

根据教育部 2004 年考研英语大纲编写

韩宝成 主编

透视 考研英语

测试专家实战指导

模拟
实战
训练

辽宁大学出版社



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模拟实战训练

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辽宁大学出版社

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图书在版编目 (CIP) 数据

透视考研英语测试专家实战指导·模拟实战训练/韩宝成, 任秀桦主编. —沈阳: 辽宁大学出版社, 2003. 6

ISBN 7-5610-4471-2

I. 透... II. ①韩... ②任... III. 英语—研究生—入学考试—自学参考资料
IV. H31

中国版本图书馆 CIP 数据核字 (2003) 第 027163 号

责任编辑: 田东瑛
封面设计: 刘桂湘

版式设计: 马 静
责任校对: 何 力

辽 宁 大 学 出 版 社 出 版

地址: 沈阳市皇姑区崇山中路 66 号 邮编: 110036
联系电话: 024-86864613 [http: // www. lnupress. com. cn](http://www.lnupress.com.cn)
Email: mailer@lnupress.com.cn

沈阳市第三印刷厂印刷 辽宁大学出版社发行

幅面尺寸: 185mm×260mm

印张: 14

字数: 340 千字

2003 年 6 月第 1 版

2003 年 6 月第 1 次印刷

定价: 18.00 元

编者的话

根据最新全国硕士研究生入学考试英语考试大纲,我们组织几位对大纲理解较深,有着多年辅导考研经验的老师,精心编写了这套考研辅导丛书。作为本套丛书的主编,我愿意在这里向参加考研的各位同学就如何准备考研讲几点看法。

在全国硕士研究生入学考试中,英语一直是一门非常重要的科目。多年来,很多同学在考研路上吃尽苦头,专业课程考试对他们来说往往不成问题,而英语则似乎成了横在他们面前的一道“鬼门关”,很多人最后就是栽在英语上面而与考研失之交臂。所以有人戏称,考研就是考英语。这一现象至少说明两个问题:一是历年来我国研究生入学英语考试水平保持在一个相当的水平上,不降低要求。不仅如此,近年来还有提高要求的趋势。如2003年增加了听力考核的内容。从大的方面讲,国家对英语考试要求严格无疑是正确的,因为研究生培养的是研究人员。在当今社会,不通一门外语,尤其是英语,是很难做出像样的研究来的,道理不言自明。考研英语难的情况,从另一个方面也反映了我国目前高校学生实际英语平不高的状况。多数同学从中学开始学外语,到大学毕业共学了十年时间,英语还不能过关,这确实是一个值得深思的问题。这当然不能完全责怪广大同学,作为培养人才的教师在教学理念和方法上的滞后,应该说也负有不可推卸的责任。正因为如此,每年考研前全国各地英语考研辅导班、串讲班比比皆是,广大同学把很大精力都用到了提高英语成绩上。

那么,大家关心的是如何才能更好地准备考研。多年来,我本人参加过多种全国性英语考试的命题工作。根据自己的体会,我认为重要的是把握这么几点。第一,认真研究、吃透考试大纲的精神;第二,复习准备要有针对性和系统性。

为什么要强调认真研究并吃透大纲,因为大纲是考试的灵魂。它不仅是命题人员的指南,同时也是考生应对考试的指南。从命题角度来讲,命题人员不能脱离考试大纲来命题,他要根据考试大纲的要求来命题,包括题目的难易程度,考试的范围,每个题目的测试点等。抓住了考试大纲的精神,就等于抓住了考试的要点。下面我们从考试大纲结构表(见P4)来做一些简单分析与说明。

考试大纲结构表高度概括了考试的重点。所谓吃透大纲,就是要抓住每部分的测试重点,找出对策,并将其牢牢记在心里。如听力部分,共分三节。第一节为一段独白或对话,测试的重点是考生掌握特定或具体信息的能力。这一部分无非围绕 what, when, where 等设置题目,因而考试时就要仔细听清围绕这几个方面所说的话,其他句子听不懂也没关系。从应试的角度讲,抓住了这一点,就等于抓

住了考试的重点,这就叫有的放矢。由于第一节录音播放两遍,仔细听是不会丢分的。第二节是听一段独白或对话,根据所听内容补全句子或简短回答问题,测试重点是所听材料的具体信息或总体信息。所谓总体信息,就是要求考生能够从总体上把握所听材料的内容,具有一定的概括能力。这一部分的测试重点仍然是考查考生对所听材料具体信息掌握的能力,只不过答题形式稍微复杂了一些。第一节是用一个词或数字,这一节用1~3个词。需要提醒的是,考生要充分利用听前读题的25秒时间,记住这一节问的几个问题。边听边记,答案往往就是听到的原词。第三节考查的面广,既要求考生能够把握所听材料的具体信息,又要求掌握其大意,或判断、理解讲话者的意图、态度等。其实,应对以上三节中设置题目也有窍门。一是充分利用所给读题时间,争取把每个问题记住,带着问题去听,这样效果会非常好。尽量少记或不记选项的内容。因为人的短时记忆是有限的,无法记住很多的内容,记选项的内容会冲淡所问的问题。二是要特别注意讲话者的语气、语调,尤其要注意讲话中的一些描写性的词语,这些往往反映出讲话者的态度等,这也是命题人员的出题点。我想,掌握了这两点,听力考试就不会出现大的问题了。

从2002年起,取消了结构与词汇的考查,将这部分内容融入到完形填空题中,完形填空改为英语知识运用。完形填空这一题型涵盖了考查词汇、语法和结构的内容。虽说这一部分仍考语法,但纯粹的语法题目所占比例极小,主要是一些连词或关系代词。这部分的重点是对词汇和结构的考查,包括词与词的搭配、固定短语和习惯用法等。对于固定短语和习惯用法类题目,知道的就是知道,不知道的即便靠上下文也推测不出来。这方面的知识要靠大家平时多积累。完形填空测试点主要集中在词汇方面。考词汇不是简单地看考生是否知道某个词的词义,主要看考生是否能够恰当地、正确地用词。需要注意的是,任何词的词义是通过上下文体现出来的,一个词如果脱离了上下文,没有了语境,是没有意义的。单靠背单词在这一部分是不能取得高分的。解答完形填空的对策是,首先通读全文,了解其大意,然后仔细阅读每个小题所在的句子,通过词义、词的搭配或句子结构等局部信息完成一些题目。这类题目相对容易些。有些题目,如果只看句子本身,每个词放进去都讲得通,尤其是一些形容词和名词的搭配,动词和名词的搭配。解答这类题目时,需要更大范围的信息才能做出决断,眼睛不要死盯在四个选项上,首先把文章的意思搞懂了,从宏观的角度再做一个判断,便能恍然大悟,选出正确选项。

阅读理解是考试的重头戏。在整份试卷中占的比例最大,达到40%。因此,毫不夸张地讲,阅读理解成绩的好坏很大程度上决定了考研的成败。阅读理解分两节。第一节为传统的阅读理解题目,测试重点包括对文章细节的理解,对文章主旨大意的把握,对文中的生词、作者的态度做出判断等。第二节要求考生把短文中的5个句子译成中文,测试重点是考查考生理解文章的准确性。

要读懂一篇材料,须具备三个前提:第一有足够的词汇量;第二有足够的语法

知识;第三有足够的背景知识。对于第三个前题要求同学们尽可以打消顾虑,因为考试中所用的材料,都属于一个受过高等教育的人能够看懂的知识,不论是文史哲,农林医,还是理和工,这些内容多属于“一般知识”或“科普知识”,不是专业化的文章。剩下的就是词汇和语法了。如果词汇量不够,需要平时多积累。如果语法知识欠缺,则需要向老师请教、向同学请教、向语法书请教。其实,语法的难点主要在句子结构方面,而英语中复杂的、难懂的一些结构就那么几种,只要做个有心人,把这些东西记下来,多复习几次,问题就解决了。

有了词汇、语法,包括背景知识并不意味着拿来文章就能读懂,就能读得快。阅读还要讲究技巧和方法。第一,“自下而上”和“自上而下”两种阅读过程同时并用。先认识词,再理解句子,逐渐到段落,这叫“自下而上”。先了解文章大意,然后从宏观角度判断句子、词在这种语境下的意义,这叫“自上而下”。阅读过程是这两种过程同时出现、交替出现、缺一不可的过程。对于大部分考生来讲,常犯的毛病是只顾“自下而上”,缺乏宏观角度,于是见木不见林,造成理解困难。

要实现“自上而下”,就要有意识地注意文章的大意。如读完第一句,这句可能是本段的主题句,就要预测下面要说什么,是举例还是阐述;读完一段,就要预测下一段说什么。这些手段不仅可以帮你快速地掌握文章的大意,对解答细节类题目、推断性题目都有帮助。

第二,要学会利用语言中的冗余信息。语言提供信息时常常重复几次,如有的概念往往通过举例、解说等手段进一步说明,掌握这些技巧,对判断生词的意思会大有帮助,对写作也有好处。

第三,从读懂到回答问题还有一定的距离,因为命题时直接照原文原句提问的情况并不多,一般都稍微变化一下角度或措辞。回答问题时,往往需要考生在思路上要稍转一个弯或“换个角度”,这样问题就会迎刃而解。

阅读理解的第二节是通过翻译句子来考阅读理解,重点是理解的准确性。实际上,英译汉主要考两点:一是理解,二是表达。而理解准确与否只有考生自己心里清楚(有时考生自己也不清楚),阅卷人看不出来,他只能通过翻译来看考生是否正确理解了文章的内容。因此,文章读懂了但表达不好会严重影响成绩。怎么办?记住这两点:第一,翻译出来的句子要像中国话,绝不能是英语式的汉语。第二,掌握英汉两种语言结构的不同。英语句子结构紧凑、复杂,往往大句套小句;汉语句子结构“松散”、“简单”,一句是一句。英语句子的信息焦点往往出现在前边,汉语句子的信息焦点通常出现在后面。掌握了这两条等于抓住了翻译的根本。

考试的最后一部分是写作,这也是考生最怵的老大难问题。按道理讲,学了这么多年英语,写一篇200词左右的短文应该不是什么难事。问题是大家平时缺乏训练,技巧不够。往往指望考前背诵几篇范文来解决问题。虽然这样做可能也会有一些效果,但它没有抓到写作的根本,必然得不到好的成绩。如何提高作文成绩是一个大话题,我们不能在这里展开谈,但可以告诉大家两条原则:第一,对于

看图作文,不仅要“所见即所写”,而且要“所见有所思”。做到了“所见即所写”,只能为及格,只有“所见有所思”才能取得高分。第二,学会运用“tell”和“show”,“tell”是一个 statement,是一个主题句,“show”是举例说明。这是一个通用写作技巧,也是写作应该遵循的最基本的原则。掌握了这两点,等于抓住了写作的根本。

以上谈的是同学们应考时应注意的一些原则和方法,我想平时复习时也应注意掌握和应用这些原则和方法,这样的备考才有针对性。从一个命题者的角度讲,我不赞成猜题压题的做法。可以这样讲,只要辅导材料是真正按照大纲的要求编写的,考试范围就万变不离其宗。碰上一两个相近的词汇题目,相似的材料可能会触类旁通。题目完全一致是根本不可能的,因为题目是命题者一道一道写出来的,同一篇材料,两个人出题,出来的题目可能完全不一致。因此,大家要根据自己的实际情况,认真复习,不要抱有侥幸心理,扎实的基本功,熟练的技巧和方法才是制胜的法宝。

祝同学们在 2004 年全国硕士研究生入学考试英语考试中取得成功。

全国硕士研究生入学考试英语试卷结构表

部分	节	为考生提供的信息	测试要点	题型	题目数量	计分
I 听力	A	1 段独白或对话 (180~220 词) (放两遍录音)	特定或具体信息	填充表格	5	5
	B	1 段独白或对话 (280~320 词) (放两遍录音)	具体或总体信息	补全句子 或简答题	5	5
	C	3 段材料(独白或对话) (每段 200~300 词) (放一遍录音)	获取特定信息,理解主旨大意,推测、判断说话者意图、观点或态度等	多项选择题 (四选一)	10	10
II 英语知识运用		1 篇文章 (240~280 词)	词汇、语法和结构	完形填空 多项选择题 (四选一)	20	10
III 阅读理解	A	4 篇文章 (共约 1600 词)	理解具体信息,掌握文章大意,猜测生词词义并进行推断等	多项选择题 (四选一)	20	40
	B	1 篇文章(约 400 词) 5 处划线部分 (约 150 词)	理解的准确性	英译汉	5	10
IV 写作		主题句、写作提纲、规定情景、图、表等	书面表达	短文写作 (约 200 词)	1	20

韩宝成

2003 年 6 月于北京外国语大学

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应试指南

听力理解

考生在听力考试时应做到精力集中。听力考试并不要求考生将所听到的单词全部记下来,而是需要从听到的内容中获得尽可能多的准确信息。考生应根据上下文尽量去猜测没有听懂或漏听的部分。即使猜不出,也不必紧张,千万不要在犹豫不决中浪费时间。而应迅速调整自己,为听其他的问题做好精神上的准备。另外,在录音播放前,应尽可能抓紧时间迅速浏览书面选项,再根据自己的经验和常识去推断对话或短文的大致内容。

1. A 节应试技巧

该部分录音播放两遍,测试考生理解特定或具体信息的能力。由于该部分卷面上印有未完成的表格,可为考生提供一定的线索。因此,在听短文前一定要快速认真地阅读表格中的有限信息,积极预测短文的内容,并对要求填入的信息,如数字、时间、地点、人物等,做到心中有数,以便听的时候,有意识地去寻找这些信息。

2. B 节应试技巧

该部分录音也是播放两遍,测试考生理解具体或总体信息的能力。此部分不仅要求考生听懂内容,而且需要考生对所听到的内容进行融合和取舍,直至最后按要求写出要点。这类似于四、六级考试中的复合式听写部分。本节要求考生写出的答案不超过三个字。这就要求考生要辨清并正确拼写单词,另外要抓住关键词,掌握句子大意并合理表达。

3. C 节应试技巧

该部分录音只播放一遍,主要测试考生获取特定信息,理解主旨要义,猜测、判断说话者意图、观点或态度等的的能力。就其体裁而言,可分为:叙述型、论说型、故事型、报告型、谈话型等。在本节考试中,考生应迅速地浏览问题及各选项,分析选项并预测该听力材料的大致内容。听音时,应注意时间、地点、人物、事件因果等因素,并能够从整体上把握段落的主题以及作者对某人或某事的观点和态度等。

知识运用

英语知识运用的测试方法可以有多种,但新大纲规定该部分内容采用综合填空的形式来考查。综合填空是以格式塔心理学和心理语言学为理论基础而发展起来的综合性测试形式,它是一种在语篇层面上对英语语言知识进行测试的手段。题材涉及的多是科普、经济、历史、社会、文化等具有一定时代感、现实性或科学性的文章。因此,考生平时应多读这一类的文章,积累多方面的词汇和知识,这样才能较容易地弄清文章的大意和逻辑关系,为考试做题打下良好基础。

解题时,考生要做到以下几个步骤:第一,审题。首先快速诵读原文,抓住文章大意和主旨,尤其注意找到每个段落的主题及相关的重要细节。第二,综合上下文填空。首先把易填的



先填上,包括那些固定搭配、习惯用法、冠词连词等,把似是而非和较难的题目暂时搁置一旁,留待最后去做,以便逐步扩大线索,降低填空难度。这些部分填好后,可进一步加深对文章的理解,再结合上下文进行语义填空。考生应从语篇的角度寻找相关线索,利用文中句与句、句群与句群之间的逻辑关系,首先对每一个空格所要求填入的词性和语义做出判断,然后再比较各选项,找出最佳答案。

阅读理解

1. 略读

粗略地快速阅读。其目的是要了解文章的大意,对文章有个总体印象。因此,不要把视线停留在每一个词、句上,一般来讲,文章或段落的主题都在段首或段尾之处,掌握了这些信息也就了解了文章的大意。这种方法比较省时、快速、目的性强,适用于归纳中心思想和概括段落大意等题型,是阅读训练中较常用的方法之一。

2. 查读

根据某一具体要求从文章当中查找出相关的信息,达到解决问题的目的。与略读相比查读的目的性更强。这样的方法适合于先看问题后阅读文章,带着问题找答案,比如对于某一细节所设的问题,就可以直接有针对性地去文章中寻找具体的句子或段落,做出正确选择。如果掌握好这种方法,有时会达到事半功倍的效果,甚至会在不完全理解文章中心思想的情况下把题做对。

3. 细读

即仔细阅读和思考。把握文章的主要细节,目的是掌握文章的全部意义(包括文字表义和隐含意义)。这种方法要求读者在阅读过程中充分发挥自己的语法、词汇及结构知识,全方位、多角度地对词句、段落、篇章进行理解判断。但应该注意的是,细读不同于精读,精读的目的在于获取语言知识和语法知识为目的,而细读强调的是全面理解文章的意思,从而有利于推理、判断。

英译汉

《2004年全国硕士研究生入学考试英语考试大纲》明确指出:英译汉部分主要考查学生准确理解概念和结构较复杂的英语材料的能力。

1. 评分标准规定

1)如果句子译文扭曲原文意思,该句得分最多不得超过0.5分。英译汉考题主要是考查考生准确理解概念或结构比较复杂的英语材料的能力。因此,考生的译文首先要求对原文理解准确。如果考生因不理解或误解了原文,而使原文意思扭曲,当然也不会取得好成绩。为避免这种情况的发生,考生应首先仔细通读全文,然后仔细分析画线部分的语法结构,在准确理解的基础上确保翻译忠实地表达原文思想。

2)如果出现两种或两种以上正确译法,均得分;其中一种译法错误,酌情扣分,扣分最多不超过1分。在翻译过程中,对于同一个画线的句子,考生有可能会有多种译法,在确实难以确定孰优孰劣时不妨将几种表达方式同时给出。

3)汉语错别字,不个别扣分,按整篇累计扣分。在不影响原文意思的前提下,满3个错别



字扣 0.5 分。尽管我们已经强调了英译汉部分的主要目的是考查考生的理解能力,而且由于每个小题的分值比较小,书写要求虽不是最重要的,但最后还要审校一遍。字迹工整、卷面干净,避免错别字,这些功夫虽说在英语之外,但有时却能得到意想不到的收获。

2. 应试策略

1) 认真钻研历年考研中的英译汉部分,熟悉题型,总结特点和规律,把握复习方向。

2) 大量阅读,扩大词汇量,并养成在文章中猜词悟义的习惯。英译汉部分在考研试卷中属于阅读理解部分,与客观的多项选择的题型不同的是要求考生通过翻译的形式来检查理解能力。

3) 平时多做一些英译汉的翻译练习,特别是对那些结构较为复杂,内容稍难一些的句子要仔细分析,亲自动手进行尝试,通过实践得出的经验远比只从书本上学习知识更加行之有效。

短文写作

短文写作是研究生入学英语考试中的最后一项,分值 20 分,在 40 分钟内“考生应根据题目以及写作提纲或规定情景、图表数据等”写出不少于 200 词,语言比较规范的叙述、说明或议论性的短文,旨在测试考生综合应用英语的能力。

1. 评分标准

20~17 分:内容切题,包括提纲的全部信息;文字连贯;句式有变化,句子结构和用词正确;文章长度合乎要求。

16~13 分:内容切题,包括提纲的全部信息;表达比较清楚,文字基本连贯;句式有一定变化,句子结构和用法无重大错误;文章长度符合要求。

12~9 分:内容切题,基本包括提纲的信息;表达基本清楚;句子结构和用词有少量错误;文章长度基本符合要求。

8~5 分:内容切题,语句可以理解,但有较多的句子结构和用词上的错误;文章长度基本符合要求。

4~1 分:基本按题意写作,但只有少数句子可以理解。

0 分:文不对题,语句混乱,无法理解。

2. 词量扣分标准

151~160 词:扣 1 分

141~150 词:扣 2.5 分

131~140 词:扣 4 分

121~130 词:扣 6 分

111~120 词:扣 8 分

101~110 词:扣 10 分

100 词以下:扣 12 分

作文评分标准表面上很细,包括主题、句式、语法、拼写、卷面等多项指标。但实际上,阅卷教师每天平均要判几百份卷子,阅卷速度很快,多数情况下只能浏览一下,看个大概,主要还是看每段的主题句。因此考生最好能把主题句放在每段的段首,使阅卷老师一目了然,抓住重点。另外,在分析问题、展开讨论或列举事实时,最好使用层次分明的标识性转承语,使阅卷老师感到文章思路清晰,这样有助于考生在短文写作中拿到高分。



模拟试题一

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 section, 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.

Now look at Part A in your test booklet.

Part A

Directions: For Questions 1—5, you will hear a conversation in a post office. While you listen, fill out the table with the information you've heard. Some of the information has been given to you in the table. Write **only 1 word or number** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Information about in the post office		
Destination of the registered airmail letter		1
Money for sending the registered airmail letter	\$ _____	2
Number of 15-cent stamps the man bought		3
Money the man spent on post cards and stamps	\$ _____	4
Package must be tied with		5

Part B

Directions: For Questions 6—10, you will hear a talk about courses and subjects in American colleges. While you listen, complete the sentences or answer the questions. 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 questions below. (5 points)



How long is a semester?

 6

A school year usually lasts from

 7

How many quarters make up a school year?

 8

Who teach smaller classes?

 9

What is the most popular area of study?

 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 a talk about paper and food. You now have 15 seconds to read Questions 11—13.

11. What does the speaker's cat like to eat?
A. Paper. B. Newspapers. C. Wood. D. Grass.
12. Which of the following does NOT come from plants in some way?
A. Animals. B. Bigger fish. C. Chickens. D. None of the above.
13. Why does the speaker persuade you to keep old books and letters?
A. We can feed them to cats.
B. They can nourish our spirit.
C. They can be our food on the plate in the future.
D. They can remind us of the past.

Questions 14—16 are based on a talk about digging the earth. You now have 15 seconds to read Questions 14—16.

14. Which of the following is true according to the talk?
A. John is a teacher.
B. Artifacts recently found in Missouri show many tools of war.
C. Without the work of archaeologists, no children would dig.



D. Future generations will learn that digging doesn't count.

15. Why do archaeologists dig?

A. To find out where China is located.

B. To find out things from ancient people.

C. To find out why the earth is round.

D. To find out how to build sand cakes.

16. What can you infer from the talk?

A. People will always dig.

B. Digging is a waste of time.

C. Digging is only for children.

D. Shovels are expensive.

Questions 17—20 are based on a conversation in which a woman asked for medicine for her backache. You now have 20 seconds to read Questions 17—20.

17. Where are the people talking?

A. In a hospital.

B. In a pharmacy.

C. In a doctor's office.

D. In a clinic.

18. Why is the man going to call Dr. Anderson?

A. To ask him if he knows the woman.

B. To tell him the woman is coming.

C. To make an appointment.

D. To fill the prescription.

19. Which of the following is NOT true?

A. The woman needs drugs to kill her pain.

B. The woman thinks aspirin will solve her problem.

C. The man and the woman both like Dr. Anderson.

D. In the past, it was lawful to sell drugs without a prescription.

20. Why does Dr. Anderson stay late at the office?

A. He lives there.

B. He does experiments after work.

C. He teaches students.

D. He meets his patients.

You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

THIS IS THE END OF SECTION 1
DO NOT READ OR WORK ON THE NEXT SECTION
UNTIL YOU ARE TOLD TO CONTINUE

Section II 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 has been commonly accepted that the family in the 21 of our great-great-grandparents was usually an 22 family — three generations living under one roof or perhaps in 23 houses on the same street. Some say the family of the past was closer, more helpful and loving, than families 24 today. But are these 25 true?

Researchers on the family have 26 some unexpected findings. For instance, historians suggest that it was very 27 for several generations of a family to live together. Throughout Western history, most people simply did not live to see their grandchildren 28. One study shows that as recently as a hundred years ago, life 29 in Massachusetts was about forty-seven years in rural towns; in places with populations of 10,000 or more, it was thirty-seven years for females and forty-one years for males. One 30 three children did not live until the age of five.

In fact, even the nuclear family — a mother, a father, and their unmarried children was often disrupted. Many women died in childbirth, which meant that many families had either single parents or stepparents. 31 some people did live to be very old, most families in early America suffered the loss of a loved one through death while children were still young.

32 also challenges the view that families of the past were more 33 and satisfying for their members. For many women, certainly, this was not true. With little education or economic opportunity and very limited legal rights, they were 34 first on their fathers and then on their husbands. Unmarried women often had to rely on their relatives for a place to live 35 for helping around the house; they were usually 36 and patronized.

Social historians are also discovering that some 37 modern family problems are not new at all. Just as family stability is a concern today, so it was in Puritan New England. In 1679, for example, clergyman Increase Mather 38 a group of clergy and lay elders to prepare a report on why their land had suffered devastating wars with the Indians. They believed that these events could be 39 as God's punishment for their sins. Their report stated, "family government has decayed, and fathers no longer keep their sons and daughters 40 prowling at night."

- | | | | |
|---------------------|-----------------|-------------------|--------------------|
| 21. A. time | B. period | C. era | D. space |
| 22. A. extended | B. exceeded | C. expected | D. expanded |
| 23. A. separating | B. separate | C. separated | D. separable |
| 24. A. is | B. will be | C. are | D. be |
| 25. A. consumptions | B. resumptions | C. assumptions | D. superstitions |
| 26. A. put up with | B. lived with | C. caught up with | D. come up with |
| 27. A. rare | B. seldom | C. hard | D. constant |
| 28. A. to grow up | B. growing up | C. grow up | D. grown up |
| 29. A. expectancy | B. expectation | C. expedition | D. experimentation |
| 30. A. among | B. of | C. out of | D. over |
| 31. A. Nevertheless | B. Although | C. As | D. When |
| 32. A. Incidence | B. Independence | C. Evidence | D. Confidence |



- | | | | |
|--------------------|---------------|-----------------|------------------|
| 33. A. congenial | B. genuine | C. generous | D. genius |
| 34. A. independent | B. consistent | C. dependent | D. inconvenient |
| 35. A. in turn | B. in return | C. in answer to | D. in vain |
| 36. A. pitiful | B. painful | C. panic | D. pitied |
| 37. A. seemingly | B. apparently | C. seemly | D. approximately |
| 38. A. converted | B. convened | C. conversed | D. contrived |
| 39. A. interpreted | B. translated | C. expressed | D. implied |
| 40. A. of | B. against | C. for | D. from |

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

Most of us know by now that obesity in adults is a growing problem, but less attention has been paid to the expanding waistlines of the younger generation. According to a study conducted by Weight Watchers International Inc. and the American Health Foundation, 25% of American children are now officially overweight, and the youngest are especially at risk. The American Dietetic Association (ADA) found that 14% of 6-to-11-year-olds weighed more than they should, as did 12% of 12-to-17-year-olds. These extra pounds are more than just a passing phase; another ADA study suggests that half of obese adolescents will become fat adults.

"Obesity among children is increasing at an alarming rate, and the health consequences are very severe," confirms Karen Miller-Kovach, R. D., chief scientist for Weight Watchers, who cites that the dramatic increase in Type II diabetes in teenagers is just one of the serious medical problems linked to the trend.

What's behind the growing number of chubby children? Simply, "lack of exercise accounts for more than 50% of the problem," says Miller-Kovach. And despite the popular belief that fast food is at the root of our collective portliness, she adds, just 30% of the problem is due to overeating or choosing the wrong types of foods. Instead, experts point to cut-backs in school physical education programs, less time spent outdoors and more time playing video games or sitting in front of a computer, and even the rise in street crime, which makes parents uneasy about letting kids do things such as ride their bikes around the block.

So what can we do to help kids stay fit for the long haul, without making them anxious or weight-obsessed? There's no one-size-fits-all answer, says Miller-Kovach, but there are a few basic guidelines. Monitoring your child's every bite, for instance, is a tactic that's likely to backfire. "And you absolutely do not want to create a closet eater," she continues, which

can happen when parents are overbearing about eating.

Rebecca Unger, M. D. , an attending pediatrician at Children's Memorial Hospital, suggests keeping an eye on your child's height and weight without talking to him or her about being on a "diet." Instead, she suggests, "Talk about fitness and being healthy."

41. According to ADA's study, _____.
A. overweight adults should be on diet
B. enough exercise will reduce half the extra pounds
C. 50% of fat children will remain overweight when grown up
D. 15% of American children are overweight
42. The proportion of overweight American children between ages 6 and 17 takes up _____.
A. 25% B. 13% C. 26% D. unknown
43. What is believed as the basic cause for overweight by most Americans?
A. Lack of exercise. B. Playing video games.
C. Fast food. D. Eating too much.
44. It is indicated in the second paragraph that _____.
A. American children's health condition is alarming
B. overweight attributes to many diseases
C. Type II diabetes is one of the causes to overweight
D. Type II diabetes is one of the causes of American medical problems
45. Control over children's diet for avoiding overweight _____.
A. is a useful measure B. is no use at all
C. will cause some diseases D. will cause children eating behind their parents

Text 2

Thomas Jefferson was a statesman, a diplomat, an author, and an architect. Born at Shad Well in Virginia in 1743, he was tutored privately until he entered the College of William and Mary. His legal preparation under George Wythe, Virginia's most noted professor of law, enabled him to be admitted to the bar in 1767.

Five years later, Jefferson married Martha Wayles Skelton and settled with his bride at Monticello, the mountaintop home which he had designed himself and whose construction was to extend over fifty years.

Jefferson served in the House of Burgesses, Virginia's parliament, until it ceased to function in 1775. Not a gifted public speaker, he was most talented as a literary draftsman.

His most important contribution to the revolutionary cause before 1776 was his Summary View of the Rights of British America, composed for the Virginia Convention of 1774 and containing his views regarding the colonies' relationship to England. Denying all parliamentary authority over the colonies, he insisted that the king was the only political tie with Great Britain. He advocated freedom of trade and relinquishment of all British claims in regard to