



2007年 考研英语 大纲解析配套书 ——全真模拟试卷

● 韩 鹏 主编



高等教育出版社
HIGHER EDUCATION PRESS



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出版前言

高等教育出版社独家出版 2007 年考研《考试大纲》、《考试分析》、《考试参考书》、《名师导学》等系列适应考生不同阶段复习备考的考研辅导用书,具有权威性、预测性和实用性。特别是《名师导学考研系列丛书》作者阵容强大,有参与过考研大纲起草、命题工作的专家,有从事多年考研辅导的知名教授。书中内容精心设计,不仅为考生指明了复习思路与应试技巧,而且为考生汇总了常见错误与防范措施,并配有大量全真试题供考生演练。我们希望通过以上各系列丛书的学习,能够使考生抓住研究生入学考试的特点和规律,掌握解题方法和思路,彻底清除复习中的盲点。

2007 年考研英语系列丛书,由参与考研英语大纲修订工作的专家和新东方考研英语辅导团队中的精英教师编写,共 8 册。可满足考生全过程复习备考的需要,特别**适合应届考生和社会考生自学的需要**。

一、《2007 年全国硕士研究生入学统一考试英语考试大纲(非英语专业)》规定了 2007 年全国硕士研究生入学考试英语科目的考试范围、考试要求、考试形式、试卷结构等,与 2006 年版相比,该大纲对所考内容作了不同程度的修订。它既是 2007 年全国硕士研究生入学考试命题的唯一依据,也是考生复习备考必不可少的工具书。

二、《考研英语词汇速记手册(2007 年版)》是考研英语大纲配套用书,适合考生基础复习阶段使用。本书由英语考研大纲制订和修订的专家执笔,完全按照最新版考研大纲的词汇表编写,对原有大纲的词意作了修订和补充,并在书后附上大量词汇练习题,以便考生巩固记忆。通过学习本书,考生能在较短的时间内迅速扩大词汇量,牢固掌握大纲中词汇的意义和用法,为后面的专项训练和冲刺复习打下良好的基础。同时我们还在“中国教育考试在线”www.eduexam.com.cn 的名师导航栏目中放了大量的例句供考生参考。

三、《全国硕士研究生入学统一考试英语考试分析(非英语专业·2007 年版)》是教育部考试中心配合考研英语大纲编写的。主要内容包括命题说明、试卷分析、试题分析、新大纲的说明、题型示例和复习中应注意的问题等。书中根据教育部考试中心统计的权威数据,详细分析了考生在考试中容易出现的问题和原因,有利于考生了解近几年考试的情况,进行有针对性的复习,减轻不必要的负担。

四、《2007 年全国硕士研究生入学统一考试英语考试大纲解析(非英语专业)》针对目前全国硕士研究生入学考试辅导用书多达上百种的现状,以及现存辅导书中普遍存在着名不副实,对考试大纲的内容和要求错误阐释等现象,教育部有关主管部门组织参与考试大纲修订的专家,以考试大纲为蓝本,编写了本考试参考书。对考试大纲规定的考试内容和考试要求进行深入地阐释和讲解,使考生能够全面、准确地掌握大纲规定的内容。本书权威性极强,突出特点是“解渴”、实用。

五、《2007 年考研英语历年真题解析与应试对策》按考试内容分部分解析 1997 年—2006 年

考研英语真题及英语科试题的特点、应对方法,供考生在复习全过程的各阶段使用。本书根据最新英语考试大纲的要求,总结了历年考研英语的命题规律和复习思路,并深入讲解考生在答题时所应注意的常见错误和防范措施。考生通过学习本书,可以扩大知识面,检测自己的水平,了解试题特点,掌握应试方法。

六、《2007 年考研英语专项突破(阅读理解)》专门针对阅读理解部分进行基础阶段的复习指导,使考生通过大量卓有成效的练习,能够巩固基础知识,弥补弱项,提升整体英语水平,获得良好的复习效果。此外,书中还详细介绍了阅读理解的命题规律和设问特点,并对知识点进行精讲,包含文章全文翻译、长难句分析、词义注释、常用搭配、解题方法等,最后精选 128 篇文章(其中新题型 40 篇文章)供考生演练。试题完全接近真题的难度和水平,让考生既能巩固基础知识,提高复习效果,又能逐步适应真正考试的难度,从而在考场上发挥自如。

七、《2007 年考研英语专项突破(英语知识运用、翻译和写作)》根据最新英语考试大纲的要求,总结了考研英语知识运用、翻译、写作部分的命题规律和复习思路,并让考生了解回答这几部分考题时所应注意的常见错误和防范措施。本书为考生提供大量针对这三项考试内容的与全真试卷难度一致的模拟练习题,让考生在短期内掌握这三项考试内容的解题技巧、提高翻译和写作水平,节省考生宝贵的复习时间。各部分试题的词汇量和文章选材、长度、难度都根据最新大纲进行了调整,对新题型也着重进行了讲解。

八、《2007 年考研英语大纲解析配套书——全真模拟试卷》供考生在强化、冲刺阶段使用,其中包括 10 套全真模拟试卷。各套试题为作者精心编制,具有全面性、典型性、针对性、技巧性、综合性等特点,帮助考生进一步巩固基础阶段所学的基本理论、基本知识,掌握重点试题,熟悉答题方法,增强应试能力。

为了给考生提供更多的增值服务,凡购正版高教版名师导学考研英语系列图书的考生都可以登录“中国教育考试网”www.eduexam.com.cn 在线做考研英语全真模拟试卷。

高等教育出版社

2006 年 9 月

名师导读

风起云涌的考研战场,永远是“昨日硝烟未尽,今朝浪淘英雄”。当考生刚刚适应考研听力的语速,却发现听力在考研中已暂时成为历史。翻开新的考卷,不由对新增题型感慨万分、望洋兴叹。这就是典型的考研战场,这就是真正的考研战场。

在这考试题型千变万化之时,高教版“名师导学考研英语系列”应运而生。本系列一共四册,《2007年考研英语历年真题解析与应试对策》、《2007年考研英语专项突破(阅读理解)》、《2007年考研英语专项突破(英语知识运用、翻译和写作)》、《2007年考研英语大纲解析配套书——全真模拟试卷》。

本系列的三大特色:

第一,名师执笔。本系列编者均为常年奋斗在全国顶级培训机构考研英语培训第一线的教学专家。他们深谙考研英语题型内在规律和变化趋势,熟知考研学子的困惑和疑难所在,并针对这些困惑和疑难答疑解惑。

第二,自成体系,经典备考范例。本系列为广大考生铺就了一条坚实的考研英语成功之路,并率先提出“考研成功五步走”的科学复习策略:

第一步,考生应先从《历年真题解析与应试对策》入手,严格按照考试时间答题,在备考之初就透彻了解考试题型和自己的真实水平以及和自己目标之间的差距。

第二步,根据自己不同项目的强弱,制定时间分配合理的复习计划,用两本《专项突破》分册对阅读、完型填句、英语知识运用、翻译和写作实施各个击破。

第三步,在突破单项之后,重新做一遍历年真题,这一遍要尽量应用《专项突破》中讲到的解题思路和技巧,看看自己成绩提高的幅度,总结自己失分的原因。

第四步,在离考试还有3个月左右时,严格按照考试时间要求做一遍《全真模拟试卷》,这一过程要持续1个月左右,力求弄清每一道题的来龙去脉和自己答错题目的原因。

第五步,最后拿出《历年真题解析与应试对策》,再从头认真研读,细细感悟真题所传达的考试信息,透彻领悟考研英语的真谛,信心百倍地走进考场,考出自己的满意成绩。

第三,技巧实用,志在高分。本系列除了题目本身紧扣考研脉搏之外,还详细拆解应考技巧,练习题目后面均附有详细的解答,成为考生家中的辅导教师。考生在使用本系列书时,最好不要直接进入练习,应该花一周左右的时间把前面的应试策略了然于胸,然后做题必然事半功倍。而且,要每过一段时间,就回来熟读一下策略,只有这样才能在真正考试时,把应试策略应用得得心应手。

全球畅销书《谁动了我的奶酪》的作者 Spencer Johnson 在其另一本书《The Present》中指出,很多人都由于不停地悔恨过去和恐惧未来而浪费了现在的大好时光,最终也会失去新的成功机遇。不错,当你正在为没有早一点考研或以前考研的失败而感慨,抑或正在对新题型没有把握而叹息,请提醒自己:我正在让成功的机遇从手指中溜走。所以,现在就拿起书来,踏踏实实地战胜

自己、突破考研。请记住: You are never alone in this battle, 'cause we are always here with you.
最后,预祝大家考研成功。

编者
2006 年 9 月

郑 重 声 明

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读者意见反馈表

尊敬的读者,高等教育出版社出版的考研系列用书一直凭借其权威性和高质量深受广大考生的信赖。2006 年版考研系列辅导用书在内容组织、知识点编排、表述方式等方面做了改革和创新,目的就是希望高教版考研用书能够更加贴近考试实际、更加利于复习备考。但这个目标是否已达到还有待于您的评判。诚请您贡献出聪明才智,对如何完善考研系列用书献计献策,以便我们能更好地为您和其他考生服务。您的建议一经采纳,我们将给予奖励。

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☐ 其他
8. 市场上现有考研图书最令您满意的是: _____
9. 您最喜欢的作者是谁? _____
10. 您在复习时常遇到哪方面困扰您的问题? _____
11. 您希望再编写什么方面的辅导书? _____
12. 现有考研图书需在哪些方面改进? _____

(如内容不敷填写可附页)

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模拟试卷一

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)

There is no doubt about it: the Earth really is growing warmer. If you live in a city, that is even more obvious. Urban 1 have known for years that swaths of asphalt and concrete tend to 2 the summer heat. As cities have grown, 3 has the temperature problem. This summer, NASA and the Environmental Protection Agency teamed up with several U. S. cities to study urban "heat islands" and 4 ways to bring some 5. The pilot program 6 satellite, airplane and ground-based data to produce detailed maps of the hot and (comparatively) cool zones in the 7 areas.

Images of Salt Lake City, 8 in late July, document the 9 of the urban heat problem. Some dark rooftops reach a temperature of 160 degrees F. (71 degrees C.). Jeff Luvall, 10 heads the heat island project, notes that use of 11 materials for roofs, roads and parking lots would help 12 solar heat upward. Urban forests also help reduce temperatures, 13 the extent of the improvement depends on both the extent and arrangement of the forests. Luvall reports that 14 along streams brings cool air into Salt Lake City; developers who turn these streams into concrete ditches throw away a 15 natural air conditioning system. 16, scientists continue to fret about the broader, potentially 17 more troublesome problem of global warming. Vice President Al Gore recently cited government data showing that the first half of 1998 was the warmest year 18 record and called on Congress to adopt 19 that would 20 emissions of greenhouse gases.

- | | | | |
|-----------------------|------------------|------------------|--------------------|
| 1. [A] population | [B] citizens | [C] dwellers | [D] people |
| 2. [A] improve | [B] exaggerate | [C] increase | [D] elevate |
| 3. [A] as | [B] so | [C] and | [D] just |
| 4. [A] figure out | [B] come out | [C] carry out | [D] put out |
| 5. [A] release | [B] restoration | [C] recovery | [D] relief |
| 6. [A] mixed | [B] combines | [C] unites | [D] gather |
| 7. [A] rural | [B] suburban | [C] remote | [D] metropolitan |
| 8. [A] released | [B] drawn | [C] taken | [D] found |
| 9. [A] intensity | [B] severity | [C] extremity | [D] diversity |
| 10. [A] which | [B] whose | [C] who | [D] that |
| 11. [A] light-colored | [B] dark-colored | [C] deep-colored | [D] slight-colored |
| 12. [A] inflect | [B] reflect | [C] react | [D] resist |

- | | | | |
|----------------------|------------------|-----------------|-------------------|
| 13. [A] though | [B] if | [C] for | [D] as |
| 14. [A] forest | [B] vegetation | [C] plants | [D] trees |
| 15. [A] potential | [B] potent | [C] possible | [D] promising |
| 16. [A] However | [B] Therefore | [C] Meanwhile | [D] Instead |
| 17. [A] very | [B] far | [C] many | [D] any |
| 18. [A] on | [B] in | [C] by | [D] to |
| 19. [A] regutation | [B] charter | [C] measures | [D] legislation |
| 20. [A] restrain | [B] curb | [C] decrease | [D] lessen |

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

As an American immersion teacher, I was enthused to see the letter from John Whelpton about the Canadian immersion experience. I would like to take this opportunity to expand upon and challenge some of his views.

I agree that the American immersion and bilingual schools have been successful in producing functionally bilingual students. In New York City, there are French, Ukrainian, and German immersion schools; Hebrew bilingual schools; and a school for native Indian students. English immersion programmes are popular for students from the province of Quebec as well as from countries such as Libya and Japan. However, Mr. Whelpton's suggested condition that teachers in these schools must be fully bilingual may be unnecessary. For example, primary teachers can and do function with a smaller vocabulary than secondary teachers.

Secondly, it is doubtful that students will use English because they "understand and accept the objective of making English the language of the classroom" which is a rather sterile motive. One reason that American immersion programmes work is because of the commitment to Whole Language Learning, that is, children learn a language (first or second), by using it to transmit or receive meaningful messages that are interesting, real and important.

They want to make their needs and desires known and to understand the world around them. Immersion programmes integrate language and content in an activity-based, child-centred manner so that the child is motivated to use the second language as a tool to transmit and receive messages related to social and academic interests. In addition, the second language is modelled throughout the school, is encouraged and rewarded, and thus becomes the

language of choice. It is not necessary to “abandon” their native languages; an immersion programme should provide some daily instruction in the first language.

Mr. Whelpton’s third argument that all the students in one class need to be at approximately the same level of English proficiency when they switch to English is unrealistic and unprofitable. How does a teacher group children who have a huge vocabulary but poor grammar skills and others who have correct grammar but a poor vocabulary?

Also, suppose the students have similar language abilities but different learning styles! The odds are that a teacher, at any point in time, will be teaching at a level that is too difficult for one-third, too easy for one-third and appropriate for the final one-third of the students. Hence the concept of co-operative learning: students in heterogeneous groups with a mixture of personalities, talents and weaknesses (a more realistic reflection of life) learn better as they co-operate, instead of compete, and depend on each other for support and information.

This type of learning environment frees the teacher from the traditional lecturing mode in favour of circulating, monitoring and challenging the students to make use of their different experiences to expand their knowledge and skills.

I support immersion programmes not simply so that America remains “competitive as an international business centre”, but because children who learn a second language partake in an educational experience that expands their horizons in addition to their cognitive, social and affective capabilities; important goals of education indeed.

21. The author’s overall attitude towards John Whelpton’s arguments tend to be

- [A] supportive.
- [B] indifferent.
- [C] critical.
- [D] objective.

22. Primary and secondary school teachers are mentioned in the passage to show that

- [A] primary teachers are not as well educated as those in secondary schools.
- [B] the bilingual ability of some teachers need not be made a requirement.
- [C] American immersion and bilingual schools have been a great success.
- [D] primary school teachers have a long way to go towards bilingual education.

23. According to the author, the American immersion programs work because

- [A] students accept the objective of making English the language of the classroom.
- [B] students of the same level have been successfully put in one group.
- [C] students can also use their first language as much as they can.
- [D] students may find it practical to be able to speak English well.

24. The writer seems to believe that

- [A] students should never be put in a group according to their language level.
- [B] students would develop better if they are grouped heterogeneously.

[C] it's of more practical value to instruct students on their native language.

[D] competition would lead to very harmful effects on the students in school.

25. It can be inferred from the passage that

[A] America will always be the international business center.

[B] Americans pay much attention to bilingual abilities of students.

[C] traditional lectures in schools will be abandoned in the near future.

[D] students' cooperation may help put themselves in the center of learning.

Text 2

Michael Porter, who has made his name throughout the business community by advocating his theories of competitive advantages, is now swimming into even more shark-infested waters, arguing that competition can save even America's troubled health-care system, the largest in the world. Mr. Porter argues in "Redefining Health Care" that competition, if properly applied, can also fix what ails this sector.

That is a bold claim, given the horrible state of America's health-care system. Just consider a few of its failings: America pays more per capita for health care than most countries, but it still has some 45m citizens with no health insurance at all. While a few receive outstanding treatment, he shows in heart-wrenching detail that most do not. The system, wastes huge resources on paperwork, ignores preventive care and, above all, has perverse incentives that encourage shifting costs rather than cutting them outright. He concludes that it is "on a dangerous path, with a toxic combination of high costs, uneven quality, frequent errors and limited access to care."

Many observers would agree with this diagnosis, but many would undoubtedly disagree with this advocacy of more market forces. Doctors have an intuitive distrust of competition, which they often equate with greed, while many public-policy thinkers argue that the only way to fix America's problem is to quash the private sector's role altogether and instead set up a government monopoly like Britain's National Health Service.

Mr. Porter strongly disagrees. He starts by acknowledging that competition, as it has been introduced to America's health system, has in fact done more harm than good. But he argues that competition has been introduced piecemeal, in incoherent and counter-productive ways that lead to perverse incentives and worse outcomes: "health-care competition is not focused on delivering value for patients," he says.

Mr. Porter offers a mix of solutions to fix this mess, and thereby to put the sector on a genuinely competitive footing. First comes the seemingly obvious (but as yet unrealized) goal of data transparency. Second is a redirection of competition from the level of health plans, doctors, clinics and hospitals, to competition "at the level of medical conditions, which is all but absent". The authors argue that the right measure of "value" for the health sector should be how well a patient with a given health condition fares over the entire cycle

of treatment, and what the cost is for that entire cycle. That rightly emphasizes the role of early detection and preventive care over techno-fixes, pricey pills and the other failings of today's system.

If there is a failing in this argument, it is that he sometimes strays toward naive optimism. Mr. Porter argues, for example, that his solutions are so commonsensical that private actors in the health system could forge ahead with them profitably without waiting for the government to fix its policy mistakes. That is a tempting notion, but it falls into a trap that economists call the fallacy of the \$20 bill on the street. If there really were easy money on the pavement, goes the argument, surely previous passers-by would have bent over and picked it up by now.

In the same vein, if Mr. Porter's prescriptions are so sensible that companies can make money even now in the absence of government policy changes, why in the world have they not done so already? One reason may be that they can make more money in the current sub-optimal equilibrium than in a perfectly competitive market—which is why government action is probably needed to sweep aside the many obstacles in the way of Mr. Porter's powerful vision.

26. What seems to be the biggest problem with America's health care system?

- [A] American spends more money on health care than on other services.
- [B] Most Americans couldn't get their health insurance till their old age.
- [C] Most American hospitals do not offer outstanding treatment to patients.
- [D] The costs of health care are not steered towards a health direction.

27. The word "perverse" (line 6, paragraph 2) is closest in meaning to

- [A] harmful.
- [B] economic.
- [C] strong.
- [D] reversed.

28. Mr. Porter's argument seems to be based on the assumption that

- [A] doctors do not have faith in the value of competition.
- [B] the present health care competition is not patient oriented.
- [C] Britain's National Health Service is a successful example.
- [D] health competition will do more good than harm in the long run.

29. Which of the following might Mr. Porter propose to solve the problem?

- [A] More statistics should be publicized.
- [B] Improve a given patient's health condition.
- [C] More advanced techno-fixes should be offered.
- [D] Improve the entire cycle of treatment.

30. We can infer from the last two paragraphs that

- [A] there is no easy money on the pavement for passers by to pick up.

- [B] Mr. Porter is very likely to fall in a trap set up by the economists.
- [C] competition alone is not enough to cure the health care system.
- [D] only government actions can sweep aside the obstacles along the way.

Text 3

If you are a tourist interested in seeing a baseball game while in New York, you can find out which of its teams are in town simply by sending a message to *AskForCents.com*. In a few minutes, the answer comes back, apparently supplied by a machine, but actually composed by a human. Using humans to process information in a machine-like way is not new; it was pioneered by the Mechanical Turk, a famed 18th-century chess-playing machine that was operated by a hidden chessmaster. But while computers have since surpassed the human brain at chess, many tasks still baffle even the most powerful electronic brain.

For instance, computers can find you a baseball schedule, but they cannot tell you directly if the Yankees are in town. Nor can they tell you whether sitting in the bleachers is a good idea on a first date. *AskForCents* can, because its answers come from people. "Whatever question you can come up with, there's a person that can provide the answer—you don't have the inflexibility of an algorithm-driven system," says Jesse Heitler, who developed *AskForCents*. Mr. Heitler was able to do this thanks to a new software tool developed by Amazon, the online retailer, that allows computing tasks to be farmed out to people over the internet. Aptly enough, Amazon's system is called Mechanical Turk.

Amazon's Turk is part toolkit for software developers, and part online bazaar: anyone with internet access can register as a Turk user and start performing the Human Intelligence Tasks (HITs) listed on the Turk website (mturk.com). Companies can become "requesters" by setting up a separate account, tied to a bank account that will pay out fees, and then posting their HITs. Most HITs pay between one cent and \$5. So far, people from more than 100 countries have performed HITs, though only those with American bank accounts can receive money for their work; others are paid in Amazon gift certificates.

Mr. Heitler says he had previously tried to build a similar tool, but concluded that the infrastructure would be difficult to operate profitably. Amazon already has an extensive software infrastructure designed for linking buyers with sellers, however, and the Turk simply extends that existing model. Last November Amazon unveiled a prototype of the system, which it calls "artificial artificial intelligence". The premise is that humans are vastly superior to computers at tasks such as pattern recognition, says Peter Cohen, director of the project at Amazon, so why not let software take advantage of human strengths?

Mr. Cohen credits Amazon's boss, Jeff Bezos, with the concept for the Turk. Other people have had similar ideas. Eric Bonabeau of Icosystem, an American firm that builds software tools modeled on natural systems, has built what he calls the "Hunch Engine" to combine human intelligence with computer analysis. The French postal service, for example, has

used it to help its workers choose the best delivery routes, and pharmaceutical researchers are using it to determine molecular structures by combining their gut instincts with known results stored in a database. And a firm called Seriosity hopes to tap the collective brainpower of the legions of obsessive players of multiplayer online games such as “World of Warcraft”, by getting them to perform small real-world tasks (such as sorting photographs) while playing, and paying them in the game’s own currency.

31. The last sentence of the first paragraph means
- [A] computers have never been superior to human intelligence.
 - [B] human intelligence can still outperform computers.
 - [C] computers will eventually baffle many tasks humans give them.
 - [D] human intelligence will fail in the face of electronic chessmasters.
32. AskForCents. com is operated on the basis of
- [A] computers that can tell people information about baseball schedules.
 - [B] a software that allows humans to provide answers through computers.
 - [C] the flexibility of an algorithm-driven system developed by Mr. Heitler.
 - [D] a software that allows people to solve problems through the network.
33. Which of the following is true about registered Turk users?
- [A] They get rewards by solving posted problems.
 - [B] They set up a separate account as companies do.
 - [C] They pay out fees to other users for their help.
 - [D] They receive cash after successfully performing HITs.
34. Amazon is successful with Turk is probably because
- [A] Turk has very strong software infrastructure developing potentials.
 - [B] its previous model has laid a solid foundation for an extension.
 - [C] its system is based on artificial artificial intelligence.
 - [D] Turk is profitably adaptive to almost any software infrastructure.
35. Seriosity is mentioned in the passage to
- [A] show the extensive influence of Turk on the commercial world.
 - [B] substantiate endeavors to apply human intelligence to computer analysis.
 - [C] show the strength of collective brainpower of computer game players.
 - [D] substantiate people’s abilities of sorting photographs while playing games.

Text 4

Mark Twain once observed that giving up smoking is easy. He knew, because he’d done it hundreds of times himself. Giving up for ever is a trifle more difficult, apparently, and it is well known that it is much more difficult for some people than for others. Why is this so?

Few doctors believe any longer that it is simply a question of will power. And for those people that continue to view addicts as merely “weak”, recent genetic research may force a