

# 英语考试参考书——

## 考研英语最后冲刺8套题

张剑 曾鸣 编著

新华出版社

### 第一套

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撒谎 ★

写作

小作文: 备忘录 ★

大作文: 买彩票现象 \*



## 图书在版编目(CIP)数据

英语考试参考书/张剑,曾鸣 编著.

—北京:新华出版社,2005.12

ISBN 7-5011-7230-7

I. 英...

II. ①张...②曾...

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(2005)第 110602 号

总策划 张剑锋

责任编辑 刘洁

封面设计 李继斌

英语考试参考书

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出版发行:新华出版社

地址:北京市石景山区京原路8号

邮编:100043

经销:新华书店

印刷:煤炭工业出版社印刷厂

开本:787×1092 毫米 1/16

印张:16

版次:2005年12月第1版

印次:2005年12月第1次印刷

新华出版社网址:www.xinhupub.com

高教考研人网址:www.kaoyanren.com

世纪高教书店:010-82627540

邮购部:010-62534421

门市部:010-82627540

字数:400千字

ISBN 7-5011-7230-7

定价:28.80元

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# 模拟试题一

## Section I Use of English

### Directions:

Read the following text. Choose the best word(s) from each numbered blank and mark A, B, C or D on ANSWER SHEET1. (10 points)

Chronic insomnia is a major public health problem. And too many people are using 1 therapies, even while there are a few treatments that do work. Millions of Americans 2 awake at night counting sheep or have a stiff drink or 3 an pill, hoping it will make them sleepy. 4 experts agree all that self-medicating is a bad idea, and the causes of chronic insomnia remain 5.

Almost a third of adults have trouble sleeping, and about 10 percent have 6 of daytime impairment that signal true insomnia. But 7 the complaints, scientists know surprisingly little about what causes chronic insomnia, its health consequences and how best to treat it, a panel of specialists 8 together by the National Institutes of Health concluded Wednesday. The panel called 9 a broad range of research into insomnia, 10 that if scientists understood its 11 causes, they could develop better treatments.

Most, but not all, insomnia is thought to 12 other health problems, from arthritis and depression to cardiovascular disease. The question often is whether the insomnia came first or was a result of the other diseases and how trouble sleeping in 13 complicates those other problems. Other diseases 14, the risk of insomnia seems to increase with age and to be more 15 among women, especially after their 50s. Smoking, caffeine and numerous 16 drugs also affect sleep.

The NIH is spending about \$200 million this year on sleep-related research, some 17 to specific disorders and others 18 the underlying scientific laws that control the nervous system of sleep. The agency was 19 the panel's review before deciding what additional work should be 20 at insomnia.

- |                       |                 |                |                 |
|-----------------------|-----------------|----------------|-----------------|
| 1. [A] unproven       | [B] unknown     | [C] improper   | [D] imperative  |
| 2. [A] fall           | [B] lie         | [C] seem       | [D] become      |
| 3. [A] prescribe      | [B] pop         | [C] abuse      | [D] experiment  |
| 4. [A] And            | [B] Though      | [C] Thus       | [D] But         |
| 5. [A] peculiar       | [B] anonymous   | [C] mysterious | [D] unexpected  |
| 6. [A] signals        | [B] symptoms    | [C] signs      | [D] symbols     |
| 7. [A] in addition to | [B] except for  | [C] owing to   | [D] for all     |
| 8. [A] pulled         | [B] collected   | [C] brought    | [D] drawn       |
| 9. [A] on             | [B] for         | [C] up         | [D] in          |
| 10. [A] noting        | [B] notifying   | [C] nosing     | [D] nominating  |
| 11. [A] undertaking   | [B] underlining | [C] underlying | [D] undermining |
| 12. [A] cause         | [B] accompany   | [C] follow     | [D] attend      |
| 13. [A] short         | [B] case        | [C] essence    | [D] turn        |

- |                      |                 |                  |                  |
|----------------------|-----------------|------------------|------------------|
| 14. [A] inside       | [B] outside     | [C] aside        | [D] besides      |
| 15. [A] common       | [B] popular     | [C] frequent     | [D] regular      |
| 16. [A] conscription | [B] description | [C] subscription | [D] prescription |
| 17. [A] aimed        | [B] targeted    | [C] designated   | [D] designed     |
| 18. [A] examining    | [B] inspecting  | [C] verifying    | [D] assessing    |
| 19. [A] conducting   | [B] awaiting    | [C] receiving    | [D] considering  |
| 20. [A] assigned     | [B] charged     | [C] directed     | [D] attended     |

## 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

Timothy Berners-Lee might be giving Bill Gates a run for the money, but he passed up his shot at fabulous wealth—intentionally—in 1990. That's when he decided not to patent the technology used to create the most important software innovation in the final decade of the 20th century: the World Wide Web. Berners-Lee wanted to make the world a richer place, not a mass personal wealth. So he gave his brainchild to us all.

Berners-Lee regards today's Web as a rebellious adolescent that can never fulfill his original expectations. By 2005, he hopes to begin replacing it with the Semantic Web—a smart network that will finally understand human languages and make computers virtually as easy to work with as other humans.

As envisioned by Berners-Lee, the new Web would understand not only the meaning of words and concepts but also the logical relationships among them. That has awesome potential. Most knowledge is built on two pillars: semantics and mathematics. In number-crunching, computers already outclass people. Machines that are equally adroit at dealing with language and reason won't just help people uncover new insights; they could blaze new trails on their own.

Even with a fairly crude version of this future Web, mining online repositories for nuggets of knowledge would no longer force people to wade through screen after screen of extraneous data. Instead, computers would dispatch intelligent agents, or software messengers, to explore Web sites by the thousands and logically sift out just what's relevant. That alone would provide a major boost in productivity at work and at home. But there's far more.

Software agents could also take on many routine business chores, such as helping manufacturers find and negotiate with lowest-cost parts suppliers and handling help-desk questions. The Semantic Web would also be a bottomless trove of eureka insights. Most inventions and scientific breakthroughs, including today's Web, spring from novel combinations of existing knowledge. The Semantic Web would make it possible to evaluate more combinations overnight than a person could juggle in a lifetime. Sure scientists and other people can post ideas on the Web today for others to read. But with machines doing the reading and translating technical terms, related ideas from millions of Web pages could be distilled and summarized. That will lift the ability to assess and integrate information to new heights. The Semantic

Web, Berners-Lee predicts, will help more people become more intuitive as well as more analytical. It will foster global collaborations among people with diverse cultural perspectives, so we have a better chance of finding the right solutions to the really big issues—like the environment and climate warming.

21. Had he liked, Berners-Lee could have \_\_\_\_\_.  
[A] created the most important innovation in the 1990s  
[B] accumulated as much personal wealth as Bill Gates  
[C] patented the technology of Microsoft software  
[D] given his brainchild to us all
22. The Semantic Web will be superior to today's web in that it \_\_\_\_\_.  
[A] surpasses people in processing numbers  
[B] fulfills user's original expectations  
[C] deals with language and reason as well as number  
[D] responds like a rebellious adult
23. To search for any information needed on tomorrow's Web, one only has to \_\_\_\_\_.  
[A] wade through screen after screen of extraneous data  
[B] ask the Web to dispatch some messenger to his door  
[C] use smart software programs called "agents"  
[D] explore Web sites by the thousands and pick out what's relevant
24. Thanks to the Web of the future, \_\_\_\_\_.  
[A] millions of web pages can be translated overnight  
[B] one can find most inventions and breakthroughs online  
[C] software manufacturers can lower the cost of computer parts  
[D] scientists using different specialty terms can collaborate much better
25. The most appropriate title for this text is \_\_\_\_\_.  
[A] Differences Between Two Webs  
[B] The Humanization of Computer Software  
[C] A New Solution to World Problems  
[D] The Creator and His Next Creation

## Text 2

Like the disco era it dominated, stagflation has a distinctive beat: slow growth, rising inflation, high oil prices and weak labour markets. In the 1970s this nasty combination haunted the global economy. Could it be making a comeback?

Today's world economy does seem to be playing some similar tunes. In the statement accompanying its latest interest-rate hike on May 3rd, America's Federal Reserve fretted about both price pressure and a slowdown in spending. On May 4th, the European Central Bank (ECB) kept interest rates unchanged, but worried aloud about oil prices and slowing growth.

The evidence is mounting that global growth has slowed. In America, output grew by an annualised 3.1% in the first three months of 2005, the slowest pace for two years. More recent figures, from weak retail sales to soggy consumer confidence, suggest this soft patch may be getting softer by the day. In Britain, the latest numbers—in retail sales and manufacturing—point to weaker growth. And in the euro

zone, sluggish economies are looking ever more lethargic.

Yet even as growth is slowing, price pressures are looming. In America, consumer prices rose 3.1% in the year to March, up from 1.7% a year ago. In Britain, inflation jumped unexpectedly in March. And in the euro zone, consumer prices are still rising faster than the 2% goal that the European Central Bank targets. With output slowing and inflation stubborn, it is small wonder that the concerns about stagflation are back in fashion.

In fact, today's version of stagflation bears scant resemblance to the 1970s. In 1979, for instance, America's core inflation, which excludes oil and food, was rising at over 7% a year, while the economy grew barely more than 1%. Recent core inflation, at 2.2%, is only just above the central bank's comfort zone, while GDP growth is pretty close to the economy's sustainable rate. There is a bit of "flation", in other words, but not much sign of "stag". The euro zone, by contrast, has plenty of stagnation, but—despite the ECB's nervousness—there is little sign that its inflation is getting out of control.

Just because things are not as bad as the 1970s does not, by itself, give much cause for comfort, however. How far history repeats itself hinges on two other factors. The first is central bankers' determination to retain their credibility as inflation fighters. The 1970s stagflation resulted, in large part, from extended periods of loose monetary policy pursued to accommodate the demand-crippling effect of oil shocks by printing money. The credibility-obsessed folk at the ECB clearly have no intention of repeating that mistake.

But the Fed's (federal reserve) governors have played a riskier game. They have, thus far, run an extremely loose monetary policy—even after this week's rise, real interest rates are barely positive. But thanks to the central bank's reserve of inflation-fighting credibility, long-term inflation expectations have barely shifted. At issue is how long that remains the case. At the very least, the measured march to higher rates must continue unabated.

The other wild card combines labour costs and productivity growth. In the 1970s, productivity growth fell sharply and unexpectedly. Added to this, strong trade unions, little international competition and those accommodating central bankers created a pernicious wage-price spiral. There is little of this dynamic today. Although productivity growth has slowed from its recent peaks, it has not slumped. Global competition has left little room for excessive wage demands. This suggests that a return to classic stagflation is unlikely.

26. The first sentence in Paragraph 2 means today's world economy seems to be \_\_\_\_\_.

- |   |   |
|---|---|
| [A] following a familiar business cycle pattern | [B] characterized by continuous change            |
| [C] affected by uncontrollable inflation        | [D] a combination of output slowing and inflation |

27. Slow economic growth nowadays is evident in all of the following EXCEPT \_\_\_\_\_.

- |                               |                        |
|-------------------------------|------------------------|
| [A] soggy consumer confidence | [B] weak retail sales  |
| [C] low interest rate         | [D] slow output growth |

28. The stagnation in the 1970s, as mentioned in the passage, resulted from \_\_\_\_\_.

- |                                     |                                |
|-------------------------------------|--------------------------------|
| [A] the decreasing flow of currency | [B] slow march to higher rates |
| [C] economy's sustainable rate      | [D] vicious wage-price spiral  |

29. Now a return to classic stagflation is unlikely because \_\_\_\_\_.

- |   |
|---|
| [A] price pressure is easing in spite of slow economic growth |
| [B] inflation rate has not gone out of control                |
| [C] the central bank has strict monetary policy               |
| [D] productivity growth has been steadily rising              |



30. The author's attitude towards the current economic situation seems to be \_\_\_\_\_.  
[A] objective                      [B] optimistic                      [C] pessimistic                      [D] confused

### Text 3

With the extension of democratic rights in the first half of the nineteenth century and the ensuing decline of the Federalist establishment, a new conception of education began to emerge. Education was no longer a confirmation of a pre-existing status, but an instrument in the acquisition of higher status. For a new generation of upwardly mobile students, the goal of education was not to prepare them to live comfortably in the world into which they had been born, but to teach them new virtues and skills that would propel them into a different and better world. Education became training; and the student was no longer the gentleman-in-waiting, but the journeyman apprentice for upward mobility.

In the nineteenth century a college education began to be seen as a way to get ahead in the world. The founding of the land-grant colleges opened the doors of higher education to poor but aspiring boys from non-Anglo-Saxon, working-class and lower-middle-class backgrounds. The myth of the poor boy who worked his way through college to success drew millions of poor boys to the new campuses. And with this shift, education became more vocational; its object was the acquisition of practical skills and useful information.

For the gentleman-in-waiting, virtue consisted above all in grace and style, in doing well what was appropriate to his position; education was merely a way of acquiring polish. And vice was manifested in gracelessness, awkwardness, in behaving inappropriately, discourteously, or ostentatiously. For the apprentice, however, virtue was evidenced in success through hard work. The requisite qualities of character were not grace or style, but drive, determination, and a sharp eye for opportunity. While casual liberality and even prodigality characterized the gentleman, frugality, thrift, and self-control came to distinguish the new apprentice. And while the gentleman did not aspire to a higher station because his station was already high, the apprentice was continually becoming, striving, struggling upward. Failure for the apprentice meant standing still, not rising.

31. Which of the following is true according to the first paragraph?  
[A] Democratic ideas started with education.  
[B] Federalists were opposed to education.  
[C] New education helped confirm people's social status.  
[D] Old education had been in tune with hierarchical society.
32. The difference between "gentleman-in-waiting" and "journeyman" is that \_\_\_\_\_.  
[A] education trained gentleman-in-waiting to climb higher ladders  
[B] journeyman was ready to take whatever was given to him  
[C] gentleman-in-waiting belonged to a fixed and high social class  
[D] journeyman could do practically nothing without education
33. According to the second paragraph, land-grant College \_\_\_\_\_.  
[A] belonged to the land-owning class                      [B] enlarged the scope of education  
[C] was provided only to the poor                      [D] benefited all but the upper class
34. Which of the following was the most important for a "gentleman-in-waiting"?  
[A] Manners.                      [B] Education.                      [C] Moral.                      [D] Personality.
35. The best title for the passage is \_\_\_\_\_.

[A] Education and Progress

[B] Old and New Social Norms

[C] New Education: Opportunities for More

[D] Demerits of Hierarchical Society

#### Text 4

Your first introduction to the so-called “precautionary principle” may have come from your mother. She may have told you it was “better to be safe than sorry” as she advised you to buckle your seat belt or admonished “when in doubt, throw it out”, as you speculated on the odds of getting food poisoning from the leftover turkey you forgot to refrigerate the night before. Such precautionary advice makes sense. But the modern-day precautionary principle—which is generally taken to mean that environmental and health policies that deal with known hazards are insufficient; we need new policies based on what “might” cause harm, even if there’s no scientific evidence a hazard exists—is not nearly so benign.

It is this precautionary principle that dominates the currently raging debate about trace levels of so-called “hormone-disrupting chemicals” in the environment. At a number of recent international conferences and in a widely publicized book, *Our Stolen Future*, it has been suggested that the release into the environment of synthetic chemicals—especially chlorine and related compounds—has been responsible not only for an increase in chronic diseases like cancer, but even more ominously, for an increase in reproductive and developmental problems. The suggested response? Stop the technology and ban all the chemicals just in case—and do so immediately. The scientific evidence for the charges? Spotty, ambiguous and filled with gaps—and the advocates of precautionary principle acknowledge it.

But under the precautionary principle, scientifically questionable observations of wildlife and incomplete human data are sufficient to sound the alarm. In short, since no data exist to prove there isn’t a problem, we should assume there is. So as is typical in situations where the scientific evidence is extremely tentative but the potential for arousing fear is great, the precautionary principle is invoked. *Our Stolen Future* uses the word “might” 30 times, —as in, “those exposed prenatally to endocrine-disrupting chemicals may have abnormal hormone levels as adults, and they could pass on persistent chemicals they themselves have inherited—both factors which could influence the development of their own children.” Still, just the hint of possible harms is seductive and the precautionary principle plays well to the crowd, placing environmental advocates on the side of the public, and portraying opponents as indifferent, even hostile to public health.

There are however, at least two reasons why the precautionary principle itself is a hazard, both to our health and our high standard of living, and why it should not be applied to regulatory policy. First, if we act on “mays” and “coulds”, we will have less time, less money, and fewer resources left to deal with the real public health challenges that confront us. We should not let the distraction of purely hypothetical threats cause us to lose sight of known or highly probable ones. Second, the precautionary principle assumes that no detriment to health will result from a proposed new regulation. For example, what are the known health risks from the current, regulated use of chlorine? None. How great are the benefits? Enormous. What new health risks would we encounter if we were to ban chlorinated compounds because they might make alligators less virile? Plenty. Chlorine is the essential cornerstone of modern industrial chemistry. We need chlorine to make the pesticides that enable us to have a food supply rich in cancer-fighting fruits and vegetables. We need it to produce lifesaving pharmaceuticals. And we need it to disinfect our nation’s water supply. So what’s to be done in those instances when the risks are hypothetical and the costs of eliminating a technology are substantial? Go back to what mother said: “When in doubt, throw the precautionary principle out.”

36. In the opening paragraph, the author introduces her topic by \_\_\_\_\_.  
 [A] justifying a principle [B] making an assumption  
 [C] posing a contrast [D] having quotations
37. Which of the following may disagree with advocates of precautionary principle?  
 [A] Chemicals in the environment cause serious damage to human health.  
 [B] The final solution is to immediately ban the technology and chemicals.  
 [C] The scientific evidence for environmental harm is disputable.  
 [D] More time and money should be spent in dealing with known diseases.
38. In the public's eyes, \_\_\_\_\_.  
 [A] environmental advocates are indifferent to public health  
 [B] health policies are insufficient to deal with known hazards  
 [C] many diseases have no environmental component  
 [D] new policies based on what might cause harm may cause harm themselves
39. The precautionary principle itself is a hazard, because \_\_\_\_\_.  
 [A] to stop a supposedly risky technology does more harm than good  
 [B] there is no scientific evidence that a hazard truly exists  
 [C] hypothetical threats distract our attention from the truth  
 [D] tentative theories are likely to misinform the public
40. Which of the following best describes the author's attitude towards the present-day environmental issue?  
 [A] Better to be safe than sorry. [B] When in doubt, throw it out.  
 [C] No doubt about the need for action. [D] No trouble, no fuss.

## Part B

### Directions:

In the following text, some sentences have been removed. For Questions 41-45, choose the most suitable one from the list A-F 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.)

Archaeological study covers an extremely long span of time and a great variety of subjects. The earliest subjects of archaeological study date from the origins of humanity. These include fossil remains believed to be of human ancestors who lived 3.5 million to 4.5 million years ago. The earliest archaeological sites include those at Hadar, Ethiopia; Laetoli, Tanzania; East Turkana, Kenya; and elsewhere in East Africa. These sites contain evidence of the first appearance of bipedal (upright-walking, apelike early humans). 41. \_\_\_\_\_

The first physically modern humans, *Homo sapiens*, appeared in tropical Africa between 200,000 and 150,000 years ago—dates determined by molecular biologists and archaeologists working together. Dozens of archaeological sites throughout Asia and Europe show how people migrated from Africa and settled in these two continents during the last Ice Age (100,000 to 15,000 years ago). 42. \_\_\_\_\_

Archaeologists have documented that the development of agriculture took place about 10,000 years ago. Early domestication—the planting and harvesting of plants and the breeding and herding of animals—is evident in such places as the ancient settlement of Jericho in Jordan and in Tehuacán Valley in Mexico. Archaeology plays a major role in the study of early civilizations, such as those of the Sumerians of Mesopotamia, who built



the city of Ur, and the ancient Egyptians, who are famous for the pyramids near the city of Giza and the royal sepulchres (tombs) of the Valley of the Kings at Thebes. 43. \_\_\_\_\_

Archaeological research spans the entire development of phenomena that are unique to humans. For instance, archaeology tells the story of when people learned to bury their dead and developed beliefs in an afterlife. Sites containing signs of the first simple but purposeful burials in graves date to as early as 40,000 years ago in Europe and Southwest Asia. By the time people lived in civilizations, burials and funeral ceremonies had become extremely important and elaborate rituals. 44. \_\_\_\_\_

Archaeology also examines more recent historical periods. Some archaeologists work with historians to study American colonial life, for example. They have learned such diverse information as how the earliest colonial settlers in Jamestown, Virginia, traded glass beads for food with native Algonquian peoples; how the lives of slaves on plantations reflected their roots in Africa; and how the first major cities in the United States developed. 45. \_\_\_\_\_

[A] For example, the Moche lords of Sipán in coastal Peru were buried in about AD 400 in fine cotton dress and with exquisite ornaments of bead, gold, and silver. Few burials rival their lavish sepulchres. Being able to trace the development of such rituals over thousands of years has added to our understanding of the development of human intellect and spirit.

[B] By 40,000 years ago people could be found hunting and gathering food across most of the regions of Africa. Populations in different regions employed various technological developments in adapting to their different environments and climates.

[C] Archaeological studies have also provided much information about the people who first arrived in the Americas over 12,000 years ago.

[D] The first fossil records of vascular plants—that is, land plants with tissue that carries food—appeared in the Silurian period. They were simple plants that had not developed separate stems and leaves.

[E] Laetoli even reveals footprints of humans from 3.6 million years ago. Some sites also contain evidence of the earliest use of simple tools. Archaeologists have also recorded how primitive forms of humans spread out of Africa into Asia about 1.8 million years ago, then into Europe about 900,000 years ago.

[F] One research project involves the study of garbage in present-day cities across the United States. This garbage is the modern equivalent of the remains found in the archaeological record. In the future, archaeologists will continue to move into new realms of study.

[G] Other sites that represent great human achievement are as varied as the cliff dwellings of the ancient Anasazi (a group of early Native Americans of North America) at Mesa Verde, Colorado; the Inca city of Machu Picchu high in the Andes Mountains of Peru; and the mysterious, massive stone portrait heads of remote Easter Island in the Pacific.

## Part C

### Directions:

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

Theories of the value of art are of two kinds, which we may call extrinsic and intrinsic. The first regards art and the appreciation of art as means to some recognized moral good, while the second regards them as valuable not instrumentally but as objects unto themselves. It is characteristic of extrinsic theories to locate the value of art in its effects on the person who appreciates it. Art is held to be a form of ed-

ucation, perhaps an education of the emotions. In this case, it becomes an open question whether there might not be some more effective means to the same result. (46) Alternatively, one may attribute a negative value to art, as Plato did in his *Republic*, arguing that art has a corrupting or diseducative effect on those exposed to it.

The extrinsic approach, adopted in modern times by Leo Tolstoy in *What Is Art* in 1896, has seldom seemed wholly satisfactory. (47) Philosophers have constantly sought for a value in aesthetic experience that is unique to it and that, therefore, could not be obtained from any other source. The extreme version of this intrinsic approach is that associated with Walter Pater, Oscar Wilde, and the French Symbolists, and summarized in the slogan "art for art's sake". Such thinkers and writers believe that art is not only an end in itself but also a sufficient justification of itself. (48) They also hold that in order to understand art as it should be understood, it is necessary to put aside all interests other than an interest in the work itself.

Between those two extreme views there lies, once again, a host of intermediate positions. (49) We believe, for example, that works of art must be appreciated for their own sake, but that, in the act of appreciation, we gain from them something that is of independent value. (50) Thus a joke is laughed at for its own sake, even though there is an independent value in laughter, which lightens our lives by taking us momentarily outside ourselves. Why should not something similar be said of works of art, many of which aspire to be amusing in just the way that good jokes are?

## Section III Writing

### Part A

#### 51. Directions:

You are going to visit the National Library in Beijing next month and borrow some books. Write to the librarian to 1) introduce yourself and your purpose, 2) explain the kind of books you want, 3) ask for necessary information about the library.

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

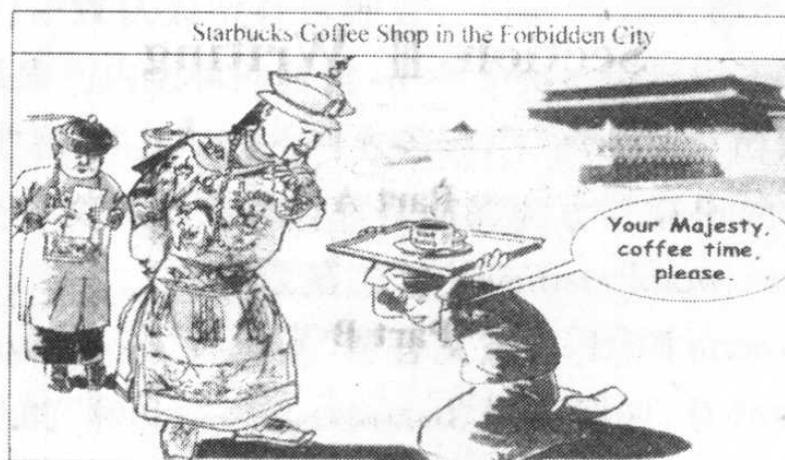
### Part B

#### 52. Directions:

Study the following drawing carefully and write an essay in which you should

1) describe the cartoon and interpret its implications, 2) discuss the relationship between tradition and modernization, and 3) offer your views and comments.

You should write about 200 words neatly on ANSWER SHEET 2. (20 points)



## 参考答案

### Section I Use of English

1. A    2. B    3. B    4. D    5. C    6. B    7. D    8. C    9. B    10. A  
11. C    12. B    13. D    14. C    15. A    16. D    17. B    18. A    19. B    20. C

### Section II Reading Comprehension

#### Part A

Text 1

21. B    22. C    23. C    24. D    25. D

Text 2

26. D    27. C    28. D    29. B    30. A

Text 3

31. D    32. C    33. B    34. A    35. C

Text 4

36. C    37. D    38. B    39. A    40. D

#### Part B

41. E    42. C    43. G    44. A    45. F

#### Part C

46. 或者,人们可能会认为艺术具有负面的影响,像柏拉图在《理想国》一书中所认为的那样,艺术会影响那些接触它的人,使其堕落,或起不到教化作用。

47. 哲学家们一直在不懈地探索审美体验中的价值。这种价值是独一无二的,因此不能从别处获得。

48. 他们还相信,为了以理解艺术的方式去理解艺术,必须放弃对其他方面的关注而只关注艺术作品本身。

49. 比如,我们认为艺术作品必须作为艺术品被人们欣赏,但是我们在欣赏艺术作品时也能从中获得一些具有独立价值的东西。

50. 因此,笑话是因为其本身而可笑,尽管笑声中有一种独立的价值,这一价值通过使我们在片刻中脱离自己而燃亮了我们的生命。

### Section III Writing

#### Part A

51. 见分析

#### Part B

52. 见分析



## 试题精解

### Section I Use of English

#### 总体分析

本文主要介绍了对失眠的研究工作。文章第一段指出慢性失眠是一个重要的公共健康问题,但其致病原因仍是个迷。第二段介绍了(美)全国卫生研究所一个专家小组的结论,该小组呼吁对失眠进行广泛的研究。第三段讨论了失眠与其他因素,如疾病、年龄、药物等的关系。第四段介绍了(美)全国卫生研究所对失眠正在进行的研究情况。

#### 试题精解

1. [精解] 本题考查通过上下文选择适当的形容词的能力。由下一分句“尽管有些治疗方法是有效的”可知,空格所在分句与后边分句含义上应构成让步关系。[B]项 unknown“未知的”, [C]项 improper“不适当的,不合适的”和[D]项 imperative“必须的,紧急的”均不符合句子逻辑,只有[A]项 unproven“未经证实的”符合文意,而且与第二段第二句“科学家对失眠原因、影响及治疗方法知之甚少”呼应。

例句补充: He claimed the atomic theory was **unproven** (他声称该原子理论尚未得以证实); The author of the book is almost **unknown** to young people (这本书的作者年轻人几乎都不知道); He was jailed for **improper** use of public money (他因滥用公款而入狱); It is **imperative** for you to take this medicine (你一定要吃这个药)。

2. [精解] 本题考查动词词义的辨析。由上下文可知,本句要表达的意思是:上百万的美国人夜里睡不着觉。[B]项 lie“躺,平放”与 awake 搭配意为“躺着睡不着”。[A]项 fall“倒下,来临”不与 awake 搭配,常见搭配是 fall asleep; [C]项 seem“似乎,像是”与 awake 搭配意为“似乎醒着”,不符文意; [D]项 become“变成,变得”表示一种变化,上下文中不存在这种语境。

3. [精解] 本题考查动词词义的辨析。空格处填入的动词表达了“上百万的美国人”对“药片”发出的动作。由上下文可知,该处有批评人们乱吃药的意思, [B]项 pop“(过度或习惯性地)服用(药片等)”符合文意。[A]项 prescribe“开(药)”应该是医生的行为; [C]项 abuse“滥用”一般不与 pills 搭配,常见的搭配是 abuse drugs/alcohol; [D]项 experiment“进行实验,做试验”是不及物动词,与介词 with 搭配,表示“尝试,试用”,如: ~ with drugs 尝试毒品。

4. [精解] 本题考查句子之间的逻辑关系。空格上句提到,上百万的美国人使用各种方法治疗失眠;空格所在句子则指出:专家们一致认为所有这种自己用药的方法都不是好主意,两句之间是转折的关系。[B]项 Though“虽然,尽管”只表句内逻辑的转折,不用于表示句与句之间的逻辑关系。[D]项 But“但是”可表句间转折,正确。[A]项 And“和,并且”,表并列或递进; [C]项 Thus“因而,从而”,表因果。

5. [精解] 本题考查通过上下文选择适当的形容词的能力。空格处填入的形容词在句中作表语,意为“造成慢性失眠的原因仍然是 5”。由下段第二句 scientists know surprisingly little about what causes chronic insomnia...可知, [C]项 mysterious“神秘的”符合文意。[B]项 anonymous“匿名的”不能用来修饰“原因”; [A]项 peculiar“奇特的,罕见的”和[D]项 unexpected“想不到的,意外的”,是文章没有涉及到的含义。

6. [精解] 本题考查习惯搭配。空格处填入的名词与 of daytime impairment 搭配,根据文意应指

“白天功能减退的症状”。表达此含义常用 symptoms“症状,征兆”,原句意为:几乎三分之一的成人有睡眠困难,大约百分之十有白天功能减退的症状,而这些症状正是失眠症的信号。[A]项 signals 意为“信号”,[C]项 signs 意为“标记,符号,前兆”,[D]项 symbols 意为“符号,记号,象征”。

例句补充:It is said that cancer doesn't show a **symptom** in its early stages(据说癌症在初期看不出症状);She gave a **signal** to stop(她发出停止的信号);There were no **signs** of life on the island(那个岛上没有生物存在的迹象);A pimple is a **symbol** of youth(青春豆是青春的象征)。

7. [精解] 本题考查逻辑关系。从文意看,前面的“抱怨”(complaints)和后面科学家研究的对象“慢性失眠的原因、影响及治疗方法”之间不是包含(in addition to“除……之外(还有)”)或不包含(except for“除……以外,要不是”)这种并列关系,所以可排除[A]项和[B]项。其次,前后也不构成因果关系,排除[C]项 owing to“由于,因为”。[D]项 for all“尽管,虽然”表让步关系,符合文意,即“尽管(社会上关于慢性失眠的)抱怨很多,但科学家们对慢性失眠的原因,对健康的影响以及如何有效地治疗都知之甚少”。

例句补充:He speaks French **in addition to** English(他除了英语之外,也会说法语);I had nothing on **except for** my socks(我除了短袜什么都还没穿);**Owing to** the shower, the baseball game was interrupted(由于骤雨,那场棒球比赛中止了);**For all** the wealth, she doesn't look happy(尽管有钱,但她看起来并不快乐)。

8. [精解] 本题考查动词词组的辨析。空格处填入的动词的被动语态与 together 搭配,表达 the National Institutes of Health(全国卫生研究所)对 a panel of specialists(一个专家小组)发出的动作。从语义看,bring together“集合,召集……”,指 to arrange for people to meet and do something together,符合文意。注意 summon sb together, get sb together 也有此意。Pull together 意为“重整,重建”,collect together“搜集到一起”,draw together“(情感上)团结到一起”。

例句补充:We **brought together** researchers from three different universities to work on the project(我们召集了三个不同大学的研究人员来做这一项目);We need an experienced manager to **pull** the department **together**(我们需要一位经验丰富的经理来重整该部门);This questionnaire is designed to help us **collect together** information(设计这张调查表是为了帮我们收集信息);The death of their child had **drawn** them **together**(孩子的死使他们团结到了一起)。

9. [精解] 本题考查动词词组的辨析。填入的介词与 call 搭配,表达 the panel 对 a broad range of research 发出的动作。Call on 和 call for 都有“要求”的意思,但 call on“访问(人);请求,要求(人)”,指 to formally ask someone to do something,后面接人,如 The UN has called on both sides to observe the ceasefire(联合国要求双方遵守停火协议);call for“要求,呼吁”,指 to ask publicly for something to be done,如 Human Rights groups are calling for the release of political prisoners(人权组织呼吁释放政治犯),符合文意。Call up“召集,征召……入伍”,如 He was called up right at the beginning of the war(他在战争一开始时就被征召入伍);call in“召来,召去”,如 call in a doctor(请医生来)。

10. [精解] 本题考查动词词义的辨析。空格处填入的分词形式引导伴随状语,其所表示的动作与主句的动作是同时发生的,意为“专家小组在呼吁对失眠症进行广泛研究的过程中,10 如果科学家们……,他们可能发现更好的治疗方法”,[A]项 noting“提到,指出”符合文意。[B]项 notifying“通知,报告”,[D]项 nominating“提名,任命”不合文意,[C]项 nosing“嗅;侦察出”,常作不及物动词。

例句补充:The judge **noted** that Miller had no previous criminal record(法官指出米勒之前没有犯罪记录);I **notified** the police that I had lost my purse(我向警方报案遗失钱包);Reporters **nosed** out all the details of the affair(记者们打探出了这件事情的所有细节);He was **nominated** as best actor(他获得了最佳男主角的提名)。

11. [精解] 本题考查形近词词义的辨析。空格处应填入形容词修饰 causes(原因)作 understood

的宾语。备选项中,[C]项 **underlying** 为形容词,意为“根本的,潜在的”,符合文意,即“潜在的原因”。[A]项 **Undertaking** 为名词,意为“事业、企业、承诺”;**undertake** 为动词,意为“正在进行”。[B]和[D]项是由动词转换的现在分词,其中 **underline** 意为“在……下面划线”,**undermine** 意为“逐渐损害”。

例句补充:His moral principals **underlie** the conduct(他的道德原则是其行为的规范);He **undertook** a new experiment(他着手一项新的实验);**Underline** the most important words(在最重要的词下面划线);Many severe colds **undermined** the old man's health(多次严重的感冒损害了老人的健康)。

12. [精解] 本题考查通过上下文选择适当的动词的能力。空格处填入的动词表达 insomnia(失眠)与 other health problems(其他健康问题)的关系。由下文可知,失眠与其他健康问题的因果关系及出现先后顺序还不清楚,所以[A]项 **cause**“引起,导致”、[C]项 **follow**“(时间、顺序等)继……之后,接着”、[D]项 **attend**“伴随,带有(作为结果)”三个选项都不正确,[B]项 **accompany**“伴随,附带,和……一起发生”,不表时间先后,符合文意。

例句补充:Strong winds **accompanied** the rain(强风伴着雨来);She dislikes the loss of privacy that **attends** TV celebrity(她不喜欢成为电视名人后随之失去个人隐私)。

13. [精解] 本题考查句内逻辑关系。空格处填入的名词与 in 搭配,在句中作状语。四个备选项均能与 in 搭配,关键是看填入后哪个更符合文意。原句大意是:问题是不知道是先产生失眠,还是失眠是其他疾病的结果,以及失眠如何 13 使其他问题变得更加复杂。从逻辑语义看,[D]项符合文意,因为 in turn“转而,反过来”,它可以表示一种连锁的因果关系,如 Theory is based on practice and in turn serves practice(理论以实践为基础,反过来又服务于实践)。In short“简而言之,总而言之”,如 In short, society must be reorganized(总之,社会必须重组);in case“假使,如果,万一”,如 In case he comes, let me know(如果他来的话,告诉我一声);in essence“本质上”,如 He is in essence an honest person(他本质上是个人诚实的人)。

14. [精解] 本题考查副词词义的辨析。空格填入的副词与 other diseases 一起构成独立主格结构,做句子的状语。前文说到失眠与其他疾病的关系,后文改说失眠与年龄以及其他生活习惯等的关系,可见空格所在部分起到承上启下的作用,[C]项 **aside**“撇开;在旁边”符合文意,即“撇开其他疾病不说”。注意:besides“再者,而且,更”作副词时,有递进的意思,如 She is still young and beautiful **besides**(她仍然年轻而且漂亮)。Inside 意为“在里面”,outside 意为“在外面”。

15. [精解] 本题考查通过上下文选择适当的形容词的能力。空格所在句子中由 and 连接了两个并列成分,因此内容也应一致。前半句指出,失眠的危险随着年龄的增加而增加,因此,空格处所填词应表达的含义为“发生失眠的危险在 50 岁以上的妇女中更加普遍”,[A]项 **common**“常见的,普通的”符合文意。frequent“频繁的,时常发生的”,表频率,不合文意。Popular“流行的,受欢迎的”,regular“规则的,定期的”。

例句补充:This flower is **common** in spring(这种花在春天很常见);Coffee is probably the most **popular** drink in the world(咖啡大概是世界上最受欢迎的饮料了);Her headaches are becoming less **frequent**(她头痛没那么频繁了);There is a **regular** bus service to the airport(有班车定时发往机场)。

16. [精解] 本题考查形近词的辨析。prescription drug 意为“处方药”,符合文意。conscription“征兵”,description“描写,描述”,subscription“定金,订阅”。知识点补充:词根-script-相当于 to write;前缀 con-意为 together/with/holly;de-意为 down/downward;sub-意为 under;pre-相当于 before;-tion 是名词后缀。

17. [精解] 本题考查动词用法的辨析。空格处填入的动词的过去分词形式与 to 搭配作句子的状语,其中 some 是所填分词的逻辑主语,它指代前面的 sleep-related research,逻辑宾语是 specific disorders。Aim (at)“瞄准,以……为目标”不与 to 搭配,如 This is an initiative **aimed at** reducing road accidents. (这项提案以减少交通事故为目标);designate“指派,选定”,与逻辑主语不搭配,如 She has been **designated to** take over the position of treasurer. (她被任命接任财务主管的职位);design“计划,设计”,