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(英语一、英语二)

考研英语

2014

# 最后四套卷

● 宫东风英语教学团队 编著

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· 全国名校名师原创 · 权威



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# 宫东风教授 2014 年考研英语(高辅版)序列导读

## ——循序渐进地进行考研英语的复习

Time and tide wait(s) for no man! 2014 年考研的倒记时早已经开始。目前,距离明年 1 月份考试的日子仅剩几个月了。全国各地积极备战的近 200 万考生中有一半人是在校大学生,他们要在兼顾学校繁重的功课和社会实践或实习的情况下进行复习备考;另外一半人是在职的工作人员,他们要在完成繁忙的日常工作任务的情况下挤出时间备考。可见,每位考生的有效复习时间非常有限,少的可怜。另外,众所周知的一个现实是:2013 年的考研英语在难度上又稳中有升,更多的考生由于英语成绩不过线而在初试中就被淘汰。基于上述主客观的原因,我们精心编写了您手中西安交通大学出版社出版的考研英语系列丛书,主要目的就是帮助 2014 年的每一位考生在了解大纲规定的考试范围和重点的同时,有计划、有系统、有步骤地进行高效且有的放矢的学习与备考,把有限的宝贵时间和精力用在应该掌握和提高的知识点和得分点上,从而让每一位考生越复习越精神振奋,而非在复习中越复习越沉重,最后丧失自信心。

本系列书由以下 6 本组成:

### 1.《听名师讲核心词汇》(高辅版)

本书特色:全面提升      计划出版时间:2013 年 5 月      使用时间:2013 年春夏秋季

**编写目的:**本书是《听名师讲基础词汇》(普辅版)的姊妹篇,旨在构建考研英语的强大基石。阅读与写作固然重要,但是语言的基础是词汇。没有强大的词汇基础,考研就失去了成功之本。考研英语作为一种高水平的淘汰制考试,大纲要求的 5500 个词汇均是重点。但是,考生在有限的时间内首先要抓住抓好大纲中的核心词汇,因为它们往往是夺取高分的障碍。本书重点总结归纳了真题核心考试词汇,就是要解决考生词汇方面的全面提升问题。

**主要内容:**1. 考研英语真题固定词语;2. 考研英语真题核心提升词汇。

### 2.《写作核心词汇》(高辅版)

本书特色:简明扼要      出版时间:2013 年 3 月      使用时间:2013 年春季

**编写目的:**本书是《写作基础词汇》(普辅版)的姊妹篇,旨在夺取写作的高分。写作占考研英语(一)总分的 30%,英语(二)总分的 25%,所以我们在开始复习词汇之日起就应该重视写作词汇。写作中有闪光词汇才会有得分的机会,才会在竞争中脱颖而出。本书针对考研的应用文和短文写作这两部分进行了归纳和总结,形成了自成体系的高分闪光词汇,考生在考前读背熟这些词汇,就意味着掌握了高分写作的秘笈。

**主要内容:**1. 短文写作词汇:核心名词;核心动词;核心形容词;核心副词;核心代词、连词和介词。2. 应用文写作核心词汇:书信类应用文核心词汇;告示类应用文核心词汇。3. 写作核心词汇分类测试。

### 3.《听名师讲核心长难句》(高辅版)

本书特色:全面提升      出版时间:2013 年 4 月      使用时间:2013 年春夏季

**编写目的:**本书是《听名师讲基础长难句》(普辅版)的姊妹篇,旨在破解考研考点。历年考研英语真题所显示出来的一个基本规律是:原文中的长难句就是考点的藏身之处。出题专家往往借助长难句出题。所以,我们专门对近年真题中的典型长难句进行了系统的归纳和总结,并且进行了学术性的分类和分析,使考生们对近年真题长难句的构成和重要性形成深入的了

解和领悟,从而在考试中快速且准确地抓住考点。另外,由于许多考生近来放松了对语法的深入复习,本书也同时起到梳理较难语法知识的功效。

**主要内容:**1. 近年真题长难句的核心语言点:主语部分;谓语部分;宾语部分;表语部分;定语部分;状语部分;补语部分。2. 近年真题长难句的核心考试点。3. 综合练习题与答案。

#### 4.《听名师讲阅读核心》(高辅版)

**本书特色:**夯实基础      **出版时间:**2013年5月      **使用时间:**2013年春季夏季

**编写目的:**本书是《听名师讲阅读基础》(普辅版)的姊妹篇,旨在开启考研英语阅读的高分之门。虽然考研阅读的难度在不断地增长,但是考研英语阅读的基本命题规律和考试重点却一直未曾改变。因此,对于考生而言,在复习备考之初就搞清考研英语的出题方法与考点是至关重要的。本书旨在深入剖析考研英语阅读的基本出题规律与方法,使考生不仅具备一种阅读所必备的能力,更重要的是具备一种良好的题感,能够心领神会地判断哪些选项是迷惑性的陷阱,哪些选项是正确答案,即具备一种透过现象看本质的阅读技能与感觉。

**主要内容:**1. 考研阅读基本功讲解 20 篇(精读版);2. 考研阅读基本功训练 20 篇(背诵版)。

#### 5.《综合辅导——考纲要点精编》(高辅版)

**本书特色:**全面详实      **出版时间:**2013年7月      **使用时间:**2013年夏秋冬季

**编写目的:**本书是《综合辅导——基础考点解析》(普辅版)的姊妹篇,旨在对大纲常规考点进行详实认知和领会。教育部的大纲对完型(英语知识的运用)、阅读理解、阅读新题型、翻译以及写作分别提出了概括性的考试范围和要求。但是,大纲并没有明确指出详尽的高频考点,大多数考生会由此陷入复习的茫然。我们针对大纲的精神,结合历年考试真题的第一手信息和资料,编写此书,目的在于为考生们逐一揭示常规考点并且进行相关的解析,帮助考生迅速掌握考试复习的方向,并且知道“考什么?”、“怎么考?”、“怎么办?”。

**主要内容:**1. 英语知识运用大纲要求与考试要点精编。2. 阅读理解大纲要求与考试要点精编。3. 阅读新题型大纲要求与考试要点精编。4. 翻译大纲要求与考试要点精编。5. 应用文写作大纲要求与考试要点精编。6. 短文写作大纲要求与考试要点精编。

#### 6.《最后四套卷》(高辅版)

**本书特色:**查漏补遗      **出版时间:**2013年10月      **使用时间:**2013年秋季冬季

**编写目的:**本书是《精讲四套卷》(普辅版)的姊妹篇,旨在考前查漏补遗并且消除焦虑心理。考试前夕,考生要专门找出4个完整的下午(从下午2点至下午5点),进行4次考前模拟测试。目的有以下三个方面:其一,使自己在体能上适应3个小时的马拉松式考试;其二,找出连续3个小时做题时所出现的心理、生理以及英语知识方面的问题,以便进行及时的调整;其三,发现复习的盲点并且进行补充加固。其实《最后四套卷》(高辅版)旨在为考生筑起考前的最后一道心理和知识的防线。

**主要内容:**1. 四套全真模拟试题。2. 四套全真模拟试题讲评。

祝愿广大考生在考试中鹰击长空!

I believe I can fly and I can touch the sky!

# 前言

西安交通大学出版社2013年出版的《听名师讲长难句》、《听名师讲阅读基础》、《写作核心词汇》、《综合辅导(考纲要点精编)》、《最后四套卷》等适应考生不同阶段复习备考的考研辅导系列用书,具有权威性、预测性和实用性。作者阵容强大,有参与过考研大纲起草、命题工作的专家,有从事多年考研辅导的知名学者和教授。书中内容精心设计,不仅为考生指明了复习方向与应试思路,而且为考生指出了常见错误与防范措施,并配有适量的全真试题供考生演练。我们希望通过对本系列丛书的学习,能够使考生理解研究生入学考试的要求,掌握考试的重点和难点,熟悉解题方法和思路,彻底清除复习中的盲点。

本系列丛书专门针对全国各地考研辅导班学生的特点和需求量身打造,也适合社会考生自学的需要。书中融合了考研英语辅导专家多年辅导的经验,完全切中考研英语大纲的考点,内容阐述准确、精炼,重点突出,而且本书在编写时吸取了各届辅导班学员的意见和建议,对考生来说是一套非常权威、实用的考试参考书。

《最后四套卷》供考生在冲刺阶段使用,包括四套全真冲刺试卷。各套试题根据考研英语大纲精心编制,具有全面性、典型性、针对性、技巧性、综合性等特点,帮助考生在考试来临之前最后巩固基础阶段所学的基础知识,掌握重点和难点,熟悉解题思路和方法,增强应试能力,查漏补缺。

大考将至,祝愿全国各地每位勤奋向上的学子身体健康,天天进步!同时预祝大家考试顺利、学业有成!

本书作者

2013年10月于北京



# 后 记

## ——有梦想才能坚持到最后

考研是一个很让人心动的字眼,在选择了考研之后,它是我们的全部、我们的理想、我们的梦。这是我们人生最重要的一段时光,彷徨、充实、快乐、绝望。

选择了考研,就选择了痛并快乐着。这条路是漫长的,是艰辛的,也是成功的。不管你是否考上,你都收获了成功。在这条路上,我们经历很多次心灵的矛盾,很多次动摇,累了哭了最后又投入努力复习中。那些黎明前的黑暗,那些快乐和痛苦,直到永远,我们仍能清晰感受到它们的份量。能坚持到最后,是因为我们有梦想。研究生的殿堂是我们的梦想,我们欣赏她浓厚的学术气氛,我们热爱她美丽的风光,更重要的是这里有着我们的追求、有着我们对理想的渴望。在考研的日子里,每当我们苦闷时,每当我们想放弃时,我们都会想起自己的这个小小梦想。不舍得放弃,所以才会坚持到最后。这是很有意义的一段时光,教会我们坚强,教会我们成长。

走过考研之路,我们会发现自己真的成长了,不再是那个容易受伤的孩子了。生活中的挫折,常常让我们徘徊在失望与希望的边缘。而走过考研,我们学到最珍贵的一点,就是永远不要轻易说放弃,心中有梦,就一定要努力去实现!想考研的朋友,选择了考研,就请将身边的一切琐碎的事忘了吧,将一切无关紧要的东西忘了吧。只要记得自己的梦想,只要坚持守着梦想,那么总有一天你能飞到理想的国度,收获最美的喜悦。I believe I can fly and I can touch the sky!



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《数学考研新干线·线性代数》(2014版)

张永怀 主编 2013年4月出版

# 考研人心语

## 心语(1)

宫老师，您好！我是山西的学生，上的是您的远程班。感谢您一年来的指导。报您的班时，我的四级还没有过，而且是一个三本生。考研，在别人看来，对我是根本不可能的。我一直给自己鼓劲，按您的指导复习。我坚持了下来。现在我顺利通过了四、六级。研究生初试成绩出来了，英语63分。这与您的教导是分不开的。宫老师，谢谢您！宫老师，我还想再请教一下，英语复试应该怎么准备？谢谢老师。

## 心语(2)

宫老师，我是您在合肥的学生李辉，今年报考的是哈尔滨工业大学。昨晚成绩出来了，总分考了379分，应该能考上了。不可思议的是，连考了三次才考过四级，六级只有313分的我英语竟考了68分。说实话，今年的试卷很难读懂，可按您教的办法，真的能做对。是您救了我呀！感谢老师的指导！您真的是金牌教练！希望您能把我的例子告诉今年考研的同学，没有过六级根本就不影响考研。谢谢老师！

## 心语(3)

宫老师，我是您的沈阳学员，在您的帮助下，我对英语重新恢复了信心。去年考了50分，调剂不想走。今年终于考了69分，跟您教导的学习方法是分不开的，我今年总分也很不错，很感谢您。选择海天是无比正确的决定。我四级没过，考到现在，终于觉得努力就是会有收获的。总之，还是谢谢您。

## 心语(4)

宫老师，你好！我是你大同的一个学生。今天我成绩刚下来，这次英语虽然考了58分，但已经很满足了。英语四级考了六次，这次终于考了482分，通过了。我非常感激您的谆谆教诲。在您的教导下，我爱学英语了，知道了怎么学英语，在此我表示深深的感谢。我报的是吉林大学，今年考了386分。不管最终结局怎样，但初试成绩我已经知足了。

## 心语(5)

宫老师，您好！我是郑州河南工业大学的一名艺术考生。我是听着您的面授一路走过考研的。今天分数出来了，英语考了57分，我的四、六级也是2008年考过的。您给了我极大的帮助与鼓励。我本身喜欢英语，与您接触后我更爱英语，等您来我们学校讲座的时候，我一定要去看您。您真是我的邻家叔叔。

# 目 录

● 全国硕士学位研究生入学统一考试英语全真模拟试题(一) .....	1
● 全国硕士学位研究生入学统一考试英语全真模拟试题(二) .....	14
● 全国硕士学位研究生入学统一考试英语全真模拟试题(三) .....	26
● 全国硕士学位研究生入学统一考试英语全真模拟试题(四) .....	39
● 全国硕士学位研究生入学统一考试英语全真模拟试题(一)答案 ...	51
● 全国硕士学位研究生入学统一考试英语全真模拟试题(二)答案 ...	64
● 全国硕士学位研究生入学统一考试英语全真模拟试题(三)答案 ...	77
● 全国硕士学位研究生入学统一考试英语全真模拟试题(四)答案 ...	89



# 全国硕士学位研究生入学统一考试

## 英语全真模拟试题(一)

### 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)

So what is depression? Depression is often more about anger turned 1 than it is about sadness. But it's usually 2 as sadness. Depression can 3 at all ages, from childhood to old age, and it's the United States' No. 1 4 problem.

When someone is depressed, her behavior 5 change and she loses interest in activities she 6 enjoyed (like sports, music, friendships). The sadness usually lasts every day for most of the day and for two weeks or more.

What 7 depression? A 8 event can certainly bring 9 depression, but some will say it happens 10 a specific cause. So how do you know if you're just having a bad day 11 are really depressed? Depression affects your 12, moods, behavior and even your physical health. These changes often go 13 or are labeled 14 simply a bad case of the blues.

Someone who's truly 15 depression will have 16 periods of crying spells, feelings of 17 (like not being able to change your situation) and 18 (like you'll feel this way forever), irritation or agitation. A depressed person often 19 from others. Depression seldom goes away by itself, and the greatest 20 of depression is suicide. The risk of suicide increases if the depression isn't treated.

- |                 |               |
|-----------------|---------------|
| 1. [A] on       | [B] down      |
| [C] inward      | [D] up        |
| 2. [A] depicted | [B] reported  |
| [C] prohibited  | [D] expressed |
| 3. [A] happen   | [B] convey    |

- [C] fade
4. [A] social  
[C] literary
5. [A] patterns  
[C] intuition
6. [A] mostly  
[C] fairly
7. [A] cures  
[C] triggers
8. [A] solemn  
[C] slender
9. [A] on  
[C] up
10. [A] via  
[C] due to
11. [A] or  
[C] and
12. [A] monopoly  
[C] thoughts
13. [A] underestimated  
[C] unexpected
14. [A] by  
[C] in
15. [A] battling  
[C] reproaching
16. [A] justified  
[C] identified
17. [A] selfishness  
[C] strategy
18. [A] vibration  
[C] reservation
19. [A] withdraws  
[C] invades
20. [A] fabric  
[C] danger
- [D] deteriorate
- [B] academic
- [D] health
- [B] links
- [D] conscientiousness
- [B] once
- [D] desperately
- [B] checks
- [D] logs
- [B] sarcastic
- [D] stressful
- [B] around
- [D] under
- [B] without
- [D] out of
- [B] but
- [D] while
- [B] motion
- [D] association
- [B] unsettled
- [D] unrecognized
- [B] as
- [D] for
- [B] substituting
- [D] menacing
- [B] extended
- [D] matched
- [B] helplessness
- [D] emotion
- [B] vicinity
- [D] hopelessness
- [B] overwhelms
- [D] exploits
- [B] patent
- [D] passion

## 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

"It is an evil influence on the youth of our country." A politician condemning video gaming? Actually, a clergyman denouncing rock and roll 50 years ago. But the sentiment could just as easily have been voiced by Hillary Clinton in the past few weeks, as she blamed video games for "a silent epidemic of media desensitisation" and "stealing the innocence of our children".

The gaming furore centers on "Grand Theft Auto: San Andreas", a popular and notoriously violent cops and robbers game that turned out to contain hidden sex scenes that could be unlocked using a patch downloaded from the internet. The resulting outcry (mostly from Democratic politicians playing to the centre) caused the game's rating in America to be changed from "mature", which means you have to be 17 to buy it, to "adults only", which means you have to be 18, but also means that big retailers such as Wal-Mart will not stock it. As a result the game has been banned in Australia; and, this autumn, America's Federal Trade Commission will investigate the complaints. That will give gaming's opponents an opportunity to vent their wrath on the industry.

Skepticism of new media is a tradition with deep roots, going back at least as far as Socrates' objections to written texts, outlined in Plato's *Phaedrus*. Socrates worried that relying on written texts, rather than the oral tradition, would "create forgetfulness in the learners' souls, because they will not use their memories; they will trust to the external written characters and not remember of themselves." (He also objected that a written version of a speech was no substitute for the ability to interrogate the speaker, since, when questioned, the text "always gives one unvarying answer". His objection, in short, was that books were not interactive. Perhaps Socrates would have thought more highly of video games.)

Novels were once considered too low-brow for university literature courses, but eventually the disapproving professors retired. Waltz music and dancing were condemned in the 19th century; all that twirling was thought to be "intoxicating" and "depraved", and the music was outlawed in some places. Today it is hard to imagine what the fuss was about. And rock and roll was thought to encourage violence, promiscuity and Satanism; but today

even grannies buy Coldplay albums.

21. We can learn from the text that human beings have a history of \_\_\_\_\_.  
[A] fascination for the academic establishment  
[B] enthusiasm for juvenile psychology  
[C] disbelief in the novel medium  
[D] hatred of political corruption
22. The attitudes of Socrates and Hillary Clinton toward the novel medium are \_\_\_\_\_.  
[A] identical  
[B] optimistic  
[C] panicked  
[D] confused
23. Video games would have been recommended by Socrates due to its \_\_\_\_\_.  
[A] text messages  
[B] oral tradition  
[C] unvarying answers  
[D] two-way communication
24. To which of the following statements would the author most likely agree?  
[A] The emergence of video games is bound to breed evil.  
[B] There's no legal ruling that video games are bad for people, and they may be positively good.  
[C] University literature courses are subject to the harassment of video games.  
[D] There's no sound proof that adults are prone to the moral decline when engaged in video games.
25. When mentioning novels, waltz music and rock and roll, the author is suggesting \_\_\_\_\_.  
[A] the mishaps of vogues  
[B] the misfortune of art masterpieces  
[C] the prospect of video games  
[D] the effects of various art forms

## Text 2

"You are not here to tell me what to do. You are here to tell me why I have done what I have already decided to do," Montagu Norman, the Bank of England's longest-serving governor (1920-1944), is reputed to have once told his economic adviser. Today, thankfully, central banks aim to be more transparent in their decision making, as well as more rational. But achieving either of these things is not always easy. With the most laudable of intentions, the Federal Reserve, America's central bank, may be about to take a



step that could backfire.

Unlike the Fed, many other central banks have long declared explicit inflation targets and then set interest rates to try to meet these. Some economists have argued that the Fed should do the same. With Alan Greenspan, the Fed's much-respected chairman, due to retire next year—after a mere 18 years in the job—some Fed officials want to adopt a target, presumably to maintain the central bank's credibility in the scary new post-Greenspan era. The Fed discussed such a target at its February meeting, according to minutes published this week. This sounds encouraging. However, the Fed is considering the idea just when some other central banks are beginning to question whether strict inflation targeting really works.

At present central banks focus almost exclusively on consumer-price indices. On this measure Mr. Greenspan can boast that inflation remains under control. But some central bankers now argue that the prices of assets, such as houses and shares, should also somehow be taken into account. A broad price index for America which includes house prices is currently running at 5.5%, its fastest pace since 1982. Inflation has simply taken a different form.

Should central banks also try to curb increases in such asset prices? Mr. Greenspan continues to insist that monetary policy should not be used to prick asset-price bubbles. Identifying bubbles is difficult, except in retrospect, he says, and interest rates are a blunt weapon; an increase big enough to halt rising prices could trigger a recession. It is better, he says, to wait for a housing or stock market bubble to burst and then to cushion the economy by cutting interest rates—as he did in 2001–2002.

And yet the risk is not just that asset prices can go swiftly into reverse. As with traditional inflation, surging asset prices also distort price signals and so can cause a misallocation of resources—encouraging too little saving, for example, or too much investment in housing. Surging house prices may therefore argue for higher interest rates than conventional inflation would demand. In other words, strict inflation targeting—the fad of the 1990s—is too crude.

26. The word “minutes” (Line 6, Paragraph 2) most probably means \_\_\_\_\_.

- [A] record
- [B] new-letter
- [C] announcement
- [D] motive

27. According to the text, it is upsetting that the Federal Reserve does not take into account inflation targets \_\_\_\_\_.

- [A] until what to do is clarified
- [B] until explicit inflation targets are declared
- [C] until increases in asset prices are curbed

- [D] until its efficiency is cast doubt on
28. We can learn from the third paragraph that \_\_\_\_\_.  
 [A] increases in asset prices are interfered by the Federal Reserves  
 [B] more emphasis should be placed on consumer-price indices  
 [C] changes have taken place in the pattern of inflation  
 [D] inflation have been brought under federal control
29. It is implied in the fourth paragraph that Mr. Greenspan is skeptical of \_\_\_\_\_.  
 [A] the stipulation of anti-monopoly rules and regulations  
 [B] the intervention by central banks in asset prices  
 [C] the prevention of economic recession  
 [D] the countdown by the Federal Reserve of new economic upheavals
30. Which of the followings would be the best title for the text?  
 [A] American Monetary Conundrums Are Readily Deciphered.  
 [B] American Central Banks Are on the Verge of Extinction.  
 [C] Conventional Inflation Target Is Best Employed in Transparent Environment.  
 [D] America's Monetary Policy Is off Target.

### Text 3

It may be just as well for Oxford University's reputation that this week's meeting of Congregation, its 3,552-strong governing body, was held in secret, for the air of civilized rationality that is generally supposed to pervade donnish conversation has lately turned fractious. That's because the vice-chancellor, the nearest thing the place has to a chief executive, has proposed the most fundamental reforms to the university since the establishment of the college system in 1249; and a lot of the dons and colleges don't like it.

The trouble with Oxford is that it is unmanageable. Its problems—the difficulty of recruiting good dons and of getting rid of bad ones, concerns about academic standards, severe money worries at some colleges—all spring from that. John Hood, who was recruited as vice-chancellor from the University of Auckland and is now probably the most-hated antipodean in British academic life, reckons he knows how to solve this, and has proposed to reduce the power of dons and colleges and increase that of university administrators.

Mr. Hood is right that the university's management structure needs an overhaul. But radical though his proposals seem to those involved in the current row, they do not go far enough. The difficulty of managing Oxford stems only partly from the nuttiness of its system of governance; the more fundamental problem lies in its relationship with the government. That's why Mr. Hood should adopt an idea that was once regarded as teetering on the lunatic fringe of radicalism, but these days is discussed even in polite circles: The idea is independence.

Oxford gets around £5,000 ( \$9,500 ) per undergraduate per year from the