



王长喜考研英语辅导班教材



2003年

硕士研究生入学英语考试

全真考场

Simulated Tests for National Entrance Test of English for MAMS Candidates

中国人民大学外语学院 **王长喜** 主编

遵从考纲
 再现真题
 明示技巧
 全面透析
 模拟考场
 自评自测
 重点突破
 胜券在握



名家精品

学苑出版社





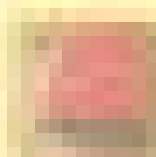
硕士研究生入学英语考试

全真考场

2008-2009 年考研英语真题及模拟试题全真考场

考研英语词汇背诵手册 王江涛 主编

考研英语词汇
考研英语词汇
考研英语词汇
考研英语词汇
考研英语词汇
考研英语词汇
考研英语词汇
考研英语词汇
考研英语词汇
考研英语词汇



中国出版集团

中国出版集团

硕士研究生入学英语考试

全真考场

主 编 王长喜

编 者	董利晓	卢建祥	张 宝
	胡会勇	陈 妍	史 焱
	张会娟	邱 怡	高华营

学 苑 出 版 社

图书在版编目(CIP)数据

硕士研究生入学英语考试全真考场

王长喜 主编

北京:学苑出版社,1999.4

ISBN 7-5077-0460-2

I. 硕…

II. 王…

III. 英语-研究生-入学考试-解题

IV. H31-44

中国版本图书馆 CIP 数据核字(1999)第 12960 号

出版发行:学苑出版社

地 址:北京万寿路西街 11 号 邮编:100036

印 刷:河北香河县新华印刷有限公司

经 销:新华书店

开本:787×1092 1/16 印张:26.75

2002 年 7 月第 4 版 2002 年 7 月第 1 次印刷

印数:0001-8,000

定价:28.00 元

前言

本书编入 20 套考研全真模拟题。其特色如下:

遵从考纲 再现真题

本书所选的这 20 套考研模拟题(另配三盘磁带)基于对考研大纲和真题的悉心研究和精心设计。题型完全再现真题,涵盖(一)听力,(二)英语知识应用,(三)阅读(包括 A 部分:阅读理解和 B 部分:英译汉),(四)写作。命题完全达到真题标准,总结如下:

①听力分三个部分。Part A 为两栏表格题,左栏给出以名词短语形式的信息提示,右栏填充相关细节信息。分值为 5 分。Part B 为补全句子或简答题。问题或句子表达形式是在听力原文之上的再加工合成,考点为重要事实和观点态度题。分值为 5 分。Part C 为听力理解多项选择题。分值为 10 分。考点比例为:主要事实题占 1/3,观点题占 1/3,个别细节题占 1/3。答题时需要考生运用推理和概括能力的题占一半左右,直接在听力原文中得解的占一半。另外 Part C 听力题的选项多为句子和动词短语(占 70%),其余为名词短语(占 30%),所以听力测试也同样考核考生的快速读取信息的能力。

②英语知识运用部分的考点被分成词义辨析题(选择符合句意的动词,名词,形容词,副词),上下文理解题(选择符合上下文意义的词),上下文连接题(选择符合上下文逻辑的连接词),介词应用题,习惯用法与固定搭配题。按照真题的标准,词义辨析题和上下文理解题占 70%,上下文连接题占 20%,介词应用题和固定搭配题占 10%。

③阅读 I 部分题型分为主旨归纳题(概括文章主题或结论),主要事实归纳题(归纳段落大意和重要论点),文章细节正误推断题,作者态度观点推断题,词义/短语义推断题。每套题各题型设计比例皆遵从真题标准:主旨归纳题占 10%,主要事实题和细节推断题占 50%,态度观点推断题占 30%,词义/短语义推断题占 10%。

④阅读 II(英译汉)部分所选文章皆为科普或学术文章,所选译句为复杂简单句、主从复合句或并列复合句。

⑤写作部分所选题目皆为时尚流行话题,作文题型为图表式作文(占 60%)和提纲式作文(40%),这符合近几年来考研真题中图表作文和提纲式作文的比例。

全面解题 透视技巧

本书另一大特色是答案解析全面,从中透视出答题技巧。例如:在做英语知识应用题时如何根据上下文意来推断题目所需的词的意义;在做阅读题时,如何根据文中“线索”来找出正确答案,如何“辨析”其他选项;在做翻译题时,如何避开“误区”,施行“巧译”;在做作文题时,如何描述、论述、衔接、做结论。编者在作文题后所附的参考词汇与表达法及参考作文模式可以帮助考生迅速抓住考研作文的行文规律,向高分进军。

自测自评 愈战愈勇

本书第三大特色是在每套题上附有答案速查卡和自我测评表。速查答案后,希望考生能认真填写自我测评表,了解自己的答题障碍所在,这样才能知己知彼,对症下药;屡败屡战,愈战愈勇。

总而言之,本书的设计渗透着编者对考题的认真剖析和对考生的人文关怀。希望考生按计划定期完成各套模拟题,熟悉题型,掌握技巧,自我评估,直至成竹在胸,迎接一月最后的疯狂。

编者

2002年7月于北京

Contents

Simulated English Test One	(1)
Keys and Notes for Test One	(11)
Simulated English Test Two	(23)
Keys and Notes for Test Two	(33)
Simulated English Test Three	(45)
Keys and Notes for Test Three	(55)
Simulated English Test Four	(65)
Keys and Notes for Test Four	(75)
Simulated English Test Five	(85)
Keys and Notes for Test Five	(96)
Simulated English Test Six	(107)
Keys and Notes for Test Six	(117)
Simulated English Test Seven	(127)
Keys and Notes for Test Seven	(137)
Simulated English Test Eight	(147)
Keys and Notes for Test Eight	(157)
Simulated English Test Nine	(167)
Keys and Notes for Test Nine	(176)
Simulated English Test Ten	(185)
Keys and Notes for Test Ten	(195)
Simulated English Test Eleven	(205)
Keys and Notes for Test Eleven	(215)
Simulated English Test Twelve	(227)

Keys and Notes for Test Twelve	(237)
Simulated English Test Thirteen	(249)
Keys and Notes for Test Thirteen	(260)
Simulated English Test Fourteen	(271)
Keys and Notes for Test Fourteen	(281)
Simulated English Test Fifteen	(291)
Keys and Notes for Test Fifteen	(300)
Simulated English Test Sixteen	(311)
Keys and Notes for Test Sixteen	(321)
Simulated English Test Seventeen	(333)
Keys and Notes for Test Seventeen	(342)
Simulated English Test Eighteen	(353)
Keys and Notes for Test Eighteen	(364)
Simulated English Test Nineteen	(375)
Keys and Notes for Test Nineteen	(385)
Simulated English Test Twenty	(395)
Keys and Notes for Test Twenty	(405)

SIMULATED ENGLISH TEST ONE

Section I Listening Comprehension

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

If you have any questions, you may raise your hand NOW as you will not be allowed to speak once the test has started.

Part A

Directions:

You are going to hear a talk about a mother and her son. Listen to it and fill out the table with the information you've heard for Questions 1–5. Some of the information has been given to you in the table. Write only 1 word in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

the age of Christopher, the son	1
number of days of Christopher's extravagant life	2
number of hours of community service for Christopher to practice	3
christopher's age at his mother's first divorce	4
number of days Christopher would work on a job	5

Part B

Directions:

You will hear a talk about English dictionaries. For Questions 6–10, complete the sentences and answer the questions while you listen. Use not more than 3 words for each answer. You will hear the recording twice. You now



have 25 seconds to read the sentences and the questions below. (5 points)

The other name of the first English dictionary is an
Alphabetical Table of

	6
--	---

Each word of the first dictionary is followed by

	7
--	---

All the dictionaries before the 1750's were featured as

	8
--	---

In what aspect were the dictionaries greatly improved in
the 1800's?

	9
--	---

What is one of the most interesting features of the Oxford
Dictionary?

	10
--	----

Part C

Directions:

You will hear three pieces of recorded material. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing [A], [B], [C] or [D]. After listening, you will have time to check your answers. You will hear each piece once only. (10 points)

Questions 11-13 are based on the following talk about a reading method. You now have 15 seconds to read Questions 11-13.

11. What do the letters in the SQ3R method represent?

[A] A new way to take notes.

[B] A short name for the survey reading method.

[C] The five steps in the reading process.

[D] Different ways to study for examinations.

12. What does the lecture say about "Reading", Step Three in the SQ3R method?

[A] One should think about the ideas while reading the words.

[B] One should always take notes.

[C] One should read only the titles and the important words, not the examples and details.

[D] One should read sequences of words.

13. The SQ3R method suggests that one should review the reading material by ____.

[A] Remembering the questions one notes down before reading it.

[B] Trying to answer the questions that one notes down before reading it.

[C] Going over the materials that you have questions on.

[D] Questioning the materials that you have treated carefully.

You now have 30 seconds to check your answers to Questions 11-13. Questions 14-16 are based on the following talk about an assignment. You now have 15 seconds to read Questions 14-16.

14. How was the assignment given out?

[A] In notes.

[B] Verbally.

[C] Written on the board.

[D] By handouts.

15. Why can't the man copy the assignment from the woman?

[A] She has a moral objection.

[B] She didn't write down all of it.

[C] She never takes notes.

[D] She remembers it well enough.

16. Why does the man choose the assignment on progress?

[A] He is interested in the subject.

[B] He has already written a paper on it.

[C] He doesn't know anything about it.

[D] It is very abstract.

You now have 30 seconds to check your answers to Questions 14–16.

Questions 17–20 are based on the following instruction about a course on campus. You now have 15 seconds to read Questions 17–20.

17. According to the passage, which of the following statements is NOT true?

[A] If a student misspells a word in his composition, he will lose 5 points.

[B] Last semester, about 50% of the students enrolled in composition failed the course.

[C] The composition teacher is very strict.

[D] Both the teacher and students like to follow rules of formality.

18. What will the students do in the composition class on Friday?

[A] They will take one of the six major tests.

[B] They will be given a pop test.

[C] They will be required to read a short story in class.

[D] They will have to write a composition.

19. How does the teacher check whether students have read the assignment?

[A] Students should take some major tests.

[B] Students will be given unannounced quizzes from time to time.

[C] Students are required to write a paper on it.

[D] Students should prepare an oral report on it.

20. On what will the students' final grade be based?

[A] 8 major tests and quizzes.

[B] Eight pop tests and 6 written themes.

[C] Eight major tests, 6 written themes, and pop tests.

[D] an average of 6 major tests, pop tests, and 8 written themes.

Now you have 40 seconds to check your answers to Questions 17–20.

Section II Use of English

Directions:

There are 20 blanks in the following passage. For each blank there are four choices marked [A], [B], [C] and [D]. You should choose the one that best fits into the passage.

Individualism, independence, and self-

21. [A] considered [B] thought [C] regarded [D] drawn

reliance are perhaps the most distinctive American characteristics. American "individualism" is 21 a good thing. It does not mean being 22. Each person is expected to make 23 for himself or herself about all aspects of life: 24, career, and home. The 25 family (mother, father, and children) is an important aspect of American society, 26 usually has much less influence on the behavior of any individual in it 27 is generally true in China. Children are 28 from an early age to be self-reliant, 29 care of their clothes and bedrooms, perhaps helping to cook and 30, and to begin thinking for themselves and even learning to manage 31 their own money. Parents provide advice and assistance of course, 32 when their children are young, but the importance of the individual is 33. This is reflected in American 34 such as "Think for yourself," "Do your 35 thing," and "You are the master of your own fate." By 36 concentrating on the individual, American 37 a greater personal responsibility for the decisions they 38 and the actions they take. This principle 39 to all aspects of life, including the family, 40 relation, finances, business, law, academics, and medicine.

22. [A] private [B] domestic [C] homely [D] selfish
 23. [A] conclusions [B] decisions [C] assignments [D] efforts
 24. [A] occupation [B] entertainment [C] education [D] leisure
 25. [A] nuclear [B] simple [C] complex [D] extended
 26. [A] therefore [B] whereas [C] but [D] although
 27. [A] what [B] than [C] which [D] still
 28. [A] inspired [B] nursed [C] obliged [D] encouraged
 29. [A] taking [B] releasing [C] yielding [D] chasing
 30. [A] clothe [B] boil [C] clean [D] heal
 31. [A] administer [B] manage [C] supervise [D] handle
 32. [A] approximately [B] unusually [C] specifically [D] especially
 33. [A] given [B] respected [C] stressed [D] ignored
 34. [A] expressions [B] remarks [C] language [D] dialects
 35. [A] right [B] proper [C] own [D] useful
 36. [A] conceiving [B] contriving [C] contracting [D] concentrating
 37. [A] overuse [B] neglect [C] assume [D] illustrate
 38. [A] make [B] draw [C] arrive [D] appeal
 39. [A] appeals [B] applies [C] caters [D] averts
 40. [A] typical [B] casual [C] economic [D] social

Section III 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 1-1

Income divergence helps to explain another kind of polarization taking place in the world system, between a zone of peace and a zone of chaos. The regions of the wealthy people show a strengthening republican order of economic growth and liberal

41. "Erode" (Paragraph 1) most probably means _____.
 [A] wipe away [B] put aside
 [C] become rusty [D] function badly
 42. From Paragraph 3, we learn that _____.

tolerance (except towards immigrants), with technological innovation able to substitute for exhausting natural capital. The regions of the lower – and middle – income people contain many states whose capacity to govern is degenerating or eroding, mainly in Africa, the Middle East, Central Asia, Russia, and parts of East Asia. Here, a rising proportion of people find their access to basic necessities restricted at the same time as they see people on television driving Mercedes cars.

The result is a lot of unemployed and angry young people, to whom new information technologies have given the means to threaten the stability of the societies they live in and even to threaten social stability in countries of the wealthy zone. Economic growth in these countries often exhausts natural capital and therefore future potential. More and more people see migration to the wealthy zone as their only salvation.

It is remarkable how unconcerned the World Bank, the IMF and other global organizations are about these trends. The Bank's World Development Report for 2000 even said that rising income inequality "should not be seen as negative" if the incomes at the bottom do not fall and the number of people in poverty falls. Such lack of attention shows that to call these world organizations is misleading. They may be world bodies in the sense that almost all states are members,* but they think in state – centric rather than global ways. They neglect not only matters of world income distribution, but also world inflation, world exchange rates, and world interest rates; and, in the case of the World Bank, the global environmental issues of the oceans, the atmosphere, and nuclear waste.

[A] these world organizations are not doing their work.

[B] these world organizations mislead the world economy.

[C] it's misleading to turn to these organizations for help.

[D] these organizations are not real international organizations.

43. By the last sentence in Paragraph 1, the author wants to show _____.

[A] people limit their life necessities to buy cars

[B] even in poor countries, there are many advertisements for cars on television

[C] there is a wide gap between the rich countries and the poor ones

[D] people are willing to sacrifice their life necessities for cars

44. According to the passage, which of the following is **NOT** true?

[A] Poverty may threaten the global peace.

[B] Economy and the social stability are connected.

[C] Poor countries lack best – performing governments.

[D] Technological inventions will reduce the consumption of the natural capital in poor countries.

45. We can conclude from the passage that _____.

[A] the world should pay attention to the widening gap between the rich countries and the poor ones.

[B] many global organizations are not functioning well

[C] the unbalanced world economy will lead to terrible consequences

[D] economy and social stability are interdependent

Text 1–2

Women's studies experts have argued the society to pay more attention to mothers, as Mother's Day has been celebrated in a number of countries recently.

Domestic violence remains the most serious issue facing women and children in modern society, according to Zhai Yan, assistant to the director of the Beijing – based Women's Psychological Counselling Centre.

46. The word "reciprocal" (Para. 3) probably means _____.

[A] interacting [B] changeable

[C] intermediate [D] dependable

47. Which is **NOT TRUE** according to the passage about the negative effects of domestic violence on children growing up in such families?

[A] These children are more likely to be violent when they grow up.

"Domestic violence and social stability are reciprocal," said Zhai. "If intervention for domestic violence is given in time and is well controlled, social stability can be upgraded".

Women and children are considered the most vulnerable groups in society. Many women have called the Maple Women's Hotline and appealed to people from all walks of life to create a peaceful social environment.

When domestic brutality is not stopped, there will be immense negative effects on children growing up in such families, marriages can easily collapse and deaths may occur. These children have a much higher tendency to use violence themselves when they become adults, according to a professor from the East China University of Politics and Law.

Another relevant problem revealed through the hotline is that abused women tend to become abusers to their children, said Zhai. Statistics show women beat children more often than men do in Chinese families where there is domestic violence.

In recent years, the increased amount and degree of domestic violence has largely been due to mental health problems and changing living conditions during China's economic reform and opening-up drive, according to the Women's studies Institute of China affiliated with the All-China Women's Federation.

After Beijing's hosting of the World Women's Congress in 1995, domestic violence became a hot topic and an issue for lawmakers. Since then, organizations, centres, workshops and hotlines in cities, provinces and municipalities have been founded to increase public awareness and to prevent and stop domestic violence.

"To fight domestic violence is a systematic social programme that involves attention and watchfulness from the legislation field, medical services and community intervention!" said the director of the Women's Studies Institute of China.

[B] They are more likely to be punished by their mother than by their father.

[C] They are likely to have mental problems.

[D] They tend to have an unhappy childhood.

48. According to the author, how can the problem of domestic violence be solved?

[A] To improve their living standard.

[B] To maintain social stability.

[C] To keep children away from their abused mothers.

[D] To make laws to stop the problem.

49. What can NOT be inferred from the passage about the cause of the increase in domestic violence?

[A] People with problems in mind may account for the increasing amount of domestic violence.

[B] Poverty contributes to domestic violence.

[C] People lack awareness of the harm of domestic violence.

[D] China's social transformation may be responsible for the problem.

50. The author's purpose is to _____.

[A] look into the problem of domestic violence.

[B] appeal to the society for the care of women and children

[C] call for an end to domestic violence

[D] make laws to stop domestic violence

Text 1-3

Take a cell, practically any cell, from your body, and through appropriate biological repairing, you

51. The word "duplicate" (Paragraph 1) most probably mean _____.

can cause it to grow into a duplicate of yourself — identical from eyelashes to toenails. With this system, you can neatly reproduce yourself without any partner. Human cloning, it's called.

A book telling the supposedly true story of a cloned child caused a small uproar. A group of scientists demanded that the federal government reveal all the studies it has funded on cloning and related field of cell biology. But some distinguished biologists offered their opinion that the book was pure fantasy.

Yet the cloning story touched a highly sensitive nerve. People began to realize that we are on the threshold of a new age in the biosciences. Knowledge of genetic engineering is emerging that allows scientists to tinker with, and change, the very stuff of life.

Although cloning people may look simple on paper, it isn't practice. To date scientists have succeeded in cloning some small animals. But it is still a long way from the much more complicated experiment on the carbon copy of human beings. Even when technically possible, the potential of human cloning challenges our entire value system.

What would happen if human cloning became a reality? One favorite expectation is the creation of a new breed of Einsteins. But scientists quickly denied the possibility. It is more than genetic make-up that makes an individual. A duplicate background—and therefore a duplicate individual—could never be created.

Fortunately, cloning research is not a technique for reproductive purposes, but to cure human diseases. Already biologists studying the cell's inner workings and the various methods of cloning have made exciting discoveries that may finally lead to breakthroughs in fighting against cancer. It may also be used to control the aging process, and conquer presently incurable human genetic diseases.

- [A]repetition [B]reproduction
[C]imitation [D]identification

52. What CAN NOT be inferred from the passage about the cloning technology?

- [A]With clone technology, scientists can produce a copy of someone without the help of an opposite sex.
[B] Clone technology will contribute greatly to re-creation of genius.
[C] Clone technology will lead to profound changes in people's view of life.
[D] Clone technology has aroused controversy among scientists.

53. From Paragraph 5, we can conclude that _____.

- [A]genes, as well as environment, should be responsible for a person's development.
[B]genes alone can never decide a person's development.
[C]we need many things other than genes to clone an individual.
[D] we can not expect to create a world full of distinguished persons by cloning them.

54. The author's attitude towards cloning research seems to be _____.

- [A]positive [B]negative
[C]doubtful [D]disappointed

55. The best title for the passage would be _____.

- [A]A Future Era of Einsteins
[B]Stop cloning
[C]Clones: A Milestone in Medical Science
[D]Human Cloning: A Mere Story?

Text 1-4

Despite the excitement generated by its huge market, China remains a difficult place for Western companies to conduct business. The challenges range from gaining access to the suppliers to securing

56. According to the passage, Westerners are reluctant to start a business in China because _____.

- [A]the huge market generates too much excitement and competition.

distribution rights. But perhaps the biggest challenge is assembling an effective team of managers, according to Fred Foulkes, a researcher conducting a project on human resource practices in China. For Westerners in China, conducting business means attracting and retaining both expatriate and local management talents.

Foulkes interviewed managers at dozens of Western companies doing business in China—some success stories, others not. His research indicates that Western companies entering China must first pay attention to the expatriate managers who will oversee the venture. Successful companies select and nurture these candidates carefully, preferring a large investment of time and money upfront to the risk of an expensive and embarrassing failure later. One useful technique: successful companies have intensively educated their expats in Chinese life and customs before sending them abroad.

As for what kind of people a company should send to China, Foulkes observed two characteristics. First, the best-performing managers in China tended to be people who already had proved themselves in other ventures in developing countries—they were not necessarily managers with the obvious advantages of linguistic ability or ethnic ties. In addition, companies should look for expats who are willing to stay in China longer than an 18-to-24 month overseas stint. The reason is that the Chinese value stable relationship; and foreign companies have reaped the benefits of providing such stability. Expatriates in China also seem to need more time to become familiar to the local culture.

In order to retain Chinese managers, ventures also must devise human resource policies that are sensitive to the ways in which Chinese employees differ from those in the West. The Chinese emphasis on group solidarity and saving face, for example, makes public displays of anger inappropriate, as one expatriate sales manager found to his regret when he tried to use the aggressive motivational tactics that had served well in the West.

“The key to success in China,” concludes Foulkes, “is thoughtful preparation. A company needs to plan carefully before setting up shop, especially when it comes to managing people”.

- [B] it's hard to find expats who are willing to stay in China.
- [C] it's difficult to find a group of best-performing managers.
- [D] it's difficult to devise human resource policies in China.

57. According to Foulkes, what is the most valuable characteristic of the people a Western company should send to China?

- [A] Knowing Chinese language and having Chinese relatives.
- [B] Loving China and being sensitive to Chinese way of doing things.
- [C] Having the successful working experience in developing countries.
- [D] Having a strong sense of responsibility and competition.

58. According to the passage, the most important factor for Westerner's successful investment is _____.

- [A] getting suppliers.
- [B] finding those who are willing to stay in China.
- [C] intensive training of their employees after setting up shop.
- [D] thoughtful preparation and the education of employees.

59. What can be inferred from the passage?

- [A] Some Western companies fail in China because of their negligence of the Chinese way of doing things.
- [B] China values a stable relationship, so job-hopping is uncommon in China.
- [C] Many sales managers sent to work in China once served in an aggressive war.
- [D] Chinese employees like to show their anger publicly.

60. The best title for the passage would be _____.

- [A] China: A Huge Market For the West
- [B] A Key to Successful Investment in China
- [C] Ideal Persons To Be Sent to China
- [D] The Unique Chinese Character

Part B

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. (10 points)

Genetically-modified foodstuffs are here to stay. That's not to say that food produced by conventional agriculture will disappear, but simply that food-buying patterns will polarise: there will be a niche market for conventional foodstuffs just as there is for organic food.

61) It may even be that GM food will become the food of preference because consumers come to appreciate the health benefits of reduced pesticide use.

62) To see the advantages of GM food you have only to consider the recent press revelation that the average cabbage receives eleven pesticide applications before it reaches the supermarket shelf. 63) I'm sure chemicals and their role in disease will become a big issue in the next century as the population of the developed world worries increasingly about its health.

It may well be that in the long term it is the developing world that benefits most from GM foods. It's true that for the next ten years or so GM crops may be too expensive.

64) But the lesson of personal computers is applicable here—once the technology has been developed for money-making crops, like maize, soya beans and cotton, it will gradually become affordable for all.

65) This doesn't mean, unfortunately, that famines will disappear, but severity and duration will be helped by an improved ability to produce and distribute food.

As we move into this new era of agriculture we're embarking on an experiment. But remember that the world has seen any number of experiments before. No doubt there will be some mistakes with GM crops too. But then mankind has always made mistakes. It shouldn't put us off progress.

Section IV Writing

Directions:

- A. Study the following graph which shows the different modes of transport used to and from work in one European city, in 1950, 1970 and 1990, and write an essay of about 200 words.
- B. Your essay must be written clearly on the Answer Sheet.
- C. Your essay should cover all the information provided and follow the instructions below:
 1. Describe the graph.
 2. Explain the facts and give your own comments

Words and Expressions for reference

decrease, prominently, increase by leaps and bounds,
contribute to popularity, cut down, significantly, enable,
better off, afford, private car, make possible, way of life,
move about, man-powered, sufficient, foresee.