

# 全真模拟

主 编 许建平

主 审 田育英

Model Tests of National English Entrance Exam for Postgraduates





考研英语复习指导丛书



## 考研英语全真模拟

# **Model Tests of National English Entrance Exam for Postgraduates**

主 编 许建平

副主编 张 英

参编 张荣曦 苏旦丽 吴朝霞 王 英

主 审 田育英



本书严格依据最新的考试大纲要求编写,紧扣考点、重点和难 点; 可帮助考生进行临场实战演练, 预测考试分数。全书共由 12 套 模拟题组成,囊括了大纲所确定的各种考试项目,每套题的题型、题 量、难度均力图与考试真题保持一致。试题所用材料选、摘自国内外 新近出版的各类英语图书、报刊等一手资料,具有极强的针对性、代 表性和规范性。试题后配备详尽的答案解析、翻译和作文部分提供了 具体的做题技巧和策略,便于考生举一反三、触类旁通。

#### 图书在版编目(CIP)数据

考研英语全真模拟/许建平主编。—北京: 机械工业出版社, 2006.6

(考研英语复习指导从书)

ISBN 7-111-19478-0

Ⅰ. 考... Ⅱ. 许... Ⅲ. 英语—研究生—人学考试—习题 IV. H319.6

中国版本图书馆 CIP 数据核字(2006)第 070605 号

机械工业出版社 (北京市百万庄大街 22 号 邮政编码 100037) 策划编辑:杨 娟 茹雪飞 责任编辑:杨 娟 封面设计:张 静 责任印制:洪汉军 三河市宏达印刷有限公司印刷 2006年7月第1版・第1次印刷

169mm×239mm · 9.125 印张·363 千字

定价: 25.00 元

凡购本书,如有缺页、倒页、脱页,由本社发行部调换 本社购书热线电话(010)68326294 编辑热线电话(010)88379710 封面无防伪标均为盗版

## 前言

自1980年研究生入学实行全国统一考试以来,我国的考研人数一直呈稳步增长之势。尤其是近几年,随着高校扩大招生规模,毕业生人数急剧增加,全国性的考研热再度升温。据有关数字显示,2002年全国研究生考生报名人数为62万,比2001年增加了30%;2003年全国报考研究生的人数总计已近80万人;2004年94万;2005年首次突破100万;而2006年则创下了建国以来的考研大军的最高纪录:127万!

在许多重点院校,硕士研究生教育已从以前的高层次精英群体教学逐渐转为主流教学。新世纪的中国高等院校学生结构的变化无论对研究生招生还是教学都提出了新的挑战。而从每年的研究生招生录取情况来看,相当大一部分考生因外语过不了关而被拒之门外。因此,从某种意义上讲,研究生入学考试中的外语成绩往往是考研成败的一大关键。

大学英语一般学习到四级为止,与研究生入学考试大纲规定的要求尚有一定的差距,也就是说,大学英语与研究生英语之间存在着一个明显的空档。此外,四六级考试和研究生入学考试性质不同,考试方式和内容也不一样,因此,即便是通过英语六级的学生,也不能确保考研万无一失,大都需要经过系统的训练或复习准备方可顺利通过研究生入学英语考试。

目前有关考研英语的应试辅导书已经出版了很多,这从很大程度上满足了广大考生的实际需要。但是由于考生人数增长迅猛,特别是 2005 年考研英语题型作了重大改变之后,辅导书无论从题型还是内容上都急需作出相应的调整和改进。应广大读者的要求,我们组织编写了《考研英语结构与解构》、《考研英语应试课堂》及配套练习《考研英语全真模拟》,旨在为考生提供必要的、有针对性的考前训练素材。

《考研英语全真模拟》的编写基于 2003 年出版的《清华考研英语模拟题集》。目前根据新考试大纲(2007 年版)的要求对编写模式作了全面更新,替换了原书中半数以上的材料,其形式、内容及难度与考试真题力图保持一致。本书所用材料源于国内外新近出版的各类英语图书、报刊等一手资料,经过精细筛选、编辑,突出了所选材料的针对性、代表性、规范性,并根据考研的要求进行了必要的修改和加工处理。

本书的编者为研究生英语考试命题、阅卷专家及大学英语、研究生英语教学一线的骨干教师,具有丰富的英语教学和研究生考试指导经验。本书还特聘中国人民大学的田育英教授担任主审,对本书提出了宝贵的修订意见和建议、在此一





并表示感谢。我们希望本书的出版能帮助考生有效地进行考前复习准备,并取得 满意的考试成绩。

> 编 者 2006 年 6 月于清华园

## 目 录

| 真模拟<br>参考答 | -                     |  |  |  |  |  |  |  |   |   |              |   |              |              |              |              |              |              |   |  |                          |  |               |  |   |   |  |
|------------|-----------------------|--|--|--|--|--|--|--|---|---|--------------|---|--------------|--------------|--------------|--------------|--------------|--------------|---|--|--------------------------|--|---------------|--|---|---|--|
| 参考答        |                       |  |  |  |  |  |  |  | • • •   | · · ·   |              |   |              |              | ••           |              | • • • •      |              | • • •   | • • • •  | • • • •                  | • • • •  |               |  | • • • • •   |   | • 1  |
|            | 案                     | 与详                                       | 羊解   |  |  |  |  |  |   |   |              |   |              |              |              |              |              |              |   |  |                          |  | • • •         |  |   |   | 13   |
| 真模找        | [ 2                   |  |  |  | • • • •                                |  |  |  |   |   |              |   |              | • • •        |              |              |              |              |   |  |                          |  | • • • •       |  | • • • • •   |   | 24   |
| 参考答        | 案                     | 与详                                       | 羊解   |  |  |  |  |  |   | • • • •                                       |              |   |              |              |              |              |              |              |   |  |                          |  | • • •         |  |   |   | 37   |
| 真模拟        | 3                     | • • •                                    |  |  |  |  |  |  |   |   |              |   |              |              |              |              |              |              |   |  |                          |  |               |  |   | •••   | 49   |
| 参考智        | 案                     | 与详                                       | 羊解   |  |  |  |  |  |   |   |              | • •   |              |              |              |              |              |              |   | • • • •  |                          |  |               |  |   |   | 62   |
| 真模拟        | 4                     | • • •                                    |  |  |  |  |  | • • •                                  | • • •   |   |              |   |              |              |              |              |              |              | • • •   |  |                          |  |               |  |   |   | 73   |
| 参考智        | 案                     | 与详                                       | 羊解   |  |  | • • • •                                | <i>.</i>                               | • • •                                  |   | • • •   |              | •••   |              |              |              |              | • • •        |              | • • •   |  |                          | • • • •  |               |  |   |   | 86   |
| 真模拟        | 5                     |  |  |  |  | • • • •                                |  |  | ٠   | • • •   |              | • •   | • • •        |              |              |              |              |              | • • • •   |  |                          |  |               |  |   |   | 96   |
| 参考智        | 案                     | 与详                                       | 羊解   |  |  |  | • • •                                  | • • • •                                | • • • •                                       |   | • • •        |   | • • • •      | • • • •      |              |              | • • •        |              |   |  | • • • •                  |  |               |  | • • • • •   |   | 108  |
| 真模拟        | 6                     |  |  |  |  |  | • • •                                  |  | • • •   | • • •   |              |   | · · ·        |              |              |              |              |              |   |  | • • •                    |  |               |  |   |   | 120  |
| 参考智        | 案                     | 与详                                       | 羊解   | · · ·                                  |  |  |  |  |   |   |              |   |              | · · ·        | <i>.</i>     |              |              |              | <i>.</i>  |  | • • •                    |  |               |  |   |   | 132  |
| 真模拟        | 17                    |  |  |  |  |  |  |  |   |   |              |   |              |              |              |              |              |              |   |  |                          |  |               |  |   |   | 143  |
| 参考智        | 案                     | 与详                                       | 羊解   |  |  |  |  |  |   |   |              | ٠   |              |              |              |              |              |              |   |  |                          |  |               |  |   |   | 156  |
| 真模拟        | 8                     |  |  |  |  |  |  |  |   |   |              |   |              |              |              |              |              |              |   |  |                          |  |               |  |   |   | 167  |
| 参考智        | 案                     | 与详                                       | 羊解   |  |  |  |  |  |   | • • •   |              |   | • • •        |              |              |              |              |              |   |  | • • •                    |  |               |  |   |   | 180  |
| 真模拟        | 9                     |  |  |  |  |  |  |  |   |   |              |   |              |              |              |              |              |              |   |  | • • • •                  |  |               |  |   |   | 191  |
| 参考智        | 案                     | 与详                                       | 羊解   |  |  |  |  |  |   |   |              |   |              |              |              |              |              |              |   |  |                          |  |               |  |   | - :   | 204  |
| 真模拟        | ( )(                  | )  |  |  |  |  |  |  |   |   |              |   |              |              |              |              |              |              |   |  | • • • •                  |  |               |  |   |   | 215  |
| 参考智        | 案                     | 与详                                       | 羊解   |  |  |  |  |  | <i>.</i>                                      |   |              | <b>.</b>  | • • •        | • • •        |              |              |              |              |   |  |                          |  |               |  |   |   | 227  |
| 真模拟        | ( 11                  |  |  |  |  |  |  |  |   |   |              |   | • • •        |              |              |              |              |              |   |  |                          |  |               |  |   |   | 239  |
| 参考智        | 案                     | 与详                                       | 羊解   |  |  |  |  |  |   |   |              |   |              |              |              |              |              |              |   |  |                          |  |               |  |   |   | 251  |
| 真模拟        | ( 12                  | 2  |  |  |  |  |  |  |   |   |              |   |              |              |              |              |              |              |   |  |                          |  |               |  |   |   | 262  |
| 参考智        | 案                     | 与详                                       | 羊解   |  |  |  |  |  |   |   |              |   |              |              |              |              |              |              |   |  |                          |  |               |  |   |   | 274  |
|            | 真参真参真参真参真参真参真参真参真参真参真 | 真参真参真参真参真参真参真参真参真参真参真参真参真参模考模考模考模考模考模考模考 | 真参真参真参真参真参真参真参真参真参真参真参真参真楼考模考模考模考模考模考模考模考模考模考权答拟答拟答拟答拟答拟答拟答拟答拟答拟答拟答拟答拟答拟答识答:案1案1案1案1案1字)。「、、、、、、、、、、、、、、、、、、、、、、、、、、、、、、、、、、、、 | 真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参 | 真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参 | 真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参 | 真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参 | 真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参 | <b>真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参</b> | <b>真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参真参</b> | <b>真検収</b> 2 | <b>真模拟</b> 2 ──────────────────────────────────── | <b>真模拟</b> 2 | <b>東模拟</b> 2 | <b>真模拟</b> 2<br>参考 <b>投</b> 3<br>参模 <b>投</b> 3<br>参模答权 3<br>参模答权 4<br>参模 考权 等 4 | <b>真模拟</b> 2<br>参考答案与详解<br><b>資模议</b> 3<br>参 <b>模议</b> 8<br><b>受模议</b> 4<br>参 <b>模</b> 8<br><b>受模</b> 8<br><b>以</b> 8<br><b>受模</b> 8<br><b>以</b> 8 | 真模拟 2 参考答案与详解  資模以 3 参考的 | 真模拟 2 参考答案与详解  真模拟 3 参考答案与详解  意模找 8 专为 4 参 5 参 6 | 真模拟 2 参考答案与详解 | 真模拟 2 参考答案与详解  真模拟 3 参考答案与详解  真模数 5 转模 5 转模 5 转换 6 参考数 8 参模数 8 参模数 8 参模数 8 参模数 8 参模数 8 参考数 8 参考数 9 参考数 9 参考数 9 参考数 10 参考数 10 参考数 11 参考数 12 | <b>真模収</b> 2<br>参考答案与详解<br><b>一                                    </b> | <b>負模収</b> 2<br>参考答案与详解<br><b>資模収</b> 3<br>参考模収 4<br>参考模収 5<br>参模数 5<br>参模数 答案与详解<br><b>負</b> 参考収 7<br>参考模 8<br>参考模 8<br>参考模 8<br>参考模 8<br>参考 模 2<br>参考 模 3<br>参考 模 3<br>多 章 模 3<br>5<br>6<br>7<br>8<br>8<br>8<br>8<br>8<br>8<br>8<br>8<br>8<br>8<br>8<br>8<br>8<br>8<br>8<br>8<br>8<br>8 | 参考答案与详解<br>真模拟3<br>参考答案与详解<br>真模拟4<br>参考答案与详解<br>真模拟5<br>参考答案与详解<br>真模以7<br>参考答案与详解<br>真模以8<br>参考答案与详解<br>負模以8<br>参考答案与详解<br>負模以9<br>参考答案与详解<br>負模以10<br>参考答案与详解 |





### 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 cellphone, a device we have lived with for more than a decade, offers a goo  |
|--|
| example of a popular technology's unforeseen side effects. More than one billion ar  |
| use around the world, and when asked, their say they love their phone  |
| for the safety and convenience 3 provide. People also report that they are 4 i   |
| their use of their phones. One opinion survey5_ that "98 percent of Americans sa   |
| they move away from 6 when talking on a wireless phone in public" 7 "8   |
| percent say they 'never' or 'rarely' speak 8 wireless phones" when conducting with clerks or bank tellers. Clearly, there exists a 10 between our reporter   |
| cellphone behavior and our actual behavior.  |
| Cellphone users — that is to say, most of us — are11 instigators and victim  |
| of this form of conversational panhandling, and it 12 a cumulatively negative effect   |
| on social space. As the sociologist Erving Gotfman observed in another13, there is   |
| something deeply disturbing about people who are "14 contact" in social situation  |
| because they are blatantly refusing to15 to the norms of their immediate   |
| environment. Placing a cellphone call in public instantly transforms the strangers aroun   |
| you <u>16</u> unwilling listeners who must cede to your use of the public <u>17</u> ,  |
| decidedly undemocratic effect for so democratic a technology. Listeners don't alway  |
| passively 18 this situation: in recent years, people have been pepper-sprayed i  |
| movie theaters,19 from concert halls and deliberately rammed with cars as a resu   |
| of 20 behavior on their cellphones.  |
| 1. A. of B. for B. for C. in change and D. by governed and and   |
| 2. A. masters B. owners C. holders D. inventors  |
| 3. A. they B. who is a control of the control of th |
|  |



| 4. A. careful   | B. careless | C. courteous  | D. cautious        |
|-----------------|-------------|---------------|--------------------|
| 5. A. expressed | B. exposed  | C. discovered | D. found           |
| 6. A. other     | B. others   | C. the other  | D. another         |
| 7. A. and that  | B. as for   | C. whereas    | D. on the contrary |
| 8. A. on        | B. by       | C. via        | D. from            |
| 9. A. acts      | B. actions  | C. operations | D. transactions    |
| 10. A. limit    | B. gulf     | C. river      | D. boundary        |
| 11. A. either   | B. neither  | C. both       | D. all             |
| 12. A. has      | B. had      | C. has had    | D. had had         |
| 13. A. place    | B. location | C. spot       | D. context         |
| 14. A. in       | B. out of   | C. on         | D. with            |
| 15. A. insist   | B. adhere   | C. continue   | D. attach          |
| 16. A. and      | B. in       | C. into       | D. from            |
| 17. A. space    | B. phone    | C. service    | D. facility        |
| 18. A. have     | B. find     | C. receive    | D. accept          |
| 19. A. refused  | B. ejected  | C. rejected   | D. repelled        |
| 20. A. good     | B. poor     | C. polite     | D. rude            |
|                 |             |               |                    |

## 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

Prices are sky-high, with profits to match. But looking further ahead, the industry faces wrenching change, says an expert of energy.

"The time when we could count on cheap oil and even cheaper natural gas is clearly ending." That was the gloomy forecast delivered in February by Dave O'Reilly, the chairman of Chevron Texaco, to hundreds of oilmen gathered for a conference in Houston. The following month, Venezuela's President Hugo Chavez gleefully echoed the sentiment: "The world should forget about cheap oil."

The surge in oil prices, from \$ 10 a barrel in 1998 to above \$ 50 in early 2005,





has prompted talk of a new era of sustained higher prices. But whenever a "new era" in oil is hailed, scepticism is in order. After all, this is essentially a cyclical business in which prices habitually yo-yo. Even so, an unusually loud chorus is now joining Messrs O'Reilly and Chavez, pointing to intriguing evidence of a new "price floor" of \$ 30 or perhaps even \$ 40. Confusingly, though, there are also signs that high oil prices may be caused by a speculative bubble that could burst quite suddenly. To see which camp is right, two questions need answering: why did the oil price soar? And what could keep it high?

To make matters more complicated, there is in fact no such thing as a single "oil price": rather, there are dozens of varieties of crude trading at different prices. When newspapers write about oil prices, they usually mean one of two reference crudes: Brent from the North Sea, or West Texas Intermediate (WTI). But when ministers from the Organisation of the Petroleum Exporting Countries (OPEC) discuss prices, they usually refer to a basket of heavier cartel crudes, which trade at a discount to WTI and Brent. All oil prices mentioned in this survey are per barrel of WTI.

The recent volatility in prices is only one of several challenges facing the oil industry. Although at first sight Big Oil seems to be in rude health, posting record profits, this survey will argue that the western oil majors will have their work cut out to cope with the rise of resource nationalism, which threatens to choke off access to new oil reserves. This is essential to replace their existing reserves, which are rapidly declining. They will also have to respond to efforts by governments to deal with oil's serious environmental and geopolitical side-effects. Together, these challenges could yet wipe out the oil majors.

| 21.   | Dave O'Reilly and Hugo Chavez believed | eve that                          |  |  |  |  |  |  |
|---|--|-----------------------------------|--|--|--|--|--|--|
|   | ery high                               |                                   |  |  |  |  |  |  |
| B. prices of oil and natural gas will not go down               |  |                                   |  |  |  |  |  |  |
| C. oil and natural gas will keep sustained high prices          |  |                                   |  |  |  |  |  |  |
|   | D. the world has forgotten about chea  | p oil                             |  |  |  |  |  |  |
| 22. Judging from Paragraph 3, we may infer that oil prices will |  |                                   |  |  |  |  |  |  |
|   | A. enter into a "new era"              | B. reach a new "price floor"      |  |  |  |  |  |  |
|   | C. get to a new high                   | D. be hard to predict             |  |  |  |  |  |  |
| 23.   | According to the passage "West Texas   | Intermediate" (Para. 4) refers to |  |  |  |  |  |  |
|   | A. an oil industry                     | B. an oil company                 |  |  |  |  |  |  |
|   | C. a government organization           | D. a kind of crude oil            |  |  |  |  |  |  |
| 24.   | In the author's opinion, the key to o  | il price is                       |  |  |  |  |  |  |



- A. energy crisis
- B. dozens of varieties of crude trading
- C. several challenges facing the oil industry
- D. the rise of resource nationalism
- 25. What is the tone of the passage?
  - A. Humorous.
- B. Indifferent.
- C. Serious.
- D. Anxious.

#### Text 2

Every spring migrating salmon return to British Columbia's rivers to spawn. And every spring new reports detail fresh disasters that befall them. This year is no different. The fisheries committee of Canada's House of Commons and a former chief justice of British Columbia, Bryan Williams, have just examined separately why 1.3 m sockeye salmon mysteriously "disappeared" from the famed Fraser river fishery in 2004. Their conclusions point to a politically explosive conflict between the survival of salmon and the rights of First Nations, as Canadians call Indians.

In 2004, only about 524, 000 salmon are thought to have returned to the spawning grounds, barely more than a quarter the number who made it four years earlier. High water temperatures may have killed many. The House of Commons also lambasted the federal Department of Fisheries and Oceans (DFO) for poor scientific data, and for failing to enforce catch levels. Four similar reports since 1992 have called for the department's reform. In vain: its senior officials are "in denial" about its failings, said the committee.

Mr Williams' report added a more shocking twist. He concluded that illegal fishing on the Fraser river is "rampant and out of control", with "no-go" zones where fisheries officers are told not to confront Indian poachers for fear of violence. The judge complained that the DFO withheld a report by one of its investigators which detailed extensive poaching and sale of salmon by members of the Cheam First Nation, some of whom were armed.

Some First Nations claim an unrestricted right to fish and sell their catch. Canada's constitution acknowledges the aboriginal right to fish for food and for social and ceremonial needs, but not a general commercial right. On the Fraser, however, the DFO has granted Indians a special commercial fishery. To some Indians, even that is not enough.

Both reports called for more funds for the DFO, to improve data collection and enforcement. They also recommended returning to a single legal regime for commercial



fishing applying to all Canadians.

On April 14th, Geoff Regan, the federal fisheries minister, responded to two previous reports from a year ago. One, from a First Nations group, suggested giving natives a rising share of the catch. The other proposed a new quota system for fishing licences, and the conclusion of long-standing talks on treaties, including fishing rights, with First Nations. Mr Regan said his department would spend this year consulting "stakeholders" (natives, commercial and sport fishermen). It will also launch pilot projects aimed at improving conservation, enforcement and First Nations' access to fisheries.

| 26. | The "explosive conflict" in Paragraph 1 re  | efers to                                    |  |  |  |  |  |  |
|-----|---|---|--|--|--|--|--|--|
|     | A. salmon's return to spawn and its survival B. the fisheries committee of Canada's House of Commons and Bryan Williams |   |  |  |  |  |  |  |
|     |   |   |  |  |  |  |  |  |
|     | C. the struggle between sockeye salmon and human beings   |   |  |  |  |  |  |  |
|     | D. the collision between salmon's survival and human fishery  |   |  |  |  |  |  |  |
| 27. | The number of salmon every spring in Brit   | ish Columbia's rivers four years earlier is |  |  |  |  |  |  |
|     | A. 1. 3 million   | B. about 524, 000                           |  |  |  |  |  |  |
|     | C. about 1, 824, 000  | D. above 2, 000, 000                        |  |  |  |  |  |  |
| 28. | Which of the following is NOT the reason for the decrease of salmon according to Mr                                     |   |  |  |  |  |  |  |
|     | Williams?   |   |  |  |  |  |  |  |
|     | A. High water temperatures.   | B. Shocking twist.                          |  |  |  |  |  |  |
|     | C. Illegal fishing.   | D. Officials' failings.                     |  |  |  |  |  |  |
| 29. | Geoff Regan, the federal fisheries minister   | is most probably going to                   |  |  |  |  |  |  |
|     | A. responding to two previous reports   |   |  |  |  |  |  |  |
|     | B. proposing a new quota system for fishing licences  |   |  |  |  |  |  |  |
|     | C. consulting natives, commercial and sport fishermen   |   |  |  |  |  |  |  |
|     | D. keeping a balance between conservation   | , enforcement and fisheries                 |  |  |  |  |  |  |
| 30. | The best title for the passage may be   |   |  |  |  |  |  |  |
|     | A. Where Have the Salmon Gone?  |   |  |  |  |  |  |  |
|     | B. How to Protect the Salmon?   |   |  |  |  |  |  |  |

#### Text 3

Asia's real boat-rocker is a growing China, not Japan, a senior American



D. The Survival of Salmon and the Rights of First Nations

C. Environment and Fishery



economist observed.

There is so much noise surrounding and emanating from the world's miracle economy that it is becoming cacophonous. In Washington, DC, the latest idea is that China is becoming too successful, perhaps even dangerously so: while Capitol Hill resounds with complaints of trade surpluses and currency manipulation, the Pentagon and sundry think-tanks echo to a new drumbeat of analysts worrying about China's 12.6% annual rise in military spending and about whether it might soon have the ability to take pre-emptive military action to force Taiwan to rejoin it. So it may be no coincidence that for three consecutive weekends the streets of big Chinese cities have been filled with the sounds of demonstrators marching and rocks being thrown, all seeking to send a different message: that Japan is the problem in Asia, not China, because of its wanton failure to face up to its history; and that by cosying up to Japan in security matters, America is allying with Asia's pariah.

Deafness is not the only risk from all this noise. The pressure towards protectionism in Washington is strong, and could put in further danger not only trade with China but also the wider climate for trade liberalization in the Doha round of the World Trade Organisation (WTO). So far words have been the main weapons used between China and Japan, but there is a chance that nationalism in either or both countries could lead the governments to strike confrontational poses over their territorial disputes in the seas that divide them, even involving their navies. And the more that nationalist positions become entrenched in both countries but especially China, the more that street protests could become stirred up, perhaps towards more violence.

A revaluation of the *yuan*, as demanded in Congress, would not re-balance trade between America and China, though it might help a little, in due course. A "sincere" apology by Japan for its wartime atrocities might also help a little, but it would not suddenly turn Asia's natural great-power rivals into bosom buddies. All these issues are complex ones and, as is often the case in trade and in historical disputes, finding solutions is likely to be far from simple.

| 31. | From the first paragraph we may see that America's attitude towards China's success |                          |                         |                        |  |  |  |  |  |
|-----|---|--------------------------|-------------------------|------------------------|--|--|--|--|--|
|     | is  |                          |                         |                        |  |  |  |  |  |
|     | A. friendly   | B. hostile               | C. objective            | D. prejudiced          |  |  |  |  |  |
| 32. | Judging from  | the context, the word    | "think-tanks" (Line     | e 5, Para. 2) probably |  |  |  |  |  |
|     | means   | <u> </u>                 |                         |                        |  |  |  |  |  |
|     | A. tanks that   | can think as human bei   | ngs                     |                        |  |  |  |  |  |
|     | B. an institute   | e or group organized for | interdisciplinary resea | rch                    |  |  |  |  |  |



- C. a group of authoritative people
- D. scholars and professional men
- 33. What is the reason for the demonstrations in the streets of big Chinese cities?
  - A. China takes military action to force Taiwan to rejoin it.
  - B. Japan is the problem in Asia, not China.
  - C. Japan is unwilling to face up to its history.
  - D. America is allying with Asia's pariah.
- 34. How will the territorial disputes between China and Japan be settled according to the author?
  - A. By words and negotiations.
- B. With their navies.

C. Through more violence.

- D. By means beyond his knowledge.
- 35. What's the author's attitude towards Asian matters?
  - A. Extreme.
- B. Prejudicial.
- C. Indifferent.
- D. Neutral.

#### Text 4

It has been a wretched few weeks for America's celebrity bosses. AIG's Maurice Greenberg has been dramatically ousted from the firm through which he dominated global insurance for decades. At Morgan Stanley a mutiny is forcing Philip Purcell, a boss used to getting his own way, into an increasingly desperate campaign to save his skin. At Boeing, Harry Stonecipher was called out of retirement to lead the scandal-hit firm and raise ethical standards, only to commit a lapse of his own, being sacked for sending e-mails to a lover who was also an employee. Carly Fiorina was the most powerful woman in corporate America until a few weeks ago, when Hewlett-Packard (HP) sacked her for poor performance. The fate of Bernie Ebbers is much grimmer. The once high-profile boss of WorldCom could well spend the rest of his life behind bars following his conviction last month on fraud charges.

In different ways, each of these examples appears to point to the same welcome conclusion: that the imbalance in corporate power of the late 1990s, when many bosses were allowed to behave like absolute monarchs, has been corrected. Alas, appearances can be deceptive. While each of these recent tales of chief-executive woe is a sign of progress, none provides much evidence that the crisis in American corporate governance is yet over. In fact, each of these cases is an example of failed, not successful, governance.

At the very least, the boards of both Morgan Stanley and HP were far too slow to address their bosses' inadequacies. The record of the Boeing board in picking chiefs prone to ethical lapses is too long to be dismissed as mere bad luck. The fall of Messrs



Greenberg and Ebbers, meanwhile, highlights the growing role of government—and, in particular, of criminal prosecutors—in holding bosses to account: a development that is, at best, a mixed blessing. The Sarbanes-Oxley act, passed in haste following the Enron and WorldCom scandals, is imposing heavy costs on American companies; whether these are exceeded by any benefits is the subject of fierce debate and may not be known for years.

Eliot Spitzer, New York's attorney-general, is the leading advocate and practitioner of an energetic "law enforcement" approach. He may be right that the recent burst of punitive actions has been good for the economy, even if some of his own decisions have been open to question. Where he is undoubtedly right is in arguing that corporate America has done a lamentable job of governing itself. As he says in an article in the Wall Street Journal this week: "The honour code among CEOs didn't work. Board oversight didn't work. Self-regulation was a complete failure." AIG's board, for example, did nothing about Mr Greenberg's use of murky accounting, or the conflicts posed by his use of offshore vehicles, or his constant bullying of his critics—let alone the firm's alleged participation in bid-rigging—until Mr Spitzer threatened a criminal prosecution that might have destroyed the firm.

- 36. In the opening paragraph, the author introduces his topic by \_\_\_\_\_.A. citing America's celebrity bosses
  - B. listing a number of America's celebrity bosses
  - C. depicting the plight of some reputed American bosses
  - D. writing some most powerful persons in American firms
- 37. From the passage we get to know that \_\_\_\_\_
  - A. America's bosses no longer have absolute power
  - B. the conviction of last month declares fraud charges
  - C. there is a crisis in American corporate governance
  - D. the America's celebrity bosses are deceptive
- 38. The author's attitude toward the ousting of the America's celebrity bosses is
  - A. sympathetic B. supportive C. indifferent D. uninterested
- 39. What does the author mean by "a mixed blessing" (Line 6, Para. 3)?
  - A. All kinds of good things.
  - B. Something mixed with confusion.
  - C. Something both good and bad.
  - D. Something mixed with optimistic and pessimistic results.





- 40. As for the issues involved in the economy, Eliot Spitzer would be in favor of
  - A. "law enforcement" approach
  - B. decisions open to question
  - C. the honour code among CEOs
  - D. board oversight and self-regulation

#### Part B

**Directions:** In the following test, 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 blank. There are two extra choices, which do not fit in any of the gaps. Mark your answers on **ANSWER SHEET 1.** (10 points)

Every now and then a study comes along whose chief interest lies in how peculiarly askew its findings seem to be from the common perception of things. Sometimes, of course, the "surprising new study" itself turns out to be off in some way. But if the data are fundamentally sound, then what you really want to know is why sensible people hold such a contrary view.

Researchers took a closer look at an earlier study that had been widely interpreted, when it was first published in 2000, as proof that the homework monster was growing, and insatiable. A *Time* magazine cover article spawned a minigenre of trend stories, all peopled by pale, exhausted kids and bewildered boomer parents whose own homework memories seemed to encompass only felt puppets and shoe-box dioramas. But the new report points out that while the amount of time schoolchildren 12 and under devoted to study at home did indeed grow between 1981 and 1997, the increase was small: an average of 23 minutes per week.

So why do so many parents seem to think otherwise? One answer is that the real increase in homework that has been documented is among younger children. In 1981, for instance, one-third of 6- to 8-year-olds had some homework; one-half did in the late 90's. 43

Since children 6 to 8 are the ones we particularly like to think of as engaged in unstructured play—we imagine them riding bikes in the honeyed light of waning afternoons, even when what they might well be doing, in the absence of homework, is watching TV—homework for them seems like one of those heavy-handed incursions on the freedom of childhood.

| 44   | . These    | children    | go to     | elite     | private |
|--|------------|-------------|-----------|-----------|---------|
| schools or to demanding public ones where th | e competi  | tive pressı | ires are  | such th   | at they |
| either really do have hours of homework each | night or   | take hou    | rs finish | ing it b  | ecause  |
| they (or their parents) are so anxious tha   | nt it be o | done well.  | They c    | ome fro   | om the  |
| demographic that makes a cultural, almost    | a moral,   | ideal of    | enrollir  | ng child  | ren in  |
| soccer and oboe lessons and karate and b     | allet, an  | d so their  | r time    | really is | s at a  |
| premium. 45                                  | ·          |             |           |           |         |

- A. Moreover, 20 percent fewer children between the ages of 9 and 12 were doing homework at all in 1997 than in 1981. And high-school students spent no more time on homework than they did in previous decades.
- B. That is certainly the question raised by a Brookings Institution report released last month showing that the amount of time kids devote to homework has not, in fact, significantly increased over the last two decades.
- C. Behind the seeming contradictions of steady homework levels and the anti-homework backlash, in other words, is the reality of social class.
- D. They are likely to have busy professional parents, oversubscribed themselves but with an investment in seeing their children produce book reports of a kind that teachers, counselors and, in time, college admissions boards will find impressive.
- E. Anti-homework crusades are not new—in 1901, for example, California passed a law abolishing homework for grades one through eight—but they have usually been led by the same kinds of people, which is to say, elites.
- F. Since parents are more likely to have to supervise a first or second grader doing homework than an older child, the earlier launching of a homework regimen might feel like a disproportionate increase in the parental workload.
- G. But the bigger answer, I suspect, is that the parents we tend to hear from in the press, at school-board meetings and in Internet chat groups, the parents with elaborated, developmentally savvy critiques of standards and curriculums, are parents whose children really are experiencing a time crunch.

#### 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)

Electronic or "cyber" warfare holds the promise of destroying an army's—or even a whole nation's—ability to function without hurting human life. The technology is

reaching the point, however, where cyber warfare may be decisive in its own right. 46) In highly centralized military operations, communications and data management have become essential tools linking individual small units and the central command structure.

The neutron bomb is one of the most horrid weapons ever devised: It doesn't damage property; it only kills higher life-forms. 47) Wouldn't the opposite be wonderful, a device like the robot's ray in *The Day the Earth Stood Still*, which melts down weapons but not soldiers? Electronic or "cyber" warfare—hacking into an enemy's computers, jamming radio transmissions, and the like.

The United States has very good electronic warfare capabilities, but has used them only to support conventional military operations. 48) Before we imagine what such a "cyberwar" scenario might be like, let's briefly look at how electronic warfare developed.

During the Civil War, operations conducted by the Union army against the Confederate telegraph system foretold modern twentieth-century electronic warfare. Union operatives penetrated Confederate lines to tap into and read military traffic on the Confederate telegraph system. 49) Not only did these operations yield valuable intelligence information, but some operators even began sending bogus messages to sow confusion in the Confederate ranks.

Just before World War I, radio communication seemed like a real boon to naval operations because it allowed ship-to-ship and ship-to-shore communications, especially in bad weather. Before this time, flags or light blinkers with limited range provided the only means of communication between ships.

Naval ship captains, however, were aware that a sophisticated set of shore-based equipment could locate ships by their radio transmission. By listening to the transmissions, the enemy could ascertain the number and type of ships even if they could not decode actual messages. For this reason, the U. S. Navy was particularly resistant to using radio. However, U. S. military observers aboard British warships soon saw that the tactical advantages of radio outweighed the intelligence losses.

Electronic warfare grew rapidly in World War II with the advent of radar 50) Monitoring radar frequencies allowed spoofing or jamming of enemy radar and led to major units and equipment devoted solely to countermeasures and counter-countermeasures. Gathering intelligence from radio transmissions also increased greatly.

Today, every modern nation has the capability to monitor, jam, or otherwise interfere with an adversary's radio communications. Most nations have also developed jam-resistant communications and intelligence-gathering equipment.

