



1999年—2003年考研命题专家
北京外国语大学张剑教授主持编写

2006

考研英语 第一时间

全国硕士研究生
入学考试英语辅导用书

冲刺卷



做任何事情都一样，只有拼才会赢。考研是对个人意志的考验。

——张剑

本书10套冲刺题与历年真题命题方向契合，难度、长短、出题角度与真题基本一致，具有很强的实战性。

——白洁

主 审：张 剑
主 编：白 洁
 王晓露
 康成翠
 赵 冬

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

考研英语第一时间

2006 全国硕士研究生入学考试英语辅导用书

冲刺卷

主 审：张 剑

主 编：白 洁 王晓露 康成翠 赵 冬

编 者：（按姓氏笔画排列）

刁克利 王 红 王珠英

王晓露 白 松 白 洁

李 平 初 萌 陈丽丽

赵艳萍 康成翠 韩满玲

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北 京 BEIJING

图书在版编目(CIP)数据

考研英语第一时间 2006 年全国硕士研究生英语入学考试辅导用书 冲刺卷 / 白洁, 王晓露, 康成翠, 赵冬主编. —北京: 外语教学与研究出版社, 2002

ISBN 7-5600-3099-8

I. 考… II. ①白… ②王… ③康… ④赵… III. 英语—研究生—入学考试—试题 IV. H31

中国版本图书馆 CIP 数据核字 (2002) 第 085863 号

出 版 人: 李朋义

责任编辑: 郎 崧

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京市鑫霸印务有限公司

开 本: 787×1092 1/16

印 张: 14.25

版 次: 2005 年 10 月第 3 版 2005 年 10 月第 1 次印刷

书 号: ISBN 7-5600-3099-8

定 价: 19.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

前 言

按复习规律和复习计划,广大参加 2006 年研究生入学考试的考生现在应该进入了模拟冲刺阶段。经过了几个月乃至半年有针对性且全面、系统的复习,考生的英语知识得到了进一步巩固,更深入地了解了新的考研大纲的要求,研究分析了测试题型、命题难度和规律、出题范围和取材渠道,摸索总结出了答题思路和方法,现在迫切需要的是通过大量做模拟试题来检验自己的复习效果,进一步查漏补缺,强化提高,使自己进入临考状态。鉴于考生的实际需求,我们精心编写了这本考前冲刺模拟试题。

本书在 2005 年版的基础上进行了修改和补充,改动的内容达三分之一以上。全书包括全真模拟试题十套,严格按照 2006 年新的考研大纲要求编写,难度力求与 2004 和 2005 两年实际考题一致,并融入近两年考题反映出的新特点、新趋势。

与去年的考研大纲相比,2006 年的新大纲对研究生英语考试作了新规定,即阅读理解 B 节新增三种备选题型:

1. 完形填空:给出一篇 500~600 词的文章,其中有 5 段空白,文章后有 6~7 段文字,要求考生从这 6~7 段文字中选 5 段放进文章中的空白处。

2. 段落排序:在一篇约 500~600 词的文章中,有 2~3 个段落的位置已经给出,其他各段落的原有顺序已被打乱,要求考生根据文章内容和结构将所列段落(7~8 个)重新排序。

3. 选概括句或小标题:在一篇约 500 词的文章前或后,有 6~7 段文字或 6~7 个概括句或小标题。这些文字或标题分别是对文章中某一部分的概括、阐述或举例。要求考生根据文章内容,从这 6~7 个选项中选出最恰当的 5 段文字或 5 个标题填入文章的空白处。

在考试时,将会从这三种备选题型中选择一种进行考查。

由此可见,新增题型的备选项都是多于题目数量的,这在无形中增加了题目的难度。这三种新增题型的要求相同,考查的都是考生对文章谋篇布局的理解能力和对文章段落逻辑结构的分析能力,即语言综合运用和理解的能力,这也体现了对研究生英语能力的要求。

研究生英语入学考试正在向理解、应用转型,这与目前英语教学正在向实用型转化相一致。针对这样的题型,考生平时复习要做到以下两点:第一,多做模拟练习题,本书为大家提供了十套样题及解析,正好满足读者这方面的要求;第二,要求考生平时进行大量的英文阅读积累,培养语感和英语思维表达能力,本书也为此提供了平台,精选了各种体裁的文章供大家阅读和分析。

同时,我们在阅卷和辅导过程中发现,相当一部分考生由于受所学专业限制,知识面较窄,因而给理解造成障碍,导致丢分。所以在选材上,我们注重选取题材新颖、体裁各异的文章,力图使覆盖的知识面更广博,文章的内容更丰富、更有深度,所涉及的词汇和表达方式对应试更有实用性。

为了帮助考生自查、自测、自批改,我们在每套模拟试题后面不仅提供了答案,还附有比较详细的分析和讲解,指出了该题的考点并对命题思路进行了分析,对解题要领进行了指导。其目的就是使考生通过做一道题,总结归纳直至把握一类题的命题规律和答题技巧,以达到触类旁通的效果,真正提高应试能力。

值得一提的是,本书的阅读部分全部配有参考译文,这在同类书中是比较少见的。我们之所以花很多时间将原文内容翻译成中文,一方面旨在帮助考生快速、准确地理解原文,抓住作者意图和文章展开的脉络,避免在没有读懂内容的情况下靠胡乱猜测答题;另一方面,考生可以借助译文更到位地领会某些词在应用中的确切含义,进一步提高对语法结构较复杂的长句、难句的把握;同时,考生还可以对照译文利用阅读文章做翻译练习,从而加大练习量,在实践中体会英、汉两种语

言在理解和表达上的差异,掌握语言转换的灵活性,不断提高翻译水平。我们认为,这样可以更有效地增强考生的语言综合运用能力,进而提高答题的准确率。

鉴于自 1997 年以来所考的作文全部是图表、图画形式,本书把写作部分的题型重点也放到了这一形式上,所设置的题目和涉及的内容均为社会生活中普遍关注的热点问题,瞄准了命题的方向。除了提供参考范文,编者还对文章的构思和结构安排进行了分析讲解,并给出了与题目相关的词语和句型,以便帮助考生举一反三,掌握同一话题的核心词汇,多角度、全方位地提高灵活表达的能力。

本书是外语教学与研究出版社“考研英语第一时间”丛书的《冲刺卷》,与《历年试题卷》、《考研英语词汇大盘点》、《阅读理解卷》、《英语知识运用卷》和《翻译和写作卷》共同组成一个完整的系列,也是对整个复习阶段的最后检验和考前的大练兵用书。整个系列丛书由中国人民大学富有考研辅导经验的老师编写,多年参加考研命题工作的北京外国语大学的张剑教授根据命题经验,从命题人的角度进行指导、把关并亲自修改和审定全部书稿。

最后,预祝广大考生在研究生入学考试中获得优异的成绩!

编者于中国人民大学

2005 年 9 月

目录

模拟试题(1)	(1)
模拟试题(1)答案与分析	(11)
模拟试题(2)	(23)
模拟试题(2)答案与分析	(33)
模拟试题(3)	(45)
模拟试题(3)答案与分析	(55)
模拟试题(4)	(68)
模拟试题(4)答案与分析	(78)
模拟试题(5)	(90)
模拟试题(5)答案与分析	(100)
模拟试题(6)	(111)
模拟试题(6)答案与分析	(122)
模拟试题(7)	(134)
模拟试题(7)答案与分析	(144)
模拟试题(8)	(156)
模拟试题(8)答案与分析	(166)
模拟试题(9)	(178)
模拟试题(9)答案与分析	(188)
模拟试题(10)	(201)
模拟试题(10)答案与分析	(211)

模拟试题(1)

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)

Proper street behavior in the United States requires a nice balance of attention and inattention. You are supposed to look at a 1 just enough to show that you're 2 of his presence. If you look too little, you appear haughty (目中无人的) or furtive (诡秘的), too much 3 you're inquisitive. Usually what happens is that people 4 each other until they are about eight feet 5, at which point both cast down their eyes. Sociologist Erving Goffman 6 this as "a kind of dimming of lights."

Much of eye behavior is so 7 that we react to it only on the intuitive level. The next time you have a 8 with someone who makes you feel liked, notice what he does with his eyes. 9 are he looks at you more often than is usual with 10 a little longer than the normal. You interpret this as a sign—a polite one—11 he is interested in you as a person 12 just in the topic of conversation. Probably you also feel that he is both 13 and sincere.

All this has been demonstrated in elaborate 14. Subjects sit and talk in the psychologist's laboratory, 15 of the fact that their eye behavior is being 16 from a one-way vision screen. In one fairly typical experiment, 17 were induced to cheat while performing a task, then were 18 and observed. It was found that those who had 19 met the interviewer's eyes less often than was 20, an indication that "shifty eyes"—to use the mystery writers' stock phrase—can actually be a tip-off to an attempt to deceive or to feelings of guilt.

- | | | | |
|---------------------|-------------------|-------------------|------------------|
| 1. [A] friend | [B] foreigner | [C] passerby | [D] stranger |
| 2. [A] aware | [B] curious | [C] ignorant | [D] upset |
| 3. [A] so | [B] or | [C] and | [D] but |
| 4. [A] peep | [B] stare | [C] gaze | [D] eye |
| 5. [A] aside | [B] apart | [C] away | [D] adjacent |
| 6. [A] demonstrates | [B] describes | [C] deduces | [D] designates |
| 7. [A] vague | [B] obscure | [C] subtle | [D] uncertain |
| 8. [A] discussion | [B] communication | [C] greeting | [D] conversation |
| 9. [A] Chances | [B] Possibilities | [C] Opportunities | [D] Expectations |
| 10. [A] glances | [B] touches | [C] talks | [D] sights |

- | | | | |
|------------------------|--------------------|--------------------|-------------------|
| 11. [A] why | [B] which | [C] when | [D] that |
| 12. [A] other than | [B] rather than | [C] better than | [D] less than |
| 13. [A] self-confident | [B] self-conscious | [C] self-contented | [D] self-centered |
| 14. [A] surveys | [B] observations | [C] experiments | [D] interviews |
| 15. [A] conscious | [B] innocent | [C] suspicious | [D] indifferent |
| 16. [A] noticed | [B] analyzed | [C] interpreted | [D] observed |
| 17. [A] interviewers | [B] applicants | [C] subjects | [D] psychologists |
| 18. [A] inquired | [B] interviewed | [C] investigated | [D] interfered |
| 19. [A] induced | [B] cheated | [C] distracted | [D] realized |
| 20. [A] common | [B] average | [C] ordinary | [D] normal |

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 Greek's lofty attitude toward scientific research—and the scientists' contempt of utility—was a long time dying. For a millennium after Archimedes, this separation of mechanics from geometry prevented fundamental technological progress and in some areas restrained it altogether. But there was a still greater obstacle to change until the very end of the Middle Ages—the organization of society.

The social system of fixed class relationships that prevailed through the Middle Ages itself made improvement impossible. Under this system, the labouring masses, in exchange for the bare necessities of life, did all the productive work, while the privileged few—priests, nobles, and kings—concerned themselves only with ownership and maintenance of their own position. In the interest of their prerogatives they did achieve considerable progress in defence, in war-making, in government, in trade, and in the arts of leisure, but they had no familiarity with the processes of production. On the other hand, the labourers, who were familiar with manufacturing techniques, had no incentive to improve or increase production to the advantage of their masters. Thus, with one class possessing the requisite knowledge and experience, but lacking incentive and leisure, and the other class lacking the knowledge and experience, there was no means by which technical progress could be achieved.

The whole ancient world was built upon this relationship—a relationship as sterile as it was inhuman. The availability of slaves made efficient machinery needless. In many of the commonplace fields of human endeavour, actual stagnation prevailed for thousands of years.

For about twenty-five centuries, two-thirds of the power of the horse was lost because he wasn't shod, and

much of the strength of the ox was wasted because his harness wasn't modified to fit his shoulders. For more than five thousand years, sailors were confined to rivers and coasts by a primitive steering mechanism which required remarkable little alteration (in the thirteenth century) to become a rudder.

With any originality at all, the ancient plough could have been put on wheels and the ploughshare shaped to bite and turn the sod instead of merely scratching it—but the originality wasn't forthcoming. And the villager of the Middle Ages, like the men who first had fire, had a smoke hole in the center of the straw and reed roof of his one-room dwelling, while the medieval charcoal burner (like his Stone Age ancestor) made himself a hut of small branches.

21. According to the passage, lack of technological progress in the ancient and medieval worlds was primarily due to the absence of
- [A] natural resources.
 - [B] inventive ability.
 - [C] people's desire for the "better things of life."
 - [D] proper social organization.
22. It can be inferred from the passage that a change in class relationship after the Middle Ages led to greater productivity because
- [A] freemen had incentives to produce work more.
 - [B] masters had greater incentive to make their workers work harder.
 - [C] slaves never starved, no matter what they produced.
 - [D] productivity could go in only one direction.
23. During the Middle Ages, productivity of labour
- [A] was a primary concern of society.
 - [B] was hampered by class relationships.
 - [C] went beyond levels reached by the Greeks.
 - [D] both increased and decreased.
24. In supporting his argument about the ancient world, the author mainly talks about
- [A] examples of the separation of mechanics and geometry.
 - [B] cases about the studies of lack of communication between classes.
 - [C] obstacles to the progress of technology.
 - [D] his concern about the plight of the labouring classes.
25. The author uses the examples of horse and ox to argue that
- [A] humans should not maltreat animals.
 - [B] man wasted a lot of resources in his exploitation of the environment.
 - [C] there was no technical improvement in normal areas of human efforts.
 - [D] stagnation which prevailed for a long time was as sterile as it was inhuman.

Text 2

When we use a word in speech and writing, its most obvious purpose is to point to some thing or relation or property. This is the word's "meaning."

Let us suppose that the one grandparent of the dog was a collie, another was an Irish terrier, another a fox terrier, and the fourth a bulldog. We can express these facts equally scientifically and objectively by saying that he is a dog of mixed breed. We have in no way gone beyond the requirements of exact scientific description.

Suppose, however, that we had called the same animal a "mongrel." The matter is more complicated. We have used a word which objectively means the same as "dog of mixed breed," but which also arouse in our hearers an emotional attitude of disapproval toward that particular dog. A word, therefore, cannot only indicate an object; but can also suggest an emotional attitude toward it. Such suggestion of an emotional attitude does go beyond exact and scientific discussion because our approvals and disapprovals are individual—they belong to ourselves and not to the objects we approve or disapprove of.

Once we are on the outlook for this difference between "objective" and "emotional" meanings, we shall notice that words which carry more or less strong suggestions of emotional attitudes are very common and are ordinarily used in the discussion of such debatable questions as those of politics, morals, and religion. This is one reason why such controversies cannot yet be settled.

There is a well-known saying that the word "firm" can be declined as follows: I am firm, you are obstinate, he is pigheaded. This is a simple illustration of what is meant. "Firm," "obstinate," and "pigheaded" all have the same objective meaning—that is, following one's own course of action and refusing to be influenced by other people's opinions. They have, however, different emotional meanings: "firm" has an emotional meaning of strong approval, "obstinate" of mild disapproval, "pigheaded" of strong disapproval.

In much the same way when, during World War I, thoughts were dominated by emotions, the Americans contrasted the spirit of our heroic boys with ruthlessness of the Germans. Now with the more objective attitude that has been brought by the lapse of time, we can look back and see that the spirit and the ruthlessness are objectively the same. Only the one word has an emotional meaning of approval, the other of disapproval.

26. The first three paragraphs tell us that

- [A] there is no real difference between calling a dog a mongrel and calling it a mixed breed.
- [B] "a dog of mixed breed" is an emotional term.
- [C] "mongrel" is an objective term.
- [D] words may suggest emotional attitude as well as objective meaning.

27. The author maintains that in discussing

- [A] scientific subjects, emotional words are often used to make meaning clearer.
- [B] debatable questions, objective terms are generally used to help clarify meanings.
- [C] scientific subjects, objective terms are generally used, in order to avoid controversy.
- [D] debatable questions, emotional terms are used very often.

28. The author believes that people have disagreements on many subjects partially because
- [A] people have not yet learned how to get along with each other.
 - [B] words that carry emotional overtones tend to make people hostile to each other.
 - [C] words with objective meanings mean different things to different persons.
 - [D] politics, morals, and religion cause controversies that cannot yet be settled.
29. The author believes that in World War I
- [A] our men showed spirit and heroism, while the Germans displayed ruthlessness.
 - [B] although our men acted heroically, they were almost as ruthless as the Germans.
 - [C] there was no difference between the actions of the Americans and those of the Germans.
 - [D] most people thought that with the passage of time they will realize how savage the Germans really were.
30. The word "controversy" (Para. 4) probably means
- [A] agreement.
 - [B] argument.
 - [C] discussion.
 - [D] contribution.

Text 3

That experiences influence subsequent behaviour is evidence of an obvious but nevertheless remarkable activity called remembering. Learning could not occur without the function popularly named memory. Constant practice has such an effect on memory as to lead to skillful performance on the piano, to recitation of a poem, and even to reading and understanding these words. So-called intelligent behaviour demands memory, remembering being a primary requirement for reasoning. The ability to solve any problem or even to recognize that a problem exists depends on memory. Typically, the decision to cross a street is based on remembering many earlier experiences.

Practice (or review) tends to build and maintain memory for a task or for any learned material. Over a period of no practice what has been learned tends to be forgotten; and the adaptive consequences may not seem obvious. Yet, dramatic instances of sudden forgetting can be seen to be adaptive. In this sense, the ability to forget can be interpreted to have survived through a process of natural selection in animals. Indeed, when one's memory of an emotionally painful experience leads to serious anxiety, forgetting may produce relief. Nevertheless, an evolutionary interpretation might make it difficult to understand how the commonly gradual process of forgetting survived natural selection.

In thinking about the evolution of memory together with all its possible aspects, it is helpful to consider what would happen if memories failed to fade. Forgetting clearly aids orientation in time, since old memories weaken and the new tend to stand out, providing clues for inferring duration. Without forgetting, adaptive ability would suffer; for example, learned behaviour that might have been correct a decade ago may no longer be. Cases are recorded of people who (by ordinary standards) forgot so little that their everyday activities were full of confusion. Thus forgetting seems to serve the survival of the individual and the species.

Another line of thought assumes a memory storage system of limited capacity that provides adaptive flexibility specifically through forgetting. In this view, continual adjustments are made between learning or memory storage (input) and forgetting (output). Indeed, there is evidence that the rate at which individuals

forget is directly related to how much they have learned. Such data offer gross support of contemporary models of memory that assume an input-output balance.

31. From the evolutionary point of view,

- [A] forgetting for lack of practice tends to be obviously inadapative.
- [B] if a person gets very forgetful of a sudden he must be very adaptive.
- [C] the gradual process of forgetting is an indication of an individual's adaptability.
- [D] sudden forgetting may bring about adaptive consequences.

32. According to the text, if a person never forgot,

- [A] he would survive best.
- [B] he would have a lot of trouble.
- [C] his ability to learn would be enhanced.
- [D] the evolution of memory would stop.

33. Which is the proper explanation of the word "fade" (L.2, Para. 3)?

- [A] Disappear.
- [B] Decrease.
- [C] Demonstrate.
- [D] Declare.

34. From the last paragraph we know that

- [A] forgetfulness is a response to learning.
- [B] the memory storage system is an exactly balanced input-output system.
- [C] memory is a compensation for forgetting.
- [D] the capacity of a memory storage system is limited because forgetting occurs.

35. In this article, the author tries to interpret the function of

- [A] remembering.
- [B] forgetting.
- [C] adapting.
- [D] experiencing.

Text 4

No very satisfactory account of the mechanism that caused the formation of the ocean basins has yet been given. The traditional view supposes that the upper layer of the earth behaves as a liquid when it is subjected to small focus for long periods and that differences in temperature under oceans and continents are sufficient to produce movements in the upper layer of the earth with rising currents under the mid-ocean ridges and sinking currents under the continents. Theoretically, these movements would carry the continental plates along as though they were on a conveyor belt and would provide the forces needed to produce the split that occur along the ridge. This view may be correct; it has the advantage that the currents are driven by temperature differences that themselves depend on the position of the continents.

On the other hand, the theory is unconvincing because the movements do not normally occur along lines, and it certainly does not occur along lines broken by frequent changes in direction, as the ridge is. Also, it is difficult to see how the theory applies to the plate between the Mid-Atlantic Ridge and the ridge in the Indian

Ocean. This plate is growing on both sides, and since there is no intermediate trench, the two ridges must be moving apart. An alternative theory is that the sinking part of the plate, which is denser than the hotter surroundings, pulls the rest of plate after it. Again it is difficult to see how this applies to the ridge in the South Atlantic, where neither the African nor the American plate has a sinking part.

Another possibility is that the sinking plate cools the neighboring mantle and produces motion currents that move the plates. This last theory is attractive because it gives some hope of explaining the enclosed seas. These seas have a typical oceanic floor, except that the floor is overlaid by several kilometers of sediment. Their floors have probably been sinking for long periods. It seems possible that a sinking current of cooled material on the upper side of the plate might be the cause of such deep basins. The enclosed seas are an important feature of the earth's surface and seriously require explanation.

36. Which of the following titles would best describe the content of the text?
- [A] Several Theories of Ocean Basin Formation
 - [B] The Traditional View of the Oceans
 - [C] Motions and Ocean Currents
 - [D] Temperature Differences Among the Oceans
37. The author refers to a "conveyor belt" (L.6, Para.1) in order to
- [A] illustrate the effects of movements in the upper layer of the earth.
 - [B] show how temperature differences depend on the positions of the continents.
 - [C] describe the complicated motions made possible by the ocean currents.
 - [D] account for the rising currents under mid-ocean ridges.
38. According to the traditional view of the origin of the ocean basins, which of the following is sufficient to move the continental plates?
- [A] Spreading of ocean trenches.
 - [B] Movements of mid-ocean ridges.
 - [C] Sinking of ocean basins.
 - [D] Differences in temperature under oceans and continents.
39. Which of the following, if it could be demonstrated, would most support the traditional view of ocean basin formation?
- [A] The upper mantle of the earth behaves as a dense solid.
 - [B] Movements usually occur along lines.
 - [C] Sinking plates cool the surface of the earth.
 - [D] The rising motion currents keep exact pace with them.
40. Which of the following does the author seem to prefer?
- [A] The traditional view of the origin of the ocean basin is thoroughly wrong.
 - [B] The temperature of the sinking plate is lower than its surroundings.

[C] That the earth behaves as a liquid results in many great oceans.

[D] Neither the African nor the American plate moves according to the alternative theory.

Part B

Directions :

In the following text , some sentences have been removed . For Questions 41 ~ 45 , choose the most suitable one from the list A ~ G to fit into each of the numbered blanks . There are two extra choices , which do not fit in any of the blanks . Mark your answers on ANSWER SHEET 1 . (10 points)

Recently, a college student used his Personal Digital Assistant (PDA) to film a female teacher berating and tearing in two the work of a classmate. The public discussion that the incident sparked off was confined initially to the virtual community in which the video clip was posted. However, when it came to the media's attention, it quickly became a major talking point in the education circles.

The reactions so far suggest that the focus on the debate has been on the apportion of blame. Teachers who are anxious to defend their professional integrity have closed ranks and put the blame squarely on the student who recorded the incident. They have also cited intrusion of privacy as the reason for their request to the Ministry of Education (MOE) to ban PDAs in schools. (41) _____

Caught up in the war of words between both sides, people are no longer interested in the "truth" of the matter which seems to have become immaterial. It was left to newspaper commentaries to identify the issue at the heart of the controversy, by highlighting the deep underlying problems in the education system.

Different times call for different professional approaches in education. (42) _____
The ability to understand the kind of students they are teaching has always been the hallmark of successful teachers. Mitigating factors notwithstanding, the outburst by the teacher shows an undeniable lack of professionalism on her part. Nothing can exonerate her from that. (43) _____

From a different perspective, the incident illustrates an issue with which we should all be familiar: the dilemma that we sometimes find ourselves in as a result of new technology. (44) _____

From the early days of uni-directional instructions from teachers, we have reached a stage which stresses interactive learning. (45) _____

This new "supervisory mechanism" also means that the possibility of internally resolving issues within a school may be reduced. An isolated incident can easily become a matter of public interest and thus, susceptible to media scrutiny. The question of course is whether the media is always the best platform to discuss educational issues.

As a profession in its own right, why has the response from the education circles been so homogeneous? The MOE and the college also hold identical position on the matter. Where then is the spirit of self-discipline and reflection and how can the public be expected to continue to have confidence in the teaching profession?

[A] Besides, even for recalcitrant students, there are provisions under the current system to deal with them.

Irrational acts of verbal abuse or even aggression are totally unnecessary.

[B] We've all heard the stories about teachers that yell at their students, throw things in the classroom or have

negative dispositions with their students. These are individuals that have chosen to be educators, and it can reasonably be assumed that at some point they were enthusiastic about the prospect of teaching our children. What happens to that enthusiasm and their love of teaching?

- [C] True, cutting-edge technology is developing by leaps and bounds and has made life much more comfortable and convenient for us. But in the context of this episode, the PDA, as a symbol of technological innovation, has also fundamentally changed the nature of interaction between the teacher and students in the classroom.
- [D] A Personal Data Assistant (PDA) is great for making notes, storing contact information, keeping track of To Do items and appointments, and even playing games. The key to the advantages of reading e-books on a PDA is convenience. Reading e-books on a PDA provides opportunities for reading that mesh with one's life.
- [E] For those responsible for educating the young especially, this PDA episode brings home the message that "times have changed". It is a reality that must have been felt even more acutely by the female teacher when reflecting on this unpleasant experience.
- [F] The use of PDAs has undermined the traditional relationship in which teachers have authority over students within the classroom. Learning is now interactive and so is supervision. It is evident that the relationship between the "supervisor" and the "supervisees" can be completely reversed when the teacher is caught off guard.
- [G] On the other hand, some parents, students and members of the public have taken a different position. They feel that the teacher is also at fault and should face disciplinary action.

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)

Divers may soon be equipped with personal computers. 46) The underwater computer WetPC, fastened with a strap to the diver, is designed for use by oceanographers and other submarine workers who need to record data, consult maps, gather information, count fish and diagnose equipment faults.

With acoustic transmitters and receivers the underwater computer will help divers swim in dark water, and with a modem, it will be able to communicate with other underwater computers. The underwater computer is the invention of a marine technologist in Australia. 47) He predicts that it will become as valuable a tool for oceanographers as laptop computer already is for land-based scientists. He says that time spent by divers in the water is critical in terms of research costs and the threat of nitrogen narcosis (氮麻醉).

Processor electronics of the underwater computer are put in a sealed module installed on the diver's air tank. 48) As the diver swims deeper, air is drawn from the tank to balance the increased water pressure and as he ascends, the air is released. 49) A cable connects the underwater computer to a display on the diver's mask and another cable to an oil-filled keyboard in front of the diver's chest. Without having to leave water, the diver can refer to work files and maps, and consult data.

The Australian technologist invented the underwater computer to improve the efficiency of the survey work on reefs. However, scientists believe that it could be a powerful tool for police searches, naval operations and the maintenance of off-shore oil rigs.

This submarine device is also being combined with a navigation system, allowing divers to move around submarine structures in darkness. 50) The computer can calculate the diver's position to within 10 centimeters, or give directions along a predetermined line. It can also record the diver's path for follow-up visits to the site. The navigation system could be used by marine archaeologists to map a shipwreck in three dimensions.

The inventor says that the underwater computer should sell for about the same price as a quality laptop. Australian Institute of Marine Science has applied for a patent on the underwater computer.

Section III Writing

Part A

51. Directions:

Your major is computer and are going to graduate soon. After reading the Want Ad in *Beijing Evening News*, write an application letter to the Personnel Department of a joint venture. You should cover the following points:

- 1) your purpose in writing the application;
- 2) your relevant education background and other qualifications needed;
- 3) the ways to contact you.

You should write about 100 words on ANSWER SHEET 2. Do not sign your own name at the end of the letter. Use "Wang Wei" instead. (10 points)

Part B

52. Directions:

A. Study the following picture carefully and write an essay of about 160 ~ 200 words.

B. Your essay should meet the requirements below:

- 1) Describe the picture and interpret its meaning.
- 2) Give your comments on the phenomenon.

C. Your essay must be written clearly on ANSWER SHEET 2. (20 points)



兜售盗版光盘

模拟试题(1)答案与分析

Section I Use of English

1. [答案] C [考点] 上下文推理

[分析] 四个选项中的词似乎都可填入空格,但根据常识,若对方是朋友,那么你就不可能仅仅是看看而已,故[A] friend 不恰当;上下文中也没有线索表示你看的是一个外国人,所以[B] foreigner 也不恰当;[D] stranger(陌生人)可以指马路上你不认识的任何人。但从上下文看,你所看的是离你较近的人(about eight feet apart),因此[C] passerby(过路人)要比[D] stranger 更符合上下文的意思,因此[C]是正确答案。

2. [答案] A [考点] 形容词辨析

[分析] 本题要求填入后接 of 的形容词。[B] curious(好奇的)和 [D] uneasy(不安的)后接 about,可首先排除;[C] ignorant(不知道的)后接 of,但填入句子后与句意发生矛盾,故也不是正确答案;[A] aware(知道的,有意识的)后接 of,填入后符合句意,所以是正确答案。

3. [答案] C [考点] 句子结构的理解

[分析] 空格所在的句子是个省略句,与上句并列。由上文可知,本句意为“如果你看得太多,则显得你很好奇”。空格中应填入一个表示条件关系的连接词。[A] so(因此)表示结果,[B] or 表示选择,[D] but 表示转折。只有 [C] and 在连接两个分句时,可以表示条件,因此是正确答案。

4. [答案] D [考点] 近义动词辨析

[分析] 四个选项的词均有“看”的意思。[A] peep 表示“偷看”;[B] stare 表示“盯,凝视”;[C] gaze 表示“凝视,注视”;[D] eye 表示“看,注视”。但前三项都是不及物动词,只有 eye