

黑博士“临考点题猜题”命题浓缩精华系列

2004年硕士研究生入学考试

英语 11月

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黑博士“临考点题猜题”详解与命题研究系列

2004 年硕士研究生入学考试

英语最后冲刺密押 5 套 A 卷 (11 月)

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黑博士临考点题:

2004 年英语 11 月最后冲刺 5 套题 · 最新预测密卷 A1

黑博士考研信息工作室
2003 年 11 月于北京

Section I Listening Comprehension

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

Now look at Part A in your test booklet.

Part A

Directions: For questions 1~5, You will hear a talk given by the Personnel Manager of a company. While you listen, fill out the table with the information you've heard. Some of the information has been given to you in the table. Write **only 1 word or number** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

A Talk Given by a Personnel Manager		
Three Aspects of the Talk		1
	Holidays	
	Lunch	
Average Work Hours per Week		2
Number of Holidays per Year	18	
Company Closed (Month)		3
Maximum Number of Installments to Take the Holidays		4
The Person Collecting the Canteen Sitting Decisions		5
Closing Hour of the Canteen	14:00	

Part B

Directions: For Questions 6~10, you will hear a radio advertisement. While you listen, complete the sentences and answer the questions. Use **not more than 3 words** for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and the questions below. (5 points)

What kind of people are wanted for the vacancy of hairdresser?

	6
--	---

The working days required of the cook are

	7
--	---

How often does the gardener have to work on Sunday?

	8
--	---

The job vacancy in the office is that of

	9
--	---

Any school-leaver will be fit for the job vacancy in

	10
--	----

Part C

Directions: You will hear three pieces of recorded material. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece **once only**. (10 points)

Questions 11~13 are based on a radio weather forecast. You now have 15 seconds to read these questions 11~13.

11. What will the weather be like in south England?

- A. It will be windy and cloudy all day with showers. B. It will rain occasionally.
C. It will be sunny but rather cold. D. It will rain heavily.

12. The cold wind coming from the west will

- A. create temperatures around 2~4 degrees.
B. cause temperature to drop as low as -10 degrees.
C. bring the temperature down to -3 or -5.
D. make the temperature stay around 3~5 degrees.

13. There will be quite strong northeastly wind in the afternoon

- A. in Scotland and Midland. B. in the east coast of England.
C. in Wales and Northern Ireland. D. in parts of the north.

You now have 30 seconds to check your answers to Questions 11~13.

Questions 14~16 are based on the announcement given by a tour guide about the visit to the zoo. You now have 15 seconds to read questions 14~16.

14. You can see the dolphins' and the killer whales' funny actions

- A. in the second show
C. in the marine arena.
- B. at 4:30
D. in the primate center.

15. Feeding monkeys and apes

- A. can be done with the help of the staff.
B. will be guided by Dr. Smith.
C. can upset animals' normal diet.
D. comes before playing with them.

16. What's NOT true of the announcement?

- A. More than 300 species of birds can be found in the giant bird cage.
B. The information desk is at the main gate.
C. You can see foreign birds at the zoo.
D. Bird watching will begin at 4:00 o'clock.

You now have 30 seconds to check your answers to Questions 14-16.

Questions 17-20 are based on an introductory lecture given to language students. You now have 20 seconds to read questions 17-20.

17. To whom is the talk given?

- A. Undergraduate language students.
B. Regular MA students and some in-service teachers.
C. Students and teachers from other colleges.
D. People of different backgrounds.

18. What are the two topics discussed today?

- A. Assignment for assessment and the best way to study the course.
B. Assessment criteria and requirements.
C. How to write a critical review and a research paper.
D. How to synthesize the views of different writers and summarize the secondhand ideas.

19. What will be taken into consideration for the final score of the course?

- A. Whether you follow the general conventions of academic writings.
B. Whether you carry out the relevant background reading.
C. Whether your assignment has a logical organization.
D. Whether you attend the lessons and participate as required.

20. What else does the teacher mention in his course description?

- A. The academic journals in the department or university libraries.
B. The writers you should consult.
C. The course will involve a lot of group discussions and seminars.
D. The time and place to meet him for more advice.

You now have 40 seconds to check your answers to Questions 17-20.

Section II 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)

Frankly, it seems that the temptation to throw money and technology at corporate challenges can be pretty powerful. Once 21 of the benefit of advanced technologies, companies all 22 often invest hastily in them and in some basic training 23 considering other human factors necessary for success. This is the same as a novice(新手)gardener who chooses a 24, 25 the seeds, waters and waits. 26 luck, the garden will 27.

But seldom can business success be 28 luck. Companies that invest in a comprehensive education program to 29 their people understand the rationale(基本原理) 30 the new technologies, and the impact of those technologies 31 their jobs, are more like an 32 gardener. A professional 33 not on luck but on preparation will 34 time to prepare the garden 35 planting, and will research the special needs of different plants.

Frequently companies fail to consider—or budget for—the single most important 36 in determining the success of new technology: The education of the people who will be managing, operating, maintaining and using the new technologies.

37 considering this investment, companies should also be answering the question “why?”. 38 that pursue a deliberate course to understand the potential fears of their people, and deliver appropriate training programs are 39 a far stronger position to 40 the fruits of their investment.

(292 words)

- | | | | |
|-------------------|----------------|----------------|---------------|
| 21. A. conscious | B. convinced | C. motivated | D. ensured |
| 22. A. scarcely | B. hardly | C. rather | D. too |
| 23. A. without | B. after | C. upon | D. throughout |
| 24. A. land | B. ground | C. plain | D. plot |
| 25. A. drops | B. sows | C. dispatch | D. send |
| 26. A. Without | B. With | C. For | D. Upon |
| 27. A. flourish | B. decay | C. furnish | D. diminish |
| 28. A. put to | B. set to | C. left with | D. left to |
| 29. A. ensure | B. insure | C. assure | D. reassure |
| 30. A. after | B. behind | C. within | D. between |
| 31. A. in | B. at | C. onto | D. on |
| 32. A. novice | B. experienced | C. responsible | D. familiar |
| 33. A. underlying | B. lying | C. relying | D. laying |
| 34. A. make | B. spend | C. take | D. save |

- | | | | |
|---------------|-----------|---------------|--------------|
| 35. A. before | B. during | C. after | D. from |
| 36. A. factor | B. fact | C. ingredient | D. component |
| 37. A. As | B. When | C. As soon as | D. After |
| 38. A. Those | B. Who | C. Which | D. What |
| 39. A. under | B. on | C. in | D. at |
| 40. A. submit | B. revive | C. amass | D. reap |

Section III 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

When two children from the remote village of Mayibout, in Gabon, discovered a dead chimpanzee (黑猩猩) lying in the undergrowth near their home a few weeks ago, they were delighted. Bush meat is a delicacy throughout the rain forests of central Africa, and chimps are particularly prized for their size and scarcity. Villagers helped carry the primate back to Mayibout, where it was skinned, cooked and eaten. There the festivities ended. Within a week, nearly all those who had prepared the animal for the pot had fallen ill with a high fever. Some began bleeding from the eyes and mouth. By last week, 13 were dead.

Ebola had struck again. For the third time in 12 months, one of the deadliest diseases known has emerged from the forests of Africa. The outbreak underscores how frighteningly common Ebola is on the continent. But it also marks a new chapter in a medical detective story. In a matter of days, World Health Organization officials and local experts made a nine-hour river trip to the inland village, both to help contain the epidemic and to learn more about the virus that causes it.

Scientists had suspected that the disease, which killed 245 in the Zairian town of Kikwit last year, was transmitted to humans from chimpanzees or other forest creatures. Thanks to the latest outbreak, that theory now looks pretty solid. But where is the virus coming from? Chimps seem to be as easily affected as people to the virus so it's unlikely that they can harbor it for long periods of time.

The best guess is that Ebola resides in a small, forest-dwelling animal, possibly a rodent. Insects such as mosquitoes, abundant in the rainy season, could transfer the blood borne virus to chimps—or to humans. But, cautions Heymann, that's no more than speculation. "We're still in the dark", he says. Meanwhile, officials in Gabon are playing it safe. Last week they warned villagers not to touch dead animals found in the forest or kill any that are "behaving strangely". Until researchers know what they're dealing with, that's probably prudent. As the villagers of Mayibout now know too well, Ebola seldom gives victims a second chance.

41. The two boys were delighted at finding a dead chimpanzee because_____.
- A. it was not far from their home.
 - B. they would have more meat at the coming festival
 - C. chimp meat was usually eaten on happy occasions
 - D. they did not often have such delicious meat to eat
42. The basic reason for the death of the 13 people in Gabon is that_____.
- A. they had eaten the dead chimpanzee near their home
 - B. they had helped carry and prepare the chimpanzee for the pot
 - C. they had caught the virus of a fatal disease from the chimp
 - D. they had a high fever and began bleeding from the eyes and mouth
43. Why did WHO officials and local experts make a trip to the village?
- A. To help rescue those people who are dying of Ebola.
 - B. To investigate the cause of Ebola so as to stop it from spreading.
 - C. To warn the villagers not to touch and eat the dead chimps.
 - D. To include a new chapter about the epidemic.
44. Which of the following statements is true according to the passage?
- A. A total of 258 people have died of Ebola.
 - B. Scientists and WHO officials have now identified the cause of the disease.
 - C. Only those who had eaten the dead chimp died in the village.
 - D. Chimps and human beings are both the victims of the disease.
45. By saying "the villagers of Mayibout now know too well" the author means that the villagers of Mayibout now_____.
- A. understand why their people died
 - B. know too much about how to deal with the epidemic
 - C. are clear about the terrible result caused by Ebola
 - D. know clearly that dead chimps cannot be eaten

Text 2

Rice wine has history of more than 2 000 years as China's favorite tippie and has been credited with having enhanced the health, among others, of the late Deng Xiaoping. But now native rice wine finds itself competing for market share with western-style fruits of the vine.

Both foreign traders and local producers have in recent months observed a spectacular rise in the popularity of wine in China, at least in the country's more prosperous and cosmopolitan cities and coastal regions. There are several reasons for this. One has been a sustained effort by the Chinese Government to limit the use of staple grains for things as frivolous as spirits or beer. Another has been a lot of reports filtering in via Hong Kong and Taiwan, citing scientific findings about red wine's good effects on health in general and virility in particular. Don St Pierre who imports western wines to China says that his red wines outsell his whites by 20 to 1, leading him to conclude that Chinese

drinkers are indeed choosing their beverages with good health in mind.

Mr. St Pierre is toasting increases in sales of 25% a month. Carl Crook, another importer, recalls that, when he began selling wine in China four years ago, his clients were mainly "well-heeled and desperate expatriates". His company, Montrose, now sells more than 1 000 cases a month and expects sales to double this year, despite taxes and duties which add 121% to the price of imported wines. Its catalogue ranges from cheap Californian wines selling wholesale for 69 yuan per bottle, to Chateau Lafite-Rothchild.

Domestic producers are also cottoning onto the joys of the grape. A few Chinese wineries are increasingly successful, in both international competitions and the domestic market. China's largest wine-producer, Dynasty, has overcome quality-control problems to produce a well-received 1995 chardonnay. The Huadong Winery in Qingdao (a city still more famous for its beer) has also fielded a successful chardonnay. Local bottling of foreign wines, local production, and if they materialize, long-rumored cuts in tariff duties may soon help bring the joys of wine to greater numbers of Chinese.

For the country's growing class of the newly rich, however, a ludicrously high price tag is all part of the package. In recent years, China's conspicuous consumers have made the purchase of overpriced wines as one of their favorite ways of flaunting wealth, in some cases buying bottles priced at several hundred dollars only to smash them on the floor. There is now a new trend that may strike the world's vintners as an even greater outrage. Some Chinese wine drinkers have decided that a good claret or chardonnay goes down more smoothly when mixed with Sprite.

(460 words)

46. The main idea of the whole passage is _____.
A. the culture of rice wine drinking in China
B. the change of the drinking habit of Chinese people
C. the increasing acceptance of wine by Chinese consumers
D. production and sale of foreign wines on the Chinese beverage market
47. Chinese consumers now buy and drink more grape wines than traditional rice wines for all the following reasons except _____.
A. rice wine consumes too much grains and so its production has been discouraged by the government.
B. it is believed that grape wine does more good to health than rice wine.
C. to some people, drinking grape wines is a symbol of wealth and therefore is a fashion.
D. grape wines are often less expensive and so more people can afford them.
48. Mr. St Pierre and Mr. Carl Crook are mentioned as examples of _____.
A. successful and promising wine importers B. successful yet not promising wine producers
C. unsuccessful yet promising wine importers D. successful and promising wine producers
49. From the passage, we can infer that Chateau Lafite-Rothchild is _____.
A. an expensive wine shop B. an expensive brand of wine
C. a cheap wine shop D. a cheap brand of wine
50. The author of the passage _____ the phenomenon that some Chinese consumers just buy

expensive wines to show off.

A. thinks highly of

B. does not comment on

C. gives praise for

D. sharply criticizes

Text 3

Some people are accustomed to think that facts must either be believed or they must be disbelieved—as if belief were like a light switch with only two positions, on or off. My use of the bathtub hoax is intended to illustrate that belief does not have to operate as a simple yes or no choice, all or nothing. Belief can be more conditional; it can be something that we decide to have “up to a point” or “to a degree.” And so, the question we might ask ourselves while reading does not have to be “Should I believe it or not?” but instead can be “How much should I believe it?” This latter question implies that the belief we have in any given fact, or in any given idea, is not determined by whether it sounds right or whether the source is an authority. It means that our beliefs are determined by the reasons that justify them. Belief is not a mechanical action, brought about by invariable rules of nature. It is a human activity, the exercise of judgment. With this in mind, we might say that we perform this action better when we know what the reasons are that have led to our belief, and why they are good reasons.

These observations do not deprive us of our ability to believe in what we read. They are not intended to transform you from credulous believers into stubborn doubters. The process of weighing beliefs against the quality of reasons is one that you already go through all the time, whether you are aware of it or not. We all do. The practice of critical reading is the exercise of this kind of judgment on purpose. By doing it, we protect ourselves from being led into belief for inadequate reasons, but at the same time we open up our minds to the possibility of arriving at belief for adequate ones. If we decide to grant or withhold consent based on the quality of the reasons that we are given, we admit at the same time that two things are possible: We admit that we might consent less in the future if we discover that the reasons are not so good after all; and we admit that we might consent more if we are ever presented with better reasons than we had formerly known. This attitude is not pure skepticism any more than it is pure credulity. It is somewhere in between. It is the attitude of an open-minded thinker, of someone who wishes to be responsible for deciding for herself or himself what to believe.

(435 words)

51. The author's use of the bathtub hoax is meant to suggest that_____.

A. facts must be believed unconditionally.

B. belief is more than a simple yes or no choice.

C. nothing should be believed or disbelieved.

D. belief is nothing but a light switch.

52. To believe or disbelieve what you read should be based on_____.

A. the facts that you are given.

B. whether the author is open-minded or not.

C. the quality of reasons provided by the material.

D. the assumption that you know everything about it.

53. As a human activity, weighing the facts about something is actually_____.

A. determined by the rules of nature.

B. a purposeful performance.

C. brought about even at birth.

D. experienced by everybody.

54. According to the passage, the practice of critical reading can _____.

A. help us find reasons that justify ourselves.

B. provide us with a way to live in this world.

C. protect us from jumping quickly to conclusions.

D. do more than help us become wise readers.

55. According to the author, which of the following statements is true?

A. Our attitude toward what we read may change if we are given more reasons.

B. An open-minded thinker is responsible for what he or she says.

C. Critical reading can make us believe more in what we read.

D. We ought to question the value of what we read if its source is not authoritative.

Text 4

The term "culture shock" has already begun to creep into the popular vocabulary. Culture shock is the effect that immersion in a strange culture has on the unprepared visitor. Culture shock is what happens when a traveler suddenly finds himself in a place where "yes" may mean "no", where a "fixed price" is negotiable, where to be kept waiting in an outer office is no cause for insult, where laughter may signify anger. It is what happens when the familiar psychological cues that help an individual to function in society are suddenly withdrawn and replaced by new ones that are strange or incomprehensible.

The culture shock phenomenon accounts for much of the bewilderment, frustration, and disorientation that plagues Americans in their dealings with other societies. It causes a breakdown in communication, a misreading of reality, an inability to cope. Yet culture shock is relatively mild in comparison with the much more serious malady, future shock. Future shock is the dizzying disorientation brought on by the premature arrival of the future. It may well be the most important disease of tomorrow.

Take an individual out of his own culture and set him down suddenly in an environment sharply different from his own, with a different set of cues to react to—different conceptions of time, space, work, love, religion, sex, and everything else—than cut him off from any hope of retreat to a more familiar social landscape, and the dislocation he suffers is doubly severe. Moreover, if this new culture is itself in constant turmoil, and if—worse yet—its values are incessantly changing, the sense of disorientation will be still further intensified. Given few clues as to what kind of behavior is rational under the radically new circumstances, the victim may well become a hazard to himself and others.

Now imagine not merely an individual but an entire society, an entire generation—including its weakest, least intelligent, and most irrational members—suddenly transported into this new world. The result is mass disorientation, future shock on a grand scale.

This is the prospect that man now faces. Change is avalanching upon our heads and most people are absurdly unprepared to cope with it.

(403 words)

56. In the author's opinion, "future shock" is _____.
A. the product of some future society.
B. the effect of a new culture on an unprepared visitor.
C. a term incomprehensible in the popular vocabulary.
D. a kind of social malady in the fast changing society.
57. One thing that is in common between "culture shock" and "future shock" is the _____.
A. constant turmoil of the new culture itself. B. disorientation of the masses.
C. constant and radical changes. D. bewilderment and frustration of the victims.
58. What does the word "cues" in Paragraph 3 probably mean?
A. Treatments for psychological patients. B. Hints about how to behave and what to do.
C. Clues to the significance of changing values.
D. Circumstances that differ sharply from what one is used to.
59. It seems that one good measure to prevent future shock is for people to _____.
A. cherish more hope for the future. B. replace conventional ideas with modern ones.
C. try to understand what is happening and prepare for the changes.
D. take a closer look at how people in other cultures talk and behave to each other.
60. This passage was probably written to _____.
A. warn the readers of today against possible dangers of tomorrow.
B. prepare travelers for the unfamiliar environments.
C. help psychologists understand certain irrational behavior better.
D. enable sociologists to predict more accurately what will happen to mankind.

Part B

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)

Immediately after the Civil War, however, the diet began to change. 61) Rail transportation increased the supply and improved the quality of the milk that reached urban centers; cold storage and refrigerator cars made possible the greater consumption of fresh vegetables, fresh fruits, and fresh fish; and commercial canning extended the range of appetizing and healthful foods. Subsequently food statistics indicated an increased consumption of dairy products, fresh fruit, fresh vegetables, sugar and syrups, coffee, tea, cocoa, and spices. Decreased consumption was shown for meats, potatoes, and grain products. 62) By and large, the American diet continued to reflect a considerable reliance upon animal products, rather than on grains, which meant that a relatively large acreage was required to feed the American public. Whereas a grain and fish diet, such as in Japan, requires only a quarter of an acre high-yield cropland and no pasture per capita, the American diet requires about two and a half acres of cropland and ten acres of pasture per capita. Also it indicated a shift toward the so-called protective foods, toward those high in vitamins and proteins. 63) This change was greatly furthered by

governmental food inspection (the Pure Food and Drug Act was passed in 1906), by the increasing use of mechanical refrigerators in the 1920's and 1930's and of freezers for frozen food during recent decades.

In the years after World War I a food revolution took place that was reminiscent of the one that occurred after the Civil War. The output of the food-manufacturing industry quadrupled from 1900 to 1940. 64) In that interval, as we have mentioned earlier, home canning gave way to commercial canning, and the labor of housekeeping was lightened.

Fortunately most of the major dietary changes that have taken place since the middle of the nineteenth century have resulted in better nutrition for the population. In part, these shifts have taken place because of a preference for new foods rather than old, but in part, they have been made because the new foods were advocated by nutritionists. Apparently American dietary customs were not so deeply ingrained as to prevent change in the interests of better health. 65) Possibly one factor that has contributed to the readiness of Americans to accept new foods or food preparations is the general familiarity most have with a variety of regional dishes coming from many different lands. Within a small area in New York City or San Francisco, one can find restaurants specializing in French, Italian, German, Turkish, Arabian, or Chinese cuisine. And at a Chinese restaurant in the United States the chef and waiter are as likely as not to be Oriental.

(441 words)

Section IV Writing

Directions:

- A. Study the following picture carefully and write an essay of about 200 words.
- B. Your essay must be written on ANSWER SHEET 2.
- C. Your essay should meet the requirements below:
 - 1) Describe the picture.
 - 2) Deduce the purpose of the drawer of the picture.
 - 3) Your comments



Father and Son

英语 11 月最后冲刺 5 套题 · 最新预测密卷 A1 答案解析

黑博士考研信息工作室

2003 年 11 月于北京

Section I Listening Comprehension

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

Now look at Part A in your test booklet.

Part A

Directions: For questions 1~5, You will hear a talk given by the Personnel Manager of a company.

While you listen, fill out the table with the information you've heard. Some of the information has been given to you in the table. Write **only 1 word or number** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

[Pause 00'10"]

[Tone]

Good morning, I'd like to welcome you to our organization. Now you all know which department you are going to, but before you go off, I'm going to tell you a little bit about the rules and regulations which we try to adhere to. The reason why we have these rules is that they help us all to know what we can do, what we must do and what we shouldn't do—and in the long run make this a happy place to work in.

First of all, the flexitime system. Most of you can choose what time you are going to start and finish. However, you must all be here for core time, which is from 10 till 3. You should all work for a minimum of 37 hours a week and normally you shouldn't work more than 41 hours. If you look at your job descriptions you'll see that you should put in an average of 38.5 hours a week. This means you can put in up to an extra 2.5 hours per week. However, at the end of a month you shouldn't have

more than 10 hours overtime, because only 10 hours can be claimed. Is that clear?

You will have 18 days' holiday a year. Ten of these 18 days must be taken during July when the company will be closed. The other eight days may be taken in either one or two installments, for example, five days and three days or six days and two days, etc. But you can't have eight separate single days off or four 2-day periods off.

We have a canteen here, where you can have lunch. Lunch tickets are on sale on Monday mornings only and this means you must buy your tickets then for the rest of the week. The canteen is open between 12:30 and 2 o'clock and there are two sittings. You should decide on Monday which sitting you are going to attend and tell the supervisor when you buy your tickets.

So, any questions about these three points—flexitime, holidays and lunch—before I move on to the next matter?

M: You now have 30 seconds to check your answers to Questions 1~5.

[Pause 00'15"]

M: Now you will hear the recording again. [The recording is repeated]

M: You now have 20 seconds to check your answers to Questions 1~5.

[Pause 00'10"]

M: That is the end of Part A.

Answers:

- | | | | | |
|--------------|---------|---------|------|---------------|
| 1. flexitime | 2. 38.5 | 3. July | 4. 2 | 5. supervisor |
|--------------|---------|---------|------|---------------|

Part B

Directions: For Questions 6~10, you will hear a radio advertisement. While you listen, complete the sentences and answer the questions. Use **not more than 3 words** for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and the questions below. (5 points)

[Pause 00'10"]

[Tone]

David: Hi! You're listening to Radio South West. The best in the South West for music and up-to-the-minute news. Sue's here. Hello, sue.

Sue: Hello, David.

David: And we've got the job spot for you today. So, if you're unemployed or looking for a new job, this could be the spot for you. So, let's have a look, see what we've got today. How about a hairdresser? You must be experienced for this job and the pay will be agreed. So that'll depend on experience. The hours are 8:30 to 5:00, Monday to Friday, and Saturday 8:45 to 1 p.m. So that's hours 8:30 to 5:00 Monday to Friday, and Saturday 8:45 to 1 p.m. A hairdresser. How about you, Sue, what have you got?