

南开大学 2010 年硕士研究生入学考试试题

学 院：100 外国语学院
考试科目：211 翻译硕士英语
专 业：英语笔译、英语口语

注意：请将所有答案写在专用答题纸上，答在此试题上无效！

I. Vocabulary and Grammar. (30 points, 1 for each.)

Directions: There are 30 incomplete sentences in this part. For each sentence there are four choices marked A, B, C, and D. Choose the ONE that best completes the sentence. Then mark the corresponding letter on the Answer Sheet.

- Many Americans think a national committee should be formed to discuss _____ to existing mass transit system.
A. alterations
B. alternations
C. attendants
D. alternatives
- Thank you for applying for a position with our firm. We do not have any openings at this time, but we shall keep your application on _____ for two months.
A. pile
B. segment
C. sequence
D. file
- The oxygen equipment made it possible for the climbers to rest and sleep at very high _____.
A. latitude
B. altitude
C. level
D. hemisphere
- Now the _____ port city near the mouth of the mighty Yangtze River is hoping to leave its record of turmoil behind and renew its status as the epicenter of Chinese modernization.
A. flapped
B. congested
C. dined
D. dictated
- _____, he would not have recovered so soon.
A. Hadn't he been taken good care of
B. Had he not been taken good care of
C. Had not he been taken good care of
D. Had he been not taken good care of

6. More than one third of the Chinese immigrants in the United States live in California, ____ in San Francisco.
- A. previously
B. predominantly
C. practically
D. permanently
7. The very essence of civil liberty consists in the right of every individual to claim the protection of laws, ____ he receives an injury.
- A. whenever
B. wherever
C. whereas
D. whichever
8. The ____ of a cultural phenomenon is usually a logical consequence of some physical aspects in the life style of the people.
- A. implementation
B. manifestation
C. demonstration
D. expedition
9. The ____ tourist industry has been unprepared for the very large number of visitors who are now coming to Britain.
- A. recent-developing
B. recently-developed
C. recent-developing
D. recently-developing
10. The twin brothers slipped out of the room and headed for the swimming pool without their parents' ____.
- A. command
B. conviction
C. consent
D. compromise
11. ____ about the food in the restaurant, but he also refused to pay for his meal.
- A. He did not only complain
B. Not only he did complain
C. Not only did he complain
D. He not only did complain
12. The process of fermentation is ____ by adding sugar.
- A. furthered
B. precipitated
C. hurried
D. accelerated

13. _____, he does get annoyed with her sometimes.
- A. Although much he likes her
 - B. Much although he likes her
 - C. As he likes her much
 - D. Much as he likes her
14. When decimal currency was introduced, one old man in the village said, "I don't think it will _____ round here."
- A. catch up
 - B. catch out
 - C. catch on
 - D. catch in
15. The scientist could hardly find sufficient grounds _____ his arguments in favor of the new theory.
- A. to be based on
 - B. to base on
 - C. which to base on
 - D. on which to base
16. The English language contains a (an) _____ of words which are comparatively seldom used in ordinary conversation.
- A. altitude
 - B. latitude
 - C. multitude
 - D. attitude
17. The growth of part-time and flexible working patterns, and of training and retraining scheme, _____ more women to take advantage of employment opportunities.
- A. have allowed
 - B. allow
 - C. allowing
 - D. allows
18. Although he has had no formal education, he is one of the _____ businessmen in his company.
- A. shrewdest
 - B. sternest
 - C. nastiest
 - D. alertest
19. The heart is _____ intelligent than the stomach, for they are both controlled by the brain.
- A. not so
 - B. much more
 - C. not more

26. One of the requirements for a fire is that the material _____ to its burning temperature.
- A. is heated
 - B. will be heated
 - C. be heated
 - D. would be heated
27. After years of negotiation, an international agreement to conserve _____ species and ecosystems has finally been changed.
- A. ventilated
 - B. imperiled
 - C. utilized
 - D. modified
28. Nobody saw the CEO at the seminar; he _____ at it.
- A. couldn't have spoken
 - B. couldn't speak
 - C. mustn't have spoken
 - D. shouldn't have spoken
29. These pictures will show you _____.
- A. what does our high-tech incubator look like
 - B. what our high-tech incubator looks like
 - C. how does our high-tech incubator look like
 - D. how our high-tech incubator looks like
30. With Schindler's List, the true story of a German businessman who saved more than 1 000 Jews during the Holocaust, Steven Allan Spielberg appears determined to prove that he can make a movie that will _____ all expectations.
- A. fall short of
 - B. live up to
 - C. run contrary to
 - D. get out of

II. Reading Comprehension (40 points)

Section One: Read and make the best choice (20 points, 2 for each)

Directions: There are two passages in this part. 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 then mark the corresponding letter on the Answer Sheet.

Passage One

In terms of pure quantity of research and debate, business schools have performed amazingly in promoting management as a distinctive activity. No other discipline has produced so much in such a short period. It is unclear yet how much of it will stand the test of time, but for sheer industry, the business schools deserve credit. Not

a day goes by without another wave of research papers, books, articles, and journals. In these terms, business schools have produced a generally accepted theoretical basis for management. When it comes to knowledge creation, however, they find themselves in difficulties. They are caught between the need for academic rigor and for real-world business relevance, which tend to pull in opposite directions. The desire to establish management as a credible discipline leads to research that panders to traditional academic criteria. The problem for business school researchers is that they seek the approval of their academic peers rather than the business community. In the United States this has led to the sort of grand 'paper clip counting' exercises that meet demands for academic rigor but fail to add one iota to the real sum of human knowledge. Business schools have too often allowed the constraints of the academic world to cloud their view of the real world. Business school researchers seek provable theories - rather than helpful theories. They have championed a prescriptive approach to management based on analysis and, more recently, on fashionable ideas that soon disappear into the ether. The 'one best way' approach encourages researchers to mould the idiosyncrasies of managerial reality into their tightly defined models of behavior. Figures and statistics are fitted into linear equations and tidy models. Economists and other social scientists label this cure smoothing. Meanwhile, reality continually refuses to cooperate.

Central to this is the tension between relevance and rigor. In a perfect world, there would be no need to choose between the two. But in the business school world, the need to satisfy academic criteria and be published in journals often tilts the balance away from relevance. In other words, it is often easier to pursue quantifiable objectives than it is to add anything useful to the debate about management. To a large extent, the entire business school system works against useful, knowledge-creating research. Academics have five years in which to prove themselves if they are to make the academic grade. It seems long enough. But it can take two or even three years to get into a suitable journal. They therefore have around three years, probably less, to come up with an area of interest and carry out meaningful and original research. This is a demanding timescale. The temptation must be to slice up old data in new ways rather than pursue genuinely groundbreaking, innovative research.

It is a criticism also made by some business school insiders. "Academic journals tend to find more and more techniques for testing more and more obscure theories. They are asking trivial questions and answering them exactly. There has to be a backlash," says Julian Birkinshaw of London Business School. In large part, the problem goes back to a time when business schools were trying to establish themselves. Up until the 1960s, American business schools were dismissed as pseudo-academic institutions, including the universities of which they often formed a part, regarded them as a little more than vocational colleges. Since then, most of the leading schools have undergone major reassessments and introduced sweeping changes. However, it is questionable whether those changes have gone far enough.

1. What does the first paragraph suggest about the research generated by business schools?
 - A. Its quality is variable.
 - B. Its lasting value is uncertain.
 - C. It has always been produced too quickly.
 - D. It has produced no influence on management.
2. In paragraph two, the writer argues that business school research _____.
 - A. takes a negative view of the business community.
 - B. has failed to give credibility to management as a discipline.
 - C. is directed at the wrong audience.
 - D. does not stand up to academic scrutiny.
3. In the second paragraph, the writer criticizes the theories of management produced by business schools for being _____.
 - A. incomprehensible
 - B. contradictory
 - C. vague
 - D. irrelevant
4. In the third paragraph, the writer says that the business school system causes academics to _____.
 - A. be satisfied with reinterpreting previous research.
 - B. avoid complicated business issues.
 - C. concentrate on very narrow fields of study.
 - D. focus on topics no longer relevant to business needs.
5. What do we learn about business schools in the last paragraph?
 - A. They are reluctant to admit to failings.
 - B. They resent criticism of their academic journal.
 - C. They used to be looked down on by other institutions.
 - D. They are comfortable with the current situation.

Passage Two

Global warming was once an uncommon term used by a few scientists who were growing concerned over the effects of decades of pollution on long-term weather patterns. Today, the idea of global warming is well known, if not well understood. It is not unusual to hear someone complaining about a hot day or a freak storm and remark, "It's global warming."

Global warming is a significant increase in the Earth's climatic temperature over a relatively short period of time as a result of the activities of humans.

In specific terms, an increase of 1 or more degrees Celsius in a period of one hundred to two hundred years would be considered global warming. Over the course of a single century, an increase of even 0.4 degrees Celsius would be significant.

Most scientists recognize that global warming does seem to be happening, but a few don't believe that it is anything to be worried about. These scientists say that

the Earth is more resistant to climate changes on this scale than we think. Plants and animals will adapt to subtle shifts in weather patterns, and it is unlikely anything catastrophic will happen as a result of global warming. Slightly longer growing seasons, changes in precipitation levels and stronger weather, in their opinion, are not generally disastrous. They also argue that the economic damage caused by cutting down on the emission of greenhouse gases will be far more damaging to humans than any of the effects of global warming.

In a way, the scientific consensus may be a moot point. The real power to enact significant change rests in the hands of those who make national and global policy. Some policymakers in the United States are reluctant to propose and enact changes because they feel the costs may outweigh any risks global warming poses. Some common concerns, claims and complaints include: A change in the United States' policies in emissions and carbon production could result in a loss of jobs; India and China, both of which continue to rely heavily on coal for their main source of energy, will continue to cause environmental problems even if the United States changes its energy policies; Since scientific evidence is about probabilities rather than certainties, we can't be certain that human behavior is contributing to global warming, that our contribution is significant, or that we can do anything to fix it; Technology will find a way to get us out of the global warming mess, so any change in our policies will ultimately be unnecessary and cause more harm than good.

What's the correct answer? It can be hard to figure out. Most scientists will tell you that global warming is real and that it is likely to do some kind of harm, but the extent of the problem and the danger posed by its effects are wide open for debate.

Though scientists warn that global warming will likely continue for centuries because of the long natural processes involved, there are a few things we can do to decrease the effects. Basically, they all boil down to this: Don't use as much of the stuff that creates greenhouse gases. On a local level, you can help by using less energy. The electricity that operates many of the devices in our homes comes from a power plant, and most power plants burn fossil fuels to generate that power. Turn off lights when they're not in use. Take shorter showers to use less hot water. Use a fan instead of an air conditioner on a warm day.

Here are some other specific ways you can help decrease greenhouse-gas emissions: Make sure your car is properly tuned up. This allows it to run more efficiently and generate fewer harmful gases; Walk or ride your bike if possible, or carpool on your way to work. Cars burn fossil fuel, so smaller, more fuel-efficient cars emit less CO₂, particularly hybrid cars; Turn lights and other appliances off when you're not using them. Even though a light bulb doesn't generate greenhouse gas, the power plant that generates the electricity used by the light bulb probably does. Switch from incandescent light bulbs to fluorescent bulbs, which use less energy and last longer; Recycle. Recycled goods also require less energy to produce than products made from scratch; Plant trees and other plants where you can. Plants take carbon dioxide out

of the air and release oxygen; Don't burn garbage. This releases carbon dioxide and hydrocarbons into the atmosphere.

To really stem the emission of greenhouse gases, we need to develop non-fossil fuel energy sources. Hydro-electric power, solar power, hydrogen engines and fuel cells could all create big cuts in greenhouse gases if they were to become more common.

At the international level, the Kyoto Treaty was written to reduce CO₂ and other greenhouse gas emissions worldwide. Thirty-five industrialized nations have committed to reducing their output of those gases to varying degrees. Unfortunately, the United States, the world's primary producer of greenhouse gases, did not sign the treaty.

In March, 2007, former Vice President Al Gore testified in front of Congress and urged them to make some very challenging changes in national policy. These include: Freeze carbon production at the current level and create programs to reduce carbon production by 90 percent by 2050; Shift taxation from employment and production to a taxation upon pollution; Create an international treaty that would effectively comply with the Kyoto Treaty without carrying the same perceived political baggage; Halt the construction of all new coal-based power facilities unless they comply with restrictions on carbon production; Increase emission standards across the board for both the automobile industry and power facilities; Ban incandescent light bulbs. Gore admits that the decision to enact these and other proposed responses to global warming can be difficult. He also says that climate change is not just a crisis, but the most important crisis mankind has ever faced.

6. Which of the following statements will the author agree with?
- A. It is a common belief in the scientific sphere that global warming will bring about significant result on the planet earth.
 - B. It is research findings that will contribute mostly to the ease of global warming.
 - C. One of the solutions for reducing global warming is to adopt the landfill for garbage disposal.
 - D. The citizenry should cooperate and coordinate well so as to fight against global warming.
7. The author cited the example of the probable result for the change of policy in the United States (paragraph 5) in order to _____.
- A. indicate the impact for the alteration in US policy can be severe.
 - B. point out the difference in policies adopted in US and that in China and India.
 - C. explain why there are obstacles in taking some measures against global warming.
 - D. convince the readers it is too expensive to stop the global warming.
8. What can be inferred from this passage?
- A. Global warming involves a long process which will continue for centuries, and we can do something to decrease its effects.
 - B. Developing countries are producing more global warming than the developed world.
 - C. Various natural phenomena such as solar radiation and volcanoes produced most of the warming.

- D. An increase in global temperature will cause sea levels to rise and will change the amount and pattern of precipitation, probably including expansion of subtropical deserts.
9. All of the following are mentioned in this passage as solutions employed in halting global warming EXCEPT _____.
- A. plant as many plants as possible.
 - B. park the car halfway and then take a walk to your office.
 - C. use energy-efficient appliances rather than the normal ones.
 - D. turn off all the appliances when they are not working.
10. What is true of the new international treaty proposed in Al Gore's speech?
- A. It will bear the signature of thirty-five industrialized nations who have committed to reducing their output of those gases to varying degrees.
 - B. It is revised on the basis of Kyoto Treaty, which mainly deals with Co2 and greenhouse gas emission.
 - C. Certain articles in the Kyoto Treaty will not appear in this new treaty to ease political burden.
 - D. It is difficult to be verified due to the current methods for estimating greenhouse gas emissions.

Section Two : Read and answer questions (20 points, 4 for each question)

Directions: There are two passages in this part. Each passage is followed by two or three questions. You should write your answer to the questions on the Answer Sheet.

Passage One

In 1762, Rousseau published his book *Emile*, which shook education to its very foundations.

Rousseau launched the modern era of schooling, teaching, and learning. Beginning with his educational insights and following with practices developed by Johann Pestalozzi, education shifted to a whole new set of assumptions. Truly we could say that man began to think of education from the bottom up. With the belief that man is basically good, education was no longer seen as an instrument to discipline the will, suppress the animal appetites, or save a worthless soul. With the belief that children do not learn like adults, the content, sequence, and approach to subject matter changed. With a new appreciation for how people learn came a new appreciation for elementary education and the professional training of elementary teachers. With the rise of suffrage and concern for the common man came the notion that practical education could provide social and economic opportunity. Education could also help put man in control of his own destiny. In short, education was seen to begin at the bottom, based on the natural and social realities of the world. Man and his practical concerns were the new starting points in the educational quest.

In *The Social Contract* Rousseau eloquently expressed his belief that man is naturally born noble and free. Society is artificial. Equality and liberty are the natural rights of man.

For Rousseau, the social contract would be one that would preserve the natural rights to life, liberty, and the pursuit of happiness. A society has the right to overthrow any leader, government, or external power that violates this democratic covenant.

Emile did for education what *The Social Contract* did for politics. *Emile* was a novel, a fictionalized account of how Rousseau would raise an imaginary son, *Emile*. To educate the child, Rousseau removed him from corrupt society and sent him with a tutor to a rural environment. There he learned from nature. The first words in *Emile* are as follows: "God makes all things good; man muddles with them and they become evil." According to Rousseau, only by living close to nature can one's natural goodness properly unfold and develop.

Rousseau's revolutionary educational achievement was the formulation of a developmental psychology. Modern theories of developmental psychology differ from Rousseau's original view, but they owe their beginnings to him. Rousseau's psychology of the individual is a recapitulation theory. In such a theory, the individual's development from birth to adulthood is pictured as comparable to the developmental epochs of civilization. Each individual, in growing up, passes through the basic developmental stages of mankind. For Rousseau these stages were the Animal Stage (birth to age 5 years), a stage marked by the development of sense perception and motor activity; the Savage Stage (age 5 to 12 years), a stage marked by the development of self-consciousness; the Rational Stage (age 12 to 15 years), a stage marked by the development of the powers of reason; and the Social Stage (age 15 to 20 years), a stage marked by the development of sexual maturity, social relationships, and moral conscience.

Developmental stages that unfold according to a natural plan dictate the method, organization, and content of education. Here Rousseau made a radical break from the past—the child was no longer a miniature adult who should learn what adults wanted him to learn. The concerns of society did not take precedent over the concerns of the individual. The child's individual nature was the thing of importance. Education should be based on a thorough understanding of the developmental nature of children.

Questions:

1. According to Rousseau, what does a contractual society look like?
2. Why is developmental psychology so important in Rousseau's education theory?
3. How to understand the sentence '*Emile* did for education what *The Social Contract* did for politics'?

Passage Two

NATIONS, like people, occasionally get the blues; and right now the United States, normally the world's most self-confident place, is glum. Eight out of ten Americans think their country is heading in the wrong direction. The hapless George Bush is partly to blame for this: his approval ratings are now sub-Nixonian. But many are concerned not so much about a failed president as about a flailing nation.

One source of angst is the sorry state of American capitalism. The "Washington Consensus" told the world that open markets and deregulation would solve its problems. Yet American house prices are falling faster than during the Depression, petrol is more expensive than in the 1970s, banks are collapsing, the euro is kicking sand in the dollar's face, credit is scarce, recession and inflation both threaten the economy, consumer confidence is an oxymoron and Belgians have just bought Budweiser — "America's beer".

And it's not just the downturn that has caused this discontent. Many Americans feel as if they missed the boom. Between 2002 and 2006 the incomes of 99% rose by an average of 1% a year in real terms, while those of the top 1% rose by 11% a year: three-quarters of the economic gains during Mr Bush's presidency went to that top 1%. Economic envy, once seen as a European vice, is now rife. The rich appear in Barack Obama's speeches not as entrepreneurial role models but as modern versions of the "malfactors of great wealth" denounced by Teddy Roosevelt a century ago: this lot, rather than building trusts, avoid taxes and ship jobs to Mexico. Globalization is under fire: free trade is less popular in the United States than in any other developed country, and a nation built on immigrants is building a fence to keep them out. People mutter about nation-building beginning at home: why, many wonder, should American children do worse at reading than Polish ones and at math than Lithuanians?

Abroad, America has spent vast amounts of blood and treasure, to little purpose. In Iraq, finding an acceptable exit will look like success; Afghanistan is slipping. America's claim to be a beacon of freedom in a dark world has been dimmed by Guantanamo, Abu Ghraib and the flouting of the Geneva Conventions amid the panicky "unipolar" posturing in the aftermath of September 11th.

Now the world seems very multipolar. Europeans no longer worry about American ascendancy. The French, some say, understood the Arab world rather better than the neoconservatives did. Russia, the Gulf Arabs and the rising powers of Asia scoff openly at the Washington consensus. China in particular spooks America—and may do so even more over the next few weeks of Olympic medal-gathering. Americans are discussing the rise of China and their consequent relative decline: measuring when China's economy will be bigger and counting its missiles and submarines has become a popular pastime in Washington. A few years ago, no politician would have been seen with a book called "The Post-American World". Mr Obama has been conspicuously reading Fareed Zakaria's recent volume.

America has got into funks before now. In the 1950s it went into a *Sputnik*-driven spin about Soviet power: in the 1970s there was Watergate, Vietnam and the oil shocks; in the late 1980s Japan seemed to be buying up America. Each time, the United States rebounded, because the country is good at fixing itself. Just as American capitalism allows companies to die, and to be created, quickly, so its political system reacts fast. In Europe, political leaders emerge slowly, through party hierarchies; in America, the primaries permit inspirational unknowns to burst into the public

consciousness from nowhere.

Still, countries, like people, behave dangerously when their mood turns dark. If America fails to distinguish between what it needs to change and what it needs to accept, it risks hurting not just allies and trading partners, but also itself.

Questions:

4. In your opinion, why were Americans unhappy at the loss of Budweiser or "America's beer"?
5. How to interpret the return of the modern version of "malefactors of great wealth" (paragraph 3)?

III. Writing (30 points)

Some people believe success comes from careful planning, hard work and patience. Others hold success simply results from massive risk-taking and chances. What is your opinion?

Directions: Write an essay of about 400 words on your view of the topic.

2010 年南开大学 211 翻译硕士英语卷答案

I: 1-5 DDBBB 6-10 BACDC 11-15 CDDCD 16-20 CDACD

21-25 CBCCD 26-30 CBCBB

III: SSection one 1-5 BCDAC 6--10 DCABCSection one 1-5 BCDAC 6-10 DCABC

Section two

Passage one::

1. One that would preserve the natural rights to life, liberty, and the pursuit of happiness. A society has the right to overthrow any leader government, or external power that violates this democratic covenant
2. It is Rousseau's revolutionary educational achievement and marks the beginning of modern theories of developmental psychology.
3. Emile's contribution to education is as important as The Social Contract's contribution to politics. They all have decisive and necessary functions.

Passage two:

4. American consumers lost confidence on their own economy and they felt that selling of American brands to foreign companies indicates the decline of American economy and is a shame.
5. The wealthy people in the United States are not concerned about the economic well-being of their country but their own interest. They would transfer factories to Mexico to reduce cost rather than establishing them in US to provide more domestic job opportunities.

III: Success

Last week, our department held an English debate. The topic was what makes one succeed. Oneside argued that success came from careful planning, hard work and patience. Whereas the other side was convinced that success simply resulted from massive risk-taking and chances. I was neither a contestant nor a referee at that time. If I had been either of them, I would support the former because without them you could not have the basis of risk-taking, not to mention success. When it comes to success, there must be many preconditions. Success won't come up without preparation. The lack of hard work can't lead to success. For example, why authorities think they consider some actors have the potential and will be famous

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one day? It that because they got the chance? No, it is based on their perseverance and careful planning. Admittedly, nothing can replace chances or risk-taking, but they cannot shadow your preparation and perseverance. Chances and massive risk-taking can't be isolated. They are connected with many preconditions: wide range of knowledge, perseverance hard working and so on, to name just a few. Indeed, as we all know, there are many well-known scientists in the world. Although one element of their success would be risk-taking or an accidental chance, the most decisive factor of their success are no other than careful planning, hark work and patience. The eminent scientist Thomas Edison had carried out more than 8000 times experiments before he found the best material for filament. Did his success just come from his good luck to have this chance or the 8000 times risk-taking? Imagine he was only a man who knew nothing about science of electricity, was he still able to succeed when the chance came? Definitely not. His intrinsic capital, say wisdom, perseverance and so on, is very essential to his success. As Edison said, Genius is one percent inspiration and ninety-nine percent of perspiration. Chances and massive risk-taking only favor the ones who have sufficient preparation. The surest way to grasp opportunity and get success is to be ready when chances knock. When you are willing to do something, careful planning is indispensable. With it, your work would be more efficient. Then, with your hard working and perseverance, no matter how hard the problem or trouble is, you will not find it tough to deal with. Sufficient preparation can help you succeed. So far as I am concerned, obviously, success comes from careful planning, hark work and patience.

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- ★ 精准参考书、真题
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- ★ 科学记忆方法
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- ★ 军事化、封闭式、高三式
- ★ 每天打卡点到

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- ★ 精准出题趋势
- ★ 精准考点、难点
- ★ 精准押题

多对一跟踪督促 03

- ★ 咨询师、教务老师、辅导老师督促
- ★ 周考、月考、季考
- ★ 全程答疑解惑

04 名师辅导

- ★ 阅卷人一对一点评
- ★ 出题人精准押题
- ★ 公开课名师小班授课
- ★ 全程名师一对一答疑

58所院校关系资源 05

- ★ 9所分校，关系更到位
- ★ 考前定向私密押题模考
- ★ 10万套内部题库
- ★ 复试直接联系导师

06 复试100%录取

- ★ 全真模拟面试
- ★ 北大清华北外教授亲临面试指导
- ★ 北师大心理学专家点评
- ★ 笔试听力口语针对性强化

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一般来说，很多学生都不知道什么时候开始复习，每天的时间应该如何合理分配。



缺乏权威信息

现在，很多院校都不指定参考书，甚至连真题也不公布，但是如果连这些基本信息都不明白，如何取得成功呢。再者就是，考试的重点，尤其是专业课，如何把一本四五百页的参考书最终浓缩到30-40页的笔记呢。



缺乏合理方法

公共课如何提升，考研英语单词应该如何背诵，考研英语真题应该如何使用，专业课应该如何提取重点和背诵，如何答题才能让主观题拿高分。



缺乏模拟考试

绝大部分的考生在考前不会进行全真的模式考试，即使模拟了也没有比较权威的老师进行批阅。导致很多考生在考场上出现了答错地方、思路错乱、卷面不整洁、时间没有合理安排等问题。

课程类型	课时上限	复习规划	出题人及 出题趋势分析	重难点 讲解	答题方 法讲解	专业课 模考评阅	公共课 阅卷人评阅	押 题	保 分	复 试	联系 导师	保 录	费用(元)
<input type="checkbox"/> G1 公共课	28 课时	√	√	√	√		√ (1 次)						8800
<input type="checkbox"/> G2 公共课 保____分	40 课时	√	√	√	√		√ (2 次)		√				16800 不过退 35%
<input type="checkbox"/> ZY1 专业课	36 课时	√	√	√	√	√ (1 次)							13800
<input type="checkbox"/> ZY2 专业课	52 课时	√	√	√	√	√ (2 次)				√			18800
<input type="checkbox"/> ZY3 专业课	68 课时	√	√	√	√	√ (2 次)	√ (2 次)			√			28800
<input type="checkbox"/> ZY4 专业课	72 课时	√	√	√	√	√ (4 次)	√ (4 次)	√		√			36800
<input type="checkbox"/> ZY5 专业课 保____分	80 课时	√	√	√	√	√ (6 次)	√ (6 次)	√	√	√			50000 不过退 35%
<input type="checkbox"/> BG1 全科保过	92 课时	√	√	√	√	√ (8 次)	√ (8 次)	√	√	√	√		100000 不过退 35%
<input type="checkbox"/> BG2 定向保录	100 课时	√	√	√	√	√ (8 次)	√ (8 次)	√	√	√	√	√	_____ 不过，重修一年

说明：(1) BG1 全科保过是指保学员进入复试则不退费。(2) 对于课时设置上限，剩余课时不退课时费。(3) 费用不同，辅导老师水平也不同。(4) 每课时是 45 分钟。(5) 以上课时不包括模拟考试时间
(6) 5 万以上学员，甲方高级咨询师（北大博士、7 年考研辅导经验、多年考研阅卷经历）参与制定复习规划 (7) 一对一学员“多对一”（咨询师、辅导老师、班主任、阅卷人）全程跟踪

状元集训营														
课程类型	全程规划	公共课 小班	全科 一对一	出题人及 出题趋势分析	重难点 讲解	答题方法 讲解	专业课 模考评阅	公共课 阅卷人评阅	押题	保分	复试	联系 导师	保录	费用(元)
<input type="checkbox"/> A 高端辅导集训	√	300 课时	68 课时	√	√	√	√ (6 次)	√ (6 次)	√		√			50000
<input type="checkbox"/> B 高端保过集训	√	300 课时	88 课时	√	√	√	√ (8 次)	√ (8 次)	√	√	√	√		100000 不过退 35%
<input type="checkbox"/> C 定向保录集训	√	300 课时	88 课时	√	√	√	√ (8 次)	√ (8 次)	√	√	√	√	√	—— 不过, 重修一年
说明: (1) B 高端保过是指保学员进入复试则不退费。(2) 对于课时设置上限, 剩余课时不退课时费。(3) 每课时是 45 分钟。(4) 以上课时不包括模拟考试时间 (5) 甲方高级咨询师 (北大博士、7 年考 研辅导经验、多年考研阅卷经历) 参与制定复习规划 (6) 一对一学员“多对一”(咨询师、辅导老师、班主任、阅卷人) 全程跟踪														