

南开大学 2012 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.

1. Not until the year of 1815 _____ made the capital of the United Kingdom of the Netherlands.
A. the city of Amsterdam was
B. was the city of Amsterdam
C. when the city of Amsterdam was
D. was when the city of Amsterdam
2. Information and communication technology (ICT) is increasingly important today. In fact, since the _____ of Internet, people's life has changed a lot.
A. advent
B. advert
C. adverse
D. adverb
3. Some American colleges are state-supported, others are privately _____, and still others are funded by religious organizations.
A. ensured
B. attributed
C. authorized
D. endowed
4. In the late 19th century, Jules Verne, the master of science fiction, foresaw many of the technological wonders that are _____ today.
A. transient
B. commonplace
C. implicit
D. elementary
5. In 1784, the leaders of what would later become the state of Virginia gave up _____ to the territory that later became five different Midwestern states.
A. any claim
B. when the claim
C. to claim
D. would claim

6. _____ one after another, parallel computers perform groups of operations at the same time.
- A. Conventional computers, by handling tasks
 - B. Since tasks being handled by conventional computers
 - C. Whereas conventional computers handle tasks
 - D. While tasks handled by conventional computers
7. Sam bought his new house on the _____ plan, paying a certain amount of money each month.
- A. division
 - B. premium
 - C. installment
 - D. fluctuation
8. The Liberty Bell, formerly housed in Independence Hall, _____ in Philadelphia, was moved to a separate glass pavilion in 1976.
- A. which a historic building
 - B. a historic building which
 - C. was a historic building
 - D. a historic building
9. Most people agree that the present role of women has already affected U.S. society. _____, it has affected the traditional role of men.
- A. Above all
 - B. In all
 - C. At most
 - D. At last
10. Fossils, traces of dead organisms found in the rocks of Earth's crust, reveal _____ at the same time the rocks were formed.
- A. what was like
 - B. was like life
 - C. what life was like
 - D. how life was like
11. _____ the doctor right away, he might be alive today.
- A. Should he have gone to
 - B. If he went to
 - C. Were he to go
 - D. Had he gone to
12. By patient questioning the lawyer managed to _____ enough information from the witnesses.
- A. evacuate
 - B. withdraw
 - C. impart
 - D. elicit

13. I don't remember _____ to Prof. Brown during my last visit to Harvard.
- A. having introduced
 - B. having been introduced
 - C. to have introduced
 - D. to have been introduced
14. The coat I am wearing now cost about _____ of that one hung over there.
- A. twice price
 - B. twice the price
 - C. the twice price
 - D. the price twice
15. Most tangerine trees and their flowers and fruits resemble _____ the orange, although tangerines are generally smaller.
- A. of those
 - B. which of those
 - C. those of
 - D. which are of
16. He could not _____ ignorance as his excuse; he should have known what was happening in his department.
- A. petition
 - B. plead
 - C. resort
 - D. reproach
17. Your window wants _____, you'd better have it _____ this weekend.
- A. cleaning... do
 - B. to be cleaned...do
 - C. cleaning... done
 - D. being cleaned... done
18. Franklin D. Roosevelt argued that the depression stemmed from the American economy's _____ flaws.
- A. underlining
 - B. vulnerable
 - C. vulgar
 - D. underlying
19. _____ of green lumber may come from moisture in the wood.
- A. More weight than half
 - B. Of the weight, more than half
 - C. The weight is more than half
 - D. More than half of the weight
20. Ohio, the center of _____ the Hopewell culture, has the greatest concentration of ancient burial mounds in the United States.
- A. called

- B. what is called
C. that is called
D. is called
21. Ground plans and contour maps of the earth _____ from aerial photographs.
A. can be drawn
B. can draw
C. is drawn
D. to draw
22. Since Oriental ideas of woman's subordination to man prevailed in those days, she _____ meet with men on an equal basis.
A. did not dared
B. dared not
C. dared not to
D. did dare not to
23. Great changes _____ in the city since the reform and opening to the outside world and a lot of factories _____.
A. have been taken place; have been set up
B. have taken place; have been set up
C. have taken place; have set up
D. were taken place; were set up
24. What is new, however, is the scientific attempt _____ whether other planets beyond our own have given birth to advanced civilizations.
A. discover
B. discovers
C. discovering
D. to discover
25. Known for her caricatures of the United States society, _____.
A. the writing and illustrating of books for children by Peggy Brown
B. children's books were written and illustrated by Peggy Brown
C. Peggy Brown wrote and illustrated books for children
D. Peggy Brown's writing and illustrating of children's books
26. Methods of flood control focus on preventing rivers from rising and _____.
A. keep them within their banks
B. to keep them within their banks
C. keeping them within their banks
D. being kept them within their banks
27. What type of automobile would you buy _____?
A. if you have free choice to choose the cars available today
B. if you are free to choose among all the cars available today
C. if all cars available were free to be chosen by you
D. if you were free to choose among all the cars available today

28. _____, a man who expresses himself effectively is sure to succeed more rapidly than a man whose command of language is poor.
- A. Other things to be equal
 - B. Other things being equal
 - C. Were other things equal
 - D. To be equal to other things
29. Britain's press is unusual _____ it is divided into two very different types of newspaper: the quality press and the popular press.
- A. in how
 - B. in what
 - C. in which
 - D. in that
30. If the United States had built more homes for poor people two decades ago, the housing problems now in some parts of the country _____ so serious.
- A. would not be
 - B. would not have been
 - C. will not be
 - D. would have not been

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 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 then mark the corresponding letter on the Answer Sheet.

Passage One

Sustainable development is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. It ties together concern for the carrying capacity of natural systems with the social challenges facing humanity.

Sustainable development is applied to just about everything from energy to clean water and economic growth, and as a result it has become difficult to question either the basic assumptions behind it or the way the concept is put to use. This is especially true in agriculture, where sustainable development is often taken as the sole measure of progress without a proper appreciation of historical and cultural perspectives.

To start with, it is important to remember that the nature of agriculture has changed markedly throughout history, and will continue to do so. Medieval agriculture in northern Europe fed, clothed and sheltered a predominantly rural society with a much lower population density than it is today. It had minimal effect on biodiversity, and any pollution it caused was typically localized. In terms of energy use and the nutrients captured in the product it was relatively inefficient.

Contrasting this was farming since the start of the Industrial Revolution. Competition from overseas led farmers to specialize and increase yields. Throughout the period food became cheaper, safer and more reliable. However, these changes have also led to habitat loss and to diminishing biodiversity.

What's more, demand for animal products in developing countries is growing so fast that meeting it will require an extra 300 million tons of grain a year by 2050. Yet the growth of cities and industry is reducing the amount of water available for agriculture in many regions.

All this means that agriculture in the 21st century will have to be very different from how it was in the 20th. This will require radical thinking. For example, we need to move from the idea that traditional practices are inevitably more sustainable than new ones. We also need to abandon the notion that agriculture can be "zero impact". The key will be to abandon the rather simple and static measures of sustainability, which center on the need to maintain production without increasing damage.

Instead we need a more dynamic interpretation, one that looks at the *pros and cons* of all the various way land is used. There are many different ways to measure agricultural performance besides food yield: energy use, environmental costs, water purity, carbon footprint and biodiversity. It is clear, for example, that the carbon of transporting tomatoes from Spain to the UK is less than that of producing them in the UK with additional heating and lighting. But we do not know whether lower carbon footprints will always be better for biodiversity. In fact, what is crucial is recognizing that sustainable agriculture is not just about sustainable food production.

1. How do people often measure progress in agriculture?
 - A. By its productivity
 - B. By its sustainability
 - C. By its impact on the environment
 - D. By its contribution to economic growth
2. Specialization and the effort to increase yields have resulted in _____.
 - A. localized pollution
 - B. the shrinking of farm land
 - C. competition from overseas
 - D. the decrease of biodiversity
3. What does the author think of traditional farming practices?
 - A. They have remained the same over the centuries.
 - B. They have not kept pace with population growth.
 - C. They are not necessarily sustainable.
 - D. They are environmentally friendly.
4. What will agriculture be like in the 21st century?
 - A. It will go through radical changes.
 - B. It will supply more animal products.

- C. It will abandon traditional farming practices.
D. It will cause zero damage to the environment.
5. What is the author's purpose in writing this passage?
A. To remind people of the need of sustainable development.
B. To suggest ways of ensuring sustainable food production.
C. To advance new criteria for measuring farming progress.
D. To urge people to rethink what sustainable agriculture is.

Passage Two

The East Europeans have little reason to fear a strike from Iran. So why are they eagerly signing up to America's system to intercept Iranian missiles? Because they are scared of Russia. Within days of Russia's invasion of Georgia, Poland had agreed to host ten American interceptors (拦截导弹). Ukraine offered to link up its early-warning radars and contribute to surveillance in space. The Czech Republic had already agreed to host the missile-tracking radar.

"We have crossed the Rubicon," said the Polish prime minister, Donald Tusk, as the deal was done. Russia said any country involved in America's missile defenses made itself a legitimate target for nuclear attack. Condoleezza Rice, the American secretary of state, who went to Poland to sign the deal this week, retorted that such threatening language "isn't tolerable".

Missile defenses cannot fend off Russia's huge arsenal, but countries hosting them place themselves under America's umbrella, in effect becoming part of the defense of its homeland. American officials said the war in Georgia could have made further delay seem like surrender to Russia. But Mr Tusk offered another view: after Russia's invasion, America at last accepted Polish demands for help in modernizing its armed forces, and for the deployment of an American Patriot anti-aircraft (and anti-missile) battery in Poland.

Iran strengthened America's case by boasting (apparently falsely) this week that it had tested a missile capable of launching satellites. Previously Iran claimed its missiles could reach targets as far away as Ukraine and the Balkans. But if it ever put objects into orbit, that would allow it to fire warheads a lot farther. The Kremlin still plays down the Iranian threat, and says America's real objective is to neutralize Russia's nuclear forces. America has invited the Russians to join in, to no avail.

Missile defenses do not just pose a geopolitical risk that could worsen the West's poor relations with Russia. They are also a technological gamble. The system is not fully proven. The two-stage interceptors that will be deployed in Europe have not been built yet, and the geometry of using ground interceptors against a future Iranian threat has still to be tested.

The Pentagon's independent office to evaluate new equipment said last October that it was far from being able to certify "a high probability of [the system] working in an operationally effective manner once deployed". It said intercepts of Iranian

weapons were "very distinct" from past tests against simulated North Korean missiles over the Pacific, since shorter distances require a quicker response. The European system must also be able to deal with two kinds of missiles, intercontinental-range missiles fired at America and intermediate-range weapons fired at Europe, with different trajectories and speeds.

General Trey Obering, director of the Missile Defense Agency (MDA), calls Pentagon evaluators "very pessimistic". He says the two-stage interceptor is a simplified version of the three-stage version used above the Pacific. The principles of missile defense differ little regardless of range. Yet critics insist that America is wasting a fortune for an impossible technological fix. It has spent more than \$110 billion on missile defenses since Ronald Reagan launched his "star wars" Strategic Defense Initiative 25 years ago, evoking an impossibly ambitious "shield that could protect us from nuclear missiles just as a roof protects a family from rain". The new system is less ambitious, designed to fend off only a small number of missiles—but it will still cost as much as \$10 billion a year.

The MDA is developing some 16 overlapping systems, designed to hit missiles in different phases of flight on the philosophy of "shoot early, shoot often". The European system will try to intercept missiles in mid-course in space, where warheads separate. In several tests, the MDA has shown that it can "hit a bullet with a bullet" or even, in the words of General Obering, "hit a spot on a bullet". In February an American ship shot down a spy satellite that had spun out of control.

But can the system be fooled by counter-measures? The lack of atmosphere in space means that missiles travel predictably, but it also means that decoys such as balloons move identically. How to identify a decoy dressed up as a warhead, or a warhead wrapped in a decoy? Critics such as Theodore Postol, of the Massachusetts Institute of Technology, say this problem is insurmountable, however powerful the radars and other sensors. "It is like trying to find a bomb hidden in a pile of suitcases only by looking at them, without being able to shake them and without sniffer dogs," he argues.

Not so, says Keith Englander, chief scientist at the MDA. Even in space there are "residual" effects that help to identify warheads. He says the system can already distinguish between warheads and balloons. It cannot yet handle more complex counter-measures, he admits, but these are harder to deploy than critics imagine.

Yet some criticisms have hit the mark. The MDA wants to develop new ways of watching a missile's flight "from birth to death" to try to identify a warhead. And if it cannot spot the real target, it is developing interceptors with multiple "kill vehicles" to destroy decoys too. Besides, the critics have a big weakness: if missile defenses were just expensive junk, why would the Russians protest so loudly?

1. The East Europeans have decided to sign up to U.S. missile defense system because

A. they are scared of possible missile strike from Iran.

B. by doing this U.S. can provide them with all necessary resources to modernize

- their armed forces.
- C. that will help them neutralize Russia's nuclear power.
- D. that will put them under the protection of America's military shield.
2. According to the author, current missile defense system is a technological gamble because _____
- A. more money has to be invested in developing the system- as much as \$10 billion a year.
- B. the system has not been built yet.
- C. the efficiency of the system is yet to be tested.
- D. the Missile Defense Agency (MDA) has not confirmed its effectiveness so far.
3. Compared with the old system designed for Ronald Reagan's Star Wars, the new system is marked for its _____
- A. range
- B. accuracy
- C. cost-effectiveness
- D. working strategy
4. In terms of counter measures, some specialists are optimistic about the usability of the missile defense system because _____
- A. the system is able to identify and hit decoys.
- B. technological solutions will not make the system more expensive.
- C. interceptors are equipped with multiple kill vehicles, so decoys can not escape.
- D. decoys are harder to deploy, while the system will be able to distinguish more decoys with the help of sensory equipment.
5. What is the author's attitude toward U.S. missile defense system?
- A. It is technologically unfeasible.
- B. It will work more efficiently than the old system intended for Star Wars.
- C. It must overcome quite a few obstacles before people say *yes*.
- D. It definitely excels in its technology and deployability, as evidenced in Russia's nervousness.

Section Two : Read and Answer Questions (20 points, 4 for each)

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

Passage One

"FACTORIES of death" is how James Hansen, a crusading American scientist, describes power stations that burn coal. Coal is the dirtiest of fossil fuels, producing twice the carbon dioxide that natural gas does when it is burned. That makes it a big cause of global warming.

But some of the world's biggest economies rely on coal. It provides almost 50% of America's and Germany's power, 70% of India's and 80% of China's. Digging up

Questions

1. Why are those governments reluctant to give up the use of coal, although they know coal-burning will cause global warming?
2. What are the disadvantages of CCS (carbon capture and storage)?
3. Is there any better approach to balance the use of coal and the protection of environment?

Passage Two

How many parents insisted after Columbine and Sept. 11 that their children be reachable at all times? How comforting to give kids cell phones, so that urgent reassurances were never more than 10 digits away. And how handy, as we juggled jobs and meetings and soccer matches, to be able to rearrange deployments on the fly. Their phones served our needs so well; too bad we didn't factor in adolescent ingenuity.

Unfortunately it's too late to legislate that no one should be allowed a cell phone until he or she is at least 18 and fully licensed to use it. Every parent understands that handing over the car keys marks a fateful passage, so much more freedom and possibility, so much more risk and temptation. But cell phones took us by surprise: so small, so innocent, so powerful in the hands of a bored or twisted teen who now has an extremely efficient tool for wasting time, cheating on tests, organizing fights, bullying classmates, phoning in bomb threats, arranging drug deals and, more commonly, vamping in a junior-varsity version of *Girls Gone Wild*.

Is this the dark side of the parental imagination? Yes. But a study released last December found that one in five teens had sent or posted a naked picture of themselves, and a third had received such a picture or video by text message or email. One school principal suspects that a random ransacking of the phones in his school would find indecent pictures on half to two-thirds of them. Three out of four teens say posting suggestive stuff "can have serious negative consequences," which means they know it's dumb--and they do it anyway.

But there's nothing quite like the image of your child on a registry of sex offenders to concentrate the parental mind. It now has a catchy new label, but "sexting" has been around, as a prank and a problem, for years: in 2004 a 15-year-old Pittsburgh, Pa., girl was charged with sexual abuse of children and dissemination of child pornography when she posted nude pictures of herself online. This seemed like a confounding twist in prosecutorial philosophy, since the victim and the villain in this case were the same child. But just in the past year, more than a dozen states have followed suit, arresting kids as young as 13 for sending or receiving smutty pictures on their phones. For parents, these cases have suddenly raised the prospect of retirement savings melted down to pay legal bills, college dreams deferred, scholarships lost--all because their kids were caught doing what kids do, and were prosecuted aggressively in hopes that others would notice and clean up their act.

The rush of prosecutions, however, just reminds us that the law makes a lousy

parent. A legal system naturally depends on deterrence: you make an example of those you manage to catch, so that potential offenders think twice. But to many a teen, danger is as likely to feed desire as to frustrate it. The qualities required to shape their behavior, the humor and patience mixed just a certain way with clarity and resolve, are too much to expect from laws written to apply equally to everyone. Don't we need to exempt them from prosecution for being idiots and to find some better way to punish conduct that we didn't manage to prevent?

Especially since sexting might actually be the least of our worries. Compared with what they are actually doing, teenagers' virtual sex lives may be less a mirror than a mirage, an image of how they see themselves that vanishes as you get up close. The research suggests that even as they get more electronically immodest, they are delaying actual sex, having fewer partners and generally behaving more responsibly than many of their parents did. By all means, come down hard on the kid who uses a phone to cheat or bully or harass or cause harm. But when it comes to baring all, remind them that even if they escape the law they'll never erase the trail, when they decide to apply for college or a job or run for President: indiscretion lives forever, their naked teenage ghost in cyberspace.

Just don't imagine that you can prevail by brute force. You can block websites, limit time online, screen e-mail, unplug the webcam. But kids are more nimble than wise; they will find a work-around. Teachers know that students can text under the desk without glancing down, their phones set with a ringtone pitched too high for adults to hear. We are fighting on their turf. They are up in the trees and underground and in caves while we march around in our bright red uniforms trying to defend their dignity and virtue. Not a fair fight.

Questions:

1. According to the author, what are some of the possible negative consequences of kids using cell phones?
2. How do you understand the underlined sentence "We are fighting on their turf" in the last paragraph?

III. Writing (30 points)

Environmental deterioration has become a global concern. Desertification, sandstorm and disappearance of species are threatening us all the time. An increasing amount of efforts has been taken by governments to combat these problems. As an individual, what can we do to prevent the environment from further degrading?

Directions: Write an essay of about 400 words, expressing your views. Use specific examples to support your choice. Marks will be awarded for organization as well as for syntactic variety and appropriate word choice.

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- ★ 公共课名师小班授课
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缺乏合理规划

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弄不明白，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、思路混乱、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