



考研必备

2004 年版

英语 模拟训练

主编 清华大学 肖立齐
策划 高 联

配有磁带



国家行政学院出版社



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前 言

硕士研究生入学考试的关键科目之一是英语。因英语成绩没有达到录取线而被淘汰的考生占有一定的比例。为了帮助广大考生在入学考试时能够取得优异成绩，作者在总结十余年考研辅导、命题研究经验的基础上，完全依据新大纲的要求，编写了这本《考研英语模拟训练》。

本书是《考研英语复习全书》（国家行政学院出版社）的姊妹篇。如果把这两本书结合起来学习一定会使考生的英语水平明显提高，从而轻松过英语关。

本书特点一：内容全新。我们现在出版的模拟训练是在2004年考研英语大纲公布后编写的。在命制这20套模拟训练过程中，既注重文章内容的深度和广度，使内容覆盖更广的知识面，又注重难度的要求。在题型上，与新大纲保持一致，包括听力理解、英语知识运用、阅读理解及短文写作，体现模拟训练的全真性。在选材上，本书所有材料均选自最新国内外杂志，增强考研英语考试的针对性和时效性。在难度上，力求略高于2003年考研英语考试试题，增强考生考试时的自信心。

本书特点二：针对8月至12月的复习编制。考虑到考生已经经过相当一段时间的复习（自学或参加辅导班），以及大部分考生已基本掌握了应试必需的基本知识和基本技能，但缺乏临考经验的现状，我们以模拟考场的形式，全真模拟考场氛围，以利于考生提前进入考试状态，做到临场不乱，应对自如，提高应试水平。同时帮助考生复习巩固已学到的知识，并学习新的内容，继续扩大词汇量、扩大知识面，增强语感，使自己的英语学得更扎实。

我们建议考生在做这20套题时：

1. 把20套题分几个阶段做，开始阶段可先做1—3套题，做的时候，按考试规定的时间，用180分钟做完一套题，做的过程中一定不要翻看后面的题解，题做完后，对照题解，把题解所包含的内容搞清楚，更重要的是看自己在做哪一种题型时困难较大，总结问题究竟出在哪里，在做下面4—6套题时有针对性地克服；

2. 在做每一套题时都要把学到的新词汇、句型记下来，把阅读中碰到的结构复杂的长句翻译出来。

我们相信，在考前的几个月内，只要考生能勤奋学习、方法对头，一定能取得好成绩。

本书在编写、编辑和出版过程中，尽管我们抱着对广大考生认真负责的精神，高质量、严要求，但由于时间紧迫，难免有不尽人意之处。敬请广大读者和专家同行不吝赐教、批评指正。

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愿这本《模拟训练》能对广大考生有所帮助，为实现考研目标助一臂之力！

编 者

2003年7月

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模拟训练(一)

Section I Listening Comprehension

Directions:

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

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

Now look at Part A in your test booklet.

Part A

Directions:

*For Questions 1—5, you will hear a talk in which a speaker is introducing immigrants in Australia. While you listen, fill out the table with the information you've just heard. Some of the information has been given to you in the table. Write **only 1 word or number** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)*

Immigrants in Australia		
the year gold was discovered in Australia		1
the year the first group of Italians went to work in the sugar industry		2
the number of Greek immigrants in Australia at the end of the 19th century		3
the year the first Greeks arrived in Australia		4
the field of work in which Greeks had valuable experience	wine making	
the Australian expression for "the country"		5

Part B

Directions:

For Questions 6 — 10, you will hear a talk in which a speaker is introducing information about smoking in France. While you listen, complete the sentences. Use **not more than 3 words** for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences below. (5 points)

Vendors should pay a \$ 4,000 fine if found selling

	6
--	----------

The average age that young people in France start smoking is

	7
--	----------

Because of its tolerance towards smoking, France is described by the speaker as

	8
--	----------

The restrictions of the 1990 law on smoking are

	9
--	----------

In an effort to curb smoking, the French government is planning to raise

	10
--	-----------

Part C

Directions:

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

Questions 11 — 13 are based on a talk on fuels to drive automobiles. You now have 15 seconds to read Questions 11 — 13.

11. What is a possible reason for people to search for alternative fuels?

- [A] Gasoline is not inexhaustible.
- [B] Gasoline is too expensive to purchase.
- [C] The process to refine gasoline from crude oil is too complicated.
- [D] Gasoline will be used up in the 21st century, according to research.

12. Why is gasoline still the best power source to drive automobiles?

- [A] No other fuels can drive automobiles.
- [B] Alternative fuels are not cost-effective.
- [C] Other fuels, like gasoline, also take thousands of years to form under the earth's surface.
- [D] Research for alternative fuels slow down for lack of funding.

13. Of the following, which CANNOT be used to describe gasoline?

- [A] Practical.
- [B] Compact.
- [C] Safe.
- [D] Expensive to extract.

You now have 30 seconds to check your answers to Questions 11 — 13.

Questions 14 — 16 are based on the following passage. You now have 15 seconds to read Questions 14 — 16.

14. Why do doctors tell lies to their patients?
- [A] They conform to such an age-old practice.
 - [B] They are asked by the hospital to do so.
 - [C] They believe that the practice could help speed recovery.
 - [D] They do it to compete with their colleagues.
15. What is the harm of telling lies to patients, according to studies?
- [A] It encourages malicious competition.
 - [B] It hurts patients' feelings.
 - [C] It provides patients with the autonomy which they don't need.
 - [D] It makes patients afraid to be a patient.
16. What is the present situation in hospitals concerning the issue of telling patients the truth of their illness?
- [A] All doctors are willing to do so.
 - [B] An overwhelming majority of doctors are reluctant to do so.
 - [C] Patients are suing hospitals for their rights to be told the truth.
 - [D] There are still some doctors who believe in benevolent deception.

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

Questions 17 — 20 are based on the following passage. You now have 20 seconds to read Questions 17 — 20.

17. Which of the following is NOT true about Lawrence Farwell?
- [A] He is very confident about his invention.
 - [B] He graduated from Harvard University.
 - [C] He works in a police department.
 - [D] He is the inventor of "brain fingerprinting".
18. What do we learn about the technique called "brain fingerprinting" from the passage?
- [A] It measures and analyzes the electrical activity in the brain when it responds to something it recognizes.
 - [B] It shows on the screen items used by the victims to distract the suspects.
 - [C] It is a technique very popular in law enforcement and intelligence gathering.
 - [D] It is highly praised by the inventor's colleagues.
19. Which of the following is a drawback of "brain fingerprinting" mentioned in the passage?
- [A] It requires the co-operation of the victim.
 - [B] It is not accurate at times.
 - [C] It requires complicated operations to use the technique.
 - [D] Memory could be affected by various factors, such as drugs and extreme anxiety.
20. Where can the technique of "brain fingerprinting" be used?
- [A] In law enforcement.
 - [B] In medicine.

[C] In advertisements.

[D] All of the above.

You now have 40 seconds to check your answers to Questions 17 —20.

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

Section II Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

Although many of us may feel air-conditioners bring relief from hot, humid air, they 21 many potential health hazards.

One of the more widely publicized dangers is 22 of Legionnaire's disease, which was first 23 in the 1970's. This was found to have affected people in buildings with air-conditioning systems 24 which warm air 25 out of the system's cooling towers was somehow sucked back into the air intake, in most cases, 26 to poor design. This warm air was the perfect environment for the rapid growth of disease-carrying bacteria 27 from outside the building, 28 it existed in harmless quantities. The warm, bacteria-laden air was 29 with cooled, conditioned air and was 30 circulated around various parts of the building. Studies showed that 31 people outside such buildings were 32 risk if they walked past air exhaust ducts.

The ways in which air-conditioners work to "clean" the air can inadvertently cause health problem, too. Large air-conditioning systems add water to the air they circulate 33 means of humidifiers. In older systems, the water 34 for this process is kept in special reservoirs, the bottoms of 35 provide breeding grounds 36 bacteria and fungi which can find their 37 into the ventilation system. The risk to human health from this situation has been highlighted by the fact 38 the immune systems of approximately half of workers in air-conditioned office buildings 39 antibodies to fight off the organisms 40 at the bottom of system reservoirs.

- | | | | |
|----------------------|---------------------|---------------------|--------------------|
| 21. [A] impose | [B] pose | [C] act as | [D] draw |
| 22. [A] that | [B] which | [C] as | [D] one |
| 23. [A] recalled | [B] accepted | [C] recognized | [D] censured |
| 24. [A] from | [B] for | [C] with | [D] in |
| 25. [A] was pumped | | [B] pumped | |
| | [C] had been pumped | [D] pumping | |
| 26. [A] according to | [B] as | [C] due | [D] resulting |
| 27. [A] originating | [B] originated | [C] are originating | [D] are originated |
| 28. [A] when | [B] while | [C] which | [D] where |
| 29. [A] combined | [B] circulated | [C] different | [D] separated |
| 30. [A] therefore | [B] then | [C] continued | [D] together |
| 31. [A] even | [B] including | [C] when | [D] for |
| 32. [A] at | [B] in | [C] un | [D] on |

- | | | | |
|--------------------------|----------------|---------------------------|-------------|
| 33. [A] at | [B] in | [C] by | [D] on |
| 34. [A] usage | [B] used | [C] useful | [D] using |
| 35. [A] what | [B] where | [C] that | [D] which |
| 36. [A] with | [B] in | [C] for | [D] as |
| 37. [A] way | [B] food | [C] companions | [D] home |
| 38. [A] as | [B] since | [C] without | [D] that |
| 39. [A] have developed | | [B] have been developed | |
| [C] developing | | [D] develop | |
| 40. [A] lived | [B] survived | [C] found | [D] grown |

Section III Reading Comprehension

Part A

Directions:

Read the following texts. Answer the questions below each text by choosing A, B, C or D. Mark your answer on ANSWER SHEET 1. (40 points)

Text 1

Here's a riddle. Which is cheaper, a \$ 49 inkjet printer or a \$ 299 laser printer?

The answer depends on how much you print and how long you keep the printer. If you do a lot of printing, over a year or two, that inexpensive inkjet printer could turn out to be more costly than the laser printer.

The companies that make printers have long known they can make more money over the life of a printer on supplies than they can on the printer itself. It's a lesson taught by the inventor of the disposable razor blade: keep the razor inexpensive and make money on the blades.

The Hewlett-Packard Deskjet 3320 costs only \$ 49, but a black ink cartridge that produces about 220 pages of text costs \$ 17.99 or about 8.2 cents a page. Contrast that with the consumption of personal laser printers and some higher-end inkjet printers, some of which use less than 2 cents' worth of ink per text page.

But the number of pages that a printer maker says a user can expect from an ink or laser toner cartridge should be taken with a grain of salt. Like the miles-per-gallon estimates for cars, results depend on conditions. With inkjet printers, ink consumption depends on the type of paper, the mix of images, the text on the page and even how the printer's driver software is configured. Cartridge life is even less predictable — and a lot shorter — when you print color photos, in which the size, color and density of images vary significantly.

Laser printers are generally cheaper to use than inkjets. Inkjets use ink that is sprayed on the paper as it travels through the printer. Laser printers, like conventional photocopy machines, use toner powder that is fused to the paper by heat.

Laser printers used to cost a lot more than inkjet models, but Hewlett-Packard, Brother, Samsung and other companies now offer monochrome personal laser printers starting at about \$ 199, which is comparable to the price of many midrange inkjet printers. The downside of these lowcost laser printers is that

they cannot print color, meaning they are not of much use for most digital photos.

Color laser printers, which start at about \$900, are also more economical than color inkjets. But they are a poor substitute for inkjet printers when printing digital pictures because the prints are not nearly as realistic as those produced by a good inkjet and glossy photo paper.

41. According to the passage, printer companies make more profits from
- [A] printers.
 - [B] printer supplies.
 - [C] inkjet printers.
 - [D] laser printers.
42. One text page produced by a laser printer costs
- [A] more than 4.9 cents.
 - [B] 8.2 cents.
 - [C] less than 2 cents.
 - [D] 17.99 cents.
43. We can learn from the fifth paragraph that
- [A] printer makers lie about the number of pages a user can expect from a cartridge.
 - [B] the number of pages a user can expect from a cartridge is dependent on many factors.
 - [C] an ink cartridge is more economical than a laser toner cartridge.
 - [D] printer cartridges are as costly as cars.
44. The reason why laser printers are generally cheaper than inkjets is that
- [A] inkjets use more ink than laser printers.
 - [B] the price of inkjets is rising.
 - [C] laser printers sell faster than inkjet printers.
 - [D] laser printers use toner powder that is fused to the paper by heat.
45. The price of some laser printers is becoming remarkably cheap because
- [A] they cannot print color.
 - [B] advanced technology makes it possible to produce them in large quantities.
 - [C] they are not as good as inkjet printers in printing digital pictures.
 - [D] they have a shorter serving life.

Text 2

Most fourth graders spend less than three hours a week writing, which is about 15 percent of the time they spend watching television. Seventy-five percent of high school seniors never get a writing assignment from their history or social studies teachers.

Those are among the findings of a report issued yesterday by the National Commission on Writing in America's Schools and Colleges, an 18-member panel of educators organized by the College Board.

The commission's report asserts that writing is among the most important skills students can learn, that it is the mechanism through which they learn to connect the dots in their knowledge — and that it is now woefully ignored in most American schools.

The panel, led by C. Peter Magrath, president of the National Association of State Universities and Land-Grant Colleges, is recommending that the amount of time students spend on writing be doubled, that writing be taught in all subjects and at all grade levels and that every school district adopt a writing plan.

"If students are to make knowledge their own, they must struggle with the details, wrestle with the

facts and rework raw information and dimly understood concepts into language they can communicate to someone else," the report said. "In short, if students are to learn, they must write."

In two decades of education reform, the teaching of reading and arithmetic has come under intense scrutiny, with increased state regulation and a host of new assessment tests.

But until recently the teaching of writing has been largely overlooked. That seems to be changing now. With everyone from employers to college professors expressing alarm about the dismal writing skills of most American students, there is a new urgency, and new energy, to upgrade the teaching of writing.

Both of the major college-entrance exams, the SAT and the ACT, are being revised to include writing tests, and last year the College Board, which administers the SAT, created the National Commission on Writing to study the issue.

The panel found that only about half of the nation's 12th graders report being regularly assigned papers of three or more pages in English class; about 4 in 10 say they never, or hardly ever, get such assignments. Part of the problem is that many high school teachers have 120 to 200 students, and so reading and grading even a weekly one-page paper per student would be a substantial task.

46. According to the commission's report, the time most fourth graders spend on watching television is about
- | | |
|--------------------------|--------------------------|
| [A] 10 hours per week. | [B] 20 hours per week. |
| [C] 30 hours per week. | [D] 40 hours per week. |
47. The report draw attention to the present status of writing because
- | |
|--|
| [A] it is now slightly ignored in schools and colleges. |
| [B] students spend more time watching television than writing. |
| [C] writing is an important skill yet very time-consuming. |
| [D] it is the mechanism through which students learn to connect dots in their knowledge. |
48. The panel recommends that
- | |
|--|
| [A] writing should be taught at all grade levels. |
| [B] the amount of time spent on writing should exceed 20 hours a week. |
| [C] writing should be taught in all science subjects. |
| [D] teachers spend more time correcting student essays. |
49. We can infer from the passage that in the previous education reform, the stress is on
- | | |
|-------------------------------|-------------------------------|
| [A] reading and writing. | [B] writing and arithmetic. |
| [C] reading and arithmetic. | [D] assessment and reading. |
50. According to the passage, the reason why students get little writing assignments is partly that
- | |
|---|
| [A] teachers are not very responsible. |
| [B] teachers don't realize the importance of writing. |
| [C] correcting essays is very time-consuming. |
| [D] students are unwilling to be tested on writing. |

Text 3

On April 6, 1933, the US Senate overwhelmingly passed a bill that would have made the standard work week 30 hours. Anything more would be overtime. The bill passed by the Senate was an effort to re-

duce a national unemployment rate that stood at 25 percent. It had strong support from labor and religious leaders who argued that working people needed time for family, education, recreation and spirituality as much as they needed higher wages. But the bill failed in the House. The Fair Labor Standards Act, passed five years later, gave Americans a statutory 40-hour workweek.

Yet today, in an era when American productivity is several times what it was then, most Americans find it hard to get all their work done in 40 hours. Meanwhile, millions of Americans are without work, even as many others are working mandatory overtime or far longer than they would if they had a real choice in the matter.

According to the International Labor Organization, Americans now work 1,978 hours annually, a full 350 hours — nine weeks — more than Western Europeans. The average American actually worked 199 hours more in 2000 than he or she did in 1973, a period during which worker productivity per hour nearly doubled. By contrast, over the past 30 years, the average Norwegian, for instance, works 29 percent less than the average American — 14 weeks per year — yet his average income is only 16 percent less.

What happened? In effect, the United States as a society took all of its increases in labor productivity in the form of money and stuff instead of time. Of course, we didn't all get the money; the very poor earn even less in real terms than they did then, and the largest share of the increase went to the richest Americans.

The harmful effects of working more hours are being felt in many areas of society. Stress is a leading cause of heart disease and weakened immune systems. Consumption of fast foods and lack of time for exercise has led to an epidemic of obesity and diabetes. Many parents complain that they do not have enough time to spend with their children, much less become involved in their community. Worker productivity declines during the latter part of long work shifts.

51. The bill passed by the US Senate was aimed at

- [A] lessening the burden of unemployment.
- [B] giving workers more leisure time.
- [C] giving workers time for education.
- [D] increasing worker productivity.

52. As is regulated by the Fair Labor Standards Act, Americans should have a standard workweek of

- [A] 20 hours.
- [B] 30 hours.
- [C] 40 hours.
- [D] 45 hours.

53. Of the following people, the one that has the longest workweek would be

- [A] Northern Europeans.
- [B] Europeans.
- [C] Western Europeans.
- [D] Americans.

54. We can infer from Paragraph 4 that nowadays in America

- [A] Americans are getting poorer and busier.
- [B] most Americans are getting richer but busier.
- [C] the gap between the rich and the poor has widened.
- [D] worker productivity is going down.

55. We can learn from the last paragraph that

- [A] Americans are under less stress now since unemployment rate has been reduced.
- [B] the number of Americans who suffer from obesity has increased.
- [C] worker productivity becomes the lowest at the beginning of each week.

[D] parents are spending less time with their children as they become more involved in their community.

Text 4

Colleges and universities were once largely removed from the marketplace as they dedicated themselves to the pursuit of ideas, discovery and truth, and to the education of students for the common good. In exchange, they received from society academic freedom, tax exemptions and the public trust.

In today's world, Professor Derek Bok, former president of Harvard, writes in his new book "Universities in the Marketplace: The Commercialization of Higher Education", drug companies pour billions of dollars into medical schools, universities sell the right to use their scientific discoveries to industry, and faculty members occupy such industry-endowed chairs as the Kmart professor of marketing.

Where commercialism on campuses was once largely confined to athletics, it is now booming in medical schools and research labs, with their ever-increasing need for resources. And, Professor Bok writes, with a depressed economy, federal deficits and state cutbacks in higher education all contributing to chronic money shortages on campus, college and university administrators are under intense pressure to become yet more entrepreneurial.

Unless institutions remain clear about their academic values as they pursue new opportunities to earn and raise money, Mr. Bok writes, "commercialization threatens to change the character of the university in ways that limit its freedom, sap its effectiveness and lower its standing in society."

"Company officials," he writes, "regularly insist that information concerning the work they support be kept secret while the research is going on and for a long enough time thereafter to allow them to decide whether to file for a patent." Also, he writes, they may treat other valuable information as unsuitable for patenting, but as permanent trade secrets instead.

This sort of secrecy, he writes, is sharply at odds with the academic values of openness and collegiality, and will probably "inhibit scientific progress, at least to some extent, by limiting the flow of information and ideas that investigators need in order to advance their work." In some instances, Mr. Bok writes, drug companies have pressured researchers to suppress unfavorable findings.

In his book, Mr. Bok holds up big intercollegiate athletics programs, where some football and basketball coaches earn annual salaries of \$ 500,000, students are recruited only for their athletic ability and huge amounts of money are poured into stadiums and training facilities, as the worst example of how commercialization can erode the values and goals of the institution. "Athletics is the one case where you can see this develop over a long period of time and observe the kind of irreversible problems you can get into," Mr. Bok said.

56. According to the first paragraph, universities sacrifice financial prosperity in exchange for

[A] financial security.

[B] public fame.

[C] academic freedom.

[D] admiration of tax payers.

57. According to Mr. Bok, the reason why universities are more money-oriented could be the result of

[A] a temporary money shortage on campus.

[B] decreased investment in the marketplace.

[C] more entrepreneurial university administrators.

- [D] an ever-increasing need for resources by medical schools and research labs.
58. According to Mr. Bok , the danger of commercialism is that
- [A] it could erode the values and goals of universities.
 - [B] universities may lose their reputation as they pursue new opportunities to raise money.
 - [C] universities may use their scientific findings to do evil.
 - [D] no university is able to resist the investment from drug companies.
59. Mr. Bok insists that universities shouldn't keep the findings of their research because this practice
- [A] would destroy scientific progress.
 - [B] threatens to lower the standing of universities in society.
 - [C] is against the academic values of openness and collegiality.
 - [D] prolongs the time needed for patenting.
60. Of the following, the one that is considered by Mr. Bok as the worst example of the damage done by commercialization is
- [A] medical schools receiving funds from drug companies.
 - [B] big intercollegiate athletics programs.
 - [C] universities selling the right to use discoveries to industry.
 - [D] faculty members starting their own venture capital companies.

Part B

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)

The American Diabetes Association issued new dietary guidelines yesterday saying people with the disease could eat sweets occasionally as long as they kept their blood sugar levels under control.

The report emphasizes that there is no one diet for everyone with diabetes. (61) Rather, dietary plans must be individualized, usually with the aid of a dietitian, to accommodate preferences, circumstances and medical factors like the need to lose weight or lower blood cholesterol or blood pressure.

The guidelines disregard consideration of a food's "glycemic index," how much a carbohydrate-containing food raises blood sugar when eaten alone. The glycemic index of a baked potato, for example, is the same as that of a chocolate bar; when eaten alone both result in a sharp rise in blood sugar. (62) Knowledge of this ranking has prompted some people with diabetes either to quit eating potatoes or to start eating candy, forgetting that how these foods are usually consumed can have very different effects on blood sugar. While snacking on a candy bar may have the same effect on blood sugar as snacking on a plain potato, a potato is rarely eaten that way.

The report does condone the use of the four nonnutritive sweeteners approved for use in the United States — saccharin, aspartame, acesulfame potassium and sucralose. But it cautions against using added fructose since fructose can raise levels of fats in the blood.

(63) The goal in treating diabetes is to keep blood sugar levels stable all the time since high blood sugar levels increase the risk of complications like heart attacks, strokes and kidney, nerve and blood

vessel damage that can result in amputations or loss of vision.

To aid in blood sugar control, the association has added a recommendation; exercise. (64) Not only does moderate exercise lower blood sugar, thus reducing insulin requirements for people with Type 1, or insulin-dependent, diabetes, but it also is a vital element in permanent weight control for the millions of people whose diabetes is caused by obesity.

(65) Of the 16 million Americans with diabetes, about one million have Type 1, once called juvenile diabetes, in which the pancreas's insulin-producing cells fail, necessitating injections of this vital hormone one or more times a day so that blood sugar can be used by cells instead of accumulating in the blood and spilling into the urine.

Section IV Writing

66. Directions:

*For this part, you are asked to write a composition about **Traffic Jam in Big Cities** according to the following outline:*

1. State the present condition.
2. Give the possible reasons.
3. Provide solutions.

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

模拟训练(一)答案与详解

Section I 听力理解

Directions:

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

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

[Pause 00'5"]

Now look at Part A in your test booklet.

Part A

Directions:

*For Questions 1—5, you will hear a talk in which a speaker is introducing immigrants in Australia. While you listen, fill out the table with the information you've just heard. Some of the information has been given to you in the table. Write **only 1 word or number** in each numbered box. You will hear the recording twice.*