

# 模拟试卷

15套

- 权威专家命题，紧随考试大纲变动，总结考试规律及特点
- 科学预测考点变化，**Part B新增题型详解**
- 模拟考场，15套最新模拟真题及答案解析
- 集中突破，让您在短时间内“胸有成竹，有的放矢”，迅速进入实战状态

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## 2006 全国硕士研究生 英语入学考试模拟试卷 15 套

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# 前 言

考研英语复习必须有计划、有步骤、有重点地进行。考前大量地进行模拟测试便是其中一项重要工作,通过测试可以熟悉明年的出题方式、试题内容范围和结构特点,总结出出题规律,同时找出自己的不足之处,特别是摸索出适合自己特点的考试方法,找到相应的应试技巧,这样便能做到考试胸有成竹、稳操胜券。

本书为考生配备了15套最新模拟试卷及答案解析,内容和难易程度力求接近真题,使考生能在实战中迅速提高应用能力,发挥出自己最好的水平并取得理想的成绩。

编者于北京

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# 试 卷 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)

The person who can see a ship without some feeling of excitement must have very little imagination. Even the idea of leaving the solid land 1 most of us were born and brought 2, and going out on to the ever-moving waters must rouse 3 some feelings of strangeness. We may remember stories of terrible storms, with waves 4 mountains, and of people from ships which have sunk 5 weeks in small boats hundreds of miles from land. But we have also 6 joy of travelling on calm seas under blue 7, and of the 8 excitement of coming to a new beautiful land which we have seen only in pictures before.

9 ships are not, of course, made chiefly for pleasure; their biggest use is in carrying goods from country to country. 10, ships can carry more goods than 11 means of transport, and can 12 so more cheaply. If ships 13, the British government would not be able to feed 14 people.

Ships have also made 15 to discover more and more distant parts of our world. 16 is known to all, Columbus used a ship to discover America about 450 years ago. And 17 ships are used for exploring the Antarctic. 18 would, in fact, not be 19 to say that ships have for thousands of years 20 one of the most important parts in shaping society.

- |                    |                 |                  |                  |
|--------------------|-----------------|------------------|------------------|
| 1. A. by which     | B. from which   | C. on which      | D. which         |
| 2. A. up           | B. forth        | C. out           | D. about         |
| 3. A. us all       | B. all of us    | C. in us all     | D. for us all    |
| 4. A. high us      | B. as higher as | C. higher as     | D. as high as    |
| 5. A. spending     | B. to spend     | C. spend         | D. spent         |
| 6. A. heard of     | B. heard with   | C. heard         | D. heard from    |
| 7. A. waters       | B. covers       | C. skies         | D. levels        |
| 8. A. unremarkable | B. uncountable  | C. uncomfortable | D. unforgettable |
| 9. A. Moreover     | B. Instead      | C. Thus          | D. But           |
| 10. A. In fact     | B. As a result  | C. Above all     | D. By the way    |

- |                     |                  |                    |                    |
|---------------------|------------------|--------------------|--------------------|
| 11. A. the other    | B. another       | C. any other       | D. any             |
| 12. A. carry        | B. make          | C. take            | D. do              |
| 13. A. do not exist | B. did not exist | C. haven't existed | D. had not existed |
| 14. A. its          | B. their         | C. every           | D. those           |
| 15. A. possible     | B. it possible   | C. impossible      | D. us possible     |
| 16. A. Which        | B. It            | C. This            | D. As              |
| 17. A. not long ago | B. in the future | C. even now        | D. before long     |
| 18. A. We           | B. It            | C. This            | D. You             |
| 19. A. too much     | B. safe          | C. possible        | D. able            |
| 20. A. made         | B. done          | C. played          | D. taken           |

## 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

The long years of food shortage in this country have suddenly given way to apparent abundance. Stores and shops are choked with food. Rationing (定量供应) is virtually suspended, and overseas suppliers have been asked to hold back deliveries. Yet, instead of joy, there is widespread uneasiness and confusion. Why do food prices keep on rising, when there seems to be so much more food about? Is the abundance only temporary, or has it come to stay? Does it mean that we need to think less now about producing more food at home? No one knows what to expect.

The recent growth of export-surpluses on the world food market has certainly been unexpectedly great, partly because a strange sequence of two successful grain harvests in North America is now being followed by a third. Most of Britain's overseas suppliers of meat, too, are offering more this and home production has also risen.

But the effect of all this on the food situation in this country has been made worse by a simultaneous rise in food prices, due chiefly to the gradual cutting down of government support for food. The shops are overstocked with food not only because there is more food available, but also because people, frightened by high prices, are buying less of it.

Moreover, the rise in domestic prices has come at a time when world prices have begun to fall, with the result that imported food, with the exception of grain, is often cheaper than the home-produced variety. And now grain prices, too are falling. Consumers are beginning to ask why they should not be enabled to benefit from this trend.

The significance of these developments is not lost on farmers. The older generation have seen it all happen before. Despite the present price and market guarantees, farmers fear they are about to be squeezed between cheap food imports and a shrinking home market. Present production is running at 51 per cent above pre-war levels, and the government has called for an expansion to 60 per cent by 1956; but repeated ministerial advice is carrying little weight and the expansion program is not working very well.

21. Why does the author mention "there is wide-spread uneasiness and confusion" ( Line 4, Para. 1 ) ? \_\_\_\_\_.
- A. The abundant food supply is not expected to last
  - B. Britain is importing less food
  - C. Despite the abundance, food prices keep rising
  - D. Britain will cut back on its production of food
22. It is clear that the main reason for the rise in food prices is that \_\_\_\_\_.
- A. people are buying less food
  - B. the government is providing less financial support for agriculture
  - C. domestic food production has decreased
  - D. imported food is driving prices higher
23. The reason for the government's expansion program working not so well is \_\_\_\_\_.
- A. because the farmers were uncertain about the financial support the government guaranteed
  - B. because the farmers were uncertain about the benefits of expanding production
  - C. because the farmers were uncertain whether foreign markets could be found for their produce
  - D. because the older generation of farmers were strongly against the program
24. The drop of the world food prices was a result of \_\_\_\_\_.
- A. a sharp fall in the purchasing power of the consumers
  - B. a sharp fall in the cost of food production
  - C. the overproduction of food in the food-importing countries
  - D. the overproduction on the part of the main food-exporting countries
25. The future for Britain's food production at that time looked like that \_\_\_\_\_.
- A. the fall in world food prices would benefit British food producers
  - B. an expansion of food production was at hand
  - C. British food producers would receive more government financial support
  - D. it looks depressing despite government guarantees

## Text 2

An English schoolboy would only ask his friend: "Wassa time, then?" To his teacher he would be much more likely to speak in a more standardised accent and ask: "Excuse me, sir, may I have the correct time please?" People are generally aware that the phrases and expressions they use are different from those of earlier generations; but they concede less that their own

behaviour also varies according to the situation in which they find themselves; People have characteristic ways of talking, which are relatively stable across varying situations. Nevertheless, distinct contexts, and different listeners, demand different patterns of speech from one and the same speaker.

Not only this, but, in many cases, the way someone speaks affects the response of the person to whom he is speaking in such a way that "modelling" is seen to occur. This is what Michael Argyle has called "response matching". Several studies have shown that, the more one reveals about oneself in ordinary conversation, and the more intimate these details are, the more personal secrets the other person will divulge.

Response matching, has, in fact, been noted between two speakers in a number of ways, including how long someone speaks, the length of pauses, speech rate and voice loudness. The correspondence between the length of reporters questions when interviewing President Kennedy, and the length of his replies has been shown to have increased over the duration of his 1961—1963 news conferences. Argyle says this process may be one of "imitation". Two American researchers, Jaffe and Feldstein, prefer to think of it as the speaker's need for equilibrium. Neither of these explanations seems particularly convincing. It may be that response matching can be more profitably considered as an unconscious reflection of speakers' needs for social integration with one another.

This process of modelling the other person's speech in a conversation could also be termed speech convergence. It may only be one aspect of a much wider speech change. In other situations, speech divergence may occur when certain factors encourage a person to modify his speech away from the individual he is dealing with. For example, a retired brigadier's wife, renowned for her incessant snobbishness, may return her vehicle to the local garage because of inadequate servicing, voicing her complaint in elaborately phrased, yet mechanically unsophisticated(不老练的) language, with a high soft-pitched voice. These superior airs and graces may simply make the mechanic reply with a flourish of almost incomprehensible technicalities, and in a louder, more deeply-pitched voice than he would have used with a less irritating customer.

26. What does the example of the English schoolboy in paragraph 1 indicate? \_\_\_\_\_.

- A. Nowadays, English schoolboys are impolite towards people except towards their teachers
- B. The way of asking time is different from that of earlier generations
- C. People's speaking styles vary according to the different situations
- D. People's ways of speaking are relatively stable on varying occasions

27. In Paragraph 2, several studies have shown that the more \_\_\_\_\_, the more personal 'secrets' one person will divulge.

- A. intimate their relationship is
- B. ordinary their conversation is
- C. quick the other's response is
- D. personal 'secrets' the other person reveals



28. According to the passage, what is the probable reason for the longer replies of President Kennedy? \_\_\_\_\_.  
A. The reporters asked some difficult and embarrassing questions  
B. President Kennedy unconsciously sought social integration with other people  
C. President Kennedy was imitating the reporters  
D. President Kennedy preferred talking equilibrium in his conversation
29. The mechanic address from the retired brigadier's wife is an example of \_\_\_\_\_.  
A. response matching  
B. speech convergence  
C. speech divergence  
D. need for equilibrium
30. Which of the following can be an appropriate heading for the passage? \_\_\_\_\_.  
A. Different Patterns of Speech in Different Situations  
B. Response Matching and Speech Divergence  
C. Social Integration or Imitation  
D. Ways of Speaking Present and Past

### Text 3

A father's relationship to his child's current and future academic success and the level of his or her development in academic potential and scholastic achievement are both factors with some rather interesting implications that educators are beginning to study and appraise. As a matter of fact, "life with father" has been discovered to be a very important factor in determining a child's progress or lack of progress in school.

A recent survey of over 16,000 children made by the National Child Development Study in London, England, revealed that children whose fathers came to school conferences and accompanied their children on outings did measurably better in school than did those children whose fathers were not involved in these activities. The study, which monitored children born during a week in March, 1958, from the time of their birth through the years of their early schooling, further revealed that the children of actively involved fathers scored as much as seven months higher in reading and maths than did those children whose only involved parent was the mother. The purpose of the study was to evaluate the role played by fathers in the raising of a child. It indicated a much higher level of parental involvement by the father than had been anticipated. Over 66% of the fathers were said to have played a major role in parental responsibility.

The study also suggested that the greatest level of parental parenting took place in the families of only children. As the number of children and financial obligations increased, the father's apparent interest and involvement with the children decreased. However, no matter what the size of financial condition of the family, a father's active participation in the child's development made a great difference in the children's progress.

The study further revealed that while the frequency of overnight absences reflected a corresponding deficiency of the child's level in maths and reading, a father's employment on late

shifts appeared to have little effect on the child's academic progress. The data from the study was obtained primarily through interviews with parents, teachers and physicians. The information evaluating the level of the father's parenting performance was elicited primarily from the admittedly subjective observations of their wives.

31. It was implied from the passage that \_\_\_\_\_.  
A. children in large families tend to do poorly in school  
B. a father's influence played a significant factor in the level of the child's academic progress  
C. mothers were subjective in evaluating the roles played by fathers  
D. there is a correlation between socio-economic status and scholastic achievement
32. The data accumulated was obtained through \_\_\_\_\_.  
A. observation by social psychologists  
B. conversations with mothers of the children  
C. interviews, school records and physicians' reports  
D. observation of fathers with their children
33. All of the children studied \_\_\_\_\_.  
A. attended the same school  
B. lived in the same neighborhood  
C. were in the same socio-economic class  
D. were the same age
34. Children who generally tended to progress academically were \_\_\_\_\_.  
A. those whose mothers gave them more affection  
B. children who had been given a balanced diet  
C. those whose fathers worked the night shift  
D. those who had no brothers or sisters
35. Evidence indicated that a high percentage of fathers were involved in the parenting process, which amounted to \_\_\_\_\_.  
A. about two-thirds of the fathers involved in the study  
B. a little less than one hundred percent of all fathers  
C. slightly less than half of the fathers studied  
D. more than three-quarters of all the fathers

#### Text 4

A lot of people believe that television has a harmful effect on children. A few years ago, the same criticisms were made of the cinema. But although child psychologists have spent a great deal of time studying this problem, there is not much evidence that television brings about juvenile delinquency.

Few people in the modern world share the views of parents a hundred years ago. In those days, writers for children carefully avoided any reference to sex in their books but had no inhibitions about including scenes of violence. These days children are often brought up to think

freely about sex but violence is discouraged. Nevertheless, television companies receive a large number of letters every week complain about programmes with adults themes being shown at times when a few young children may be awake. Strangely enough, the parents who complain about these programmes see no harm in cartoon films for children in which the villain, usually either an animal or a monster, but in some cases a human being, suffers one brutal punishment after another.

The fact is that, as every parent knows, different things frighten different children. One child can read a ghost story without having bad dreams while another cannot bear to have the book in his room. In the same way, there is little consistency about the things that terrify adults. Almost every one has an irrational private fear but while some of us cannot stand the sight of spiders, for example, others are frightened of snakes or rats.

The evidence collected suggests, however, that neither the subject nor the action in itself frightens children. The context in which cruelty or violence occurs is much more important.

A good guide to what is psychologically healthy for a small child is therefore provided by a television series in which a boy and a girl are supposed to be exploring distant planets with their parents. In each story, they encounter strange monsters and find themselves in dangerous situations but the parents are reassuring and sensible, as a child's parents should be in real life. There is an adult character who is a coward and a liar, but both the children are brave and of course every story ends happily.

Some people think children should be exposed to the problems of real life as soon as possible. But they cannot help seeing these through new programmes. When they are being entertained, the healthiest atmosphere is one in which the hero and heroine are children like themselves who behave naturally and confidently in any situation.

36. Psychologists \_\_\_\_\_.  
A. believe that television causes juvenile delinquency  
B. think that television programmes are harmless  
C. cannot find much evidence of a direct connection between television and juvenile delinquency  
D. believe that television has a harmful effect on children
37. Parents who write letters to complain television companies \_\_\_\_\_.  
A. do not like adult programmes  
B. are afraid their children will be harmed by seeing adult programmes  
C. think cartoon films are too violent  
D. believe that television programmes are harmless to children
38. Which statement is true? \_\_\_\_\_.  
A. Children who read ghost stories have bad dreams  
B. Almost everyone is secretly afraid of something  
C. All adults are afraid of spiders  
D. No one is frightened of rats
39. The television programmes that frighten children are those that \_\_\_\_\_.

- A. include scenes of violence
  - B. deal with unpleasant subjects
  - C. contain cruelty or violence in a context they associate with their own situation
  - D. are full of wild animals
40. The television series mentioned is healthy in that \_\_\_\_\_.
- A. the children are shown as brave and confident
  - B. it is unreal
  - C. the only bad character is adult
  - D. the children who watch the series can play a part in it

## Part B

### Sample One

#### Directions:

In the following article, 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)

Water is the most common substance on earth. It covers more than 70 per cent of the earth's surface. It fills the oceans, rivers, and lakes, and is in the ground and in the air we breathe. Water is everywhere. Without water, there can be no life. In fact, every living thing consists mostly of water. 41) \_\_\_\_\_.

42) \_\_\_\_\_. Rain hammers at the land and washes soil into rivers. The oceans pound against the shores, chiseling cliffs and carrying away land. Rivers knife through rock, carve canyons, and build up land where they empty into the sea. Glaciers plow valleys and cut down mountains.

43) \_\_\_\_\_. Land absorbs and releases heat from the sun quickly. But the oceans absorb and release the sun's heat slowly. So breezes from the oceans bring warmth to the land in winter and coolness in summer.

Throughout history, water has been people's slave and their master. Great civilizations have risen where water supplies were plentiful. They have fallen when these supplies failed. People have killed one another for a muddy water hole. They have worshiped rain gods and prayed for rain. Often when rains have failed to come, crops have withered and starvation has spread across a land. 44) \_\_\_\_\_.

Today, more than ever, water is both slave and master to people. We use water in our homes for cleaning, cooking, bathing, and carrying away wastes. We use water to irrigate dry farmlands so we can grow more food. Our factories use more water than any other material. We use the water in rushing rivers and thundering waterfalls to produce electricity. Our demand for water is constantly increasing.

Every year, there are more people in the world. Factories turn out more and more products, and need more and more water. We live in a world of water. But almost all of it, about 97 per cent, is in the oceans. This water is too salty to be used for drinking, farming, and manufacturing. Only about 3 per cent of the world's water is fresh (unsalty). 45 )

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A. Ever since the world began, water has been shaping the earth.

B. When we are running, we feel thirsty and drink a lot of water. In fact, when we eat, the food consists of plenty of water.

C. Water helps keep the earth's climate from getting too hot or too cold.

D. Sometimes the rains have fallen too heavily and too suddenly. Then rivers have overflowed their banks, drowning large numbers of people and causing enormous destruction of property.

E. Your body is about two-thirds water. A chicken is about three-fourths water, and a pineapple is about four-fifths water. Most scientists believe that life itself began in water — in the salty water of the sea.

F. Nowadays, scientists are considering making use of ocean water. The application of the technology to turn salty water into fresh water will come into being very soon.

G. Most of this water is not easily available to people because it is locked in icecaps and other glaciers. By the year 2010, the world demand for fresh water may be double what it was in the 1980's. But there will still be enough to meet people's needs.

## Sample Two

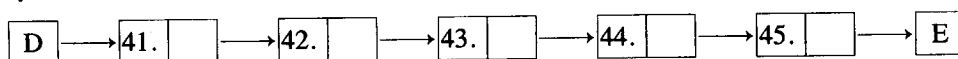
### Directions:

The following paragraphs are given in a wrong order. For Questions 41 – 45, you are required to reorganize these paragraphs into a coherent article by choosing from the list A-G to fill in each numbered box. The first and the last paragraphs have been placed for you in Boxes. Mark your answers on ANSWER SHEET 1. (10 points)

- A The use of DNA technology in agriculture has also sparked controversy. Some people question the safety, desirability, and ecological impact of genetically altered crop plants. In addition, animal rights groups have protested against the genetic engineering of farm animals.
- B Forensic (法医) science uses techniques developed in DNA research to identify individuals who have committed crimes. DNA from semen, skin, or blood taken from the crime scene can be compared with the DNA of a suspect, and the results can be used in court as evidence.
- C Techniques of DNA manipulation are used in farming, in the form of genetic engineering and biotechnology. Strains of crop plants to which genes have been transferred may produce higher yields and may be more resistant to insects. Cattle have been similarly treated to increase milk and beef production, as have hogs, to yield more meat and less fat.

- D Research into DNA has had a significant impact on medicine. Through recombinant DNA technology, scientists can modify microorganisms so that they become so-called factories that produce large quantities of medically useful drugs. This technology is used to produce insulin (胰岛素), which is a drug used by diabetics (糖尿病患者), and interferon (干扰素), which is used by some cancer patients. Studies of human DNA are revealing genes that are associated with specific diseases, such as breast cancer. This information is helping physicians to diagnose various diseases, and it may lead to new treatments. For example, physicians are using a technology called chimeriplasty, which involves a synthetic molecule (分子) containing both DNA and RNA strands, in an effort to develop a treatment for a form of hemophilia (血友病).
- E Despite these and other areas of disagreement, many people agree that DNA technology offers a mixture of benefits and potential hazards. Many experts also agree that an informed public can help assure that DNA technology is used wisely.
- F Despite the many benefits offered by DNA technology, some critics argue that its development should be monitored closely. One fear raised by such critics is that DNA fingerprinting could provide a means for employers to discriminate against members of various ethnic groups. Critics also fear that studies of people's DNA could permit insurance companies to deny health insurance to those people at risk for developing certain diseases.
- G DNA has helped taxonomists (分类学者) determine evolutionary relationships among animals, plants, and other life forms. It is useful for this purpose, because closely related species have more similar DNA than do species that are distantly related. One surprising finding to emerge from DNA studies is that vultures of the Americas are more closely related to storks than to the vultures of Europe, Asia, or Africa.

Order:



### Sample Three

#### Directions:

You are going to read a list of headings and a text about reading books. Choose the most suitable heading from the list A-F for each numbered paragraph (41 – 45). The first and last paragraphs of the text are not numbered. There is one extra heading which you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

- A. Reading will satisfy us like a sport.
- B. Who and how can be found in books.
- C. You'd better first read a historical book.
- D. Books tell something of the past, present and future.

E. I can know various people and new things in reading books.

F. You may have a good time if you enjoy an interesting book.

All the wisdom of the ages, all the stories that have delighted mankind for centuries, are easily and cheaply available to all of us within the covers of books, but we must know how to avail ourselves of this treasure and how to get the most from it. The most unfortunate people in the world are those who have never discovered how satisfying it is to read good books.

41.

I am most interested in people, in meeting them and finding out about them. Some of the most remarkable people I've met existed only in a writer's imagination, then on the pages of his book, and then again, in my imagination. I've found in books new friends, new societies, new words.

42.

If I am interested in people, others are interested not so much in who as in how. Who in the books includes everybody from science-fiction superman two hundred centuries in the future all the way back to the first figures in history; how covers everything from the ingenious explanations of Sherlock Holmes to the discoveries of science and ways of teaching manners to children.

43.

Reading is a pleasure of the mind, which means that it is a little like a sport: your eagerness and knowledge and quickness make you a good reader. Reading is fun, not because the writer is telling you something, but because it makes your mind work. Your own imagination works along with the author's or even goes beyond his. Your experience, compared with his, brings you to the same or different conclusions, and your ideas develop as you understand his.

44.

Every book stands by itself, like a one-family house, but books in a library are like houses in a city. Although they are separate, together they all add up to something they are connected with each other and with other cities. The same ideas, or related ones, turn up in different places; the human problems that repeat themselves in life repeat themselves in literature, but with different solutions according to different writings at different times. Books influence each other for they link the past, the present and the future and have their own generations, like families. Wherever you start reading you connect yourself with one of the families of ideas, and in the long run, you not only find out about the world and the people in it; you find out about yourself, too.

45.

Reading can only be fun if you expect it to be. If you concentrate on books somebody tells you "ought" to read, you probably won't have fun. But if you put down a book you don't like and try another till you find one that means something to you, and then relax with it, you will almost certainly have a good time, and if you become, as a result of reading, better, wiser,

kinder, or more gentle, you won't have suffered during the process.

## Part C

### Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written neatly on ANSWER SHEET 2. (10 points)

I am delighted to guest at this festive occasion celebrating the 50th anniversary of diplomatic relations between Finland and the People's Republic of China. I have been asked to give a comment on the outlook for the common European currency, the Euro. During the past year or so, a lot of different views have been presented about the Euro's performance. 46) Considering the fact that the Euro is a new currency with a major international role in the foreign exchange markets, it is only natural that it has drawn much attention.

However, I would like to point out that attempts to measure the success of the Economic and Monetary Union by the Euro's external value are misplaced. The benefits of the Euro stem from elsewhere. Indeed, the benefits that the Euro can and will offer are distinctly of a long-term and structural nature. In the end, a short term misalignment of the Euro has very little to do with these structural developments.

One can come up with a number of explanations for the depreciation of the Euro or the strength of the US dollar, which is the other side of the coin. 47) The growth gap, and associated interest rate difference between the Euro area and United States, have been no doubt among the most popular explanations, and there is some truth to this. Most importantly, the dynamic growth in the US has been a source of constant surprise to most of us.

48) However, in the meantime the economic outlook for the Euro area has improved considerably. The European Central Bank has succeeded very well in delivering price stability for the Euro area, which is its primary and the most important objective.

Member States of the Euro area have agreed on, and implemented a number of important initiatives aiming at raising the growth potential of the Euro area. Indeed, despite of these facts, it seems that the uncertainties associated with the Euro area have received more attention than those affecting the US Economy. This asymmetry has affected the Euro negatively. 49) According, it is widely recognised that the Euro is significantly undervalued, and the present level does not reflect the strong fundamentals of the Euro area economy.

Most of these challenges reflect the fact that the Euro is still a young currency. 50) In fact, for the citizens of the Euro area, the single currency will not become more tangible until 2002, when the actual notes and coins will be introduced. This is just to say that at this point only tentative conclusions of the functioning of the Euro can be made.



## Section III Writing

### Part A

#### 51. Directions:

Your friend Mary is ill. Write a letter to her to show your sympathy. The following guidelines are for your writing:

1. your sympathy for her illness;
2. sending flowers and wishes;
3. providing any help for her.

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

### Part B

#### 52. Directions:

- A. Title: MONEY
- B. Word limit: 160 – 200 words
- C. Time limit: 40 minutes
- D. You are required to develop your essay according to the given topic sentence of each paragraph.

#### Outline:

1. Money is considered by some people as the most powerful and important thing in life.
2. But there are certain things that cannot be bought with money.
3. Like everything else, money has two sides, positive and negative.