

根据第六版大纲编写

# English

# 同等学力申请硕士学位 英语 考试 历年试题精解

同等学力申请硕士学位英语  
考试辅导用书编审委员会 编著

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- 系统解析**答题思路**，深入剖析**命题原则与解题技法**
- 明示命题趋势与规律，切实提高**综合应试能力**



 中国人民大学出版社

# 同等学力申请硕士学位 英语考试历年试题精解

同等学力申请硕士学位英语考试辅导用书编审委员会 编著

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## 同等学力申请硕士学位英语考试历年试题精解

同等学力申请硕士学位英语考试辅导用书编审委员会 编著

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# 总序

## General Preface

随着中国国际化进程的日益推进、改革开放逐步深化以及经济发展速度的日益加快，社会对科学技术、文化教育的需求不断向高层次迈进，对博士、硕士研究生等高层次人才的需求也越来越大，报考硕士、博士研究生的考生正在逐年增多。对于许多不能脱产学习的考生来说，参加同等学力人员申请硕士学位考试是获取硕士学位的一个重要途径。同等学力人员申请硕士学位考试对考生的外语水平要求比较高，尤其是听、说、读、写、译的综合应用能力。参加同等学力人员申请硕士学位考试的考生，一方面应该具备坚实的专业理论基础和较强的科研能力，另一方面还应该具备较强的外语应用能力。

国务院学位委员会办公室于2012年再次修订了《同等学力人员申请硕士学位英语水平全国统一考试大纲》，对考试项目做了必要的调整，所以考生非常需要有关调整后内容的复习资料，以便更有针对性地复习和准备。综合考察最近的图书市场，有关同等学力人员申请硕士学位英语水平全国统一考试的辅导资料很多，而根据最新大纲精神编写、完全符合目前考试需要的辅导资料非常缺乏。考生对如何复习应考常常感到无所适从，他们迫切需要一套高质量的考前辅导资料，以应对考试的实际要求，在考试中把握命题规律，获取高分。

为了更好地帮助考生复习，了解同等学力人员申请硕士学位英语水平全国统一考试的内容、要求、题型以及难易程度，并通过有效的考前试题训练掌握各种题型的答题方法和技巧，提高得分能力，我们在前版基础上精心修订了这套同等学力人员申请硕士学位英语水平全国统一考试辅导书。修订后本套书包括《同等学力申请硕士学位英语考试综合辅导教程》、《同等学力申请硕士学位英语考试标准模拟考场》、《同等学力申请硕士学位英语考试阅读理解120篇精解》、《同等学力申请硕士学位英语考试历年试题精解》、《同等学力申请硕士学位英语考试标准大纲词汇记忆与精解》，共五本。

### 本套书的特色如下：

#### 一、作者阵容强大、辅导经验丰富、深谙命题动态

本套书作者长期从事同等学力申请硕士学位英语考试命题、阅卷与辅导工作，对同等学力申请硕士学位英语考试的考点非常熟悉。他们有相当丰富的辅导和教学工作经验，深谙命题规律和出题的动态，从而使本套书具有极高的权威性。本套书的出版凝结着参与编写的专家学者多年的教学、命题、评卷经验。

## 二、鲜明的创新特色，编写体例非常符合考生的需要

本书全面吸收了同类图书的优点，结合作者丰富的辅导经验，博采众长，推陈出新，使图书结构和内容具有鲜明的特色。下面分别介绍。

《同等学力申请硕士学位英语考试综合辅导教程》：以最新修订的《同等学力人员申请硕士学位英语水平全国统一考试大纲》（第六版）为标准，按照最新精神编写。在编写过程中，特别注意知识的系统性。在每章后都编写了足量的同步强化练习题，并给出答案和解析。考生可通过做这些强化练习题进行自测，巩固复习成果。该书力求把重点、难点与考点讲深、讲透。

《同等学力申请硕士学位英语考试标准模拟考场》：鉴于许多考生缺乏实际临场经验，该书将为考生进行全程领航和理性分析，引领考生高效通过考试难关。每套试卷都有详细的标准答案和解析。考生可以利用各套试卷进行考前模拟实战训练，检验自己的学习成果，及时查漏补缺，有针对性地进行复习备考。

《同等学力申请硕士学位英语考试阅读理解 120 篇精解》：该书在选编文章题材、体裁方面尽可能拓展空间，广泛涉猎，包括社会科学、自然科学等各个领域的知识。具体内容涉及科学技术、经济管理、教育文化、社会生活、环境生态、政治历史、医学保健、宗教信仰、新闻艺术等诸多方面，可以让考生系统见识同等学力申请硕士学位英语阅读理解材料，强化英语背景知识，轻松获取阅读理解考试高分。

《同等学力申请硕士学位英语考试历年试题精解》：历史是一面镜子，了解过去可以预知未来。研习历年真题是复习备考中必不可少的关键环节，也是考生掌握考试动态、赢得高分的最佳捷径。通过对历年试题的详细解析，考生可以了解命题原则与规律，把握考试的脉搏，明确考试的重点和难点所在。

《同等学力申请硕士学位英语考试标准大纲词汇记忆与精解》：该书包括同等学力申请硕士学位英语考试基本词汇及其衍生词汇共计 6 000 余例，固定搭配词组和惯用短语 700 余个。该书严格按照最新大纲编写，每个单词都给出了音标和详细的注解，包括与考试相关的习惯用语、典型例句以及词义辨析，方便考生在记忆单词的同时与考试内容紧密结合，对考试内容融会贯通。

实践证明，一套好的复习资料，能够帮助考生收到事半功倍的良好效果。我们以同等学力申请硕士学位英语考试专家组辅导经验的深厚积累，以在继承中创新、在开拓中前进的精神，凭借阵容强大的专家编写队伍，向广大考生奉献这套辅导书，希望能帮助考生在考试中夺得高分！

参加本套书编写的除了主要编写者索玉柱、成芬、刘爽外，还有谭莉、王新会、赵艳萍、吴盈敏、崔杰凯、欧阳少波、张晓燕、张孜、江海波、刘仕文、宋纪新、杨勇、王宁、张磊、崔军胜、赵秀云、程立元、陈金贞、叶充、张杰、管卫勇、孙摇摇、洪潇、李征、罗福生、郭庆、梅涛、陈娜等同志，在此一并表示感谢。

编著者

# 前言

## Preface

根据《中华人民共和国学位条例》的规定，具有研究生毕业同等学力的人员，都可以按照《国务院学位委员会关于授予具有研究生毕业同等学力人员硕士、博士学位的规定》的要求与办法，向学位授予单位提出申请。授予同等学力人员硕士学位是国家为同等学力人员开辟的获得学位的渠道。这对于在职人员业务素质的提高和干部队伍建设都能起到积极的作用。申请人通过了学位授予单位及国家组织的全部考试、并通过了学位论文答辩后，经审查达到了硕士学位学术水平者，可以获得硕士学位。

同等学力人员申请硕士学位英语水平全国统一考试在我国已实行18年，得到了社会以及广大考生的极大关注。随着参加该类考试人数的不断增长，为了更好地检测考生的英语实际水平，国务院学位委员会办公室于2012年再次修订了《同等学力人员申请硕士学位英语水平全国统一考试大纲》。修订后的第六版新大纲是今后几年同等学力人员申请硕士学位英语水平考试统一命题的依据。

为了更好地帮助考生复习，我们根据多年的教学实践经验，在认真分析了同等学力人员申请硕士学位英语水平全国统一考试的考点、难点、重点及命题套路之后，倾情奉献了这本《同等学力申请硕士学位英语考试历年试题精解》。

历史是一面镜子，了解过去可以预知未来。通过对历年试题的详细解析，考生可以了解命题原则与规律，掌握考试脉搏。研习历年的真题是复习备考中必不可少的关键环节，也是考生掌握考试动态、赢得高分的最佳捷径。自从实行同等学力考试以来，试卷中出现与往年真题相同或者极其相似试题的情况时有发生，所以对往年真题进行研究是帮助考生复习的最有效手段。循着命题人的思路，我们就可以把握考试的脉搏，明确考试的重点和难点。

本书包括1997年以来的考试真题，便于考生了解同等学力考试的全貌和考试动态，进行相应的自测。本书尽可能地为考生提供客观的解析和答案，阅读理解和综合填空给出了全文翻译。“观千剑而后识器”，通过对历年试题的分析，考生可以掌握考试命题规律，把握出题动态，寻求合理的学习方法和解题策略，提升综合应试能力。

实践证明，一本好的复习资料，能够帮助考生收到事半功倍的良好效果。强调实用性、针对性和有效性是本书的鲜明特点。希望本书对于参加同等学力人员申请硕士学位英语水平全国统一考试的考生能够提供切实的帮助，帮助他们在掌握和应用科学的解题方

法、强化实践、提高成绩等诸多方面增强应试信心，真正提高自己的英语水平，最后蟾宫折桂，赢得考试高分。

由于时间仓促，错误和纰漏之处在所难免，诚望广大读者批评指正。

**编著者**

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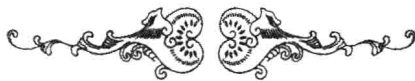
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2014 年同等学力人员申请硕士学位  
英语水平全国统一考试试题



**Paper One 试卷一**

(100 minutes)

**Part I Oral Communication (10 points)**

**Section A**

**Directions:** *In this section there are two incomplete dialogues and each dialogue has three blanks and three choices A, B and C, taken from the dialogue. Fill in each of the blanks with one of the choices to complete the dialogue and mark your answer on the ANSWER SHEET.*

■ **Dialogue One** ■

- A. It's the other man I'm talking about
- B. They had been in there for about 5 minutes
- C. I thought you said there were three men

Burney: There were two men, I think. No, three. They ran into the bank and the one with the gun, the tall one, he ran up to the window, and started shouting something, I don't know, "Give me all your money" and the other one...

Police officer:   1   ?

Burney: No, there were two men and a girl.   2  , the one carrying the suitcase, well, he went up to the other guy...

Police officer: The one with the gun?

Burney: Yes, and he opened the suitcase and the cashier, well, she—well, all the other people behind the window—they hand over piles of money and the two men put it into the suitcase and they ran out. It was 1:35.   3  .

■ **Dialogue Two** ■

- A. They still make movies like that
- B. I like a good story
- C. People today don't like that

Speaker A: I like watching old movies and I think they are the best.

Speaker B: I agree with you, even though they're in black and white. I think a good story is more important than the color.

Speaker A: And there was no violence in old movies.

Speaker B: No, there wasn't. 4.

Speaker A: They like lots of action.

Speaker B: 5.

Speaker A: I like to see actors who are like real people.

Speaker B: Like real people with real problems.

Speaker A: 6.

Speaker B: Yes, but they never make much money.

### Section B

**Directions:** *In this section there is one incomplete interview which has four blanks and four choices A, B, C and D, taken from the interview. Fill in each of the blanks with one of the choices to complete the interview and mark your answer on the ANSWER SHEET.*

- A. I do a lot of my shopping on the net now
- B. I do a lot of research on the Internet too
- C. I document everything
- D. Of course they mail their friends endlessly

Interviewer: Ms. Chen, can you tell us which pieces of technology are important to you?

Interviewee: Three things: my Sharp laptop, my iPhone 5, and my Olympus digital camera. 7: the kids, art, buildings, clothes, scenes that catch my eyes as I walk past.

Interviewer: What do you use your computer for?

Interviewee: Well, I send emails all the time. But I do a lot of my design work on screen now and I can send my ideas straight to directors and producers. 8. There are some fantastic sites around now.

Interviewer: Who uses the computer at home?

Interviewee: The kids use the computer all the time at home. 9, and on top of that they're always texting on their mobile phones! They play computer games when they think I or their father isn't looking! They don't like doing homework, of course, but there are some really good revision sites on the Internet. 10. 15 minutes for a whole super-market "visit"! That feels really good.

**Part II Vocabulary (10 points)**

**Directions:** *In this part there are ten sentences, each with one word or phrase underlined. Choose the one from the four choices marked A, B, C and D that best keeps the meaning of the sentence. Mark your answer on the ANSWER SHEET.*

11. His poor performance may be attributed to the lack of motivation.  
A. taken for                      B. viewed as                      C. caused by                      D. focused on
12. The new cut in interest rate is meant to promote domestic investment.  
A. advertise                      B. publicize                      C. encourage                      D. obtain
13. Conditions for the growth of this plant are optimum in early summer.  
A. most desirable                      B. most favorite                      C. most expressive                      D. most acceptable
14. She often says her greatest happiness consists in helping the disadvantaged children.  
A. relies on                                      B. lies in  
C. is composed of                                      D. is proportionate to
15. Now and in the future, we will live as free people, not in fear and never at the mercy of any foreign powers.  
A. under the control of                      B. in the interest of                      C. at the cost of                      D. for the sake of
16. Public acceptance of rabbit as an economical source of protein depends on how aggressively producers market it.  
A. effectively                      B. efficiently                      C. rigorously                      D. vigorously
17. Many New England communities do not permit the construction of a “modernist” building, lest it alter their overall architectural integrity.  
A. in spite that                      B. in case that                      C. for fear that                      D. in order that
18. Essentially, a theory is an abstract, symbolic representation of what is conceived to be reality.  
A. presentation                      B. expression                      C. imagination                      D. impression
19. Television commercials have been under constant scrutiny for the last few years.  
A. pressure                      B. attack                      C. examination                      D. reflection
20. The mayor has spent a handsome amount of time in his last term working to bring down the tax rate.  
A. considerable                      B. moderate                      C. sufficient                      D. plenty

**Part III Reading Comprehension (25 points)**

**Section A**

**Directions:** *In this section, there are four passages followed by questions or unfin-*

ished statements, each with four suggested answers A, B, C and D. Choose the best answer and mark your answer on the ANSWER SHEET.

◆ Passage One ◆

Cheating is nothing new. But today, educators and administrators are finding that instances of academic dishonesty on the part of students have become more frequent and are less likely to be punished than in the past. Cheating appears to have gained acceptance among good and poor students alike.

Why is student cheating on the rise? No one really knows. Some blame the trend on a general loosening of moral values among today's youth. Others have attributed increased cheating to the fact that today's youth are far more pragmatic (实用主义的) than their more idealistic predecessors. Whereas in the late sixties and early seventies, students were filled with visions about changing the world, today's students feel great pressure to conform and succeed. In interviews with students at high schools and colleges around the country, both young men and women said that cheating had become easier. Some suggested they did it out of spite for teachers they did not respect. Others looked at it as a game. Only if they were caught, some said, would they feel guilty. "People are competitive," said a second-year college student named Anna, from Chicago. There's an underlying fear. If you don't do well, your life is going to be ruined. The pressure is not only from parents and friends but also from oneself. To achieve. To succeed. It's almost as though we have to outdo other people to achieve our own goals.

Edward Wynne, a magazine editor, blames the rise in academic dishonesty on the schools. He claims that administrators and teachers have been too hesitant to take action. Dwight Huber, chairman of the English department at Amarillo, sees the matter differently, blaming the rise in cheating on the way students are evaluated. "I would cheat if I felt I was being cheated," Mr. Huber said. He feels that as long as teachers give short-answer tests rather than essay questions and rate students by the number of facts they can memorize rather than by how well they can put information together, students will try to beat the system. "The concept of cheating is based on the false assumption that the system is legitimate and there is something wrong with the individuals who are doing it," he said. "That's too easy an answer. We've got to start looking at the system."

21. Educators are finding that students who cheat \_\_\_\_\_ .
- A. are more likely to be punished than before
  - B. have poor academic records
  - C. are not only those academically weak
  - D. tend to be dishonest in later years
22. According to the passage, which of the following statements is true?
- A. Students' cheating has deep social roots.

- B. Students do not cheat on essay tests.  
 C. Reform in the testing system will eliminate cheating.  
 D. Punishment is an effective method to stop cheating.
23. Which of the following points of view would Mr. Huber agree with?  
 A. Punishment for cheaters should be severe in this country.  
 B. Parents must take responsibility for the rise in cheating.  
 C. Cheating would be reduced through all educational reform.  
 D. Students who cheat should be expelled from school.
24. The expression “the individuals” (the last paragraph) refers to \_\_\_\_\_ .  
 A. parents  
 B. teachers  
 C. school administrators  
 D. students who cheat
25. The passage mainly discusses \_\_\_\_\_ .  
 A. the decline of moral standards of today’s youth  
 B. people’s tolerance of students’ cheating  
 C. ways to eliminate academic dishonesty  
 D. factors leading to academic dishonesty

### Passage Two

Of all the lessons taught by the financial crisis, the most personal has been that Americans aren’t so good at money-management. We take out home loans we can’t afford. We run up sky-high credit-card debt. We don’t save nearly enough for retirement.

In response, supporters of financial-literacy education are moving with renewed enthusiasm. School districts in states such as New Jersey and Illinois are adding money-management courses to their curriculums. The Treasury and Education departments are sending lesson plans to high schools and encouraging students to compete in the National Financial Capability Challenge that begins in March.

Students with top scores on that exam will receive certificates—but chances for long-term benefits are slim. As it turns out, there is little evidence that traditional efforts to boost financial know-how help students make better decisions outside the classroom. Even as the financial-literacy movement has gained steam over the past decade, scores have been falling on tests that measure how well students learn about things such as budgeting, credit cards, insurance and investments. A recent survey of college students conducted for the Jump Start Coalition for Personal Financial Literacy found that students who’d had a personal-finance or money-management course in high school scored no better than those who hadn’t.

“We need to figure out how to do this the right way,” says Lewis Mandell, a professor at the University of Washington who after 15 years of studying financial-literacy programs has come to the conclusion that current methods don’t work. A growing number of researchers and educators agree that a more radical approach is needed. They advocate

starting financial education a lot earlier than high school, putting real money and spending decisions into kids' hands and talking openly about the emotions and social influences tied to how we spend.

Other initiatives are tackling such real-world issues as the commercial and social pressures that affect purchasing decisions. Why exactly do you want those expensive brand-name shoes so badly? "It takes confidence to take a stand and to think differently," says Jeroo Billimoria, founder of Aflatoun, a nonprofit whose curriculum, used in more than 30 countries, aims to help kids get a leg up in their financial lives. "This goes beyond money and savings."

26. The financial-literacy education is intended to \_\_\_\_\_ .
- A. increase Americans' awareness of the financial crisis  
 B. renew Americans' enthusiasm about money-management  
 C. enable Americans to manage money wisely  
 D. help Americans to overcome the financial crisis
27. According to the author, the National Financial Capability Challenge will be \_\_\_\_\_ .
- A. rewarding                      B. ineffective                      C. well-received                      D. costly
28. By saying that "the financial-literacy movement has gained steam" (Para. 3), the author means that the movement \_\_\_\_\_ .
- A. has been regarded as imaginative  
 B. has received much criticism  
 C. has gone through financial difficulties  
 D. has been more and more popular
29. Lewis Mandell suggests that we should figure out how to \_\_\_\_\_ .
- A. carry out financial-literacy education properly  
 B. manage money in a more efficient way  
 C. help students score better in money-management courses  
 D. improve the social awareness of financial education
30. Jeroo Billimoria is most likely to agree that commercial and social pressures make one's purchasing decisions \_\_\_\_\_ .
- A. difficult                      B. acceptable                      C. unwise                      D. feasible

▣ **Passage Three** ▣

The American public's obsession with dieting has led to one of the most dangerous health misconceptions of all times. Many television ads, movies, magazine articles, and diet-food product labels would have consumers believe that carbohydrates (碳水化合物) are bad for the human body and that those who eat them will quickly become overweight. We are advised to avoid foods such as potatoes, rice and white bread and opt for meats and vegetables instead. Some companies promote this idea to encourage consumers to buy their

“carb-free” food products. But the truth is, the human body needs carbohydrates to function properly, and a body that relies on carbohydrates but is exhausted of this dietary element is not in good shape after all.

Most foods that we consume on a daily basis like potatoes and rice are loaded with carbohydrates. Contrary to popular belief, carbohydrates have many health benefits; some fight diseases such as high blood pressure and heart disease, and others help to prevent cancer and stroke. Cutting these foods out of your diet may deprive your body of the many health benefits of carbohydrate.

One of the best benefits of carbohydrates is their ability to help to maintain the health of our organs, tissues, and cells. Scientific studies have shown that one type of carbohydrate called fiber reduces the risk of heart disease. Carbohydrates also contain antioxidants (抗氧化剂), which protect the body’s cells from harmful particles with the potential to cause cancer.

This does not mean that the human body can survive on a diet composed entirely of carbohydrates. We also need certain percentages of proteins and fats to maintain healthy bodies. But carbohydrates certainly should not be avoided altogether. In fact, the food pyramid, the recommended basis of a healthy diet, shows that a person should consume six to eleven servings of breads and grains, as well as three to four servings of fruits and vegetables—all carbohydrate-containing foods. It is easy to see why cutting carbohydrates out of a person’s diet is not a good idea.

The only way to know what is truly healthy for your own body is to talk to a nutritionist or dietician, who can help you choose foods that are right for you as well as guide you toward a proper exercise program for weight loss, or muscle gain. These professionals will never tell you to cut out carbohydrates entirely! The bottom line: listen to the experts, not the advertisers!

31. As is used in Paragraph 1, the word “exhausted” most possibly means \_\_\_\_\_.  
 A. starving                      B. startled                      C. deprived                      D. derived
32. According to the author, advertisers who sell “carb-free” products \_\_\_\_\_.  
 A. are not telling the truth                      B. value consumers’ well-being  
 C. are responsible for obesity                      D. offer healthy options
33. Which of the following is NOT one of the health benefits of carbohydrates?  
 A. Prevention of cancer.                      B. Prevention of stroke.  
 C. Prevention of heart disease.                      D. Prevention of fiber reduction.
34. It can be inferred from the passage that a healthy diet \_\_\_\_\_.  
 A. contains equal amounts of carbohydrates and proteins  
 B. is low in carbohydrates and high in proteins and fats  
 C. is balanced between carbohydrates, and proteins and fats  
 D. needs enough proteins but no fat for us to maintain energy



35. The main purpose of the passage is to \_\_\_\_\_ .
- A. explain how to live a healthy life                      B. describe the variety of carbohydrates  
C. advocate a healthy diet                                      D. promote more physical exercise

■ Passage Four ■

Last week, I read a story about a 34-year-old British woman who is extremely afraid of metal forks. She's been using plastic ones for 17 years because the sound of a fork rubbing against a plate gives her a panic attack.

Strange, right? But she's not alone. While popular phobias (恐惧症) about snakes and spiders might get all of the attention, there are a wide variety of not-so-obvious horrors that make people nervous.

While some phobias might seem a bit silly, they can cause serious emotional distress. My co-worker Magda is terrified of pigeons, a phobia that is taking over her life. She won't walk in certain parts of the city and runs screaming from the subway when one of these "rats with wing" finds its way onto the platform. Another friend is disgusted with cheese. Once I saw her run away from a slice of it. So where does an irrational fear of cheese come from?

Are phobias something we inherit from our genes or do we acquire these unusual anxieties over time?

Ever since I can remember I have been unreasonably frightened of elevators. There was no terrible childhood experience and I am fine with confined spaces, but something about elevators makes me nervous. And so, when my boyfriend and I found ourselves trapped in an elevator last year—because these sorts of things always happen—I was anticipating the worst.

While he gave me a suggestive eyebrow raise and proposed we "take advantage of the situation", I began screaming uncontrollably. I was far from turned on by the whole facing my worst nightmare thing. However, after the fear subsided (消退) I realized that, yes, this was my greatest fear come true, and yet—it wasn't all that bad. Nervous and inconvenient maybe, but terrifying? Not so much.

Liberating yourself from a deep-seated phobia can be a long and difficult process, but sometimes it can be as simple as confronting it head on.

36. The 34-year-old British woman is extremely afraid of metal forks because \_\_\_\_\_ .
- A. she is afraid that they may hurt her  
B. she couldn't bear their sound on plate  
C. she has been injured by them before  
D. she has never used them before
37. The phrase "rats with wings" (Para. 3) refers to \_\_\_\_\_ .
- A. exotic rats                      B. devils                      C. strange birds                      D. pigeons