

**2016** 同等学力人员

申请硕士学位英语水平全国统一考试

# 历年真题详解

主编◎白 洁

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精选**2006—2015年十年考试真题** 直击考试最新命题思路和发展趋势 ◆

 中国人民大学出版社

# 同等学力人员申请硕士学位 英语水平全国统一考试历年真题详解

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## 前言

## Preface

2015年是实施第六版新大纲的第三年,整体题目难度与前两年基本相当,很多使用本书的考生向我们报喜顺利通过考试。能对考生有帮助,我们也感到很欣慰,同时感谢考生对本书的认可。

在我们的实际教学和辅导中不时有考生询问什么复习资料对于他们来说最有针对性和收效最好,面对各种各样的备考材料和辅导书,他们常常感到无从下手,不清楚什么样的教材和辅导书最适合自己的。

毫无疑问,历年考试真题是最有效的复习材料。考生通过研究历年考试真题,可以明确掌握考试大纲中规定的考试内容和要求,可以领会出题人的命题思路和原则,归纳总结各种问题的特点和规律,了解命题材料的来源、范围和难度,概括出各种题型的应试方法和技巧。为了帮助广大考生提高备考效率,接触到最新、最权威的备考资料,中国人民大学出版社组织了一批具有丰富的教学经验、熟悉本考试出题规律、多年从事本考试辅导教学工作的老师精心编写了这本历年真题详解。

本书的特点如下:

1. 精选2006年至2015年最近10年的考试真题,按照年代逆序编写,根据第六版大纲的样题,我们删除了以往考试真题中的听力、辨错改错、汉译英等已经不再作为考查项目的内容,使考生能够最直观地了解最新命题思路和考试的发展趋势。

2. 第一部分口语交际。这部分在提供每一道题的正确答案的同时,还归纳了问题的考查要点,帮助考生了解常考点,在问题解析部分详细介绍了每个问题的情景、上下文内容,阐明了选择正确答案的原因,解释了干扰项的错误所在。考生通过阅读分析解析部分可以掌握这部分的出题规律和常考点,有效提高口语交际的实践能力和应试能力。

3. 第二部分词汇。题解给出了正确答案和每一个选择项的释义,还提供了每个考查句子的汉语参考译文,从而帮助考生把握题句的确切意思,为考生理解和运用英语词汇打下坚实基础。

4. 第三部分阅读理解。本部分先概括性地对文章体裁、结构及主题进行分析,然后提供各个问题的正确答案,详细分析考查要点和问题与原文相关信息的对应性,而且对每一个干扰项的含义及错误原因加以解释,最后从词、句、篇的角度选取每篇文章中的核心词与超纲词,对文章中的长难句进行语法结构分析解释,还提供了每篇文章的汉语全文参考译文。目的是为了帮助考生更加有效地利用历年阅读理解考试原文,通过阅读提高词汇量、扩大知识面、改进阅读方法、学习写作思路、练习英译汉,启发考生在研究阅读理解

的出题思路、应试方法的同时实现一举多得。

5. 第四部分综合填空。在详解的过程中首先从文章的主题、写作结构和逻辑衔接关系等方面进行宏观介绍,然后解释了阅读方法和解题思路,指出抓住文章首尾句、主题句对解答问题的重要性,最后逐题提供正确答案、解题的具体方法、每个干扰项的含义以及相关词汇短语的用法举例,这些详尽的分析释义和例句可以非常有效地帮助考生全方位提高英语语言知识和运用能力。最后还提供了汉语全文翻译,以便考生更加准确全面地了解文章内容,为训练英译汉提供了有益的帮助。

6. 第五部分短文填空,先总体分析题目特点,说明答题思路和方法,然后逐题进行详细解析,指出所考查的知识点和考生答题误区,最后提供全文参考译文。通过一系列的讲解使考生清楚考查点,掌握答题技巧和步骤,加快答题速度提高正确率。

7. 第六部分翻译。首先对英译汉短文提供参考译文,然后对每个句子进行了非常细致的解析,从语法结构、难点词汇到全句的参考译文几个方面对英译汉考题进行深入浅出的阐述和说明,从根本上解决了考生复习英译汉时遇到的难题和困惑,帮助考生提高翻译能力和水平。

8. 第七部分写作。这部分解析风格独特,与同类写作辅导书中的讲解有很大的差异。这部分包括:(1)解析写作主题与文体类型;(2)讲解段落结构拓展思路;(3)归纳与主题相关的重要词汇短语;(4)提供各种文章典型结构模板;(5)提供参考范文;(6)范文的中文译文。

一本解析全面详尽、能够帮助考生融会贯通、达到举一反三目的的好书会使考生受益匪浅。我们期待着这本历年真题详解能够为更多考生带来最大的帮助,能够实实在在地提高考生的英语语言知识和语言运用能力,能够使考生在较短的时间内最经济实惠地改善英语学习方法和应试技能,最终取得有效的成果和理想的成绩,顺利通过考试。

本书由中国人民大学外国语学院白洁副教授主编,编写者有李守京教授,李慧明、陈丽丽、韩满玲副教授,以及唐启明、曹波、王亚非老师。

限于水平和时间,疏漏和失误在所难免,欢迎广大同仁和读者批评指正。

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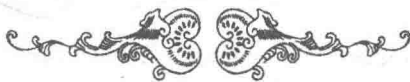
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英语水平全国统一考试试题



Paper One 试卷一

(100 minutes)

Part I Oral Communication (10 points)

Section A

**Directions:** In this section there are two incomplete dialogues and each dialogue has three blanks and three choices A, B and C, taken from the dialogue. Fill in each of the blanks with one of the choices to complete the dialogue and mark your answer on the Answer Sheet.

■ Dialogue one ■

- A. Do you know what a handicapped space is?
- B. The signs always tell you how long you can park there and on what days.
- C. Then you also need to be aware of the time limits on the street signs.

**Student:** Can you tell me where I can park?

**Clerk:** Are you driving a motorcycle or an automobile?

**Student:** I drive an automobile.

**Clerk:** Fine. You can either park in the student lot or on the street. 1

**Student:** Yes, I have seen those spots.

**Clerk:** Well, when you see the blue spots with the handicapped sign, do not park there unless you have a special permit. Are you going to be parking in the daytime or evening?

**Student:** I park in the evenings.

**Clerk:** 2 Have you seen those signs?

**Student:** Yes, I have seen those signs.

**Clerk:** 3 .

■ Dialogue Two ■

- A. The hours and limitations are printed on the card and this handout.

B. May I have your driver's license, please?

C. Are you familiar with our rules and fines?

**Student:** Excuse me. I am interested in getting a library card.

**Librarian:** Sure, let me give you an application. You can fill it out right here at the counter.

**Student:** Thank you. I'll do it right now.

**Librarian:** Let me take a look at this for you. 4

**Student:** Here it is.

**Librarian:** You seem to have filled the form out all right. 5

**Student:** Yes. I know what to do.

**Librarian:** 6

**Student:** OK. I see.

**Librarian:** Thank you for joining the library; we look forward to serving you.

### Section B

**Directions:** *In this section there is one incomplete interview which has four blanks and four choices A, B, C and D, taken from the interview. Fill in each of the blanks with one of the choices to complete the interview and mark your answer on the Answer Sheet.*

A. And fooled the boys for a while.

B. And I don't think the boys have minded.

C. Well, it's because my British publisher.

D. All this time I thought you were 'J. K'.

**Winfrey:** So, this is the first time we've met.

**Rowling:** Yes, it is.

**Winfrey:** And my producer tells me that your real name is J. O. 7

**Rowling:** (laughing) Yeah.

**Winfrey:** J. K is...

**Rowling:** 8 . When the first book came out, they thought "this is a book that will appeal to boys", but they didn't want the boys to know a woman had written it. So they said to me "could we use your initials" and I said "fine". I only have one initial. I don't have a middle name. So I took my favorite grandmother's name, Kathleen.

**Winfrey:** 9

**Rowling:** Yeah, but not for too long, because I started getting my picture in the press and no one could pretend I was a man any more.

**Winfrey:** 10

**Rowling:** No—it hasn't held me back, has it?



**Part II Vocabulary (10 points)**

**Directions:** In this part there are ten sentences, each with one word or phrase underlined. Choose the one from the four choices marked A, B, C and D that best keeps the meaning of the sentence. Mark your answer on the Answer Sheet.

11. There are several different options for getting Internet access.  
A. choices                      B. definitions                      C. channels                      D. reasons
12. Earth has an atmosphere, which protects the surface from harmful rays.  
A. minerals                      B. substances                      C. gases                      D. beams
13. The manager gave one of the salesgirls an accusing look for her hostile attitude toward customers.  
A. unfriendly                      B. optimistic                      C. impatient                      D. positive
14. Since it is late to change my mind now, I am resolved to carry out the plan.  
A. revise                      B. implement                      C. review                      D. improve
15. Security guards dispersed the crowd that had gathered around the Capitol.  
A. arrested                      B. stopped                      C. scattered                      D. watched
16. To start the program, insert the disk and follow the instructions.  
A. take out                      B. turn over                      C. track down                      D. put in
17. The patient's condition has deteriorated since last night.  
A. improved                      B. returned                      C. worsened                      D. changed
18. I couldn't afford to fly home, and a train ticket was likewise beyond my means.  
A. also                      B. nonetheless                      C. furthermore                      D. otherwise
19. Despite years of searching, scientists have detected no signs of life beyond our own solar system.  
A. within                      B. besides                      C. outside                      D. except
20. I prefer chicken to fish because I am worried about accidentally swallowing a small bone.  
A. intentionally                      B. unexpectedly                      C. anxiously                      D. hurriedly

**Part III Reading Comprehension (25 points)**

**Section A**

**Directions:** In this section, there are four passages followed by questions or unfinished statements, each with four suggested answers A, B, C and D. Choose the best an-

swer and mark your answer on the Answer Sheet.

### ■ Passage One ■

Sometimes a race is not enough. Sometimes a runner just wants to go further. That's what happened to Dennis Martin and Brooke Curran.

Martin, 68, a retired detective from New York City, took up running after his first wife died. Curran, 46, a philanthropist (慈善家) from Alexandria, started running to get out of the house and collect her thoughts. Both she and Martin got good at running but felt the desire to do more. "The more I trained, the better I got," Curran said, "but I would cross the finish line with no sense of accomplishment."

Eventually, they worked up to running marathons (马拉松) (and longer races) in other countries, on other continents. Now both have achieved a notable—and increasingly less rare—milestone: running the 26.2-mile race on all seven continents.

They are part of a phenomenon that has grown out of the running culture in the past two decades, at the intersection of athleticism and leisure: "runcations", which combine distance running with travel to exotic places. These trips, as expensive as they are physically challenging, are a growing and competitive market in the travel industry.

"In the beginning, running was enough," said Steen Albrechtsen, a press manager. "The classic marathon was the ultimate goal, then came the super marathons, like London and New York. But when 90,000 people a year can take that challenge, it is no longer exciting and adventurous. Hence, the search for new adventures began."

"No one could ever have imagined that running would become the lifestyle activity that it is today," said Thom Gilligan, founder and president of Boston-based Marathon Tours and Travel. Gilligan, who has been in business since 1979, is partly responsible for the seven-continent phenomenon.

It started with a casual talk to an interviewer about his company offering trips to every continent except Antarctica. And then in 1995, Marathon Tours hosted its first Antarctica Marathon on King George Island, off the tip of the Antarctic Peninsula: 160 runners got to the starting line of a dirt-and-ice-trail route via a Russian icebreaker through the Drake Passage.

21. At the beginning, Martin took up running just to \_\_\_\_\_.  
A. meet requirements of his job                      B. win a running race  
C. join in a philanthropic activity                      D. get away from his sadness
22. Martin and Curran are mentioned as good examples of \_\_\_\_\_.  
A. winners in the 26.2-mile race on all seven continents  
B. people who enjoy long running as a lifestyle activity  
C. running racers satisfied with their own performance

- D. old people who live an active life after retirement
23. A new trend in the travel industry is the development of \_\_\_\_\_.  
A. challenging runcations B. professional races  
C. Antarctica travel market D. expensive tours
24. The classic marathon no longer satisfies some people because \_\_\_\_\_.  
A. it does not provide enough challenge  
B. it may be tough and dangerous  
C. it involves too fierce a competition  
D. it has attracted too many people
25. The first Antarctica Marathon on King George Island indicates that \_\_\_\_\_.  
A. international cooperation is a must to such an event  
B. runcations are expensive and physically challenging  
C. Marathon Tours is a leader of the travel industry  
D. adventurous running has become increasingly popular

## ■ Passage Two ■

Before the 1970s, college students were treated as children. So many colleges ran in loco parentis system. "In loco parentis" is a Latin term meaning "in the place of a parent". It describes when someone else accepts responsibility to act in the interests of a child.

This idea developed long ago in British common law to define the responsibility of teachers toward their students. For years, American courts upheld in loco parentis in cases such as Gott versus Berea College in 1913.

Gott owned a restaurant off campus. Berea threatened to expel students who ate at places not owned by the school. The Kentucky high court decided that in loco parentis justified that rule.

In loco parentis meant that male and female college students usually had to live in separate buildings. Women had to be back at their dorms by ten or eleven on school nights.

But in the 1960s, students began to protest rules and restrictions like these. At the same time, courts began to support students who were being punished for political and social dissent.

In 1960, Alabama State College expelled six students who took part in a civil rights demonstration. They sued the school and won. After that, it became harder and harder to defend in loco parentis.

At that time, students were not considered adults until 21. Then, in 1971, the 24th amendment to the Constitution set the voting age at eighteen. So in loco parentis no longer really applied.

Slowly, colleges began to treat students not as children, but as adults. Students came to be seen as consumers of educational services.

Gary Dickstein, an assistant vice president at Wright State University in Dayton, Ohio, says in loco parentis is not really gone. It just looks different. Today's parents, he says, are often heavily involved in students' lives. They are known as "helicopter parents". They always seem to hover over their children. Gary Dickstein says these parents are likely to question decisions, especially about safety issues and grades. They want to make sure their financial investment is not being wasted.

26. Before the 1970s, many colleges ran in loco parentis system because \_\_\_\_\_.
  - A. they could take the place of the students' parents
  - B. parents asked them to do it for the interests of their children
  - C. this was a tradition established by British colleges
  - D. college students were regarded as too young to be treated as adults
27. Who won the case of Gott versus Berea College in 1913?
  - A. Berea College.
  - B. Gott.
  - C. It was a win-win case.
  - D. The students.
28. The word "dissent" (Para. 5) probably means "\_\_\_\_\_".
  - A. extreme behaviors
  - B. violation of laws
  - C. strong disagreement
  - D. wrong doings
29. In 1960, the court ruled that Alabama State College \_\_\_\_\_.
  - A. had no right to expel the students
  - B. was justified to have expelled the students
  - C. shouldn't interfere with students' daily life
  - D. should support civil rights demonstrations
30. According to Gary Dickstein, today's "helicopter parents" \_\_\_\_\_.
  - A. don't set their hearts at rest with college administrators
  - B. keep a watchful eye on their children's life and study
  - C. care less about their children's education than before
  - D. have different opinions on their children's education

### Passage Three

We tend to think of plants as the furniture of the natural world. They don't move, they don't make sounds, they don't seem to respond to anything—at least not very quickly. But as is often the case, our human view of the world misses quite a lot. Plants talk to each other all the time. And the language is chemical.

Over the years, scientists have reported that different types of plants, from trees to tomatoes, release compounds into the air to help neighboring plants. These chemical warnings all have the same purpose—to spread information about one plant's disease so other plants can defend themselves. But exactly how plants receive and act on many of these sig-

nals is still mysterious.

In this week's Proceedings of the National Academy of Sciences, researchers in Japan offer some explanations. They have identified one chemical message and traced it all the way from release to action.

The scientists looked at tomato plants infested (侵害) by a common pest, the cutworm caterpillar (毛虫). To start out, they grew plants in two plastic compartments connected by a tube. One plant was infested and placed upwind and the others were uninfested and placed downwind. The downwind plants were later exposed to the cutworm caterpillar. The results showed that plants that had previously been near sick neighbors were able to defend themselves better against the caterpillar.

The researchers also studied leaves from exposed and unexposed plants. They found one compound showed up more often in the exposed plants. The substance is called Hex Vic. When the scientists fed Hex Vic to cutworms, it knocked down their survival rate by 17%. The scientists identified the source of Hex Vic, and sprayed it lightly over healthy plants. Those plants were then able to start producing the caterpillar-killing Hex Vic. Researchers confirmed that uninfested plants have to build their own weapon to fight off bugs and diseases. How do they know when to play defense? They are warned first by their friendly plant neighbors.

It is a complex tale, and it may be happening in more plant species than tomatoes. It may also be happening with more chemical signals that are still unknown to us. For now though, we know that plants not only communicate, they look out for one another.

31. What does the author try to emphasize Paragraph 1?
  - A. How plants communicate is still a mystery.
  - B. Enough attention has been paid to plant talk.
  - C. Plants are the furniture of the natural world.
  - D. Plants can communicate with each other.
32. According to Paragraph 2, what remains unknown is \_\_\_\_\_.
  - A. how plants receive and handle the signals from their neighbors
  - B. why plants spread chemical information to their neighbors
  - C. how many types of plants release compounds into the air
  - D. whether plants send chemical warnings to their neighbors
33. The tomato plants in the experiment were \_\_\_\_\_.
  - A. placed separately but connected through air
  - B. exposed to different kinds of pests
  - C. exposed to the pest at the same time
  - D. placed together in a closed compartment
34. The experiment shows that the infested plant helps its neighbors by \_\_\_\_\_.
  - A. making more Hex Vic to attract the pest

- B. releasing Hex Vic into the air to warn them
  - C. letting them know how to produce Hex Vic
  - D. producing enough Hex Vic to kill the pest
35. What may be the best title for the passage?
- A. Survival of Plants
  - B. Plant World
  - C. Talking Plants
  - D. Plant Bug Killer

#### ■ Passage Four ■

Vancouver is the best place to live in the Americas, according to a quality-of-life ranking published earlier this month. The city regularly tops such indexes as its clean air, spacious homes and weekend possibilities of sailing and skiing. But its status as a livable city is threatened by worsening congestion (拥挤). Over the next three decades, another 1 million residents are expected to live in the Greater Vancouver region, adding more cars, bicycles and lorries to roads that are already struggling to serve the existing 2.3 million residents.

A proposal by Vancouver's mayor seeks to prevent the worsening conditions. Upgrades would be made to 2,300 kilometers of road lanes, as well as bus routes and cycle paths. Four hundred new buses would join the fleet of 1,830. There would be more trains and more "seabus" ferry crossings between Vancouver and its wealthy northern suburbs. To get all that, residents must vote to accept an increase in sales tax, from 7% to 7.5%. Polls suggest they will vote no.

Everyone agrees that a more efficient transport system is needed. Confined by mountains to the north, the United States to the south and the Pacific Ocean to the west, Vancouver has spread in the only direction where there is still land, into the Fraser Valley, which just a few decades ago was mostly farmland. The road is often overcrowded.

Yet commuters' suspicion of local bureaucrats may exceed their dislike of congestion. TransLink, which runs public transport in the region, is unloved by taxpayers. Passengers blame it when Skytrain, the light-rail system, comes to a standstill because of mechanical or electrical faults, as happened twice in one week last summer, leaving commuters stuck in carriages with nothing to do but expressing their anger on Twitter. That sort of thing has made voters less willing to pay the \$7.5 billion in capital spending that the ten-year traffic upgrade would involve.

Despite the complaints, Vancouver's transport system is a decent, well-integrated one on which to build, reckons Todd Litman, a transport consultant who has worked for TransLink. "These upgrades are all-important if Vancouver wants to maintain its reputation for being a destination others want to go to." He says.

36. The biggest problem threatening Vancouver as a livable city is \_\_\_\_\_.



ficial sweeteners. The industry is still trying to get its head around this.”

**Comment 1 :**

Add me to the number of people addicted to diet colas who quit drinking soda altogether. I honestly think soda is addictive and I'm happy not to be drinking it anymore.

**Comment 2 :**

Perhaps the slowdown has something more to do with the skyrocketing cost of soft drinks.

**Comment 3 :**

I LOVE diet drinks! Am I unhealthy? Who knows? I guarantee I have a better physique than most 43-year-old men.

**Comment 4 :**

This is a silly and shallow piece. The reason for the fall off is simply the explosion in consumption of bottled waters and energy drinks.

**Comment 5 :**

As people learn more about health and wellness they will consume less sugar, less soda, less artificial sweeteners.

41. What do we know about diet soda sale?
  - A. It began to undergo a gradual drop starting from 2000.
  - B. It was on the decline since the 1990s but is on the rise now.
  - C. It reached its peak in the 2000s but began to drop since then.
  - D. It has been decreasing since the 1990s.
42. What does the author think of the prospects of diet soda sale?
  - A. It will continue to drop.
  - B. It will get better soon.
  - C. It is hard to say for sure.
  - D. It may have ups and downs.
43. Which comment gives a personal reason for quitting diet colas?
  - A. Comment 5.
  - B. Comment 4.
  - C. Comment 3.
  - D. Comment 1.
44. Which comment supports the author's point of view?
  - A. Comment 2.
  - B. Comment 3.
  - C. Comment 4.
  - D. Comment 5.
45. Which comments disagree with the author on the cause of soda sale slowdown?
  - A. Comment 3 and Comment 5.
  - B. Comment 2 and Comment 4.
  - C. Comment 1 and Comment 4.
  - D. Comment 2 and Comment 3.

**Part IV Cloze (10 points)**

**Directions:** In this part, there is a passage with ten blanks. For each blank there are four choices marked, A, B, C, and D. Choose the best answer for each blank and mark



your answer on the Answer Sheet.

When asked about the impact of disturbing news on children, one mother said: "My 11-year-old daughter doesn't like watching the news. She has 46 about what she has seen. One time, she watched a report about a person who killed a family member with a knife. That night she dreamed that she too was being killed." Another interviewee said: "My six-year-old niece saw reports of tornadoes (龙卷风) from elsewhere in the country. For weeks 47, she was terrified. She 48 call me on the phone, convinced that a tornado was coming her way and that she was going to die."

Do you think disturbing news report can frighten children? In one survey, nearly 40 percent of parents said that their children had been 49 by something they saw in the news and that, 50, the children had feared that a similar event would happen to them or their loved ones. Why? One factor is that children often 51 the news differently from adults. For example, small children may believe that a 52 that is broadcast repeatedly is really happening repeatedly.

A second factor is that daily reports of disturbing events can distort a child's 53 of the world. True, we live in "critical times hard to 54." But repeated exposure to disturbing news reports can cause children to develop lasting fears. "Children who watch a lot of TV news 55 to overestimate the occurrence of crime and may perceive the world to be a more dangerous place than it actually is," observes the Kaiser Family Foundation.

- |                    |                 |                 |                 |
|--------------------|-----------------|-----------------|-----------------|
| 46. A. thoughts    | B. nightmares   | C. ideas        | D. pictures     |
| 47. A. afterward   | B. ago          | C. before       | D. later        |
| 48. A. should      | B. might        | C. could        | D. would        |
| 49. A. bored       | B. angered      | C. upset        | D. disappointed |
| 50. A. in no time  | B. by all means | C. all the more | D. as a result  |
| 51. A. tell        | B. interpret    | C. narrate      | D. treat        |
| 52. A. tragedy     | B. comedy       | C. play         | D. drama        |
| 53. A. imagination | B. view         | C. sight        | D. look         |
| 54. A. give up     | B. stick to     | C. deal with    | D. set down     |
| 55. A. prefer      | B. turn         | C. come         | D. tend         |

## Part V Text Completion (20 points)

**Directions:** In this part there are three incomplete texts with 20 questions (Ranging from 56 to 75). Above each text there are three or four phrases to be completed. First, use the choices provided in the box to complete the phrases. Second, use the completed phrases