

2009

考研英语

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阅读高分完全攻略之三

阅读理解高分 强化训练120篇

白洁 韩满玲 刘启升 唐启明 王建华等 编著

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海文考研

考研英语阅读理解 高分强化训练120篇

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——本书特点及使用说明——

一、本书特点说明

考研对于绝大部分考生来说,实质就是考英语,而英语过关与否则直接取决于阅读得分情况。历年数据表明:考生只要阅读A节得分超过30分(或阅读客观题部分超过36分),英语总分必然超过60分(这一分数足以满足国内任何机构招收研究生的初试线了)。因此,阅读在整个考试中的份量不言自明。

阅读分数的提高依赖于两个因素:一是答题的正确率,二是阅读的速度。阅读答题正确率的保证要靠对文章内容的准确理解加上对解题技巧的熟练运用,这可以通过《考研英语易混超难词汇特训手册》与《考研英语阅读理解技巧标准全书》来实现。如果给我们足够长的解题时间,相信大部分同学不需要进行太多的阅读训练就可以读懂文章并做对大部分习题。但考研是要在规定的时间内完成,所以在保证正确率基础上的阅读速度(可以叫做有效阅读速度)就成了取胜关键。

有效阅读速度的提高依赖于阅读训练材料的质量、数量、广度和深度。本书中所使用的文章全部来自 Economist, Newsweek, Time 和 US News and World Report 以及《英语文摘》、《英语世界》等历年考研英语真题来源刊物,与真题选材保持高度的一致。本书的阅读练习从题目的设计到答案的解析都是由富有多年考研阅卷与辅导经验的权威专家精心策划编写,完全体现考研真题的命题思路。本书从文章结构、重难点词汇、长难句理解、题目解析以及全文翻译等方面对文章进行全方位深度解析,对于新题型则给出了干扰选项分析,让考生明白干扰项的设计角度,以保证答题的正确率并提高答题速度。

二、本书使用说明

为了达到本书的最大使用效果,我们依据考研复习的进程以及本书的编排结构,对本书的复习做如下安排。

我们设定一个标准考生的初始状态、期望目标以及达成此目标所需花费的时间:对于一个起点为四级英语400分左右,目标65分以上的考生整个英语复习约需要500-600个小时左右的时间,其中用于阅读训练的时间至少要花200-300个小时,本书预计复习时间为70-110小时。以此为基础,我们给出了如下学习方案。

注:对于起点状态与上述情况有所偏差的考生,可根据自己的情况,进行方案的合理调整。具体做题时要切记:A部分每篇阅读的做题时间前期控制在17-20分钟以内,后期必须控制在15分钟以内;B部分每篇阅读的做题时间前期控制在20-25分钟以内,后期必须控制在20分钟以内,以保证最后考试时的速度。

| | 内容说明 | 使用说明 | 参考用时 |
|-----|--------------------------------------|--|--------|
| 第一遍 | Unit 1 Part A Text 1 - 4, Part B | 参照考试时间做题,争取在 75 - 95 分钟内完成 5 篇文章的阅读。然后对照书后的"答案速查",把自己做错的题记下来并仔细思考,尽量找出错误的原因。但不要去查单元后的详细解析,因为只要看过详细解析之后,再做就起不到练习效果了。根据每篇文章给出的"核心词与超纲词"结合自己的实际情况,把不认识的单词背一遍。如果文章中的长难句严重影响自己的理解,要把给出的长难句仔细看一遍,对关键语法做笔记。 | 2.5 小时 |
| | Unit 2 Part A Text 1 - 4, Part B | 同上 | 2.5 小时 |
| | | | |
| | Unit 24 Part A Text 1 - 4, Part B | 同上 | 2.5 小时 |
| 第二遍 | Unit 1 Part A Text 1 - 4, Part B | 严格按考试时间做题,即在 75 - 80 分钟内完成 5 篇文章的阅读。核对答案,并把做错的题与第一遍做错的题进行对比,如果是重复做错,则要详细看解析,分析自己出错的原因,把自己容易做错的题进行归类整理,对此类题型进行强化训练。对于做对的题目只需要快速看一下解析就可以了。如果对于文章整体把握仍有模糊的感觉,有必要浏览一次全文翻译。 | 2 小时 |
| | Unit 2 Part A Text 1 - 4, Part B | 同上 | 2 小时 |
| | | | |
| | Unit 24 Part A Text 1 - 4, Part B | 同上 | 2 小时 |

——考研全程学习规划方案——

对全国 937 所院校考研学生的学习时间调查显示:如果考生提前一年进行研究生入学考试的准备,扣除其完成学校课程及考试,参加四、六级,参加工作面试等等必不可少的事宜所占用的时间,每个考生所能自由支配用于考研复习的全部时间大约为 2000 个小时。

以清华大学课程最繁忙的理工科学生为例,全年时间 300 天,可用于自由支配的学习时间共计 1920 小时,由三部分构成,具体计算如下:

1. 大三下半学期,不算节假日,共计 80 天,课程较多,在校考生每天可自由支配时间 3 小时,共计学习时间 240 小时;
2. 大四上半学期,不算节假日,共计 80 天,只有极少量课程,在校考生每天可自由支配时间 6 小时,共计学习时间 480 小时;
3. 其余时间都是节假日,共计 140 天,减去一些不可预知事件所占用的天数 20 天,还剩 120 天,在校考生每天可自由支配时间 10 小时;共计学习时间 1200 小时。

这 2000 个小时在各门学科中应该如何分配才相对合理?考生应该如何选择相对应的学习资料?如何选择相对应的课程?为帮助每一位刚刚踏上考研征程的学子彻底解决以上疑虑,万学海文融合了众多考研高分学子的宝贵经验,并结合学科特点对各门学科的全年学习方案进行了系统规划。

一、考生初始状态预设及达成目标

为尽量保证绝大多数考研学生可参照此方案制定个性化的学习计划,我们设定了一个标准初始状态以及目标终点。

1. 起点:政治为零,英语 4 级 400 分水平,数学当年期末考试擦边及格,至今未学;
2. 过程:跨校跨档跨一级学科,但非跨排斥学科;
3. 目标:80% 概率达到政治 75,英语 65,数学 120,专业课排名前 10% (报录比 10:1 左右的硕士点)。

- 注:1. 以下方案是依托上述标准起点和目标所设定,考生可在此基础上根据个人情况对每阶段复习任务及时间进行弹性调整;
2. 以下方案是按考数学的情况进行设定,不考数学的考生政治、英语科目的复习同样可参照此方案,并可适当加强英语的复习时间。

二、政治全程解决方案

考研政治复习全程总时间大约需要 200-300 小时。

政治全程详细解决方案敬请关注万学海文考研政治类图书。

三、英语全程解决方案

考研英语复习全程总时间大约需要 500 - 700 小时。

在前期复习阶段每天至少保证学习英语 2.5 - 3 小时,中后期根据各科的总体规划,英语学习时间有所下降,为 1.5 - 2 小时,给政治和专业课让路。

考研英语最核心的复习工作其实就集中在两件事,背单词、做阅读,单词记忆和阅读训练最少要占用每个考生 80% 的复习时间。关于作文考生只要熟练掌握一些高品质的模版再加以适当训练,即可取得较好的成绩,无需占用太多的时间。

由于很多在校学生英语一直都没有完全放下,功底较为扎实,所以许多考生没有把考研英语的复习放在一个很重要的位置,而事实上全国每年英语是淘汰考生最多的一门学科,每年全国过 60 分的比率只略多于 10%。因此希望各位考生对考研英语必须引起足够的重视,并从自身实际情况出发,结合我们的建议,合理规划学习,才能取得良好的成绩。

| 阶段划分 | 学习任务及时间规划 | 学习资料 | 本阶段目标 |
|---|---|--|--|
| 第一阶段:夯实基础阶段(3月1日 - 5月31日,平均每天2小时,共计160 - 180小时) | 1. 将大纲要求的 5500 words、常见超纲词、短语和固定搭配背 7 - 10 遍;(120 - 140 小时)2. 将考研基本语法融会贯通、理解记忆 3 遍;(20 - 30 小时)3. 研究传统阅读理解(阅读 Part A)解题技巧并进行基本训练;(20 - 30 小时)4. 万学导学课程(10 小时) | 1. 《2009 考研英语考研词汇分级速成手册》2. 《考研英语语法特训手册》3. 《2009 考研英语阅读理解技巧标准全书》4. 《考研词汇自定义手册》5. 《导学班内部讲义》 | 1. 熟悉考研词汇,达到 5 成熟;2. 熟练掌握考研英语语法;3. 对传统阅读理解(阅读 Part A)命题规律有较深入了解。 |
| 第二阶段:强化提高阶段 1(6月1日 - 8月31日,平均每天 2.5 - 3 小时,共计 180 - 240 小时) | 1. 传统阅读理解(阅读 Part A)的解题技巧复习和强化训练;(80 - 100 小时)2. 新题型(阅读 Part B)的解题技巧研究和强化训练;(30 小时)3. 万学强化班课程;(50 - 60 小时,7 月或 8 月)4. 复习单词、语法和强化重难点词汇。(30 - 50 小时,以单词为主) | 1. 两本词汇手册 2. 《2009 考研英语阅读理解技巧标准全书》3. 《2009 考研英语阅读理解高分强化训练 120 篇》4. 《2009 考研英语易混超难词汇特训手册》5. 《强化班内部讲义》6. 自行增加其他阅读理解训练资料(针对基础较好者) | 1. 由对单词熟悉的语点能力提升为对句子理解到位的语线能力,全面提升传统阅读理解和新题型的做题能力;2. 阅读理解能力有一个质的飞跃,为完形填空、翻译这些本质上还是考察阅读能力的题型打下基础;3. 通过做题进一步巩固单词和语法。 |
| 第三阶段:强化提高阶段 2(9月1日 - 9月30日,平均每天 2 小时,共计 50 - 60 小时) | 1. 完形填空强化训练;(20 - 25 小时)2. 翻译的强化训练;(20 - 25 小时)3. 复习单词和语法。(10 小时,以单词为主) | 1. 三本词汇手册 2. 《2009 考研英语完形填空特训手册》3. 《2009 考研英语翻译特训手册》 | 1. 熟悉考研英语完形填空的命题特点并进行强化训练;2. 熟悉考研英语翻译的命题特点并进行强化训练;3. 单词和语法进一步巩固记忆。 |

续表

| 阶段划分 | 学习任务及时间规划 | 学习资料 | 本阶段目标 |
|---|--|--|---|
| 第四阶段:真题研究阶段(10月1日-10月31日,平均每天2小时,共计50-60小时) | 1. 对近十年真题以做套题的方式全真模拟一遍并认真分析;(40-50小时)2. 复习单词和语法。(10小时,以单词为主) | 1. 三本词汇手册 2. 《2009考研英语阅读理解技巧标准全书》3. 《2009考研英语历年真题全新解读》 | 1. 对考研英语真题的特点有更系统深入的研究和把握;2. 尤其真题中的阅读理解要能从命题角度去掌握每一篇文章;3. 单词和语法进一步巩固记忆。 |
| 第五阶段:模拟训练阶段(11月1日-11月30日,平均每天2小时,共计50-60小时) | 1. 做十套模拟题;(40-50小时)2. 万学真题精讲课程;(6小时,11月下旬)3. 复习单词和语法;(10小时,以单词为主) | 1. 三本词汇手册 2. 《2009考研英语阅读理解技巧标准全书》3. 《2009考研英语10套全真模拟题》4. 《2009考研英语历年真题全新解读》 | 1. 通过做一定数量的模拟题提高做题速度,把握好做题节奏;2. 通过真题精讲课程进一步把握命题规律,找到做真题的感觉;3. 单词和语法进一步巩固记忆。 |
| 第六阶段:冲刺备考阶段(12月1日-1月8日,平均每天2小时,共计70-80小时) | 1. 将十年真题再做一遍;(20-30小时)2. 万学作文模版班及作文训练;(作文模版班8小时,12月,训练10-20小时)3. 万学冲刺课程(12小时,12月);4. 复习单词和语法。(10-20小时) | 1. 三本词汇手册 2. 《2009考研英语阅读理解技巧标准全书》3. 《2009考研英语历年真题全新解读》4. 《2009考研英语作文21天高分突破》5. 《冲刺班内部讲义》 | 1. 继续保持做真题的感觉,迎接最后的挑战;2. 熟练运用大、小作文常用模版;3. 单词的冲刺性记忆。 |

(注:关于本方案的操作细节和学习原理敬请考生关注万学海文所开设的全程策划班。)

四、数学全程解决方案

考研数学复习全程总时间大约需要700-1000小时。

数学全程详细解决方案敬请关注万学海文考研数学类图书。

五、专业课全程解决方案

专业课因为考生的情况十分复杂,不一一探讨,考生可关注 www.vipkaoyan.com, 获取适合自己的专业课解决方案。

前言

以突破某种考试为目的的学习行为,其基本学习原理就是锁定最有效的学习任务,并精确测算完成此任务所需的学习时间,在学习时间和学习任务之间构建最合理的配置关系才能达成最佳的学习效果。

对于刚刚踏上征途的考研学子而言,其最主要的学习任务就是看书,最迫切需要了解的就是到底应该看哪些书,需要花多少时间,如何来规划才能收获最大的学习价值。

万学海文通过对往年数万考研学子的深入调查表明:

每个考研学子最少会在学习资料上花费超过 70% 的学习时间;

许多考研学子因缺乏科学权威的指导在选择学习资料时常常无所适从;

许多考研学子因盲目跟风常常会购买大量超越自己学习时间极限的学习资料。

为帮助刚刚踏上考研路的学子们构建最清晰、最合理的学习规划方案,万学海文凭借其在考研领域最强大的权威师资和最优秀的辅导团队,组织了各考研学科原命题组专家、阅卷组专家,并会同万学海文冠军辅导团队,融合十五年辅导精华,回归学习原理的本质,精心打造了本套全程策划书系,在众多的考研辅导书籍中,它独具特色,卓尔不群,主要具有如下优异品质:

一、全国唯一配备《使用说明书》的考研辅导书

好的产品要有好的《使用说明书》;

万学海文 09 考研辅导书系全国独家首度配备《使用说明书》。

本书附有详尽的学习计划,针对不同基础的学生应该在什么阶段、花费多少时间学习本书,在学习计划中都有科学量化的系统说明。

二、全国唯一以学生为本全程整体策划的考研辅导书

在 10 多年的考研辅导过程中,我们透彻了解各种考生的学习特性,归纳总结了众多学子的优秀学习方法,并以此为基础提炼出最有效的学习内容,同时进行全程学习规划,最大限度提升考研学子的学习效率,使其不再将宝贵的复习时间浪费在一些根本不会考到的学习内容上。

三、全国唯一系统整合资深专家命题经验和高分学子学习实践的考研辅导书

8 位有丰富经验的命题组长和数十位命题组专家,根据其多年的命题经验,集合众多高分优秀学子的学习实践,在精准把握命题规律的基础上,对备考内容进行最权威和最科学的剖析。

万学海文教学研究中心

2008 年 3 月



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考研英语阅读理解高分强化训练 120 篇

Unit 1 $\frac{8}{25}$

$\frac{14:44}{15:58}$
1:14

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

What do consumers really want? That's a question market researchers would love to answer. But since people don't always say what they think, marketers would need direct access to consumers' thoughts to get the truth.

Now, in a way, that is possible. At the "Mind of the Market" laboratory at Harvard Business School, researchers are looking inside shoppers' skulls to develop more effective advertisements and marketing pitches. Using imaging techniques that measure blood flow to various parts of the brain, the Harvard team hopes to predict how consumers will react to particular products and to discover the most effective ways to present information. Stephen Kosslyn, a professor of psychology at Harvard, and business school professor Gerald Zaltman, oversees the lab. "The goal is not to manipulate people's preferences," says Kosslyn, "just to speak to their actual desires." The group's findings, though still preliminary, could radically change how firms develop and market new products.

The Harvard group use position emission tomography (PET) scans to monitor the brain activity. These PET scans, along with other non-invasive imaging techniques, enable researchers to see which parts of the brain are active during specific tasks (such as remembering a word). Correlations have been found between blood flow to specific areas and future behavior. Because of this, Harvard researchers believe the scans can also predict future purchasing patterns. According to an unpublished paper the group produced, "It is possible to use these techniques to predict not only whether people will remember and have specific emotional reactions to certain materials, but also whether they will be inclined to want those materials months later."

The Harvard group is now moving into the next stage of experiments. They will explore how people remember advertisements as part of an effort to predict how they will react to a product after having seen an ad. The researchers believe that once key areas of the brain are identified, scans on about two dozen volunteers will be enough to draw conclusions about the reactions of specific segments of the population. Large corporations—including Coca Cola, Eastman Kodak, General Motors, and Hallmark—have already signed up to fund further investigations.

For their financial support, these firms gain access to the experiments but cannot control them. If Kosslyn and Zaltman and their team really can read the mind of the market, then consumers may find it even harder to get those advertising jingles-out of their heads.

1. Which of the following statements can be the best title for this passage?

- ☒ [A] Reading the Mind of the Market
- ☐ [B] Controlling the Consumers' Preferences
- ☐ [C] Improving the Styles of Advertising
- ☐ [D] Finding Out the Way to Predict

2. Why do the Harvard researchers use scientific technology in the experiments?

- ☐ [A] Because they don't believe the surveys done by the marketeers can lead to the truth.
- ☐ [B] Because they want to find a direct way to predict future purchasing patterns in the different market.
- ☒ [C] Because they want to find out how the ads influence people's brain activity and emotional responses etc.
- ☒ [D] Because they expect that their experiments can basically alter the marketing strategies of products.

3. Which of the following is not true according to the passage?

- ☐ [A] Sometimes people will conceal what they think when being questioned by the market researchers.
- ☒ [B] Stephen Kosslyn and Gerald Zaltman overlook the experiments and criticize the purpose of the study.
- ☒ [C] Harvard researchers have found some corresponding relation between people's brain and behavior.
- ☐ [D] There are many large organizations endorsing and financing the Harvard group's further investigations.

4. What does "to speak to" in the last sentence of the second paragraph mean?

- ☐ [A] to talk to
- ☐ [B] to say to
- ☐ [C] to communicate to
- ☒ [D] to respond to

5. The last sentence of this passage implies that _____.

- ☒ [A] If the experiments' results can be applied to the practice, the customers will be very likely to buy things according to the ads
- ☐ [B] If the Harvard group can succeed in finishing the research, they will use it in attracting more and more consumers into the market
- ☐ [C] The financial supporting corporations such as Coca Cola, General Motors can employ the experiments in their own marketing
- ☒ [D] The consumers may discover that those ads will always annoy them by jingling out of their heads and cause them headaches

Text 2

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 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 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 socio-cultural 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.

6. What feature sets apart the three dictionaries discussed in the passage 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

7. 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

8. 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
9. 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
10. What is the passage 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 3

The Internet seems to have just arrived, so how can we speculate about its replacement? In truth, versions of the Net have been around since the 1960s, but it really only publicly caught on after the mid-1990s. Just 13 million people used the Web in 1994, but today the number surpasses 300 million. About half are in North America, and most still reach the Internet via the public telephone network.

What will the Internet be like 20 years from now? Like the rest of infrastructure, the Net will eventually seem to disappear by becoming ubiquitous. Most access will probably be via high-speed, low-power radio links. Most handheld, fixed and mobile appliances will be Internet enabled. The current surge of Internet-enabled cell phones and personal digital assistants (PDAs) foreshadow what's to come. At some point, the arsenal of devices we strap to our bodies will coalesce into a smaller number of multifunction devices. Equipped with radio links, a single PDA may serve as an appliance control remote, a digital wallet, a cell phone, an identity badge, an e-mail station, a digital book, a pager and perhaps even a digital camera. There is sure to be a catchy name for such a device, perhaps Wireless Internet Digital Gadget for Electronic Transactions, or WIDGET.

So many appliances, vehicles and buildings will be online by 2020 that we humans will be outnumbered. Internet-enabled cars and airplanes are coming online, and smart houses are being built every day. Eventually, programmable devices will become so cheap that we will embed them in common cardboard storage boxes or shipping packages. These passive "computers" will be activated as they pass sensors and will be able to both emit and absorb information. Such innovations will facilitate increasingly automatic manufacturing, inventory control, shipping and distribution. Checkout at the grocery store will be fully automatic, as will payment via your digital wallet.

The advent of programmable, nanoscale machines will extend the Internet to things the size of molecules that can be injected under the skin, leading to Internet-enabled people. Such devices, together with Internet-enabled sensors embedded in clothing, will avoid a hospital stay for medical patients who simply require observation. The speech processor used today in cochlear implants for the

hearing impaired could easily be connected to the Internet; listening to Internet radio could soon be a direct computer-to-brain experience!

The Internet will undergo substantial alteration as new optical technologies carry many trillions of bits per second on a single strand of the Net's fiber-optic backbone. The core of the network will remain optical, and the edges will use a mix of access technologies, ranging from radio and infrared to optical fiber and the old twisted-pair copper telephone lines. As we move into outer space, expect an interplanetary Internet system to follow.

11. This passage is most likely about _____.
☒ [A] where the Internet will be applied ☐ [B] how the Internet will be internationalized
☐ [C] why the Internet will be taken place ☐ [D] when the Internet will be used
12. Which of the following statements is true according to the passage?
☒ [A] We can't predict the future of Internet because it has just appeared.
☒ [B] People did not begin to take notice of the Internet until 1960s.
☒ [C] The Internet did not become popular until after about 1995.
☒ [D] The Internet will be most commonly used in America.
13. We can infer from the second paragraph that _____.
☐ [A] the Internet will ultimately not exist 20 years later
☒ [B] many things in the future will be Internet-enabled
☐ [C] a personal digital assistant will become useless
☐ [D] a PDA will function as an e-mail station
14. What does the first sentence in the third paragraph mean?
☐ [A] The appliances online will be more than humans online.
☒ [B] The number of the appliances online will be more than that of humans.
☐ [C] The vehicles and buildings online will be out of human's control.
☐ [D] We human beings will outnumber the Internet-enabled appliances.
15. What conclusion can we draw from the whole passage?
☐ [A] The Internet will not take the place of human beings.
☒ [B] It is feasible for some patients not to be hospitalized via Internet.
☐ [C] It is impossible for us to extend the Internet to the outer space.
☒ [D] The Internet will play a significant role in the future life.

Text 4

Every year television stations receive hundreds of complaints about the loudness of advertisements. However, federal rules forbid the practice of making ads louder than the programming. In addition, television stations always operate at the highest sound level allowed for reasons of efficiency. According to one NBC executive, no difference exists in the peak sound level of ads and programming. Given this information, why do commercials sound so loud?

The sensation of sound involves a variety of factors in addition to its speak level. Advertisers are skilful at creating the impression of loudness through their expert use of such factors. One major con-

tributor to the perceived loudness of commercials is that much less variation in sound level occurs during a commercial. In regular programming the intensity of sound varies over a large range. However, sound levels in commercials tend to stay at or near peak levels.

Other "tricks of the trade" are also used. Because low-frequency sounds can mask higher frequency sounds, advertisers filter out any noises that may drown out the primary message. In addition, the human voice has more auditory impact in the middle frequency ranges. Advertisers electronically vary voice sounds so that they stay within such a frequency band. Another approach is to write the script so that lots of consonants are used, because people are more aware of consonants than vowel sounds. Finally, advertisers try to begin commercials with sounds that are highly different from those of the programming within which the commercial is buried. Because people become adapted to the type of sounds coming from programming, a dramatic change in sound quality draws viewer attention. For example, notice how many commercials begin with a cheerful song of some type.

The attention-getting property of commercials can be seen by observing one-to two-year-old children who happen to be playing around a television set. They may totally ignore the programming. However, when a commercial comes on, their attention is immediately drawn to it because of its dramatic sound quality.

16. According to the passage, the maximum intensity of sound coming from commercials _____.

- ☒ [A] does not exceed that of programs
- [B] is greater than that of programs
- ☒ [C] varies over a large range than that of programs
- ☒ [D] is less than that of programs

17. Commercials create the sensation of loudness because _____.

- [A] TV stations always operate at the highest sound levels
- ☒ [B] their sound levels are kept around peak levels
- [C] their sound levels are kept in the middle frequency ranges
- [D] unlike regular programs their intensity of sound varies over a wide range

18. Many commercials begin with a cheerful song of some kind because _____.

- [A] pop songs attract viewer attention
- [B] it can increase their loudness
- ☒ [C] advertisers want to make them sound different from regular programs
- [D] advertisers want to merge music with commercials

19. One of the reasons why commercials are able to attract viewer attention is that _____.

- [A] the human voices in commercials have more auditory impact
- [B] people like cheerful songs that change dramatically in sound quality
- [C] high-frequency sounds are used to mask sounds that drown out the primary message
- ☒ [D] they possess sound qualities that make the viewer feel that something unusual is happening

20. In the passage, the author is trying to tell us _____.

- [A] how TV ads vary vocal sounds to attract attention
- [B] how the loudness of TV ads is overcome
- ☒ [C] how advertisers control the sound properties of TV ads

[D] how the attention-getting properties of sounds are made use of in TV ads

Part B

Directions: In the following text, some sentences have been removed. For Questions 1-5, 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)

No one in his right mind would build London today where its founders did. At the mouth of the Thames, it is threatened by the rush of water when there is flooding inland. On the edge of the North Sea, it is pounded by sea surges when storms blow up offshore. The supremacy of water-borne trade that once dictated its location has declined; the cranes that dotted busy docks have given way to financial skyscrapers, "affordable" housing and excavations for the 2012 Olympics.

[1] E. Not so Tewkesbury, Gloucester, Oxford and other towns in southern England, damaged this week by river flooding on a scale not seen in 60 years. Not so Sheffield, Hull and their Yorkshire neighbours, which suffered even worse floods after heavy rainfall a month ago.

Strange phenomena are becoming less strange all around the world. [2] G.

Britain's politicians are under attack. The central government, repeatedly warned, should have focused harder on flood defences. The local-government bodies and water companies involved in flood management have failed to co-ordinate and planners have been too willing to spread cement over land that used to absorb water. Sewers and drains have become antiquated and overloaded, and power, water and sewage plants too vulnerable to floods.

[3] H. The government, in return, promised to maintain flood defences. With the true cost of flooding thus concealed, developers have been allowed virtually unchecked to build homes on flood plains in England (no longer in Scotland, Wales and Northern Ireland), and individuals have had no reason not to buy them. That deal has begun to break down, as claims from flooding increase, more reliable flood-mapping becomes available and competition among insurers makes it less sensible to provide subsidy from homeowners on high ground to those on flooding area.

[4] A. Providing some physical degree of protection from flooding falls within the government's responsibilities, a natural subset of defending the realm. But no more than that, for people tend to do stupid and lazy things—such as buying houses exposed to flooding and then failing to waterproof them—when no personal financial consequences are considered when they made their decisions.

A tenth of English homes stand on flood plains. [5] C. But for new developments, insurance firms must be free to price the risk of flooding as accurately and transparently as they can. If it costs more to insure flood-prone properties, their price will be lower, and developers less keen to build them. That would be good; now that flooding seems to be a regular feature of the climatic calendar, mankind needs to start moving uphill.

[A] The issue, and not only in Britain, is not so much how to pick up the pieces after disaster has struck but how to make it less likely to, and less damaging if it does. That means changing behav-