



2007^年

肖克考研英语①

英语

全真模拟 经典400题

主 编 肖 克
副主编 刘 华

- 选材与时俱进
- 解析自主创新
- 编排注重品质
- 预测科学发展



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前言

本书是按照《2007 年考研英语考试大纲》的要求编写的。本书以较少的篇幅实现了对考研英语重要知识点的强化复习,增强了应试能力,同时也对考研英语考试命题重点作了大胆的预测,因此,本书是值得考生信赖并作为检验前阶段复习效果以及冲刺阶段训练的理想辅导用书。

本书特点如下:

1. 本书全部试题和解答均由肖克等考研辅导老师亲自命制和编写,在题型、题量等方面与考试大纲要求完全相符,其难度略高于 2006 年考研英语试题。
2. 试题不仅给出了参考答案,而且还作了较详细的解析,使得做题不仅成为一次练习,同时更是一次绝好地复习。
3. 本书八套试题的选材新颖,完全符合考试大纲的要求。
4. 阅读理解部分均有中文译文,便于考生理解文章。

为了更好地发挥这八套试题的检测复习效果、强化复习重点、提高应试技巧的功能,我们建议考生不要将其作为一般的练习题来对待,而要将每套模考试卷当成是一次真正的考试,选择一整段时间,在一个安静的环境里,按照正式考试的要求,在严格的考试时间(3 小时)限制内完成一套试题,然后再核对答案,仔细阅读详尽解析。

在本书的编写、编辑和成书过程中,尽管我们认真对待和严格要求,仍难免有不尽如意的地方,诚请广大读者和同行批评指正。

最后预祝考研学子考试成功!

肖克

2006 年 8 月

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上篇 全真模拟经典试题

Model Test One

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)

Today, the world wide web can be used both to 1 information and to make it 2 to others. Information 3 on webpages is viewed by 4 of browser. The sources of information linked in this way can be located on any computer 5 is also part of the web. Each information source 6 to an indefinite number of other webpages. Hypertext and hyperlinks allow users acting as receivers of information to 7 from one source of information to another, 8 for themselves which information they wish to 9 to their browser and which links they want to 10. The addresses of webpages can be found by using the many hundreds of general and specialized search engines which provide 11 to databases which hold information on them. Once a webpage has been found, hyperlinks may point 12 other places 13 interest on the web. Addresses of webpages also 14 in other more conventional media, such as magazines, newspapers and television programs, and on posters. Webpages, in their 15, facilitate access to information made available by other 16 of media, for example, collections held in libraries or programs broadcast on television.

Most webpages offer interactive opportunities which go 17 merely allowing visitors freedom as to when and how they visit a page and where they might choose to go next. Feedback can be kept formal via a questionnaire which can be filled 18, or informal by providing an address for e-mail or even by 19 a digital guest book for comments left for other users to read. Although all webpages are protected so that unauthorized visitors cannot make unsolicited changes to them, it is also possible to 20 access to pages on the internet to those holding a password.

- | | | | |
|------------------|----------------|-----------------|------------------|
| 1. [A] believe | [B] retrieve | [C] perceive | [D] conceive |
| 2. [A] available | [B] obtainable | [C] achievable | [D] amicable |
| 3. [A] displayed | [B] displaying | [C] displayable | [D] is displayed |
| 4. [A] medium | [B] vehicle | [C] agent | [D] means |
| 5. [A] what | [B] that | [C] which | [D] it |

- | | | | |
|-----------------------|---------------------|---------------------|------------------|
| 6. [A] maybe linked | [B] may be linked | [C] may is linked | [D] may linked |
| 7. [A] wonder | [B] wander | [C] stray | [D] ramble |
| 8. [A] deciding | [B] decided | [C] decide | [D] to decided |
| 9. [A] transition | [B] transmit | [C] transform | [D] transfer |
| 10. [A] flip | [B] slip | [C] skip | [D] skim |
| 11. [A] success | [B] access | [C] assess | [D] possess |
| 12. [A] about | [B] on | [C] at | [D] to |
| 13. [A] on | [B] of | [C] in | [D] at |
| 14. [A] to appear | [B] appeared | [C] appearing | [D] appear |
| 15. [A] sequence | [B] order | [C] turn | [D] switch |
| 16. [A] modes | [B] forums | [C] shapes | [D] forms |
| 17. [A] beyond | [B] over | [C] against | [D] further |
| 18. [A] up | [B] out | [C] with | [D] over |
| 19. [A] install | [B] installed | [C] installing | [D] installs a |
| 20. [A] constrain | [B] confine | [C] restrict | [D] limit |

Section II Reading Comprehension

Part A

Directions:

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

Text 1

The world's tropical rainforests comprise some 6% of the Earth's land area and contain more than half of all known life forms, or a conservative estimate of about 30 million species of plants and animals. Some experts estimate there could be two or even three times as many species hidden within these complex and fast disappearing ecosystems; scientists will probably never know for certain, so vast is the amount of study required.

Time is running out for biological research. Commercial development is responsible for the loss of about 17 million hectares of virgin rainforest each year—a figure approximating 1% of what remains of the world's rainforests.

The current devastation of once impenetrable rainforest is of particular concern because, although new tree growth may in time repopulate felled areas, the biologically diverse storehouse of flora and fauna is gone forever. Losing this bountiful inheritance, which took millions of years to reach its present highly evolved state, would be an unparalleled act of human stupidity.

The rewards of discovery are potentially enormous, yet the outlook is bleak. Timber-rich countries mired in debt, view potential financial gain decades into the future as less attractive than short-term profit from logging. Cataloguing species and analyzing newly-found substances takes time and money, both of which are in short supply. Besides, it is not clear that developing countries would necessarily benefit fi-

nancially from extended bioprospecting of their rainforests. Pharmaceutical companies make huge profits from the sale of drugs with little return to the country in which an original discovery was made. Also, cataloguing tropical biodiversity involves much more than a search for medically useful and therefore commercially viable drugs. Painstaking biological fieldwork helps to build immense databases of genetic, chemical and behavioral information that will be of benefit only to those countries developed enough to use them.

Reckless logging itself is not the only danger to rainforests. Fires lit to clear land for further logging and for housing and agricultural development played havoc in the late 1990s in the forests of Borneo. Massive clouds of smoke from burning forest fires swept across the southernmost countries of South-East Asia choking cities and reminding even the most resolute advocates of rainforest clearing of the swiftness of nature's retribution. Nor are the dangers entirely to the rainforests themselves. Until very recently, so-called "lost" tribes—indigenous peoples who have had no contact with outside world and who have managed to live in harmony with their environment—still existed deep within certain rainforests. It is now unlikely that there are any more truly lost tribes. Contact with the modern world inevitably brings with it exploitation, loss of traditional culture, and, in an alarming number of instances, complete obliteration. (447 words)

21. The amount of rainforest destroyed annually is
 - [A] approximately 6% of the Earth's land area.
 - [B] such that it will only take 100 years to lose all the forests.
 - [C] increasing at an alarming rate.
 - [D] responsible for commercial development.
22. The current devastation of rainforest arouses particular concern because
 - [A] felled areas haven't been repopulated with new trees.
 - [B] it took millions of years to develop into present highly evolved state.
 - [C] the biologically diverse storehouse is destroyed forever.
 - [D] it is an irremediable human stupidity.
23. What is one of the reasons for the bleak outlook of biological research even though the rewards are potentially enormous?
 - [A] The timber-rich countries fail to realize the importance of rainforest protection.
 - [B] Logging is a traditional and attractive industry in those timber rich countries.
 - [C] The shortage of time and money makes biological research difficult.
 - [D] Developed countries may not benefit financially from the research.
24. In Borneo in the late 1990s
 - [A] burning forest fires caused air pollution problems as far away as Europe.
 - [B] reckless logging resulted from burning forest fires.
 - [C] fires were lit to play the game of havoc.
 - [D] none of the above.
25. Many so-called "lost" tribes of certain rainforests
 - [A] have been destroyed by contact with the modern world.

- [B] do not know how to exploit the rainforest without causing harm to the environment.
- [C] are still lost deep inside the rainforest.
- [D] turn out the dangers to the rainforests.

Text 2

The Vikings have left many traces of their settlement which are still visible today. Archaeology provides physical evidence of their conquests, settlement and daily life. The study of place names and language shows the lasting effect which the Viking settlements had in the British Isles, and DNA analysis provides some insights into the effect the Vikings had on the genetic stock of the countries where they settled. All of this provides valuable information, but the only reason that we have an idea of the "Vikings" as a people is their appearance in the written sources.

Unfortunately, the value of the written evidence is limited. Not a lot of evidence survives, and much of what we have is either uninformative or unreliable. Many popular ideas about Vikings are nineteenth-century inventions. Others are the result of early historians accepting sources which modern scholars now regard as completely unreliable. In Scandinavia the Viking Age is regarded as part of prehistory because there are practically no contemporary written sources. Even in Western Europe, the Viking Age is often seen as part of the "Dark Ages", from which comparatively few historical records have survived.

Surviving accounts of Viking activity were almost exclusively written by churchmen. These include monastic chronicles, such as the Anglo-Saxon Chronicle and similar Frankish and Irish Annals, which outline broadly what happened, at what date. There are also sources of a more directly religious nature, such as the much-quoted letters of Alcuin, and Wulfstan's famous *Sermon of the Wolf*, both of which chose to interpret the Viking raids as God's punishment on the Anglo-Saxons for their sins. Even the chronicles reflect the fact that the Vikings often attacked monasteries for their wealth, which created an obvious bias against them, and the hostile tone of these contemporary accounts has done much to create the popular image of Viking atrocities. However, modern historians have noted that the same sources show Christian rulers behaving equally unpleasantly, but without being condemned on religious grounds.

We tend to think of the Vikings as a single phenomenal race of Scandinavian warriors, but the reality is more complex. Raids on the British Isles and the coasts of France and Spain were the work of Vikings from Norway and Denmark. The word Viking means one who lurks in a "vik" or bay, in effect, a pirate.

The word "Viking" has come to describe a whole new age in Europe between about 800 and 1150. This is despite the fact that Vikings were not just pirates and warriors but also traders and colonists. But at the start of the Viking Age in the last decade of the 8th century, loot and adventure were the main goals of the Norwegians who raided in Scotland and Ireland and of the Danes who attacked England. Gold and silver treasures accumulated by the great monasteries could be converted into personal wealth, and thus power and captives could be sold as slaves. What better way for the young sons of good families to earn their way and see the world? (504 words)

26. The author's analysis of the Vikings based on materials from

- | | |
|--------------------------------|--|
| [A] limited written sources. | [B] physical archaeological evidence. |
| [C] report on DAN analysis. | [D] the study of place names and language. |

27. The reason why the Viking Age is regarded as part of the "Dark Ages" is that
- [A] people at that time were often attacked for their wealth by the Vikings.
 - [B] living conditions for both the Vikings and the Europeans were terrible.
 - [C] the contemporary historians are practically in the dark about the Vikings.
 - [D] Viking Age is a part of prehistory.
28. The Vikings atrocious image has been created by contemporary accounts by
- [A] Anglo Saxons.
 - [B] Christian rulers.
 - [C] Alcuin.
 - [D] churchmen.
29. In the author's opinion, the Vikings are more _____ than _____
- [A] warriors / pirates.
 - [B] pirates / warriors.
 - [C] traders / warriors.
 - [D] colonists / traders.
30. At that time, people's attitude toward being a pirate is
- [A] negative.
 - [B] conflicting.
 - [C] positive.
 - [D] controversial.

Text 3

Three English dictionaries published recently all lay claim to possessing a "new" feature. The BBC English Dictionary contains background information on 1,000 people and places prominent in the news since 1988; the Oxford Advanced Learner's Dictionary: Encyclopedic (百科全书的) Edition is the OALD plus encyclopedic entries; the Longman Dictionary of English Language and Culture is the LDOCE plus cultural information.

The key fact is that all three dictionaries can be seen to have a distinctly "cultural" as well as language learning content. That being said, the way in which they approach the cultural element is not identical, making direct comparisons between the three difficult.

While there is some common ground between the encyclopedic/cultural entries for the Oxford and Longman dictionaries, there is a clear difference. Oxford lays claim to being encyclopedic on content whereas Longman distinctly concentrates on the language and culture of the English-speaking world. The Oxford dictionary can therefore stand more vigorous scrutiny (审视) for cultural bias than the Longman publication because the latter does not hesitate about viewing the rest of the world from the cultural perspectives of the English-speaking world.

The cultural objectives of the BBC dictionary are in turn more distinct still. Based on an analysis of over 70 million words recorded from the BBC World Service and National Public Radio of Washington over a period of four years, their 1,000 brief encyclopedic entries are based on people and places that have featured in the news recently. The intended user they have in mind is a regular listener to the World Service who will have a reasonable standard of English and a developed skill in listening comprehension.

In reality, though, the BBC dictionary will be purchased by a far wider range of language learners, as will the other two dictionaries. We will be faced with a situation where many of the users of these dictionaries will at the very least have distinct sociocultural perspectives and may have world views which are totally opposed and even hostile to those of the West. Advanced learners from this kind of background will

not only evaluate a dictionary on how user-friendly it is but will also have definite views about the scope and appropriateness of the various socio-cultural entries. (385 words)

31. What feature sets apart the three dictionaries discussed in the text from traditional ones?
- [A] The combination of two dictionaries into one.
 - [B] The new approach to defining words.
 - [C] The inclusion of cultural content.
 - [D] The increase in the number of entries.
32. The Longman dictionary is more likely to be criticized for cultural prejudice because
- [A] its scope of cultural entries goes beyond the culture of the English-speaking world.
 - [B] it pays little attention to the cultural content of the non-English-speaking countries.
 - [C] it views the world purely from the standpoint of the English-speaking people.
 - [D] it fails to distinguish language from culture in its encyclopedic entries.
33. The BBC dictionary differs from Oxford and Longman in that
- [A] it has a wider selection of encyclopedic entries.
 - [B] it is mainly designed to meet the needs of radio listeners.
 - [C] it lays more emphasis on language than on culture.
 - [D] it is intended to help listeners develop their listening comprehension skills.
34. It is implied in the last paragraph that, in approaching socio-cultural content in a dictionary, special thought should be given to
- [A] the language levels of its users.
 - [B] the number of its prospective purchasers.
 - [C] the different tastes of its users.
 - [D] the various cultural backgrounds of its users.
35. What is the text mainly about?
- [A] Different ways of treating socio-cultural elements in the three new English dictionaries.
 - [B] A comparison of people's opinions on the cultural content in the three new English dictionaries.
 - [C] The advantages of the BBC dictionary over Oxford and Longman.
 - [D] The user-friendliness of the three new English dictionaries.

Text 4

The film is not without its drawbacks. Disappointment, failure, self-doubt, regrets over opportunities, missed or misused, these are always the lot of the person in motion, which is why we must never forget the natural human bond that holds us all together and puts each grief into a common store of experience. For those in motion, these grieves are the inevitable consequence of ambition, particularly in a competitive society such as ours.

Many of us today are rather ambivalent about the virtues of a competitive society, particularly one that celebrates material success and celebrity status. In view of these questionable virtues, we have tried to substitute security and reassurance for the loss of self-esteem that comes from not getting an A, not get-

ting a promotion, not getting a Mercedes or a Porsche, not getting an appearance on the Johnny Carson show. As a result I am tempted to assuage your disappointment by changing your grade, thereby brightening your life at least temporarily.

Such a change, I'm afraid, might do far more harm than good in the long run. In my experience, unmerited approval carries with it the risk of seriously distorting a young person's perception of reality: seeing the world as a far more benign place than it actually is, and seeing the self as more able, more competent, than is truly the case. This kind of distortion can be very crippling for the person in motion, giving a false picture of accomplishment that makes the inevitable jolts later on bruising and injurious.

I know your B comes as a jolt. Not enough to make you break your stride, I hope. I also hope our perceptions of the course mesh well enough so that the grade seems fair to you. Most of all, I hope that what I've said helps you to understand the limitations of any grade as a measure of who you are and what you can do. It's a symbol, a mark on a piece of paper. Nothing more.

Years ago, our high school principal wrote, as was customary then, a short message to the graduating class for the school yearbook. She was a formidable woman: white-haired, quiet and precise in her manner. Her message to us was: I believe the class of 1994 will go forward, and as they go forward, achieve.

Not a bad message, I've always felt. Hopeful, encouraging; but qualified just enough to let us know we shouldn't take ourselves too seriously (the "I believe" is certainly less fulsome than "I am sure"). A good way of wishing us all luck in the years to come. May you have your fair share of it as you move along. And may you find strength somewhere to endure whatever disappointments come your way symbolic and actual. (461 words)

36. "The natural human bond" in (Para. 1) refers to
- [A] drawbacks in the film production.
 - [B] the lot of people in motion.
 - [C] grieves in our common store of experience.
 - [D] human ambition.
37. According to the author, which of the following is NOT the virtues of the current society?
- [A] Material success.
 - [B] Celebrity status.
 - [C] Security and reassurance.
 - [D] Academic success.
38. According to the author, changing a student's grade from B to A ultimately
- [A] brightens his life.
 - [B] assuages his disappointment.
 - [C] attains academic success.
 - [D] distorts his outlook.
39. The high school principle's message to the 1994 graduating class is
- [A] like the principle herself, formidable.
 - [B] complimentary.
 - [C] appropriate and encouraging.
 - [D] symbolic.
40. The word "ambivalent" (Para. 2) is closest in meaning to
- [A] ambitious.
 - [B] at a loss.
 - [C] critical.
 - [D] mad.

Part B

Directions:

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

- [A] It's the teachers' obligation to be upright
- [B] Good characteristics are important
- [C] Teachers should show endurance
- [D] Teachers can make quick adjustment
- [E] Teachers should never stop learning
- [F] Teachers should identify with students

Here I want to try to give you an answer to the question: What personal qualities are desirable in a teacher? Probably no two people would draw up exactly similar facts, but I think the following would be generally accepted.

41.	
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First, the teacher's personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or even ugly, because many such have great personal charm. But it does rule out such types as the over-excitables, melancholy, frigid, sarcastic, cynical, frustrated, and over-bearing: I would say too, that it excludes all of dull or purely negative personality. I still stick to what I said in my earlier book: that school children probably "suffer more from bores than from brutes."

42.	
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Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy—in the literal meaning of that word, a capacity, to come in to the minds and feelings of other people, especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this is the capacity to be tolerant—not, indeed, of what is wrong, but of the frailty and immaturity of human nature which induce people, and again especially children, to make mistakes.

43.	
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Thirdly, I hold it essential for a teacher to be both intellectually and morally honest. This does not mean being a plaster saint, It means that he will be aware of his intellectual strengths, and limitations, and will have thought about and decided upon the moral principles by which his life should be guided. There is no contradiction in my going on to say that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put

on an act—to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

44.	
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A teacher must remain mentally alert. He will not get into the profession if of low intelligence, but it is all too easy, even for people of above-average intelligence, to stagnate intellectually—and that means to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however improbable and able to improvise, if necessary at less than a moment's notice. A teacher must remain mentally alert. He will not get into the profession if of low intelligence, but it is all too easy, even for people of above-average intelligence, to stagnate intellectually—and that means to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however improbable and able to improvise, if necessary at less than a moment's notice.

45.	
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On the other hand, a teacher must be capable of infinite patience. This, I must say, is largely a matter of self-discipline and self-training; we are none of us born like that. He must be pretty resilient; teaching makes great demands on nervous energy. And he should be able to take in his stride the innumerable petty irritations any adult dealing with children has to endure.

Finally, I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it. There are three principal objects of study: the subject, or subjects, which the teacher is teaching; the methods by which they can best be taught to the particular pupils in the classes he is teaching; and—by far the most important—the children, young people, or adults to whom they are to be taught. The two cardinal principles of British education today are that education is education of the whole person, and that it is best acquired through full and active cooperation between two persons, the teacher and the learner.

Part C

Directions:

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

But there are some really infinite numbers, which are larger than any number we can possibly write, no matter how long we work. Thus “the number of all numbers” is clearly infinite, and so is “the number of all geometrical points on a line”. (46) Is there anything to be said about such numbers except that they are infinite, or is it possible, for example, to compare two different infinities and to see which one is “larger”?

Is there any sense in asking: “Is the number of all numbers larger or smaller than the number of all

points on a line?" (47) Such questions as this, which at first sight seem fantastic, were first considered by the famous mathematician George Cantor, who can be truly named the founder of the "arithmetics of infinity".

If we want to speak about larger and smaller infinities we face a problem of comparing the numbers that we can neither name nor write down, and are more or less in the position of a Hottentota inspecting his treasure chest and wanting to know whether he has more glass beads or more copper coins in his possession. But, as you will remember, the Hottentot is unable to count beyond three. Then shall he give up all attempts to compare the number of beads and the number of coins because he cannot count them? Not at all. If he is clever enough he will get his answer by comparing the beads and the coins piece by piece. He will place one bead near one coin, another near another coin, and so on, and so on . . . (48) If he runs out of beads while there are still some coins, he knows that he has more coins than beads; if he runs out of coins with some beads left he knows that he has more beads than coins; and if he comes out even he knows that he has the same number of beads as coins.

Exactly the same method was proposed by Cantor for comparing two infinities: (49) if we can pair the objects of two infinite groups so that each object of one infinite collection pairs with each object of another infinite collection and no objects in either group are left alone, the two infinities are equal. If, however, such arrangement is impossible and in one of the collections some unpaired objects are left, we say that the infinity of objects in this collection is larger, or we can say stronger, than the infinity of objects in the other collection.

(50) This is evidently the most reasonable, and as a matter of fact the only possible, rule that one can use to compare infinite quantities, but we must be prepared for some surprises when we actually begin to apply it. Take, for example, the infinity of all even and the infinity of all odd numbers. You feel, of course, intuitively that there are as many even numbers as there are odd, and this is in complete agreement with the above rule. There is an even number to correspond with each odd number, and vice versa; hence the infinity of even numbers is equal to the infinity of odd numbers. Seems quite simple and natural indeed!

Section III Writing

Part A

51. Directions:

You are applying for admission to an English Course. Write a letter to introduce yourself, and state that want to gain an application. 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. Do not write the address. (10 points)

Part B

52. Directions:

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

1) describe the cartoon,

- 2) *interpret its meaning , and*
- 3) *point out its implications in our life.*

You should write 160—200 words neatly on ANSWER SHEET 2. (20 points)



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Model Test Two

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)

Are we at the beginning of another Age of Exploration? Perhaps even more important, are we at the beginning of 1 Age of Colonization? As the population of the world increases towards the point 2 the earth can no longer support all the people 3 on it, the second question becomes urgent. Will we discover a new world, 4 Columbus did, on which human life will be possible? At this point in the space age, no one can really answer these questions. We can say, 5, that we will not see tomorrow the kind of space travel that 6 fiction and the movies have shown. It will be a long time before we have flight that run 7 to human colonies on the moon or on one of the planets. We are not even going to be able to 8 immediate advantages of the minerals that we may find on the planets 9 our own solar system.

Great problems must be solved 10 we could send colonists out into space. The distances that must be 11 and the length of time it takes to do that can hardly be 12. There are also dangers that we still do not really understand from radiation, for example, or from pieces of matter 13 in space, or from contamination from forms of life that might 14 there. There is also need for humans to take their own environment into space 15 them. So far no "island" has been discovered in space on which people can exist without systems that 16 life, and these systems must accompany any future space 17. Finally, on the most practical 18, there has to be the enormous expense 19 in space exploration.

The U. S. and Russian government have already spent billions of dollars for projects 20 which they can receive a return only in knowledge and not in money.

- | | | | |
|-------------------|-----------------|-----------------|---------------|
| 1. [A] another | [B] an | [C] the | [D] one |
| 2. [A] which | [B] when | [C] where | [D] whether |
| 3. [A] inhabited | [B] crowded | [C] borne | [D] rushed |
| 4. [A] life | [B] what | [C] as | [D] such |
| 5. [A] however | [B] moreover | [C] otherwise | [D] therefore |
| 6. [A] ethical | [B] science | [C] affectional | [D] action |
| 7. [A] punctually | [B] permanently | [C] temporarily | [D] regularly |
| 8. [A] get | [B] take | [C] gain | [D] make |