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英语(一)新大纲

# 2010年考研 英语 模拟考场

主编 张锦芯

● 名师专家精编

● 全真模拟训练

根据英语(一)新大纲最新修订, 特别增加**摘要型小作文**

全书包括精心编制的15套模拟试题, 选材广泛, 关注历年真题常涉领域

帮助考生模拟演练, 检查复习效果, 发现问题与不足, 在最后阶段进行有针对性的提高



 中国人民大学出版社



# 2010 年考研 英语模拟考场

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根据教育部考试中心公布的 2010 年考研英语大纲的要求,并根据历年试题的命题特点,我们编写了 15 套模拟试题,目的是帮助考生熟悉考试的形式,了解命题的思路,检验复习的效果,诊断自己的弱点,提高复习的效率,体验临场实战的感觉。

本书向来以在选材、难度、命题角度上贴近真题而受到广大考生的欢迎,历经十余年在同类考研书中销售量一直名列前茅,长销不衰。除了它模拟的准确性以外,正是我们每年对它根据当年的形势所做的大幅度修订,给了它强大的生命力,使它日臻完善。

本书针对性强,考虑到经过相当一段时间的复习后,考生已经掌握了应试所需要的基本知识和技能,这时候,考生需要通过做成套的模拟题,综合检验自己的水平,诊断自己的弱点和面临的困难,确定在哪些方面还需要做出更多努力。

针对这一目的,我们建议考生先做模拟试题 1~3 套,对自己作一个全面的诊断。做题时,完全按考试规定的时间,用 180 分钟做完一套题(包括作文)。考生在前三套题上所得的综合平均分数,基本上就能代表自身目前的水平。在阅读完答案、题解、参考译文后,再回到考题,认真分析,确定自己的弱点和弱项。

例如,自己在完形填空部分得了多少分?丢的分多半是哪类题?是词的搭配没掌握,还是根据上下文找出线索、确定词义的能力比较差?再如,阅读理解 Part A 是否得到了至少 26 分?自己阅读文章的主要障碍是什么,是词汇量不够,不能理解疑难长句,还是缺乏把握文章重要信息的能力?自己做题的主要障碍是什么,是细节题不会做,还是涉及段落主题和作者主要观点、态度的题不会做?出现的偏差主要是什么原因,是没有真正看懂原文相关地方的意思,还是自己在做题时作了太多不必要的推理和引申,加进了太多自己的主观推测?

把自己的弱点作系统诊断后,考生可以有两种选择:一是在做模拟试题 4~10 套时分项去做,即连续做这 7 套的完形填空,然后再连续做这 7 套的阅读理解 Part A,以此类推。这样做的好处是在短时间内使某专项的应试能力快速提高,集中克服自己在这方面的弱点。二是把诊断出的弱点写下来,继续一套一套地做题,在做题时对照自己的弱点,提醒自己找出办法克服它们。

做模拟试题 11~15 套时一定要完整地做完,严格控制时间,掌握做题速度,增强临场的感觉。考生可以用做最后 3 套题所得的平均分来判断自己的水平。如果发现仍然有问题,及时回到书中做相应部分的试题,进行针对性的训练。

本书每套模拟试题后都附有参考译文及答案详解。作文部分不仅提供了范文,而且还教给考生如何审题、如何写出提纲,还提供了写作同一题材的作文可以使用的一些词汇、词组和句型。这种设计,都是为了让考生扎扎实实地学习一些东西。因此,在使用本书时,考生一定要多动脑筋,多记忆,多动手。例如,遇到疑难长句时,不妨自己先动手翻译一下,然后再对照“参考译文”找出自己的问题;写作文时可以尝试应用书中提供的一些词组和句型,不能只背不动手写,要通过实际的运用来提高自己的写作能力。

本书的主编是中国人民大学张锦芯教授，参加编写工作的都是多年从事考研辅导的教师，他们对历年考题的命题思路和考生存在的问题都有明确的认识。本书编者包括张锦芯、李守京、田育英教授，白洁、郭庆民、王敏、赵艳萍、韩满玲、王红、陈丽丽副教授。在编写过程中，新华社译审陈金岚同志参加了部分审订工作，杨贻芳、郝彩虹、王大方、左名霞、张锦和翟崇生等同志协助编写了其中一部分，陶灿梅、武敏、汪明等同志承担了部分资料的整理和打印工作。在本书的策划方面，中国人民大学出版社马胜利同志提出了宝贵意见，这里一并表示感谢。

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预祝考生顺利通过考试。

**编者**

2009 年 11 月

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全真模拟试题一

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)

What does it mean to say that we live in a world of persuasion? It means that we live 1 competing interests. Your roommate's need to study for an exam may take 2 over pizza. Your instructor may have good reasons not to change your grade. And the 3 of your romantic interest may have other options.

In such a world, persuasion is the art of getting others to give fair and 4 consideration to our point of view. When we persuade, we want to influence 5 others believe and behave. We may not always prevail—other points of view may be more persuasive, 6 on the listener, the situation, and the merits of the case. But when we practice the art of persuasion, we try to 7 that our position receives the attention it deserves.

Some people, however, 8 to the very idea of persuasion. They may regard it as an unwelcome intrusion 9 their lives or as a manipulation or domination. 10, we believe that persuasion is 11—to live is to persuade. Persuasion may be ethical or unethical, selfless or selfish, 12 or degrading. Persuaders may enlighten our minds or 13 on our vulnerability. Ethical persuasion, however, calls 14 sound reasoning and is sensitive to the feelings and needs of listeners. Such persuasion can help us 15 the wisdom of the past to the decisions we now must make. 16, an essential part of education is learning to 17 the one kind of persuasion and to encourage and practise the other.

18 its personal importance to us, persuasion is essential to society. The 19 to persuade and be persuaded is the foundation of the American political system, guaranteed by the First Amendment 20 the Constitution.

- |                  |                  |               |               |
|------------------|------------------|---------------|---------------|
| 1. [A] on        | [B] among        | [C] for       | [D] by        |
| 2. [A] priority  | [B] advantage    | [C] control   | [D] place     |
| 3. [A] objection | [B] projection   | [C] project   | [D] object    |
| 4. [A] unbiased  | [B] unprejudiced | [C] favorable | [D] favorite  |
| 5. [A] what      | [B] which        | [C] why       | [D] how       |
| 6. [A] living    | [B] depending    | [C] resting   | [D] insisting |

- |                      |                   |                  |                 |
|----------------------|-------------------|------------------|-----------------|
| 7. [A] ensure        | [B] assure        | [C] insure       | [D] reassure    |
| 8. [A] agree         | [B] object        | [C] confront     | [D] consent     |
| 9. [A] onto          | [B] of            | [C] to           | [D] into        |
| 10. [A] In contrast  | [B] In particular | [C] For instance | [D] As a result |
| 11. [A] prominent    | [B] invariable    | [C] evident      | [D] inevitable  |
| 12. [A] embarrassing | [B] inspiring     | [C] upgrading    | [D] innovating  |
| 13. [A] prey         | [B] rest          | [C] put          | [D] fall        |
| 14. [A] for          | [B] up            | [C] off          | [D] on          |
| 15. [A] apply        | [B] contribute    | [C] transfer     | [D] connect     |
| 16. [A] However      | [B] Conversely    | [C] Furthermore  | [D] Therefore   |
| 17. [A] resist       | [B] perform       | [C] insist       | [D] restrain    |
| 18. [A] Beyond       | [B] Except        | [C] Including    | [D] Excluding   |
| 19. [A] power        | [B] authority     | [C] ability      | [D] right       |
| 20. [A] to           | [B] for           | [C] on           | [D] in          |

## 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 national debate about divorce has generally focused on the worst outcomes, with many assuming there is no need to worry about the children of divorce who appear to be fine. But I can think of few other significant childhood experiences that our society treats in the same way. Many people survive wrenching childhood traumas—child abuse, war, an alcoholic or drug-addicted parent—and nevertheless manage to become productive members of society. Yet no one would suggest that because they have survived the ordeal and now look “fine,” their experience of child abuse, war, or addiction was apparently not that bad. On the contrary, our society sympathizes with these young people. It takes active steps to try to help them and to prevent other children, whenever possible, from growing up the same way.

Further, when our society asks only if a child has been hurt, and nothing more, it sets a very low bar for its expectations about children's lives. I'm a mother now. When I first held my daughter did I hope only that she would grow up and not be damaged? Of course not. Like all parents, my husband and I want to protect our children from suffering, but we also want them to thrive, to enjoy rich, loving relationships and have happy, successful futures. Parents do not set a low bar for their children, and neither should our society. Our society must do more than ask whether divorce causes clear and lasting damage to some children. It should also ask probing questions about how divorce shapes the lives of many children who experience it.



Just as most debates about children of divorce focus on the gravest and most obvious outcomes, most discussions about life in divorced families focus on the hot-button issue of conflict. Learning more about the conflicts between divorced parents is undeniably important. But an overriding emphasis on the issue of conflict has led to a troubling idea that has quickly gained credibility in our culture. In recent years, some experts have speculated that if couples divorce amicably and if both parents continue to share in raising the child, then perhaps the negative effects of divorce can be avoided. Experts urge parents, for the sake of their children, to aim for what some call a “good divorce.”

The idea of the “good divorce” is attractive to many. Some divorced parents are reassured because it suggests steps they can take to try to protect their children if they must end a very bad marriage. Other parents like the idea of a “good divorce” because it suggests they can end a marriage that may be okay but not completely satisfying and still do right by their children. Family court judges welcome it because they want to make arrangements that, whenever possible, keep both parents in the child’s life, and they want to minimize conflict between those parents. Some therapists like the idea because they want to help these families and a “good divorce” gives them a role in teaching parents how to divorce.

21. The author thinks that our society
- [A] has shown enough concern for children of divorce.
  - [B] has not done much for trauma-inflicted children.
  - [C] is responsible for the traumas children are subjected to.
  - [D] attaches too much importance to the outcome of divorce.
22. In the author’s opinion showing care for children means
- [A] more than ensuring that they are not hurt.
  - [B] ensuring that they grow up in an intact family.
  - [C] rooting out possible causes of traumas.
  - [D] sympathizing with those in divorced families.
23. The idea of the “good divorce”
- [A] is so far the most promising way to resolve family conflicts.
  - [B] results from the attempt to minimize conflict between parents.
  - [C] has inflicted more pain on children of divorce than a bad divorce.
  - [D] shows how social concern for children of divorce is put on the right track.
24. Some parents like the idea of the “good divorce” because
- [A] children will suffer less.
  - [B] they save money by not going to court.
  - [C] they feel less guilty for their divorce.
  - [D] the pressure of their family burden becomes lighter.
25. The passage is written to answer the question
- [A] Why is a “good divorce” no solution?
  - [B] What can a couple do to get a “good divorce”?
  - [C] Why is the idea of a “good divorce” important to children?
  - [D] Who does not want a “good divorce”?

## Text 2

The globalization system is built around three balances, which overlap and affect one another. The first is the traditional balance of power between nation-states. In the globalization system, the United States is now the sole and dominant superpower and all other nations are subordinate to it to one degree or another. The shifting balance of power between the United States and other states, or simply between other states, still very much matters for the stability of this system. And it can still explain a lot of the news you read on the front page of the paper, whether it is the news of China balancing Russia, Iran balancing Iraq, or India confronting Pakistan.

The second important power balance in the globalization system is between nation-states and global markets. These global markets are made up of millions of investors moving money around the world with the click of a mouse. I call them the Electronic Herd, and this herd gathers in key global financial centers—such as Wall Street, Hong Kong, London, and Frankfurt—which I call the Supermarkets. The attitudes and actions of the Electronic Herd and the Supermarkets can have a huge impact on nation-states today, even to the point of triggering the downfall of governments. Who ousted Suharto in Indonesia in 1998? It wasn't another state, it was the Supermarkets, by withdrawing their support for, and confidence in, the Indonesian economy. You also will not understand the front page of the newspaper today unless you bring the Supermarkets into your analysis. Because the United States can destroy you by dropping bombs, but the Supermarkets can destroy you by downgrading your bonds. In other words, the United States is the dominant player in maintaining the globalization game board, but it is hardly alone in influencing the moves on that game board.

The third balance that you have to pay attention to—the one that is really the newest of all and the most relevant to the events of 9/11—is the balance between individuals and nation-states. Because globalization has brought down many of the walls that limited the movement and reach of people, and because it has simultaneously wired the world into networks, it gives more power to individuals to influence both markets and nation-states than at any other time in history. Whether by enabling people to use the Internet to communicate instantly at almost no cost over vast distances, or by enabling them to use the Web to transfer money or obtain weapons designs that normally would have been controlled by states, or by enabling them to go into a hardware store now and buy a five-hundred-dollar global positioning device, connected to a satellite, that can direct a hijacked airplane—globalization can be an incredible force-multiplier for individuals. Individuals can increasingly act on the world stage directly, unmediated by a state.

26. The author suggests that the stability of the globalization system depends on

- [A] the dominant role of the United States.
- [B] the shifting balance of power between states.
- [C] how other states regard America's dominant role.
- [D] what news dominates the front page of the newspaper.

27. Which of the following plays a dominant role in today's globalized world?

- [A] Leaders in powerful countries.
- [B] Information workers.
- [C] Financial investors.
- [D] Economic superpowers.

28. The example of Suharto in Indonesia is used to demonstrate
- [A] the fragility of a non-democratic government.
  - [B] the economic power of the country.
  - [C] the consequence of ignoring the globalizing trend.
  - [D] the influence of global markets on a nation.
29. By saying that “globalization can be an incredible force-multiplier for individuals” (Para. 3), the author means globalization can
- [A] increase the power of the individuals.
  - [B] deprive individuals of power.
  - [C] force individuals to do things against their will.
  - [D] prevent the destructive efforts made by individuals.
30. Globalization has given power to all the following except
- [A] the United States.
  - [B] the markets.
  - [C] individuals.
  - [D] nation-states.

## Text 3

Cultural responses to modernization often manifest themselves in the mass media. For example, Aldous Huxley, in *Brave New World*, created a fictional world in which he cautioned readers that modern science and technology posed a threat to individual dignity. Charlie Chaplin's film *Modern Times*, set in a futuristic manufacturing plant, also told the story of the dehumanizing impact of modernization and machinery. Writers and artists, in their criticisms of the modern world, often point to technology's ability to alienate people from one another, capitalism's tendency to foster greed, and government's inclination to create bureaucracies that oppress rather than help people.

Among the major values of the modern period, four typically manifest themselves in the cultural environment: celebrating the individual, believing in rational order, working efficiently, and rejecting tradition. These values of the modern period were originally embodied in the printing press and later in newspapers and magazines. The print media encouraged the vision of individual writers, publishers, and readers who circulated new ideas. Whereas the premodern period was guided by strong beliefs in a natural or divine order, becoming modern meant elevating individual self-expression to a central position. Along with democratic breakthroughs, however, individualism and the Industrial Revolution triggered modern forms of hierarchy, in which certain individuals and groups achieved higher standing in the social order. For example, those who managed commercial enterprises gained more control over the economic ladder, while an intellectual class of modern experts, who mastered specialized realms of knowledge, gained increasing power over the nation's social, political, and cultural agendas.

To be modern also meant to value the capacity of organized, scientific minds to solve problems efficiently. Progressive thinkers maintained that the printing press, the telegraph, and the railroad in combination with a scientific attitude would foster a new type of informed society. At the core of this society, the printed mass media, particularly newspapers, would educate the citizenry, helping to build and

maintain an organized social framework. Journalists strove for the Premodern ideal through a more fact-based and efficient approach to reporting. They discarded decorative writing and championed a lean look. Modern front-page news de-emphasized description, commentary, and historical context. The lead sentences that reported a presidential press conference began to look similar, whether they were on the front page in Tupelo, Mississippi, or Wahpeton, North Dakota. Just as modern architecture made many American skylines look alike, the front pages of newspapers began to resemble one another.

Finally, to be modern meant to throw off the rigid rules of the past, to break with tradition. Modern journalism became captivated by timely and immediate events. As a result, the more standardized forms of front-page journalism, on the one hand, championed facts and current events while efficiently meeting deadlines. But on the other hand, modern newspapers often failed to take a historical perspective or to analyze sufficiently the ideas underlying these events.

31. The author seems to suggest that
  - [A] the mass media have created the modern culture.
  - [B] modern culture have revolutionized the mass media.
  - [C] technology has changed the role of the mass media.
  - [D] the mass media are often critical of the modern culture.
32. All of the following are the major values of the modern world except
  - [A] individual self-expression.
  - [B] social order and discipline.
  - [C] the efficient solutions to problems.
  - [D] the repudiation of tradition.
33. Unfortunately, the emphasis on individualism often
  - [A] makes some people more powerful.
  - [B] leads to the disruption of natural order.
  - [C] leads to a rise in the number of crimes.
  - [D] violates democratic principles and doctrines.
34. Modern journalistic reporting emphasizes
 

[A] analysis.	[B] context.
[C] facts.	[D] description.
35. The passage is mainly about
  - [A] the shifting values in modern culture.
  - [B] the impact of modernization on the mass media.
  - [C] the role of the mass media in education.
  - [D] the rise of individualism in modern culture.

## Text 4

When viewed from the perspective of “natural rights” as a core cultural value, ethnic diversity and

special rights for special groups becomes a pagan ignorant exercise that only leads to the altar of humility as an error of judgment by political leaders and social philosophers. Like the Europeans, Asians, Africans, and Latin Americans, the United States is a multi-racial and hybrid group. No group today in the world can claim racial purity as did the Nazis. To make natural rights work means that there can be no “special groups” and any exercise which moves toward creating special needs of special groups, *prima facie*, defies the root value of natural rights.

Recent studies by some African-American intellectuals in the United States explores the ideas that reflect again on natural rights, not special rights, as creating the underlying value for all members of the American culture. Other cultures may wish to take heed in what McWhorter is saying, namely, that special considerations only create less, not more, self-actualization among African Americans in the United States because victimology (studying to be a victim) only continues to drive the insecurity. Competition is the way to build confidence in sub-cultures, not special programs that create the very anti-intellectualism which prevents African Americans from achievement by their own hand. Often academic discussions are held, not with rigorous academic debate, but with “folk tales” that simply are not supportable by rigorous debate. This perpetuates the “cult of separatism” by their own choosing.

Based upon liberty, and to ensure that African Americans were not discriminated against, the United States embarked upon a legal overhaul of the culture in the 1960s to ensure that African Americans were not segregated, separated, or discriminated against. This codification of the law was a phenomenal commitment on the part of the American culture to ensure that African Americans had legal redress around the idea of individual liberty. The recent film with Sean Connery entitled *Finding Forrester* demonstrates the anti-intellectualism point most effectively. Here is a white professor and writer, developing a relationship with an African American young person who suddenly discovers that it is “ok” to “be smart”... to be a nerd and to develop self-confidence as an intellectual.

Sub-cultures must be very careful in the United States to not allow the cults and cultural folk tales to overshadow the real value of liberty that drives the culture. Outsiders to the American culture often miss these subtle, but important, issues that are at the heart of the liberty—natural rights value. Time does not allow for a full discussion of all these issues, but *Losing the Race: Self-Sabotage in Black America*, is a must read for students of intercultural communication because the author peels away core value issues for clear debate. Again, this is an example of human capital formation within the American culture that provides second order change around sub-cultural issues. The American experiment continues in earnest debate.

36. The idea of giving special rights to some ethnic groups
- [A] seems to be contradictory to the idea of natural rights.
  - [B] is dismissed by political leaders as of racist nature.
  - [C] conforms to the idea that everyone is created equal.
  - [D] is actually a remnant of the racist past.
37. The African-American scholars accuse the special programs of
- [A] benefiting the whites more than the black people.
  - [B] preventing the blacks from making greater achievements.
  - [C] subjecting the blacks to fiercer employment competition.
  - [D] bringing greater insecurity into the life of the black people.



38. The word "overhaul" in the first sentence of the third paragraph means  
 [A] documentation. [B] regulation.  
 [C] examination. [D] rejection.
39. Making special rights available to some ethnic groups  
 [A] embodies an inherent value in the American culture.  
 [B] has represented the white people's evil intention.  
 [C] is a means to promoting interracial understanding.  
 [D] originates from an effort to ensure their rights.
40. To enhance the status of African Americans, the author would advocate  
 [A] special programs for them. [B] anti-intellectualism.  
 [C] more intercultural communication. [D] competition on equal footing.

### Part B

#### Directions:

*In the following article, 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)*

Surveillance systems and antiviral treatments will help contain a disease, but they cannot halt it the way a vaccine could. Such a treatment would have to come from the makers of vaccines for the more ordinary, seasonal strains of flu. Yet despite all the advances in biological science, this industry still relies on capital-intensive, inflexible and old-fashioned technologies, such as producing vaccines from millions of chicken eggs.

(41) \_\_\_\_\_. There are usually several different strains of influenza active at any time, and these variations evolve. Alan Barrett of the University of Texas says travel by carriers of influenza, be they people in aeroplanes or birds on the wing, means regional mutations quickly spread around the world. Hence, even when flu subsides at the end of the northern hemisphere's winter, the disease merely shifts to the southern hemisphere (which is now entering its winter). Six months later, it moves back. When the mutations are gradual, as with seasonal flu, it is known as drift; when they are abrupt, as with the new strain of H1N1, you have a shift on your hands.

(42) \_\_\_\_\_. The firms then prepare their genetic cocktails and develop them inside live chicken eggs in sterile conditions. The resulting vaccine provokes the patient's immune system into producing antibodies, and that primes it for an attack by the worrying strains of flu.

If a global pandemic is declared and manufacturers are asked to produce a vaccine for H1N1, they are unlikely to be able to respond quickly enough. Firms can produce perhaps a billion doses of seasonal vaccine every year. The details of dosing for a pandemic vaccine are not yet known, but it is clear that even if all the capacity was switched to pandemic flu there would still be a huge global shortfall. (43) \_\_\_\_\_.

Switching production also poses risks. A lack of vaccines for seasonal flu guarantees that many unprotected people will die of the otherwise mundane version of influenza. (44) \_\_\_\_\_.

The main problem is that egg-based manufacturing cannot mount a rapid response. It could take only

a few more weeks for the WHO and CDC to develop a “seed” strain of the pandemic virus, but experts say producers would then need four to six months before they could create large volumes of vaccine.

(45) \_\_\_\_\_.

A number of companies have been hoping to get such technologies to the market by 2011 or 2012, and some might be able to help with any shortfall should there be a pandemic later this year. The WHO called such novel approaches a risky “leap of faith”. But if a crisis does engulf the world, that may be a leap some are willing to make.

[A] Nor is there any guarantee that, having switched production, a second wave of an H1N1 strain will indeed be deadly. So producing pandemic vaccines as a precaution may turn out to be a waste of resources with deadly results. Or it may save millions of lives. No one knows.

[B] To help the vaccine manufacturers plan, the WHO issues guidelines every six months listing the three strains of seasonal flu that appear to pose the biggest threat during the relevant hemisphere’s approaching winter.

[C] The production of flu vaccine has developed to cope with seasonal flu. The disease may seem no more than a nuisance to many, but the flu still kills perhaps 500,000 people a year around the world. It is hard to develop a perfect vaccine against seasonal influenza because it is so fleet-footed.

[D] Officials shut down most of the economy to halt the spread of a previously unknown strain of the mongrel H1N1 virus, which is comprised of avian, swine and human influenza viruses. The hope is that the outbreak has now peaked.

[E] Could more innovative manufacturing techniques help? One promising approach involves growing vaccines not in eggs but in cell cultures, which is speedy and easily scaled up. Another is to add adjuvants, which are catalysts that improve the efficacy of a vaccine and reduce the amount of active ingredient required.

[F] Anthony Fauci, head of America’s National Institute of Allergy and Infectious Diseases, says the American government has been funding many such firms in preparation for bioterrorism and pandemics. But he points out that none of the firms has so far got a pandemic flu vaccine past safety trials.

[G] Keiji Fukuda of the WHO summed it up this way: “There’s much greater vaccine capacity than there was a few years ago, but there is not enough vaccine capacity to instantly make vaccines for the entire world’s population for influenza.”

### 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)

It is worth looking at one or two aspects of the way a mother behaves towards her baby. (46) The usual fondling, cuddling and cleaning require little comment, but the position in which she holds the baby against her body when resting is rather revealing. Careful American studies have disclosed the fact that 80 per cent of mothers cradle their infants in their left arms, holding them against the left side of their bodies. If asked to explain the significance of this preference most people reply that it is obviously the result of the predominance of right-handedness in the population. By holding the babies in their left arms, the mothers

keep their dominant arm free for manipulations. But a detailed analysis shows that this is not the case. True, there is a slight difference between right-handed and left-handed females, but not enough to provide an adequate explanation. It emerges that 83 per cent of right-handed mothers hold the baby on the left side, but then so do 78 per cent of left-handed mothers. In other words, only 22 per cent of the left-handed mothers have their dominant hands free for actions. Clearly there must be some other, less obvious explanations.

The only other clue comes from the fact that the heart is on the left side of the mother's body. Could it be that the sound of her heart-beat is the vital factor? And in what way? (47) Thinking along these lines it was argued that perhaps during its existence inside the body of the mother, the growing embryo becomes fixated on the sound of the heart beat. (48) If this is so, then the re-discovery of this familiar sound after birth might have a calming effect on the infant, especially as it has just been thrust into a strange and frighteningly new world outside. (49) If this is so then the mother, either instinctively or by an unconscious series of trials and errors, would soon arrive at the discovery that her baby is more at peace if held on the left against her heart than on the right.

This may sound far-fetched, but tests have now been carried out which reveal that it is nevertheless the true explanation. Groups of new-born babies in a hospital nursery were exposed for a considerable time to the recorded sound of a heartbeat at a standard rate of 72 beats per minute. (50) There were nine babies in each group and it was found that one or more of them was crying for 60 per cent of the time when the sound was not switched on, but that this figure fell to only 38 per cent when the heart-beat recording was thumping away. The heart-beat groups also showed a greater weight-gain than the others, although the amount of food taken was the same in both cases. Clearly the beatless groups were burning up a lot more energy as a result of the vigorous actions of their crying.

### Section III Writing

#### Part A

##### 51. Directions;

Read the following Chinese text and write an abstract of it in 80-100 English words on ANSWER SHEET 2. (10 points)

#### 作为研究活动的科学是一个过程

科学作为一种研究活动,主要是由科学研究的主体即科学共同体、科学家或科学人展开的。它包括这种活动的发生学和逻辑起点的科学目的或目标、动机或动力,包括两种主要的研究形式——基础研究和应用研究,也包括在研究活动中不时运用的科学方法,以及知识生产过程中最重要的两项活动——科学发明(或科学发现)和理论评价。

即使从科学家个人角度讲,科学研究活动也是一个漫长、曲折、复杂而且充满酸甜苦辣的过程。且不说爱因斯坦为狭义相对论和广义相对论分别奋斗了整整10年,也不说他为统一场论奉献了40年余生还未取得实质性的成果,仅仅是为了发现简单的实验定律,他也需要耗费大量的时间和精力用于观察、实验、整理和分类数据、归纳、概括、推理、想象、检验等等。更不必提及科学共同体借助相互批判和相互检验的过程协商一致需要相当多的时日;也不必言说科学除了我们强调的是认识过程之外,还是一个错综复杂的社会过程、历史过程和文化过程。

科学研究活动之所以是一个漫长而复杂的过程,主要是由研究对象(客观实在)的深奥性、隐秘性和

无限性以及研究主体的思想过程性决定的。关于前者,玻姆从微观现象的研究中洞察到,即使“基本粒子”也能被创造、湮灭和变换。这就表明,甚至“基本粒子”也不可能是终极实体,它们也是从某一更深的运动层次抽象出来的相对不变的形式。他说:“任何可描述的事件、对象、实体等,都是从未知的和不可定义的流运动总体中抽象出来的。这意味着,不管我们关于物理学定律的知识走得多么远,这些定律的内容所涉及的仍将是这样一些只具有相对的存在独立性和行为独立性的抽象。所以,人们不会被引导去假设,物体、事件集合的一切性质必定可用一组可知的终极实体加以说明。在任何阶段,这些集合的更进一步的性质都可能产生,其终极根据应该被看成是全体流的未知总体。”玻姆也注意到,科学家的思维或思想具有过程性。他说:为了探究认知怎样被理解为过程的问题,我们首先注意到,一切知识都是在思想中产生、展开、传达、变换和运用的。在其变化运动中(而不只在其相对明确定义的映象与观念的内容中)来考虑,思想确实是过程,在其中知识具有其实际而具体的存在性。思想过程是什么?思想实质上是记忆在生活的每个时期的能动反映。思想包括智力的、情绪的、感官的、肌肉的和生理的记忆反映。这些反映是一个不可分解的过程的一切侧面。分离地对待它们就会助长破碎化与混乱。它们全体是对每一实际境况的一个记忆反映过程,这个反映又导致对记忆的进一步贡献,从而成为下一步思想的条件。

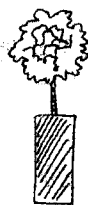
科学作为研究活动或精神生产过程,具有某些别具一格的特征。多尔比把它们概括如下:(1)它遵循合理性的方法论。方法论有时覆盖新洞察产生的过程(或者这可能被归功于创造性的天才),它总是覆盖洞察借以确立为知识的过程。自17世纪以来,科学方法论便给出了竞争的论述,这在它们强调用合适的数学语言精确地描述和测量、系统地观察和仔细构造的实验方面有所不同。对方法论的初步要求是,它可靠地产生作为它的结果的知识,或者至少减少误差的可能性。立足于无批判地接受传统(比如说流行的占星术)的智力实践被认为是非科学的。(2)它在独特的建制框架内被维持,该框架的首要意图是产生新知识,并与其他在面临批判中幸存下来的知识交流。在高等教育体系和科学研究机构中,科学的建制框架担负训练新一代研究者的任务。许多现代科学是如此深奥,以致它只能在这种建制框架内繁荣,在此之外进行的智力事业往往容易被作为不科学的东西被打发掉。(3)科学会导致它的从业者离开传统的常识形式。科学研究活动使用了日益增长的全套技术手段,尤其是各种科学仪器。科学研究起源于人的直接经验,但是不再固定于这种经验。毋宁说,它是在间接的以仪器为中介的特殊建制框架内被建构的。通过诉诸直觉的常识判断而不是诉诸学科专门化的特殊实践的智力事业,容易被视为非科学的东西。

不过,我们还是要强调,追求真理和诉诸证明构成科学活动过程的本质性的特征。追求真理贯穿在科学活动的始终——从科学的目的和动机,到新知识从私人领域进入公共知识的宝库。诉诸证明渗透在所有基础研究和应用研究活动中,特别体现在科学的实证方法、理性方法乃至臻美方法中,它在科学发明和理论评价过程中更是须臾不可或缺的。

## Part B

### 52. Directions:

Write an essay of around 200 words based on the following drawing. In your essay, you should first describe the drawing, then interpret its meaning, and give reasons for your preference.



绢花:永不凋零 100元

鲜花:美丽芳香 50元

You should write neatly on ANSWER SHEET 2. (20 points)

Which Is a Better Retirement Gift to Our Teacher?