

2007 考研英语冲刺试卷

(一)

考生注意事项

1. 考生必须严格遵守各项考场规则。
 2. 答题前，考生应按准考证上的有关内容填写答题卡上的“考生姓名”、“报考单位”、“考生编号”等信息。
 3. 答案必须按要求涂写或填写在指定的答题卡上。
 - (1) 英语知识运用和阅读理解 A 节、B 节的答案用 2B 铅笔涂写在答题卡 1 上。如要改动，必须用橡皮擦干净。
 - (2) 阅读理解 C 节(英译汉)的答案和作文必须用蓝(黑)色字迹钢笔、圆珠笔或签字笔写在答题卡 2 上。字迹要清楚。
 4. 考试结束后，将答题卡 1、答题卡 2 及试题一并装入试题袋中。
-

Model Test 1

Section I Use of English

Directions:

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

Standard English is the variety of English which is usually used in print and which is normally taught in schools and to non-native speakers learning the language. It is also the variety which is normally 1 by educated people and used in news broadcasts and other 2 situations. The difference between standard and nonstandard, it should be noted, has 3 in principle to do with differences between formal and colloquial 4; standard English has colloquial as well as formal variants.

5, the standard variety of English is based on the London 6 of English that developed after the Norman Conquest resulted in the removal of the Court from Winchester to London. This dialect became the one 7 by the educated, and it was developed and promoted 8 a model, or norm, for wider and wider segments of society. It was also the 9 that was carried overseas, but not one unaffected by such export. Today, 10 English is arranged to the extent that the grammar and vocabulary of English are 11 the same everywhere in the world where English is used; 12 among local standards is really quite minor, 13 the Singapore, South Africa, and Irish varieties are really very 14 different from one another so far as grammar and vocabulary are 15. Indeed, Standard English is so powerful that it exerts a tremendous 16 on all local varieties, to the extent that many of long-established dialects of England have 17 much of their vigor and there is considerable pressure on them to be 18. This latter situation is not unique 19 English; it is also true in other countries where processes of standardization are 20. But it sometimes creates problems for speakers who try to strike some kind of compromise between local norms and national, even supranational ones.

- | | | | |
|---------------------|------------------|-------------------|----------------|
| 1. [A] said | [B] told | [C] talked | [D] spoken |
| 2. [A] same | [B] similar | [C] equal | [D] identical |
| 3. [A] anything | [B] something | [C] nothing | [D] everything |
| 4. [A] language | [B] vocabulary | [C] idioms | [D] words |
| 5. [A] Surprisingly | [B] Historically | [C] Interestingly | [D] Generally |

- | | | | |
|--------------------|---------------------|--------------------|--------------------|
| 6. [A] accent | [B] pronunciation | [C] spelling | [D] dialect |
| 7. [A] preferred | [B] learned | [C] praised | [D] created |
| 8. [A] to | [B] in | [C] as | [D] for |
| 9. [A] basis | [B] norm | [C] rule | [D] variety |
| 10. [A] formal | [B] colloquial | [C] non-standard | [D] standard |
| 11. [A] not | [B] very | [C] much | [D] hardly |
| 12. [A] variation | [B] standardization | [C] unification | [D] transformation |
| 13. [A] therefore | [B] but | [C] so that | [D] nevertheless |
| 14. [A] great | [B] much | [C] no | [D] little |
| 15. [A] talked | [B] concerned | [C] mentioned | [D] involved |
| 16. [A] press | [B] pressure | [C] power | [D] force |
| 17. [A] lost | [B] gained | [C] missed | [D] got |
| 18. [A] abandoned | [B] changed | [C] standardized | [D] reformed |
| 19. [A] in | [B] of | [C] for | [D] to |
| 20. [A] in the way | [B] under way | [C] out of the way | [D] all the way |

Section II Reading Comprehension

Part A

Directions:

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

Text 1

As Eleanor Roosevelt once said, “Universal human rights begin in small places, close to home.” And Tolerance.org, a Web site from the Southern Poverty Law Center, is helping parents across the country create homes in which tolerance and understanding are guiding themes. “The goal of nurturing open-minded, empathetic children is a challenging one,” says Jennifer Holladay, director of Tolerance.org. “To cultivate tolerance, parents have to instill in children a sense of empathy, respect and responsibility—to oneself and to others—as well as the recognition that every person on earth is a treasure.” Holladay offers several ways parents can promote tolerance:

Talk about tolerance. Tolerance education is an ongoing process; it cannot be captured in a single moment. Establish a high comfort level for open dialogue about social issues. Let children know that no subject is taboo. Identify intolerance when children are exposed to it. Point out stereotypes and cultural misinformation depicted in movies, TV shows, computer games and other media. Challenge bias when it comes from friends and family members. Do not let the moment pass. Begin with a qualified statement: “Andrew just called people of XYZ faith ‘lunatics.’ What do you think about that, Zoe?” Let children do most of the talking. Challenge intolerance when it comes from your children. When a child

says or does something that reflects biases or embraces stereotypes, confront the child: “What makes that joke funny, Jerome?” Guide the conversation toward internalization of empathy and respect—“Mimi uses a walker, honey. How do you think she would feel about that joke?” or “How did you feel when Robbie made fun of your glasses last week?” Support your children when they are the victims of intolerance. Respect children’s troubles by acknowledging when they become targets of bias.

Don’t minimize the experience. Provide emotional support and then brainstorm constructive responses. For example, develop a set of comebacks to use when children are the victims of name-calling. Create opportunities for children to interact with people who are different from them. Look critically at how a child defines “normal.” Expand the definition. Visit playgrounds where a variety of children are present—people of different races, socioeconomic backgrounds, family structures, etc. Encourage a child to spend time with elders—grandparents, for example. Encourage children to call upon community resources. A child who is concerned about world hunger can volunteer at a local soup kitchen or homeless shelter. The earlier children interact with the community, the better. This will help convey the lesson that we are not islands unto ourselves. Model the behavior you would like to see. As a parent and as your child’s primary role model, be consistent in how you treat others. Remember, you may say, “Do as I say, not as I do,” but actions really do speak louder than words.

21. Which of the following statements is TRUE about Tolerance.org?
- [A] It is a Web site from the Northern Poverty Law Center.
 - [B] It is helping parents across the country create homes for those orphans.
 - [C] The goal is to challenge those intolerant children.
 - [D] It helps parents cultivate a sense of empathy and responsibility in their children.
22. The underlined word “taboo” (Para. 2) most probably means “_____”.
- [A] intolerance
 - [B] forbidden customs
 - [C] secret dialogues
 - [D] inappropriate issues
23. The example of asking “How did you feel when Robbie made fun of your glasses last week?” is to illustrate that it is indispensable to _____.
- [A] challenge intolerance when it comes from your children
 - [B] identify intolerance when children are exposed to it
 - [C] support your children when they are the victims of intolerance
 - [D] create opportunities for children to interact with people who are different from them
24. According to the passage, children are encouraged to join in many activities other than _____.
- [A] live in homeless shelter
 - [B] spend time with elders

- [C] volunteer at a local soup kitchen
[D] visit playgrounds where a variety of children are present
25. According to Jennifer Holladay, who are children's primary role models?
- [A] Their teachers.
[B] Their parents.
[C] Their grandparents.
[D] Their peers.

Text 2

Every year New Zealanders living in London can be seen loading up Kombi vans and heading off to experience the “classic European holiday”. The trip usually starts in the north of France, after crossing the channel from Dover in England to Calais, driving down through France, over the Pyrenees into Spain, west into Portugal and then across the Continent to Italy and often beyond.

There are numerous reasons young New Zealanders take this rite of passage—as well as seeing all the fantastic sights and tasting the delights of Europe's food and wine, it's relatively inexpensive. The Kombi is transport and accommodation all in one, cutting down significantly on costs.

There is just one problem. As the Kombis become “antique”, these trips are usually punctuated with numerous roadside sessions as the van sits idle, in no hurry to start, while you swelter in the hot sun. But do not let this deter you. Travelling Europe in your own vehicle means no public transport schedules to cramp your style, the ability to explore the quaint, off-the-beaten-track villages where the “real” locals live, freedom to not have to book accommodation in advance—you can nearly always get a campsite and can load your vehicle with cheap, fantastic regional wines and souvenirs. With these bonuses in mind, here are some suggestions for planning the great Europe road adventure. The key to a pleasurable driving experience is a good navigator and a driver with a cool head. If you do not feel relaxed driving around New Zealand's cities and highways, then you probably will not enjoy driving around Europe. As co-pilot to the driver, you need to read (and understand) maps, look out for turn-offs—and keep the music playing. Language is not a big problem once a few essential terms are mastered. The biggest challenge is in the cities, where traffic can be chaotic and elaborate one-way systems and narrow, cobbled alleyways can make finding your destination hard work. It can be easier to leave the vehicle on the outskirts of town or in a camping ground and use public transport. This also avoids paying for costly parking.

26. According to the passage, the trip usually starts in _____.
[A] France [B] England
[C] Spain [D] Italy
27. The underlined word “Kombi” (Para. 1) most probably means “_____”.

- [A] the name of the trip
[B] the friend going with you
[C] the brand of the van
[D] the name of a hotel
28. In the sentence “it’s relatively inexpensive” (Para. 2) “it” most probably refers to _____.
[A] the trip
[B] the transportation
[C] the accommodation
[D] the food and wine
29. What is the biggest trouble?
[A] The Kombis become too old.
[B] Language.
[C] People may not enjoy the driving experience.
[D] Finding one’s destination is hard for the busy traffic in cities.
30. What is the nationality of the target readers?
[A] New Zealand [B] England
[C] France [D] Spain

Text 3

The first big-name hackers include Steve Wozniak, Bill Gates and Linus Torvalds, all now highly recognizable names behind many of the computer technologies used today. These early hackers had a love of technology and a compelling need to know how it all worked, and their goal was to push programs beyond what they were designed to do. Back then, the word “hacker” didn’t have the negative connotation it has today. The original hacker ethic, rooted out of simple curiosity and a need to be challenged, appears to be dead.

The objectives of early hackers are a far cry from the goals of today’s hacker. The motivation of the new breed of hackers appears not to be curiosity, or a hunger for knowledge, as it used to be. Instead, most of today’s hackers are driven by greed, power, revenge, or some other malicious intent, treating hacking as a game or sport, employing the tools that are readily available via the Internet.

The rate of security attacks is actually outpacing the growth of the Internet. This means that something besides the growth of the Internet is driving the rise in security attacks. Here are some realities you should know about: Operating systems and applications will never be secure. New vulnerabilities will be introduced into your environment every day. And even if you ever do get one operating system secure, there will be new operating systems with new vulnerabilities—phones, wireless devices, and network appliances. Employees will never keep up with security polices and awareness. It doesn’t matter how much you train and educate your employees. If your employees disregard warnings about the hazards of opening questionable email attachments, how are you going to educate them about properly configuring firewalls and intrusion detection

systems for their PCs? Managers have more responsibility than ever. And on top of the realities listed above, security managers are being asked to support increasing degrees of network availability and access.

There are some good security measures you can take: Employ a layer 7, full-inspection firewall. Automatically update your anti-virus at the gateway, server and client. Keep all of your systems and applications updated. Hackers commonly break into a Web site through known security holes, so make sure your servers and applications are patched and up to date. Turn off unnecessary network services. Eliminate all unneeded programs. Scan network for common backdoor services—Use intrusion detection systems, vulnerability scans, anti-virus protection.

31. Which of the following statements of Steve Wozniak, Bill Gates and Linus Torvalds is TRUE?
- [A] They are all good examples of today’s computer users.
 - [B] They are driven by greed, power, revenge, or some other malicious intent.
 - [C] Their goal is to push programs beyond what they are designed to do.
 - [D] They are all dead.
32. The underlined word “hacker” (Para. 1) most probably means “_____”.
- [A] highly recognizable names behind many of the computer technologies used today
 - [B] the negative connotation of those computer users
 - [C] a game, employing the tools that are readily available via the Internet
 - [D] people who break into computer systems
33. Which of the following is NOT true of security attacks?
- [A] Employees will keep up with security polices and awareness if they are highly-trained.
 - [B] The rate of security attacks appears faster than the growth of the Internet.
 - [C] One’s computer system will never be secure.
 - [D] Vulnerabilities can go through phones, wireless devices, and network appliances.
34. What is the most important one among the realities listed?
- [A] New vulnerabilities will be introduced into your environment every day.
 - [B] If employees disregard warnings about the hazards of opening questionable email attachments, the manager should educate them about properly configuring firewalls and intrusion detection systems for their PCs.
 - [C] Managers have more responsibility than ever.
 - [D] Security managers are asked to support increasing degrees of network availability and access.
35. Various security measures are recommended EXCEPT _____.
- [A] turning off network services
 - [B] employing a full-inspection firewall
 - [C] making sure that servers and applications are patched
 - [D] eliminating all unneeded programs

Text 4

There are advantages in 2047, if you want to look for them. The air is cleaner, and there seem to be fewer colds. The crime rate has dropped. With the police car too expensive, policemen are back on their beats. More important, the streets are full. Legs are king, and people walk everywhere far into the night. There is mutual protection in crowds.

If the weather isn't too cold, people sit out front. If it is hot, the open air is the only air-conditioning they get. At least, the street lights still burn. Indoors, few people can afford to keep lights burning after supper.

As for the winter—well, it is inconvenient to be cold, with most of what furnace fuel is allowed hoarded for the dawn. But sweaters are popular indoor wear. Showers are not an everyday luxury.

It is sore in the suburbs, which were born with the auto, lived with the auto, and are dying with the auto. Suburbanites from associations that assign turns to the procurement and distribution of food. Rushcarts creak from house to house along the posh suburban roads, and every bad snowstorm is a disaster. It isn't easy to hoard enough food to last till the roads are open.

What energy is left must be conserved for agriculture. The great car factories make trucks and farm machinery almost exclusively. The American population isn't going up much any more, but the food supply must be kept high even though the prices and difficulty of distribution force each American to eat less. Food is needed for export to pay for some trickles of oil and for other resources.

The rest of the world is not as lucky as we are. They're starving out there because earth's population has continued to rise. The population on earth is 5.5 billion—up by 1.5 billion since 2047—and outside the United States and Europe, not more than one in five has enough to eat at any given time. There is a high infant mortality rate.

It's more than just starvation, though. There are those who manage to survive on barely enough to keep the body working, and that proves to be not enough for the brain. It is estimated that nearly two billion people in the world are permanently brain damaged by undernutrition, and the number is growing.

At least, the big armies are gone. Only the United States and the Russia can maintain a few tanks, planes, and ships—which they dare not move for fear of biting into limited fuel reserves.

Machines must be replaced by human muscle and beasts of burden. People are working longer hours, and with lighting restricted, television only three hours a night, new books few and printed in small editions—what is there to do with leisure? Work, sleep, and eating are the great trinity of 2047, and only the first two are guaranteed.

36. What is the passage about?

[A] It is a history of life in 2047.

- [B] It is the description of life after a war.
[C] It is an imaginary account of life in 2047.
[D] It is a scientific study of life in 2047.
37. Which of the following statements is NOT true according to the passage?
[A] Energy will be on more expensive and in short supply.
[B] Most people will be on their legs.
[C] The air will be cleaner in 2047.
[D] There will be more cars than ever in 2047.
38. In 2047, people will _____.
[A] not use any electricity
[B] use more electricity than they do today
[C] use less electricity than they do today
[D] not like electricity any more
39. Why will American need to export food in 2047?
[A] Because the farmers will need a lot of money.
[B] Because it will need money to buy oil.
[C] Because it will have too much food for its own use.
[D] Because it wants to help other countries.
40. Which of the following can best describe the author's tone?
[A] Pessimistic.
[B] Cheerful.
[C] Excited.
[D] Optimistic.

Part B

Directions:

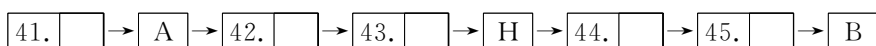
The following paragraphs are given in a wrong order for Questions 41 – 45, you are required to reorganize these paragraphs into a coherent article by choosing from the list A – H to fill in each numbered box. The second, fifth and the last paragraphs have been placed for you in Boxes. Mark your answers on ANSWER SHEET 1. (10 points)

- [A] Look and listen and think about what the other person says, how they say it and what they do. Be aware of yourself as well. If you recognize a pause in the wrong place or a phrasing that implies weakness then immediately look for a way to counter the impression produced. The game is not lost until the encounter is over. Many of these signals do not require a deep study of psychology. They require awareness, some common sense to recognize meaning and a readiness to do something about the signals that are sent and received.
- [B] Recognition of body language also helps to understand our own feelings. If we feel irritated by someone, could it be because they are leaning back in their chair, with

head slightly tilted back (looking down their noses at us), perhaps with hands together making a shape like a church steeple, or with hands behind their head? We may both be standing up and the other person is holding their jacket lapels, wagging their thumbs at us. These are all gestures of superiority and might explain our annoyance. Understanding this, we may be able to handle it better.

- [C] If we can interpret this involuntary commentary then our negotiating position will be stronger. We could recognize a lie, whether our arguments were being accepted or whether the other party was unreceptive and adjust our behaviour accordingly.
- [D] Many studies claim to show that over 50 percent of the messages we convey are through gesture, expression and posture. This is in addition to the messages conveyed through tone of voice. Whether it be banging the table with our fists, directing an angry stare or looking puzzled, it is hard to deny the importance of this side of communication. The astute dealer is always alive to body language but don't concentrate so much on it that you don't pay attention to what is actually said.
- [E] Signals don't appear singly but in clusters of several that reinforce each other. Don't rely upon just one gesture that may be misinterpreted but take the wider evidence available. We frequently say things we don't mean and mean things we don't say. How easy it is to imply things we don't mean! Interpretation of the "sub-text" of communication is inaccurate. Don't rely upon what you think is going on under the surface without checking you interpretation.
- [F] Some expressions and gestures are particular to specific cultures, while others are common to the entire human race, such as smiling or the bared teeth of anger. A smile can be faked: it can mask anger and aggression. However, the way we stand and what we do with our hands is harder to control. There is another layer of body signals, of greater subtlety, such as the narrowing of eyes, the shape of the smile and even the contraction of the pupils of the eye, which may also betray the real feelings of the smiling negotiator. Most of those gestures are universal.
- [G] Typically, someone who is lying will avoid your eye and may look downwards. They may touch their faces around the mouth and have the palms of their hands hidden from you. The other party may adopt a tone of voice of great sincerity and look you steadily in the eye in order to reinforce the deception of their words. If you look away from that gaze you may see signals they are unable to control, which give the game away.
- [H] We all recognize a lot unconsciously, which is how we get a feeling that someone is lying or that they are bored. In lying, people's expressions, postures and gestures convey contrary messages to their words and we intuitively recognize the disparity. To negotiate more effectively, be sensitive to these signals, whether by paying more attention to your feelings or by consciously observing and thinking about the gestures and expressions we see.

Order:



Part C

Directions:

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

Exactly where we will stand in the long war against disease by the year 2050 is impossible to say. (46) But if developments in research maintain their current pace, it seems likely that a combination of improved attention to dietary and environmental factors, along with advances in gene therapy and protein targeted drugs, will have virtually eliminated most major classes of disease.

From an economic standpoint, the best news may be that these accomplishments could be accompanied by a drop in health-care costs. (47) Costs may even fall as diseases are brought under control using pinpointed, short-term therapies now being developed. By 2050 there will be fewer hospitals, and surgical procedures will be largely restricted to the treatment of accidents and other forms of trauma. Spending on nonacute care, both in nursing facilities and in homes, will also fall sharply as more elderly people lead healthy lives until close to death.

One result of medicine's success in controlling disease will be a dramatic increase in life expectancy. (48) The extent of that increase is a highly speculative matter, but it is worth noting that medical science has already helped to make the very old (currently defined as those over 85 years of age) the fastest growing segment of the population. Between 1960 and 1995, the U. S. population as a whole increased by about 45%, while the segment over 85 years of age grew by almost 300%. (49) There has been a similar explosion in the population of centenarians, with the result that survival to the age of 100 is no longer the newsworthy feat that it was only a few decades ago. U. S. Census Bureau projections already forecast dramatic increase in the number of centenarians in the next 50 years: 4 million in 2050, compared with 37, 000 in 1990.

(50) Although Census Bureau calculations project an increase in average life span of only eight years by the year 2050, some experts believe that the human life span should not begin to encounter any theoretical natural limits before 120 years. With continuing advances in molecular medicine and a growing understanding of the aging process, that limit could rise to 130 years or more.

Section III Writing

Part A

51. Directions:

Complete this job application form, inventing any information that is necessary.

JOB APPLICATION FORM

Family name: _____
First name: _____
Sex: _____
Date of birth: _____ (month/day/year)
Place of birth: _____
Nationality: _____
Address: _____
Telephone No: _____
Fax No: _____
Education: _____
Post applied for: _____
Work experience: _____
Explain why you think you are suited to the job

You should write about 100 words on ANSWER SHEET 2. Do not use your own name. Use “Li Ming” instead. (10 points)

Part B

52. Directions:

Write a report for a university lecturer to

1. describe the picture and show your understanding
2. give your comment, and
3. present your suggestions

You should neatly write 160—200 words on ANSWER SHEET 2. (20 points)



图 1

图 1 是某城市 1960 年的地图,上面分布着超过一半的耕地,大量的森林和草地还有河流和湖泊,而沙漠只占相对较少的一部分,大约 $\frac{1}{4}$ 或 $\frac{1}{5}$ 左右。



图 2

图 2 是此城市 2002 年的地图,大面积耕地被沙化,耕地面积只占不到 $\frac{1}{3}$,森林和草地还有河流和湖泊也有不同程度的沙化,明显地是沙漠面积迅速扩大,已占整个城市面积的 $\frac{1}{3}$ 左右。

2007 考研英语冲刺试卷

(二)

考生注意事项

1. 考生必须严格遵守各项考场规则。
 2. 答题前，考生应按准考证上的有关内容填写答题卡上的“考生姓名”、“报考单位”、“考生编号”等信息。
 3. 答案必须按要求涂写或填写在指定的答题卡上。
 - (1) 英语知识运用和阅读理解 A 节、B 节的答案用 2B 铅笔涂写在答题卡 1 上。如要改动，必须用橡皮擦干净。
 - (2) 阅读理解 C 节(英译汉)的答案和作文必须用蓝(黑)色字迹钢笔、圆珠笔或签字笔写在答题卡 2 上。字迹要清楚。
 4. 考试结束后，将答题卡 1、答题卡 2 及试题一并装入试题袋中。
-

Model Test 2

Section I Use of English

Directions:

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

It is often observed that the aged spend much time thinking and talking about their past lives, 1 about the future. These reminiscences are not simply random or trivial memories, 2 is their purpose merely to make conversation. The old person's recollections of the past help to 3 an identity that is becoming increasingly fragile: 4 any role that brings respect or any goal that might provide 5 to the future, the individual mentions their past as a reminder to listeners, that here was a life 6 living. 7, the memories form part of a continuing life 8, in which the old person 9 the events and experiences of the years gone by and 10 on the overall meaning of his or her own almost completed life.

As the life cycle 11 to its close, the aged must also learn to accept the reality of their own impending death. 12 this task is made difficult by the fact that death is almost a 13 subject in the United States. The mere discussion of death is often regarded as 14. As adults many of us find the topic frightening and are 15 to think about it—and certainly not to talk about it 16 the presence of someone who is dying. Death has achieved this taboo 17 only in the modern industrial societies. There seems to be an important reason for our reluctance to 18 the idea of death. It is the very fact that death remains 19 our control; it is almost the only one of the natural processes 20 is so.

- | | | | |
|--------------------|------------------|-----------------|-------------------|
| 1. [A] better than | [B] rather than | [C] less than | [D] other than |
| 2. [A] so | [B] even | [C] nor | [D] hardly |
| 3. [A] preserve | [B] conserve | [C] resume | [D] assume |
| 4. [A] performing | [B] playing | [C] undertaking | [D] lacking |
| 5. [A] orientation | [B] implication | [C] succession | [D] presentation |
| 6. [A] worthy | [B] worth | [C] worthless | [D] worthwhile |
| 7. [A] In a word | [B] In brief | [C] In addition | [D] In particular |
| 8. [A] prospect | [B] impetus | [C] impression | [D] review |
| 9. [A] integrates | [B] incorporates | [C] includes | [D] interacts |
| 10. [A] reckons | [B] counts | [C] reflects | [D] conceives |

- | | | | |
|-------------------|------------------|-----------------|---------------|
| 11. [A] keeps | [B] draws | [C] inclines | [D] tends |
| 12. [A] Therefore | [B] And | [C] Yet | [D] Otherwise |
| 13. [A] taboo | [B] dispute | [C] contempt | [D] neglect |
| 14. [A] notorious | [B] indecent | [C] obscure | [D] desperate |
| 15. [A] ready | [B] willing | [C] liable | [D] reluctant |
| 16. [A] at | [B] on | [C] with | [D] in |
| 17. [A] status | [B] circumstance | [C] environment | [D] priority |
| 18. [A] encounter | [B] confront | [C] tolerate | [D] expose |
| 19. [A] under | [B] above | [C] beyond | [D] within |
| 20. [A] which | [B] what | [C] as | [D] that |

Section II Reading Comprehension

Part A

Directions:

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

Text 1

Six years later, in an about-face, the FBI admits that federal agents fired tear gas canisters capable of causing a fire at the Branch Davidian compound near Waco, Texas in 1993. But the official said the firing came several hours before the structure burst into flames, killing 80 people including the Davidians' leader, David Koresh.

"In looking into this, we've come across information that shows some canisters that can be deemed pyrotechnic in nature were fired—hours before the fire started," the official said. "Devices were fired at the bunker, not at the main structure where the Davidians were camped out."

The Federal Bureau of Investigation maintains it did not start what turned to be a series of fiery bursts of flames that ended a 51-day standoff between branch members and the federal government. "This doesn't change the bottom line that David Koresh started the fire and the government did not," the official said. "It simply shows that devices that could probably be flammable were used in the early morning hours."

The law enforcement official said the canisters were fired not at the main structure where the Davidian members were camped out but at the nearby underground bunker. They bounced off the bunker's concrete roof and landed in an open field well, the official said. The canisters were fired at around 6 a.m., and the fire that destroyed the wooden compound started around noon, the official said. The official also added that other tear gas canisters used by agent that day were not flammable or potentially explosive.

While Coulson denied the grenades played a role in starting the fire, his statement marked the first time that any U.S. government official has publicly contradicted the

government's position that federal agents used nothing on the final day of the siege at Waco that could have sparked the fire that engulfed the compound. The cause of the fiery end is a major focus of an ongoing inquiry by the Texas Rangers into the Waco siege.

21. The FBI official has NOT admitted that _____.
[A] the canisters were fired at the main structure
[B] the canisters were fired hours before the fire started
[C] federal agents fired tear gas canisters capable of causing a fire
[D] other tear gas canisters that were not flammable or potentially explosive were also used
22. From the passage, what information can be inferred about the event in 1993?
[A] The compound was blown up by the FBI agents.
[B] The compound burst into flames at dawn.
[C] The federal government besieged the compound for 51 days before the tragedy occurred.
[D] About 80 people were killed in the event except the Davidians' leader, David Koresh.
23. After reading the passage, how much do you know about the compound near Waco?
[A] About 51 people lived in the compound at the time of the event in 1993.
[B] It consisted of a main structure and a bunker.
[C] It was built of stone.
[D] It was a schoolhouse.
24. Coulson's speech has _____.
[A] made the matter even more complicated and confusing
[B] been approved by the government
[C] met sharp criticism
[D] brought the whole matter into broad daylight
25. The attitude of the narrator towards this message is _____.
[A] neutral
[B] bitter
[C] excited
[D] expectant

Text 2

The question of whether war is inevitable is one, which has concerned many of the world's great writers. Before considering this question, it will be useful to introduce some related concepts. Conflict, defined as opposition among social entities directed against one another, is distinguished from competition, defined as opposition among social entities independently striving for something, which is in inadequate supply. Competitors may not be aware of one another, while the parties to a conflict are. Conflict and competition are both categories of opposition, which has been defined as a process by which social entities

function is the disservice of one another.

Opposition is thus contrasted with cooperation, the process by which social entities function in the service of one another. These definitions are necessary because it is important to emphasize that competition between individuals or groups is inevitable in a world of limited resources, but conflict is not. Conflict, nevertheless, is very likely to occur, and is probably an essential and desirable element of human societies.

Many authors have argued for the inevitability of war from the premise that in the struggle for existence among animal species, only the fittest survive. In general, however, this struggle in nature is competition, not conflict. Social animals, such as monkeys and cattle, fight to win or maintain leadership of the group. The struggle for existence occurs not in such fights, but in the competition for limited feeding areas and for occupancy of areas free from meat-eating animals. Those who fail in this competition starve to death or become victims to other species. This struggle for existence does not resemble human war, but rather the competition of individuals for jobs, markets, and materials. The essence of the struggle is the competition for the necessities of life that are insufficient to satisfy all.

Among nations there is competition in developing resources, trades, skills, and a satisfactory way of life. The successful nations grow and prosper; the unsuccessful decline. While it is true that this competition may induce efforts to expand territory at the expense of others, and thus lead to conflict, it cannot be said that war-like conflict among nations is inevitable, although competition is.

26. In the first paragraph, the author gives the definitions of some terms in order to _____.
[A] argue for the similarities between animal societies and human societies
[B] smooth out the conflicts in human societies
[C] distinguish between two kinds of opposition
[D] summarize the characteristic features of opposition and cooperation
27. According to the author, competition differs from conflict in that _____.
[A] it results in war in most cases
[B] it induces efforts to expand territory
[C] it is a kind of opposition among social entities
[D] it is essentially a struggle for existence
28. The phrase “function in the disservice of one another” (Para. 1) most probably means _____.
[A] betray each other
[B] harm one another
[C] help to collaborate with each other
[D] benefit one another
29. The author indicates in the passage that conflict _____.
[A] is an inevitable struggle resulting from competition
[B] reflects the struggle among social animals