comments.

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



文化“火锅”，既美味又营养

03 Sample

2015年全国硕士研究生入学统一考试 英语(一)试题答题卡

报考单位	考生编号 (左对齐)
考生姓名	

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

注意事项

- 填(书)写部分必须使用黑色字迹签字笔书写,字迹工整、笔迹清晰;涂写部分必须使用2B铅笔填涂。
- 选择题的答案必须涂写在答题卡相应编号的选项上,非选择题的答案必须书写在答题卡指定位置的边框区域内。超出答题区域书写的答案无效;在草稿纸、试题册上答题无效。
- 保持答题卡整洁,不要折叠。严禁在答题卡上做任何标记,否则按无效答卷处理。
- 考生须把试卷上的“试卷条形码”粘贴条取下,粘贴在答题卡的“试卷条形码粘贴位置”框中。

正确填涂 ■■■ 错误填涂 □□□□□□□□

缺考标记 缺考 (缺考考生信息由监考员填写,并用2B铅笔填涂缺考标记,基础阅卷时,请勿涂画缺考点)

第一部分 英语知识运用		第二部分 阅读理解 A 节		第二部分 阅读理解 B 节	
1 (A) (B) (C) (D)	11 (A) (B) (C) (D)	21 (A) (B) (C) (D)	31 (A) (B) (C) (D)	41 (A) (B) (C) (D) (E) (F) (G)	
2 (A) (B) (C) (D)	12 (A) (B) (C) (D)	22 (A) (B) (C) (D)	32 (A) (B) (C) (D)	42 (A) (B) (C) (D) (E) (F) (G)	
3 (A) (B) (C) (D)	13 (A) (B) (C) (D)	23 (A) (B) (C) (D)	33 (A) (B) (C) (D)	43 (A) (B) (C) (D) (E) (F) (G)	
4 (A) (B) (C) (D)	14 (A) (B) (C) (D)	24 (A) (B) (C) (D)	34 (A) (B) (C) (D)	44 (A) (B) (C) (D) (E) (F) (G)	
5 (A) (B) (C) (D)	15 (A) (B) (C) (D)	25 (A) (B) (C) (D)	35 (A) (B) (C) (D)	45 (A) (B) (C) (D) (E) (F) (G)	
6 (A) (B) (C) (D)	16 (A) (B) (C) (D)	26 (A) (B) (C) (D)	36 (A) (B) (C) (D)		
7 (A) (B) (C) (D)	17 (A) (B) (C) (D)	27 (A) (B) (C) (D)	37 (A) (B) (C) (D)		
8 (A) (B) (C) (D)	18 (A) (B) (C) (D)	28 (A) (B) (C) (D)	38 (A) (B) (C) (D)		
9 (A) (B) (C) (D)	19 (A) (B) (C) (D)	29 (A) (B) (C) (D)	39 (A) (B) (C) (D)		
10 (A) (B) (C) (D)	20 (A) (B) (C) (D)	30 (A) (B) (C) (D)	40 (A) (B) (C) (D)		

阴影部分请勿作答或做任何标记

考生信息条形码
粘贴位置

试卷条形码
粘贴位置

第二部分: 阅读理解 C 节

46. _____

47. _____

48. _____

49. _____

50. _____

谢
谢

• See you next class!



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IV 【For the student only】
After-class reading



04 After-class reading



历年考研英语试题选自西方主流报刊杂志，比如The Economist 《经济学人》，Science 《科学》，Newsweek 《新闻周刊》，The New York Times 《纽约时报》，The New Yorker 《纽约客》，The Guardian 《卫报》

以下文章

Panel endorses “gene drive” technology that can alter entire species
(专家组支持可改变整体物种的“基因驱动”技术)

[20170915/14cf0449-3d17-43e8-8052-9c3706bbec25.pdf](https://www.nytimes.com/2016/06/08/science/panel-endorses-gene-drive-technology.html)

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