

扬州大学

2020 年硕士研究生招生考试初试试题 (A 卷)

科目代码 818 科目名称 基础英语

满分 150

注意: ①认真阅读答题纸上的注意事项; ②所有答案必须写在答题纸上, 写在本试题纸或草稿纸上均无效; ③本试题纸须随答题纸一起装入试题袋中交回!

Section One Vocabulary and Structure

Part One: Multiple Choice

Directions: In this part, there are 20 incomplete sentences. For each sentence there are four choices marked [A], [B], [C] and [D]. Choose the ONE that best completes the sentence and then write your answers on the ANSWER SHEET. (40 points, 2 points each)

- Swallows nest in barns, sheds, chimneys and other _____ places.
[A] sedated [B] seduced [C] secured [D] secluded
- To assess future needs, the Department simply _____ past demand trends.
[A] whooped [B] wiggled [C] extradited [D] extrapolated
- In the Middle Eastern Bazaar, bargaining is the _____, and men and women move from shop to shop, selecting, pricing and trying to beat the price down.
[A] the order of the day [B] the topic of the day
[C] the point of honor [D] the point of contact
- If you don't have enough cash, why don't you make arrangements to buy the car _____.
[A] on account [B] on credit [C] on call [D] on deposit
- Willa Cather _____ the inspiration for her fictional characters from the Nebraskan farmers among whom she was raised.
[A] endorsed [B] deposed [C] elevated [D] procured
- The storekeeper admitted his mistake and was willing to _____ it.
[A] clarify [B] exemplify [C] rectify [D] justify
- The doctor told me that I had to _____ alcohol; otherwise I would get into trouble.
[A] cut out [B] cut off [C] cut in [D] cut up
- This book has been in the works so long that I have lost _____ of most of the sources found for me by the staff of the library.
[A] trace [B] trail [C] track [D] touch
- Communication between a young couple is a(n) _____ business.
[A] sharp [B] dreadful [C] intense [D] delicate
- When questioned by the interviewer, my mind went _____, and I could hardly remember my own date of birth.

- [A] blank [B] dim [C] faint [D] vain
11. The textbook question as well as other issues is going to be discussed when the congress is in _____ again next spring.
- [A] assembly [B] convention [C] conference [D] session
12. To survive in the intense market competition, we must _____ the qualities and varieties of products we make to the world-market demand.
- [A] improve [B] guarantee [C] gear [D] enhance
13. In ancient times people who were thought to have the ability to _____ dreams were likely to be highly respected.
- [A] interpret [B] inherit [C] impart [D] intervene
14. Materials such as clay, wax, glass and rubber are widely used in industry today because they are _____.
- [A] vital [B] malleable [C] vibrant [D] buoyant
15. Rather than being _____, world oil reserves have continuously increased under the stimulus of increasing oil consumption.
- [A] organic [B] forfeited [C] depleted [D] acidic
16. He made a long speech _____ his ignorance of the subject.
- [A] only showing [B] only to show
[C] only showed [D] only as to show
17. The millions of calculations involved, had they been done by hand, _____ all practical value by the time they were finished.
- [A] could lose [B] would have lost
[C] might lose [D] ought to have lost
18. Let me start with a _____ issue before I explain the problem of our major concern.
- [A] less [B] more [C] lesser [D] least
19. For many cities in the world, there is no room to spread out further, _____ New York is an example.
- [A] for which [B] in which [C] of which [D] from which
20. _____ their differences, the couple were developing an obvious and genuine affection for each other.
- [A] But for [B] For all [C] Above all [D] Except for

Part Two: Sentence Improvement

Directions: In this part, there are 5 sentences either grammatically incorrect or rhetorically improper and/or redundant. Identify the mistakes or errors and then improve the sentences. Write your correct version of sentences on the ANSWER SHEET. (10 points, 2 points each)

Model:

Problem sentence: Poverty is a deprivation in well-being, a denial of choices and

opportunities, and the violating of human dignity. (*faulty parallelism*)

Improved version: *Poverty is a deprivation in well-being, a denial of choices and opportunities, and a violation of human dignity.*

1. A battery powered by aluminum is simple to design, clean to run, and it is inexpensive to produce.
2. In the French revolution of July 1830, and in the English reform agitation, these aristocracies again were succumbed to the hateful upstart.
3. The pole is attached at the one end to an upright post, and it can revolve around the pole. And at the other to a blind-folded camel, which walks constantly in a circle, providing the motive power to turn the stone wheel.
4. From them all Mark Twain gained a keen perception of the human race, of difference between what people claim to be and their real identity or personality.
5. I am interested in electronics, because it is a new field and which offers interesting opportunities to one who knows science.

Section Two Reading Comprehension

Directions: *In this section, there are three passages. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked [A], [B], [C] and [D]. Read the passages carefully and then decide on the **BEST** choice. Write your answers on the **ANSWER SHEET**. (30 points, 2 points each)*

Passage One

James Paul Gee, professor of education at the University of Wisconsin-Madison, played his first video game years ago when his six-year-old son Sam was playing "Pajama Sam: No Need to Hide When It's Dark Outside". He wanted to play the game so he could support Sam's problem solving. Though Pajama Sam is not an "educational game", it is replete with the types of problems psychologists study when they study thinking and learning. When he saw how well the game held Sam's attention, he wondered what sort of beast a more mature video game might be.

Video and computer games, like many other popular, entertaining and addicting kid's activities, are looked down upon by many parents as time-wasters, and worse, parents think that these games rot the brain. Violent video games are readily blamed by the media and some experts as the reason why some youth become violent or commit extreme anti-social behavior. Recent content analyses of video games show that as many as 89% of games contain some violent content, but there is no form of aggressive content for 70% of popular games. Many scientists and psychologists, like James Paul Gee, find that video games actually have many benefits – the main one being making kids smart. Video games may actually teach kids high-level thinking skills that they will need in the future.

“Video games change your brain,” according to University of Wisconsin psychologist Shawn Green. Video games change the brain’s physical structure the same way as do learning to read, playing the piano, or navigating using a map. Much like exercise can build muscle, the powerful combination of concentration and rewarding surges of neurotransmitters like dopamine, which strengthens neural circuits, can build the player’s brain.

Video games give your child’s brain a real workout. In many video games, the skills required to win involve abstract and high-level thinking. These skills are not even taught at school. Some of the mental skills trained by video games include: following instructions, problem solving, logic, hand-eye coordination, fine motor and spatial skills. Research also suggests that people can learn iconic, spatial, and visual attention skills from video games. There have been even studies with adults showing that experience with video games is related to better surgical skills. Jacob Benjamin, doctor from Beth Israel Medical Center NY, found a direct link between skill at video gaming and skill at keyhole or laparoscopic surgery. Also, a reason given by experts as to why fighter pilots of today are more skillful is that this generation’s pilots are being weaned on video games.

The players learn to manage resources that are limited, and decide the best use of resources, the same way as in real life. In strategy games, for instance, while developing a city, an unexpected surprise like an enemy might emerge. This forces the player to be flexible and quickly change tactics. Sometimes the player does this almost every second of the game giving the brain a real workout. According to researchers at the University of Rochester, led by Daphne Bavelier, a cognitive scientist, games simulating stressful events such as those found in battle or action games could be a training tool for real-world situations. The study suggests that playing action video games primes the brain to make quick decisions. Video games can be used to train soldiers and surgeons, according to the study. Steven Johnson, author of *Everything Bad is Good for You: How Today’s Popular Culture*, says gamers must deal with immediate problems while keeping their long-term goals on their horizon. Young gamers force themselves to read to get instructions, follow storylines of games, and get information from the game texts.

James Paul Gee, professor of education at the University of Wisconsin-Madison, says that playing a video game is similar to working through a science problem. Like students in a laboratory, gamers must come up with a hypothesis. For example, players in some games constantly try out combinations of weapons and powers to use to defeat an enemy. If one does not work, they change hypothesis and try the next one. Video games are goal-driven experiences, says Gee, which are fundamental to learning. Also, using math skills is important to win in many games that involve quantitative analysis like managing resources. In higher levels of a game, players usually fail the first time around, but they keep on trying until they succeed and move on to the next level.

Many games are played online and involve cooperation with other online players in order to win. Video and computer games also help children gain self-confidence and many games are

based on history, city building, and governance and so on. Such games indirectly teach children about aspects of life on earth.

In an upcoming study in the journal *Current Biology*, authors Daphne Bavelier, Alexandre Pouget, and C. Shawn Green report that video games could provide a potent training regimen for speeding up reactions in many types of real-life situations. The researchers tested dozens of 18-to-25-year-olds who were not ordinarily video game players. They split the subjects into two groups. One group played 50 hours of the fast-paced action video games "Call of Duty 2" and "Unreal Tournament," and the other group played 50 hours of the slow-moving strategy game "The Sims 2." After this training period, all of the subjects were asked to make quick decisions in several tasks designed by the researchers. The action game players were up to 25 percent faster at coming to a conclusion and answered just as many questions correctly as their strategy game playing peers.

1. What is the main purpose of the opening paragraph?
 - [A] Introduction of professor James Paul Gee.
 - [B] Introduction of the video game: Pajamas Sam.
 - [C] Introduction of types of video games.
 - [D] Introduction of the background of this passage.
2. What does the author want to express in the SECOND paragraph?
 - [A] Video games are widely considered harmful for children's brain.
 - [B] Most violent video games are the direct reason of juvenile delinquency.
 - [C] A certain proportion of violence in the video games is beneficial to children's intellectual abilities.
 - [D] Many parents regard video games as time-wasters, which rot children's brain.
3. What is correctly mentioned in the FOURTH paragraph?
 - [A] Some schools use video games to teach students abstract and high level thinking.
 - [B] Video games improve the brain ability in various aspects.
 - [C] Some surgeons have better skills because they play more video games.
 - [D] Skillful fighter pilots in this generation love to play video games.
4. What is the expectation of the experiment the three researchers did?
 - [A] Gamers have to make the best use of the limited resource.
 - [B] Gamers with better math skills will win in the end.
 - [C] Strategy game players have better ability to make quick decisions.
 - [D] Video games help increase the speed of players' reaction effectively.
5. According to the passage, which of the following statements is TRUE?
 - [A] Most video games are popular because of their violent content.
 - [B] The action game players made less mistakes in the experiment.
 - [C] It would be a good idea for schools to apply video games in their classrooms.

[D] Those people who are addicted to video games have lots of dopamine in their brains.

Passage Two

The continuous and reckless use of synthetic chemicals for the control of pests which pose a threat to agricultural crops and human health is proving to be counter-productive. Apart from engendering widespread ecological disorders, pesticides have contributed to the emergence of a new breed of chemical-resistant, highly lethal superbugs.

According to a recent study by the Food and Agriculture Organization (FAO), more than 300 species of agricultural pests have developed resistance to a wide range of potent chemicals. Not to be left behind are the disease-spreading pests, about 100 species of which have become immune to a variety of insecticides now in use.

One glaring disadvantage of pesticides' application is that, while destroying harmful pests, they also wipe out many useful non-targeted organisms, which keep the growth of the pest population in check. This results in what agroecologists call the "treadmill syndrome". Because of their tremendous breeding potential and genetic diversity, many pests are known to withstand synthetic chemicals and bear offspring with a built-in resistance to pesticides.

The havoc that the "treadmill syndrome" can bring about is well illustrated by what happened to cotton farmers in Central America. In the early 1940s, basking in the glory of chemical-based intensive agriculture, the farmers avidly took to pesticides as a sure measure to boost crop yield. The insecticide was applied eight times a year in the mid-1940s, rising to 28 in a season in the mid-1950s, following the sudden proliferation of three new varieties of chemical-resistant pests.

By the mid-1960s, the situation took an alarming turn with the outbreak of four more new pests, necessitating pesticide spraying to such an extent that 50% of the financial outlay on cotton production was accounted for by pesticides. In the early 1970s, the spraying frequently reached 70 times a season as the farmers were pushed to the wall by the invasion of genetically stronger insect species.

Most of the pesticides in the market today remain inadequately tested for properties that cause cancer and mutations as well as for other adverse effects on health, says a study by United States environmental agencies. The United States National Resource Defense Council has found that DDT was the most popular of a long list of dangerous chemicals in use.

In the face of the escalating perils from indiscriminate applications of pesticides, a more effective and ecologically sound strategy of biological control, involving the selective use of natural enemies of the pest population, is fast gaining popularity – though, as yet, it is a new field with limited potential. The advantage of biological control in contrast to other methods is that it provides a relatively low-cost, perpetual control system with a minimum of detrimental side-effects. When handled by experts, bio-control is safe, non-polluting and self-dispersing.

The Commonwealth Institute of Biological Control (CIBC) in Bangalore, with its global

network of research laboratories and field stations, is one of the most active, non-commercial research agencies engaged in pest control by setting natural predators against parasites. CIBC also serves as a clearinghouse for the export and import of biological agents for pest control world-wide.

CIBC successfully used a seed-feeding weevil, native to Mexico, to control the obnoxious parthenium weed, known to exert devious influence on agriculture and human health in both India and Australia. Similarly, the Hyderabad-based Regional Research Laboratory (RRL), supported by CIBC, is now trying out an Argentinian weevil for the eradication of water hyacinth, another dangerous weed, which has become a nuisance in many parts of the world. According to Mrs. Kaiser Jamil of RRL, "The Argentinian weevil does not attack any other plant and a pair of adult bugs could destroy the weed in 4-5 days." CIBC is also perfecting the technique for breeding parasites that prey on "disapene scale" insects – notorious defoliants of fruit trees in the US and India.

How effectively biological control can be pressed into service is proved by the following examples. In the late 1960s, when Sri Lanka's flourishing coconut groves were plagued by leaf-mining hispides, a larval parasite imported from Singapore brought the pest under control. A natural predator indigenous to India, *Neodumetia sangawani*, was found useful in controlling the Rhodes grass-scale insect that was devouring forage grass in many parts of the US. By using *Neochetina bruci*, a beetle native to Brazil, scientists at Kerala Agricultural University freed a 12-kilometer-long canal from the clutches of the weed *Salvinia molesta*, popularly called "African Payal" in Kerala. About 30,000 hectares of rice fields in Kerala are infested by this weed.

6. The use of pesticides has contributed to _____.
- [A] a change in the way ecologies are classified by agroecologists
 - [B] an imbalance in many ecologies around the world
 - [C] the prevention of ecological disasters in some parts of the world
 - [D] an increase in the range of ecologies which can be usefully farmed
7. The Food and Agriculture Organization has counted more than 300 agricultural pests which _____.
- [A] are no longer responding to most pesticides in use
 - [B] can be easily controlled through the use of pesticides
 - [C] continue to spread disease in a wide range of crops
 - [D] may be used as part of bio-control's replacement of pesticides
8. Cotton farmers in Central America began to use pesticides _____.
- [A] because of an intensive government advertising campaign
 - [B] in response to the appearance of new varieties of pest
 - [C] as a result of changes in the seasons and the climate
 - [D] to ensure more cotton was harvested from each crop

9. By the mid-1960s, cotton farmers in Central America found that pesticides _____.
- [A] were wiping out 50% of the pests plaguing the crops
 - [B] were destroying 50% of the crops they were meant to protect
 - [C] were causing a 50% increase in the number of new pests reported
 - [D] were costing 50% of the total amount they spent on their crops
10. According to the passage, which of the following statements is TRUE?
- [A] Disease-spreading pests respond more quickly to pesticides than agricultural pests do.
 - [B] A number of pests are now born with an innate immunity to some pesticides.
 - [C] Biological control entails using synthetic chemicals to try and change the genetic make-up of the pests' offspring.
 - [D] Bio-control is free from danger for modern agriculture.

Passage Three

Architecture is about evolution, not revolution. It used to be thought that once the Romans pulled out of Britain in the fifth century, their elegant villas, carefully-planned towns and engineering marvels like Hadrian's Wall simply fell into decay as British culture was plunged into the Dark Ages. It took the Norman Conquest of 1066 to bring back the light, and the Gothic cathedral-builders of the Middle Ages played an important part in the revival of British culture. However, the truth is not as simple as that Romano-British culture—and that included architecture along with language, religion, political organization and the arts—survived long after the Roman withdrawal. And although the Anglo-Saxons had a sophisticated building style of their own, little survives to bear witness to their achievements as the vast majority of Anglo-Saxon buildings were made of wood.

Even so, the period between the Norman landing at Pevensey in 1066 and the day in 1485 when Richard III lost his horse and his head at Bosworth, ushering in the Tudors and the Early Modern period, marks a rare flowering of British building. And it is all the more remarkable because the underlying ethos of medieval architecture was "fitness for purpose". The great cathedrals and parish churches that lifted up their towers to heaven were not only acts of devotion in stone; they were also fiercely functional buildings. Castles served their particular purpose and their battlements and turrets were for use rather than ornament. In a sense, the buildings of the 16th century were also governed by fitness for purpose—only now, the purpose was very different. In domestic architecture, in particular, buildings were used to display status and wealth.

This stately and curious workmanship showed itself in various ways. A greater sense of security led to more outward-looking buildings, as opposed to the medieval arrangement where the need for defense created houses that faced inward onto a courtyard or series of courtyards. This allowed for much more in the way of exterior ornament. The rooms themselves tended to be bigger and lighter—as an expensive commodity, the use of great expanses of glass was in itself a statement of wealth. There was also a general move towards balanced and symmetrical exteriors

with central entrances.

With the exception of Inigo Jones (1573-1652), whose confident handling of classical detail and proportion set him apart from all other architects of the period, most early 17th century buildings tended to take the innocent exuberance of late Tudor work one step further. But during the 1640s and 50s the Civil War and its aftermath sent many gentlemen and nobles to the Continent either to escape the fighting or, when the war was lost, to follow Charles II into exile. There they came into contact with French, Dutch and Italian architecture and, with Charles's restoration in 1660, there was a flurry of building activity as royalists reclaimed their property and built themselves houses reflecting the latest European trends. The British Baroque was a reassertion of authority, an expression of absolutist ideology by men who remembered a world turned upside down during the Civil War. The style is heavy and rich, sometimes overblown and melodramatic. The politics which underpin it are questionable, but its products are breathtaking.

The huge glass-and-iron Crystal Palace, designed by Joseph Paxton to house the Great Exhibition of 1851, shows another strand to 19th century architecture—one which embraced new industrial processes. But it wasn't long before even this confidence in progress came to be regarded with suspicion. Mass production resulted in buildings and furnishings that were too perfect, as the individual craftsman no longer had a major role in their creation. Railing against the dehumanizing effects of industrialization, reformers like John Ruskin and William Morris made a concerted effort to return to hand-crafted, pre-industrial manufacturing techniques. Morris's influence grew from the production of furniture and textiles, until by the 1880s a generation of principled young architects was following his call for good, honest construction.

The most important trends in early 20th century architecture simply passed Britain by. Whilst Gropius was working on cold, hard expanses of glass, and Le Corbusier was experimenting with the use of reinforced concrete frames, we had staid establishment architects like Edwin Lutyens producing Neo-Georgian and Renaissance country houses for an outmoded landed class. In addition, there were slightly batty architect-craftsmen, the heirs of William Morris, still trying to turn the clock back to before the Industrial Revolution by making chairs and spurning new technology. Only a handful of Modern Movement buildings of any real merit were produced here during the 1920s and 1930s, and most of these were the work of foreign architects such as Serge Chermayeff, Berthold Lubetkin and Erno Goldfinger who had settled in this country.

After the Second World War the situation began to change. The Modern Movement's belief in progress and the future struck a chord with the mood of post-war Britain and, as reconstruction began under Attlee's Labour government in 1945, there was a desperate need for cheap housing which could be produced quickly. The use of prefabricated elements, metal frames, concrete cladding and the absence of decoration—all of which had been embraced by Modernists abroad and viewed with suspicion by the British—were adopted to varying degrees for housing developments and schools. Local authorities, charged with the task of rebuilding city center,

became important patrons of architecture. This represented a shift away from the private individuals who had dominated the architectural scene for centuries.

Since the War it has been corporate bodies like these local authorities, together with national and multinational companies, and large educational institutions, which have dominated British architecture. By the late 1980s the Modern Movement, unfairly blamed for the social experiments implicit in high-rise housing, had lost out to irony and spectacle in the shape of post-modernism, with its cheerful borrowings from anywhere and any period. But now, in the new Millennium, even post-modernism is showing signs of age. What comes next? Post-post-modernism?

11. The feature of medieval architecture was _____.
- [A] immense [B] useful
[C] decorative [D] bizarre
12. What contributes to the outward-looking buildings in the 16th century?
- [A] Safety. [B] Beauty.
[C] Quality. [D] Technology.
13. Why were the buildings in the 1660s influenced by the latest European trends?
- [A] Because the war was lost.
[B] Because the craftsman came from all over the Europe.
[C] Because the property belongs to the gentlemen and nobles.
[D] Because the monarch came back from the continent.
14. The individual craftsman was no more the key to creation for the appearance of _____.
- [A] Crystal Palace.
[B] preindustrial manufacturing return.
[C] industrial process in scale.
[D] ornament.
15. The building style changed after World War Two as a result of _____.
- [A] abundant materials
[B] local authority
[C] shortage of cheap housing
[D] conservative views

Section Three Use of English

Part One: Gap Filling

Directions: In this part, you are given an excerpt with 10 gaps. Read the excerpt closely, and then give the correct forms to fill in the numbered gaps with the words or expressions provided in the box above the excerpt. Write your answers on the **ANSWER SHEET**. Note that the lexical items provided are open to change, and that there are more items than you need and thus some are not necessary. (20 points, 2 points each)

account	finance	descend	mastermind	high
leap	disaster	spectacular	gamble	tend
take	investigate			

Historians and many members of the public already know that Winston Churchill often took high-stakes gambles in his political life. Some, like the (1)_____ Dardanelles campaign—an audacious attempt he (2)_____ at the Admiralty to seize the straits of Gallipoli and knock Turkey out of the first world war—he got wrong. Others, notably his decision as prime minister in 1940 to hold out against Nazi Germany until America came to rescue Britain, he got (3)_____ right. But the extent to which Churchill was a gambler in other spheres of his life has (4)_____ not to catch his biographers' attention.

Two new books attempt to fill this gap. The first is “No More Champagne” by David Lough, a private-banker-turned-historian who looks at Churchill's personal (5)_____ during the ups and downs of his career. It is the first biography to focus on this aspect of his life. Mr Lough has trawled through Churchill's personal (6)_____ and found that he was as much a risk-taker when it came to his money as he was when he was making decisions at the Admiralty or in Downing Street.

Although Churchill was (7)_____ from the Dukes of Marlborough, his parents had “very little money on either side”—though that never stopped them living the (8)_____ life. Neither did it hamper the young Churchill; he spent wildly on everything from polo ponies to Havana cigars, a habit he picked up as a war correspondent in Cuba. Indeed, between 1908 and 1914 the Churchill household spent an average of £1,160 on wine alone each year—£104,400 (\$145,000) in today's money.

It is no wonder, then, that Churchill spent most of his life (9)_____ from one cashflow crisis to another, being perennially behind with his suppliers' bills. Another new book, “Winston Churchill Reporting”, by Simon Read, an American journalist, looks at one of the ways Churchill eventually paid some of them: writing. Mr Read (10)_____ how Churchill went from a young army officer cadet to being Britain's highest-earning war correspondent by the age of 25, getting the journalism bug for the rest of his life.

Part Two: Paraphrase

Directions: In this part, you are required to paraphrase the underlined parts in the following given sentences. You may convert the form of the sentences but should not change the message delivered or conveyed in the original sentences. Write your answer on the **ANSWER SHEET**.

(20 points, 4 points each)

1. You pass from the heat and glare of a big, open square into a cool, dark cavern which extends as far as the eye can see, losing itself in the shadowy distance.
2. Furthermore, while Englishness is not hostile to change, it is deeply suspicious of change for change's sake, rejecting the idea that we are now committed to some inevitable mechanical progress.
3. The Nazi regime is devoid of all theme and principle except appetite and racial domination. It excels all forms of human wickedness in the efficiency of its cruelty and ferocious aggression.
4. No aspect of life in the 1920s has been more commented upon and sensationally romanticized than the so-called Revolt of the Younger Generation. The slightest mention of the decade brings nostalgic recollections to the middle-aged and curious questions by the young.
5. When you walk through a town like this—two hundred thousand inhabitants of whom at least twenty thousand own literally nothing except the rags they stand up in.

Part Three: Summary Writing

Directions: *In this part, you are given an excerpt of an essay. Read the excerpt carefully and summarize its main points with a touch of your own commentary. Your answer should not exceed 150 words. Write your answer on the ANSWER SHEET. (30 points)*

Ever since this government's term began, the attitude to teachers has been overshadowed by the mantra that good teachers cannot be rewarded if it means bad teachers are rewarded, too. That's why, despite the obvious need for them, big pay rises have not been awarded to teachers across the board. The latest pay rise was 3.6 per cent—mad in the present situation. That's why, as well, the long battle over performance-related pay was fought as teacher numbers slid.

The idea is that some kind of year zero can eventually be achieved whereby all the bad teachers are gone and only the good teachers remain. That is why the government's attempts to relieve the teacher shortage have been so focused on offering incentives to get a new generation of teachers into training. The assumption is that so many of the teachers we have already are bad, that only by starting again can standards be raised.

But the teacher shortage is not caused only because of a lack of new teachers coming into the profession. It is also because teaching has a retention problem, with many leaving the profession. These people have their reasons for doing so, which cannot be purely about wanting irresponsibly to "abandon" pupils more permanently. Such an exodus suggests that even beyond the hated union grandstanding, teachers are not happy.

Unions and government appear to be in broad agreement that the shortage of teachers is a parlous state of affairs. Oddly, though, they don't seem entirely to agree that the reasons for this may lie in features of the profession itself and the way it is run. Instead, the Government is so suspicious of the idea that teachers may be able to represent themselves, that they have set up the

General Teaching Council, a body that will represent teachers whether they want it to or not, and to which they have to pay £ 25 a year whether they want to or not.

The attitudes of both sides promise to exacerbate rather than solve the problem. Teachers are certainly exacerbating (使加剧) the problem by stressing just how bad things are. Quite a few potential teachers must be put off. And while the Government has made quite a success of convincing the public that bad education is almost exclusively linked to bad teachers represented by destructive unions, it also seems appalling that in a survey last year, working hours for primary teachers averaged 53 hours per week, while secondary teachers clocked up 51 hours.

At their spring conferences, the four major teaching unions intend to ballot their members on demanding from government an independent inquiry into working conditions. This follows the McCrone report in Scotland, which produced an agreement to limit hours to 35 per week, with a maximum class contact-time of 22 and a half hours. That sounds most attractive.