



2007^年高联考研

英语

最后冲刺预测试卷

主编 张锦芯



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前 言

随着硕士研究生入学考试人数的逐年增加,越来越多的考生为能跻身于研究生行列而投入大量的时间进行考前复习准备。为使考生能够高效地进行考前复习训练,做到少花时间,出好成绩,编者根据国家教育部颁布的《2007 年全国硕士研究生入学考试英语考试大纲》(非英语专业)的规定,特精心编写了这本综合性强,反映新题型、新变化的模拟训练辅导资料。

本书特点:

新 根据 2007 年考试大纲的要求,在总结 2006 年考试的基础上,精编了 10 套与新大纲要求一致的模拟试题。在难度控制上,略高于 2006 年考题。在选材和题裁上,注重文章内容的深度和广度,力求覆盖的知识面更广。

全 本书试题完全是根据考试大纲的要求编写的,试题覆盖的知识面广,涵盖大纲要求的考点。

真 本书试题严格按照新大纲规定的“评价目标”命制而成,力求使每道试题的容量和难易程度与真题贴近。而且,材料大多选自最近英、美等国家出版的报刊文章和书籍,语言规范,表达生动准确;所选题裁新颖、现实性强。

细 本书对每道题进行了较详尽的解析,并给出了准确的答案,使考生对试题不仅知其然,而且知其所以然;不仅要学到知识,而且掌握分析问题、解决问题的方法。

准 本书的指导方向准。无论从选材、题型的编排,还是从问题的解答上看,本书都是以培养和提高考生的语言综合运用能力为出发点的。本书所命制的作文题大部分是 2006 年社会生活中所关注的重点、热点问题。

本书使用说明:

1. 在使用本书之前,考生应按大纲要求进行全面、系统地复习,然后再认真做本

书的每一套题,以查漏补缺,检查前期复习之效果。

2. 考生在做每套题时,要严格控制答题时间(3 个小时),建议考生分别以不同顺序(是先做英语知识运用题、阅读理解题,后做写作,还是先做阅读理解题、写作,最后完成英语知识运用题等)来完成这 10 套题,比较哪种顺序既省时,效果又好,以便寻找出最适合自己的答题顺序,以期在考试时能达到最优。

3. 本书每套题后均有较详细的解析,考生在做题时,千万不要边做边查答案。建议考生做完一套题后,再对答案,找出错因,并做好记录,以备冲刺阶段重点突破薄弱环节。这里要提醒考生的是,考生在做每道题时,一定要认真思考后再填写答案,切忌轻率地随随便便作答,这样就失去了本书精心策划和编写的目的。

本书的主编是中国人民大学外国语学院张锦芯教授,参加编写工作的编者都是多年从事考研辅导的教师,他们对历年试题的命题特点和考生存在的问题都有明确的认识。这些老师是张锦芯教授,郭庆民、白洁、王敏、赵艳萍、韩满玲、王红副教授。在编写过程中,新华通讯社译审陈金岚同志参加了部分审订工作,在此表示感谢。

在本书出版过程中,国家行政学院出版社的李锦慧作为本书的责任编辑,作了认真细致的编辑工作并提出了不少宝贵意见,在此一并致谢。

最后,我们谨在这里感谢国家行政学院出版社的大力支持,并衷心希望这本“最后冲刺预测试卷”对所有准备参加研究生考试的考生及其他英语学习者都能有所帮助,我们衷心期待广大读者和专家同行的批评指正。

预祝大家顺利通过考试!

编 者

2006 年 10 月



2007 年高联考研

全国硕士研究生入学统一考试英语试卷

National Entrance Test of English for MA/MS Candidates

Model Test 1

考生注意事项

- 考生必须严格遵守各项考场规则。
- 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。
- 答案必须按要求填涂或写在指定的答题卡上。
 - ★ 英语知识运用、阅读理解 A 节、B 节的答案填涂在答题卡 1 上。填涂部分应该按照答题卡上的要求用 2B 铅笔完成。如要改动,必须用橡皮擦干净。
 - ★ 阅读理解 C 节的答案和作文必须用(蓝)黑色字迹钢笔、圆珠笔或签字笔在答题卡 2 上作答。字迹要清楚。
- 考试结束后,将答题卡 1、答题卡 2 一并装入原试卷袋中,试卷交给监考人员。

考试时间	知识运用	阅读理解			写 作		总 计
		Part A	Part B	Part C	Part A	Part B	
180 分钟	____ 分	____ 分	____ 分	____ 分	____ 分	____ 分	____ 分

国家行政学院出版社

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)

One of the most dangerous drugs for pregnant women to consume is alcohol. Because alcohol is 1 quickly into the blood and passes quickly into the 2 and membranes(膜), the human fetus (胎儿) is particularly 3 to its effect. In fact, the negative effects on a fetus are so 4 that babies born after 5 to alcohol are said to be suffering from fetal alcohol 6.

7 a pregnant woman drinks alcohol, the alcohol is passed into the bloodstream almost 8. Moreover, because the bloodstream of the fetus is 9 that of the mother, the alcohol passes directly into the fetus as well. 10, what's more, the 11 of alcohol in the fetus is exactly the same as in the mother.

For the mother, this concentration is not a problem because her liver can 12 one ounce of alcohol from her system per hour. However, the fetus' liver is not completely 13. The rate at which it is able to 14 the alcohol from the blood of the fetus is much slower. 15, the alcohol will be returned to the mother's system by passing across the placenta, but this process is slow. By the time this 16, major neurological damage may have already 17. Research has shown that as little as one drink of alcohol can produce significant, 18 damage to the fetus.

Babies born after exposure to alcohol generally 19 facial distortion, inability to concentrate, and difficulty in remembering. Simply speaking, it is 20 that pregnant women avoid alcohol.

- | | | | |
|-----------------------|-----------------|-------------------|-------------------|
| 1. [A] conferred | [B] delivered | [C] endowed | [D] injected |
| 2. [A] tissue | [B] muscle | [C] fabric | [D] liver |
| 3. [A] accessible | [B] resistant | [C] vulnerable | [D] immune |
| 4. [A] pronounced | [B] accurate | [C] severe | [D] harsh |
| 5. [A] adaptation | [B] infection | [C] exposure | [D] contraction |
| 6. [A] affection | [B] impact | [C] consequence | [D] syndrome |
| 7. [A] After | [B] As | [C] When | [D] Because |
| 8. [A] simultaneously | [B] immediately | [C] directly | [D] frequently |
| 9. [A] tied to | [B] similar to | [C] fixed upon | [D] linked to |
| 10. [A] Besides | [B] And | [C] Rather | [D] Likewise |
| 11. [A] condensation | [B] function | [C] concentration | [D] poison |
| 12. [A] distinguish | [B] remove | [C] abandon | [D] discriminate |
| 13. [A] developed | [B] cultivated | [C] nurtured | [D] grown |
| 14. [A] eliminate | [B] prevent | [C] distance | [D] relieve |
| 15. [A] Eventually | [B] Practically | [C] Virtually | [D] Gradually |
| 16. [A] takes effect | [B] takes place | [C] has impact | [D] prevails over |
| 17. [A] experienced | [B] arisen | [C] emerged | [D] occurred |

- | | | | |
|----------------------|-----------------|----------------------|------------------|
| 18. [A] irreversible | [B] perceivable | [C] incomprehensible | [D] unimaginable |
| 19. [A] reveal | [B] exhibit | [C] involve | [D] perform |
| 20. [A] desirous | [B] hopeful | [C] imperative | [D] optimistic |

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

Since the buildup to the war with Iraq, British Prime Minister Tony Blair has taken it on the chin from the media. The British media ordinarily grill politicians, but in this case they have been particularly feisty, empowered by opinion polls that showed most Brits wanted nothing to do with invading Iraq. Until now the American media, which by nature are less aggressive than their British counterparts but probably are taking a lead from polls and politicians that supported the administration's war stance, have gone relatively easy on President Bush.

But this week the media have hit the administration hard with questions about Bush's State of the Union statement that Iraq was acquiring uranium from Niger, one of the administration's justifications for war. And with the 2004 campaign heating up and Bush's approval rating dipping, his administration is being grilled harder than it has been in months. Experts say the questioning will get sharper as summer progresses.

That Democrats are just now "beginning to get traction" on the justification for the war is an example of how differently politics are played in the USA than they are in Britain, says Martin Turner, Washington bureau chief of the BBC, where correspondents have been highly critical of the war and suspicious of administration claims that weapons of mass destruction exist in Iraq.

In Britain, where a prime minister must defend himself every week before Parliament, the media take a "much more muscular approach to grilling politicians," Turner says. Here, "the BBC is often regarded as a rather impolite member of the Washington press corps." We tend to ask questions in a different way than they are asked on the Sunday political programs.

In London, Michael Goldfarb, senior correspondent for National Public Radio affiliate WBUR in Boston, says his British counterparts talk about "how astonishing the ride has been for Bush" and how the Bush administration "manages the news like it's nobody's business. Here they call Blair 'Bush's poodle.'" But then again, he says, British media "simply don't hold to the American notion of objectivity and certainly not impartiality." ABC anchor Peter Jennings, who reported from London in the '70s and '80s, says he has "always been struck by how much more aggressive the British press is. They're simply much more aggressive." In the USA, "there is no doubt that the press is aware of the influence of a powerful president, and the press is aware to some extent that it is in competition for public opinion, so there is always stress between a powerful president and the press." But in the past week, with debate over the

war heating up, it led several of Jennings' World News Tonight broadcasts. "Our reporters sense some deep concern about what is happening."

21. The text is primarily concerned with
- [A] the moderate tone of American media.
 - [B] the different questions reporters put to country leaders.
 - [C] the aggressive nature of British media.
 - [D] the embarrassed British and US leaders after the war in Iraq.
22. From the first sentence of the text we learn that the British Prime Minister
- [A] has had a hard time with the media.
 - [B] has won some favor with the media.
 - [C] gets enough support for his war initiative from the public.
 - [D] has countered allegations on him mercilessly through the media.
23. It is implied in Paragraphs 2 and 3 that Bush might lose a second terms if
- [A] he did not remedy the mistake he made in the State of Union statement.
 - [B] the media continued to side with the Democrats against the war in Iraq.
 - [C] the BBC correspondents in Washington kept putting aggressive questions to him.
 - [D] he could not come up with evidence in favor of his justification for the war.
24. The reaction of an American correspondent to British media can be best described as one of
- [A] disgust.
 - [B] surprise.
 - [C] contempt.
 - [D] admiration.
25. What Jennings said implies that the press in America
- [A] is too obedient to the president.
 - [B] is more mindful of the public reaction to the report.
 - [C] makes sure that its reports are in line with government policies.
 - [D] is actually more aggressive than its British counterpart.

Text 2

Social psychologists conducted an experiment in which they gave elevator riders at Ohio State University an opportunity to help themselves to a coupon good for a complementary Quarter Pounder with cheese. After entering the elevator, riders saw a poster reading "Free McDonald's Burger" and a pocket underneath it in which coupons for one Quarter Pounder were located. All they had to do was take one.

Fifty-six people entered the elevator alone. Of this number, 26 were randomly permitted to ride without other passengers, while 16 rode with one other passenger and 14 rode with two other passengers (all of the "other passengers" were really confederates of the experimenters who decided on a random basis whether subjects rode with 2, 1, or no other riders).

Results obtained in this experiment showed that individuals riding alone were much more likely to help themselves to a coupon for a cheeseburger than were riders in the presence of other passengers. In fact, of those individuals riding by themselves, 81% took a free coupon. With one other passenger present, however, only 38% took a coupon; and with two other passengers present, only 14% helped them-

selves to a coupon.

Why would elevator passengers avoid doing something to their advantage — taking a coupon for a free cheeseburger — just because other riders were present? The answer seems to involve the influence of elevator culture — a set of unspoken, unwritten rules of behavior that are widely shared and generally observed by people in elevators who ride with other passengers. The riders in this experiment were eager to avoid doing something that might call attention to themselves in the public setting of the elevator, even if it meant sacrificing a free fast-food lunch. They didn't want to be deviant; they desired to avoid being embarrassed; they didn't want to look different. Actually, there isn't very much you can do that is right in an elevator, especially if you are among strangers. Almost all of the rules of elevator riding seem to be proscriptive — things you are definitely not supposed to do. The only prescriptive — positive — rule involves standing quietly while facing the elevator door, and that is precisely what most passengers will do. Unless they want to be regarded as weirdoes, most riders avoid talking to anyone they don't know, staring at anyone, touching anyone, even breathing on anyone (they wouldn't want to violate the personal space of other riders, even in a crowded elevator).

One interesting thing about elevator culture is that it extends far beyond the elevator walls. Actually, almost any public setting — whether walking on the streets of a city, eating in a restaurant, or sitting in the park — carries a set of rules that severely limit the quality and quantity of social interaction: In all of these places, there is little, if any, talking to, touching, or even looking at strangers. As a result, strangers in a big city who are physically close might as well be miles apart, as far as interaction is concerned.

26. It is implied in the text that the purpose of the experiment was to find out
- [A] what people usually do inside an elevator.
 - [B] when people become greedy and selfish.
 - [C] how the environment affects social interaction.
 - [D] why people become less restrained when alone.
27. According to the text, which of the following is true about the experiment?
- [A] The subjects had no idea they were subjected to an experiment.
 - [B] 100 subjects actually took part in the experiment.
 - [C] 59 subjects were randomly permitted to ride in the elevators in the experiment.
 - [D] Less than 56 coupons were placed in the pocket inside the elevator.
28. It was found out that what really prevent the elevator riders from picking up a coupon was
- [A] the number of fellow passengers.
 - [B] the desire to avoid being singled out as different.
 - [C] the desire to keep a set of respectable social behavior rules.
 - [D] the unattractiveness of the coupons themselves.
29. Most passengers prefer to keep quiet inside an elevator because
- [A] they are usually surrounded by strangers there.
 - [B] they want to show respect for fellow passengers.
 - [C] they don't want to look strange or eccentric.
 - [D] there is hardly enough space there for any kind of interaction.

30. One logical conclusion from the experiment might be that

- [A] city dwellers are kept quite apart by some undesirable social rules.
- [B] elevators should be made with transparent rather than solid walls.
- [C] close physical distance does not necessarily mean close social distance.
- [D] rules should be improved to facilitate social interaction in public places.

Text 3

The major development in the world economy during 1998 was the deepening and spreading of the international recession. The economic problems had begun in 1997. Following the stopping of growth in that year, real output from industry dropped by 2 per cent during 1998. At the same time, unemployment rose to the highest levels in recent decades. The resulting fall in demand had a serious effect on international trade, leading to a reduction in its volume for the first time in many years. However, the worst of the recession was felt toward the middle of 1998. Economic growth began again in the second half of the year. In these uncertain world conditions, it is essential to be able to measure the economic health of nations. One major measurement of economic health is the balance of payments.

In general, the balance of payments is a statement which shows the total of the economic transactions between one country and all other countries over a period of one year. It may include exports and imports, investments and investment income, loans, and payments for travel, transport, and other services. Transactions which lead to the home country having a financial claim on a foreign nation are called credits, and those which have the opposite effect are known as debits. In the total system of payments, every credit has an equal debit. Therefore, the overall balance of payments always balances.

The balance of payments may be divided into several different balances which are based on different types of transactions. One of the most important is the current account balance, which consists principally of transactions in goods and services. Each transaction is listed only once in the current account. Services which were provided to a foreign country, for instance, would appear as a credit, while imports from a foreign country would constitute a debit. Hence, there is no reason for the current account to balance. A country with more credits than debits will have a surplus on its current account, and a country with greater debits will show a deficit.

When examining patterns of surplus and deficit, however, we must remember an important point. A current account surplus is not always a good thing, and a current account deficit is not necessarily bad. Suppose a current account deficit is caused by the import of machinery for an export industry. In the long run, this machinery should increase the export potential of the country. Thus, a current account deficit cannot be considered economically bad if it is compensated by the arrival of long-term capital such as machinery. On the other hand, a large and continuing deficit can present a serious problem, especially if it is not balanced by a long-term movement of capital.

31. The 1998 economic problems

- [A] called for a new economic measure to tackle it.
- [B] resulted in the shrinkage of demand.
- [C] were caused by a reduction in real industrial output.

- [D] led to shrinkage of international trade.
32. It is obvious from the text that the balance of payments is an important means for
- [A] measuring how international trade goes.
 - [B] fighting economic recession and unemployment.
 - [C] ensuring the smooth flow of foreign trade.
 - [D] increasing exports and reducing imports.
33. If a country has a debit, it
- [A] has to pay the credit country in the form of goods or services.
 - [B] has a financial claim on a foreign country.
 - [C] has a financial claim on a host nation.
 - [D] has a deficit on its current account.
34. A current account deficit is not always a bad thing
- [A] because it serves as an alarm to a country's serious economic state.
 - [B] if it urges a country to take measures to bring its economy back to balance.
 - [C] as long as it is brought on by the purchases of potentially productive resources.
 - [D] since it can always be compensated by exports in other time periods.
35. The purpose of this text is to
- [A] describe the 1998 economic problems and measures for tackling them.
 - [B] explain how the balance of payments works to serve the economy.
 - [C] presents the measures for economic compensation.
 - [D] argue for the adoption of a new economy-reforming measure.

Text 4

If sustainable competitive advantage depends on work-force skills, American firms have a problem. Human-resource management is not traditionally seen as central to the competitive survival of the firm in the United States. Skill acquisition is considered an individual responsibility. Labor is simply another factor of production to be hired—rented at the lowest possible cost—much as one buys raw materials or equipment.

The lack of importance attached to human-resource management can be seen in the corporate hierarchy. In an American firm the chief financial officer is almost always second in command. The post of head of human-resource management is usually a specialized job, off at the edge of the corporate hierarchy. The executive who holds it is never consulted on major strategic decisions and has no chance to move up to Chief Executive Officer (CEO). By way of contrast, in Japan the head of human-resource management is central—usually the second most important executive, after the CEO, in the firm's hierarchy.

While American firms often talk about the vast amounts spent on training their work forces, in fact they invest less in the skills of their employees than do either Japanese or German firms. The money they invest is also more highly concentrated on professional and managerial employees. And the limited investments that are made in training workers are also much more narrowly focused on the specific skills necessary to do the next job rather than on the basic background skills that make it possible to absorb new technologies.

As a result, problems emerge when new breakthrough technologies arrive. If American workers, for example, take much longer to learn how to operate new flexible manufacturing stations than workers in Germany (as they do), the effective cost of those stations is lower in Germany than it is in the United States. More time is required before equipment is up and running at capacity, and the need for extensive retraining generates costs and created bottlenecks that limit the speed with which new equipment can be employed. The result is a slower pace of technological change. And in the end the skills of the bottom half of the population affect the wages of the top half. If the bottom half can't effectively staff the processes that have to be operated, the management and professional jobs that go with these processes will disappear.

36. Which of the following applies to the management of human resources in American companies?
- [A] They hire people at the lowest cost regardless of their skills.
 - [B] They see the gaining of skills as their employees' own business.
 - [C] They attach more importance to workers than to equipment.
 - [D] They only hire skilled workers because of keen competition.
37. What is the position of the head of human-resource management in an American firm?
- [A] He is one of the most important executives in the firm.
 - [B] His post is likely to disappear when new technologies are introduced.
 - [C] He is directly under the chief financial executive.
 - [D] He has no say in making important decisions in the firm.
38. The money most American firms put in training mainly goes to
- [A] workers who can operate new equipment.
 - [B] technological and management staff.
 - [C] workers who lack basic background skills.
 - [D] top executives.
39. According to the text, the decisive factor in maintaining a firm's competitive advantage is
- [A] the introduction of new technologies.
 - [B] the improvement of workers' basic skills.
 - [C] the rational composition of professional and managerial employees.
 - [D] the attachment of importance to the bottom half of the employees.
40. What is the main idea of the text?
- [A] American firms are different from Japanese and German firms in human-resource management.
 - [B] Extensive retraining is indispensable to effective human-resource management.
 - [C] The head of human-resource management must be in the central position in a firm's hierarchy.
 - [D] The human-resource management strategies of American firms affect their competitive capacity.

Part B

Directions: In the following text, some sentences have been removed. For Questions 41—45, choose the most suitable one from the list A—G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 1. (10 points)

Colorful full-page ads in newspapers show people happily chatting on cellphones. In one ad, a proud father snuggles his baby. Another ad features a 30-year businesswoman. Still another shows a young man grinning broadly as he clasps a tiny phone to his ear.

(41) _____.

But still obviously absent are any silver-haired models who could send a message to this group, saying: These phones are for you, too. Except for one businessman with a sprinkling of gray in his hair, most ads feature those in their 20s and 30s.

(42) _____.

One major stumbling block — confusing contracts. Fees and service agreements are so complicated that they might as well be written in Greek.

Coming to the rescue is AARP. In response to members' complaints, the senior advocacy group is calling for simpler bills and more flexible contracts. If it succeeds, that will help cellphone users of all ages.

(43) _____.

Older people, marketers observe, tend to be more matter-of-fact than younger cellphone users. They'll say, "Yes, I'll meet you there in 10 minutes. Bye." If cellphone companies really want to market to this group, Ms. Thomas says, "just give us bigger numbers and keep it simple."

(44) _____.

In fact, some design changes can unexpectedly help all generations in a variety of settings. Think of curb cuts (路缘切口) at intersections, originally designed to help people with mobility problems. Now they benefit almost everyone—parents pushing strollers, travelers wheeling suitcases, children riding bicycles. Similarly, grab bars (扶手杆) in showers are convenient for all ages.

(45) _____.

As an older generation discovers the pleasure of going wireless and connecting with loved ones anywhere, their baby-boom offspring may benefit too, finding reassurance in being able to keep in closer touch with Mom and Dad.

- [A] Still, even if the ads eventually include older models, another challenge remains for the industry: convincing those in this group that they need a cellphone.
- [B] The possibilities are promising. So, ad companies, how about a few mature models in your cellphone ads? And phone manufacturers, how about a return to simpler designs for those who don't need all those gee-whiz bells and whistles, such as cameras and—coming soon—even tiny TV screens?
- [C] While the main attraction now is the low price, eventually consumers will be attracted to enhanced features. In the future, other features like "find me, follow me" will allow customers to go to a website menu and customize their calls.
- [D] The message is clear: These phones and their youthful users are definitely cool. Yet the industry is now also wooing a different group, largely untapped: older customers. Only 39 percent of Americans over 65 own cellphones, compared with 80 percent of those between 19 and 65.
- [E] Keep it simple. That's a plea many of the rest of us would echo as well. Miniaturization and com-

plexity have their limits. Simplicity is not a bad word. Often, when a company makes a change that is really designed for an older market, it doesn't turn off a younger market, Thomas notes.

- [F] According to experts, stress and sickness have undoubtedly increased as the internet and cellphones have quickened the pace of life in the workplace.
- [G] And then there are the phones themselves, which often come equipped with cameras and gee-whiz (令人目瞪口呆的) gizmos. Vicky Thomas of Weston, Connecticut, a baby boomer who helps companies market to her generation and beyond, finds that most older people who want a cell-phone say, "Don't give me a lot of buttons. I just want to place a call, hit send, and be done."

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)

To avoid the various foolish opinions to which mankind is prone, no superhuman genius is required. A few simple rules will keep you, not from all error, but from silly error.

If the matter is one that can be settled by observation, make the observation yourself. (46) Aristotle could have avoided the mistake of thinking that women have fewer teeth than men, by the simple device of asking Mrs. Aristotle to keep her mouth open while he counted. He did not do so because he thought he knew. Thinking that you know when in fact you don't is a fatal mistake, to which we are all prone. (47) I believe myself that hedgehogs eat black beetles, because I have been told that they do; but if I were writing a book on the habits of hedgehogs, I should not commit myself until I had seen one enjoying this unappetizing diet. Aristotle, however, was less cautious. (48) Ancient and medieval authors knew all about unicorns and salamanders; not one of them thought it necessary to avoid dogmatic statements about them because he had never seen one of them.

Many matters, however, are less easily brought to the test of experience. (49) If, like most of mankind, you have passionate convictions on many such matters, there are ways in which you can make yourself aware of your own bias. If an opinion contrary to your own makes you angry, that is a sign that you are subconsciously aware of having no good reason for thinking as you do. If someone maintains that two and two are five, or that Iceland is on the equator, you feel pity rather than anger, unless you know so little of arithmetic or geography that his opinion shakes your own contrary conviction. The most savage controversies are those about matters as to which there is no good evidence either way. Persecution is used in theology, not in arithmetic, because in arithmetic there is knowledge, but in theology there is only opinion. (50) So whenever you find yourself getting angry about a difference of opinion, be on your guard; you will probably find, on examination, that your belief is going beyond what the evidence warrants.

A good way of riding yourself of certain kinds of dogmatism is to become aware of opinions held in social circles different from your own. When I was young, I lived much outside my own country—in France, Germany, Italy, and the United States. I found this very profitable in diminishing the intensity of insular prejudice. If you cannot travel, seek out people with whom you disagree, and read a newspaper belonging to a party that is not yours. If the people and the newspaper seem mad, perverse, and wicked,

remind yourself that you seem so to them. In this opinion both parties may be right, but they cannot both be wrong. This reflection should generate a certain caution.

Section III Writing

Part A

51. **Directions:** Suppose you are studying in Brown University and want to work part-time in the university library. Write a letter to the Chief Librarian to enquire about the possibility. State your purpose clearly and list the reasons why you think you are suitable for the job.

You should write about 100 words on ANSWER SHEET 2. Do not sign your own name at the end of the letter. Use "Li Ming" instead. Do not write your address. (10 points)

Part B

52. **Directions:** Study the following pictures carefully and write an essay entitled "Lifelong Learning". In the essay you should

- 1) explain what "graduation" means,
- 2) interpret the meaning of the pictures, and
- 3) make comment on the phenomena.

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





2007 年高联考研

全国硕士研究生入学统一考试英语试卷

National Entrance Test of English for MA/MS Candidates

Model Test 2

考生注意事项

- 考生必须严格遵守各项考场规则。
 - 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。
 - 答案必须按要求填涂或写在指定的答题卡上。
 - ★ 英语知识运用、阅读理解 A 节、B 节的答案填涂在答题卡 1 上。填涂部分应该按照答题卡上的要求用 2B 铅笔完成。如要改动,必须用橡皮擦干净。
 - ★ 阅读理解 C 节的答案和作文必须用(蓝)黑色字迹钢笔、圆珠笔或签字笔在答题卡 2 上作答。字迹要清楚。
- 题 考试结束后,将答题卡 1、答题卡 2 一并装入原试卷袋中,试卷交给监考人员。

考试时间	知识运用	阅读理解			写作		总计
		Part A	Part B	Part C	Part A	Part B	
180 分钟	____分	____分	____分	____分	____分	____分	____分

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