

再版前言

本书是“十一五”重点课题规划项目，汇集北京大学、清华大学、中国人民大学、教育部学生司、教育部考试中心、北京师范大学等部门数位专家多年的教学经验和研究成果。我们深深感谢教育部考试中心有关专家的大力支持和帮助。

教育部考试中心的研究生入学考试正在向“加强理解与应用”转型，这与目前英语教学正在向实用型转化相一致。针对这样的新型考研题型，考生平时复习要特别注意做到以下两点：第一，多做模拟练习题，本书为大家提供了精心编写的十套浓缩试题及解析，恰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。花大力气重点培养语感和英语思维表达能力，本书也为此能力的快速培育提供了优质的平台，精选了各种题型的文章，素材相当精当广泛，供大家阅读和分析，相信必有意外的巨大收获。

根据我们多年的命题经验和教学辅导经验，目前随着考研复习的深入，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，更深入的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，摸索总结出了答案思路和方法，现在迫切需要的是通过大量的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《英语冲刺浓缩押题 10 套卷》。

※ 本书的强势特色与最大优势：

1. 选材的科学精当性

阅读理解短文内容涉及社会科学、自然科学、人文科学三大类型，其中包括经济、政治、交通、医学、农业、历史、语言、新闻、艺术、宗教、文体等诸多领域，选材以贴近社会现实为主，严格按照真题比例，比较科学，实用性强！

2. 题目设置的合理性

本书十套试题，共计 520 道题，在题目设置上都做了精心的策划，具有较高的真题价值，体现了历年命题的风格，把握命题精髓，使考生能够解一题知百题，一举多

得，信息浓缩且极为有效！

3. 答案解析的条理性

在答题方面，为了让考生摆脱“为了答题而答题”的机械性做法，我们对每道题的解答都进行了详细解释，题目一环扣一环，解析一环解一环。条理性强，做到了让考生既知其然，也知其所以然。

※ 本书的使用帮助与专家建议：

1. 推荐指数设定

完型填空：从文章所谈论的话题，超纲词或词组、文章长度等几方面综合考虑，进行推荐指数的分级。

阅读 A 节：从文章选材内容是否生僻。题目设置是否有深度，超纲词是否超过 3%。文章长度是否在 450 词左右等几个方面综合考虑进行推荐指数的分级。

阅读 B 节：从文章的内容、文章脉络结构的把握程度、错误选项的干扰度来定推荐级别。

阅读 C 节：从是否有复杂的语法结构、是否涉及词语的特殊含义、句中固定句型与固定短语的译法是否有难度等几个方法衡量推荐级别。

应用文写作：从书信的实用性来定推荐级别。

短文写作：从写作主题是否和社会热点、社会现象紧密联系来定推荐级别。

2. 答题时长建议

完型填空：15~20 分钟

阅读理解：110~115 分钟

◆ Part A: 传统阅读理解 70~75 分钟（考试重点）

◆ Part B: 新题型 20 分钟

◆ Part C: 翻译 20~25 分钟

作文：50 分钟（30 分钟） ◆Part A: 小作文 15 分钟 ◆Part B: 大作文 35 分钟

3. 答题顺序安排

考研英语的答题顺序要因人而异的，考生可以根据自身答题情况来调整顺序，使自己达到最佳应试状态。不过我们建议，还是按照传统的考题顺序来做比较妥当一点，即先做“完型”再做“阅读”，最后做“作文”。这样做，不会让你漏题。

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考试中心资深专家:

英语冲刺押题重点 10 套卷 (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)

推荐指数: ★★★★★

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 or furtive, 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 the 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 who had 19 met the interviewer's eyes less often than the 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.

(273 words)

- | | | | |
|--------------------|------------------|------------------|-----------------|
| 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

推荐指数: ★★★★★

Lately social scientists have begun to ask if culture is found just in humans, or if some animals have culture too. When we speak of culture, we mean a way of life a group of people have in common. Culture includes the beliefs and attitudes we learn. It is the patterns of behavior that help people to live together. It is also the patterns of behavior that make one group of people different from another group.

Our culture lets us make up for having lost our strength, claws, long teeth, and other defenses. Instead, we use tools, cooperate with one another, and communicate in language. But these aspects of human behavior, or “culture”, can also be found in the lives of certain animals.

We used to think that the ability to use tools was the dividing line between human beings and other animals. Lately, however, we have found that this is not the case. Chimpanzees can not only use tools but actually make tools themselves. This is a major step up from simply picking up a handy object and using it. For example, chimps have been seen stripping the leaves and twigs off a branch, then putting it into a termite nest. When the termites bite at the stick, the chimp removes it and eats them off the end—not unlike our use of a fork!

For some time we thought that although human beings learned their culture, animals couldn't be taught such behavior. Or even if they could learn, they would not teach one another in the way people do. This too has proven to be untrue. A group of Japanese monkeys was studied at the Kyoto university Monkey Centre in Japan. They were given sweet potatoes by scientists who wanted to

attract them to the shore of an island. One day a young female began to wash her sweet potato to get rid of the sand. This practice soon spread through out the group, It became learned behavior, not from humans but from other monkeys. Now almost all monkeys who have not come into contact with this group do not. Thus we have a “cultural” difference among animals.

We have ruled out tool use and invention as ways of telling animal behavior from human behavior. We have also ruled out learning and sharing of behavior. Yet we still have held out the last feature—language. But even the use of language can no longer separate human culture from animal culture. Attempts to teach apes to speak have failed. However, this is because apes do not have the proper vocal organs. But teaching them language has been very successful if we are willing to accept another forms rather than just the spoken word. Two psychologists trained a chimpanzee named Washoe to use Standard American Sign Language. This is the same language used by deaf people. In this language, “talk” is made through gestures, and not by spelling out words with individual letters. By the time she was five years old, Washoe had a vocabulary of 130 signs. Also, she could put them together in new ways that had not been taught her originally. This means she could create language and not just copy it. She creates her own sentences that have real meaning. This has allowed two-way talk. It permits more than one-way command and response.

Of course, there are limits to the culture of animals. As far as we know, no ape has formed social institutions such as religion, law, or economics. Also, some chimps may be able to learn sign language; but this form of language is limited in its ability to communicate abstract ideas. Yet with a spoken language we can communicate our entire culture to anyone else who knows that language. Perhaps the most important thing we have learned from studies of other animals is that the line dividing us from them is not as clear as we used to think.

(657 words)

21. The passage mainly tells us about_____.
- A. the history of animal learning
 - B. the difference between animals’ culture and that of human beings
 - C. the various aspects of animals’ culture
 - D. the dividing line between animals and human beings
22. Which of the following is NOT TRUE according to the passage?
- A. By culture the author means something that people have in common in relation to their ideas, art, or their way of life.
 - B. All animals are found to have the same culture as human beings.
 - C. The ability to use tools used to serve as a dividing line between human beings and animals.
 - D. Many things that animals used to be considered unable to do are now proved possible.
23. Which of the following example’s tells us that the animals also have a kind of culture difference?
- A. The study of a group of monkeys in Japan.
 - B. The study of a Chimpanzee named Washoe.
 - C. The study of chimps using tools.
 - D. The study of termites’ behavior.

24. Which of the following is TRUE according to para. 5?
- A. Animals don't have the intelligence that man has.
 - B. Animals can hardly express what they want.
 - C. Animals can only use sign language for their communication.
 - D. Animals can not speak the same way as man does.
25. It is implied in the passage that_____.
- A. some animals may also have the same ability to use language as human beings
 - B. human beings, unlike many other animals, no longer have such features as great strength, claws, long teeth and other defenses
 - C. there seems to be nearly no difference between human beings and other animals
 - D. monkeys and chimps seem to have more in common with human beings than any other animals

Text 2 ◆◆ 重点押题，特别推荐 ◆◆

推荐指数：★★★★

What does a firm depend on if it wants to develop and not to be thrown out of the markets? You may say the firm should have some advantages of its own to stand still in the fierce competitive battle field of the commerce. And this is quite true. If sustainable competitive advantage depends on work force skills, American firms have a problem. Human resource management is not traditionally seen as the centre to the competitive survival of the firm in the United States. Skill acquisition is considered an individual responsibility. Labor is simply another factor of production to be hired/rented at the lowest possible cost—must as one buys raw materials or equipment.

The lack of importance attached to human resource management can be seen in the corporate pecking order. In an American firm the chief financial officer is almost always second in command. The post of head of human resource management is usually a specialized job, off at the edge of the corporate hierarchy. The executive who holds it is never consulted on major strategic decisions and has no chance to move up to Chief Executive Officer. By way of contrast, in Japan the head of human resource management is central—usually the second most important executive, after the CEO, is the firm's hierarchy.

While American firms often talk about the vast amounts spent on training their work force, in fact, they invest less in the skills of their employees than do either Japanese or German firms. The money they do invest is also more highly concentrated on professional and managerial employees. And the limited investments that are made in training workers are also much more narrowly focused on the specific skills necessary to do the next job rather than on the basic background skills that make it possible to absorb new technologies.

As a result, problems emerge when new breakthrough technologies arrive. If American workers, for example, take much longer to learn how to operate new flexible manufacturing stations than workers in Germany (as they do), the effective cost of those stations is lower in Germany than it is in the United States. More time is required before equipment is up and running at capacity, and the need for extensive retraining generates costs and creates bottlenecks that limit the speed with which new

equipment can be employed. The result is a slower pace of technological change. And in the end the skills of the bottom half of the population affect the wages of the top half. If the bottom half can't effectively staff the processes that have to be operated, the management and professional jobs that go with these processes will disappear.

(447 words)

26. Which of the following applies to the human resource management of American companies?
- A. They hire people with the least possible money regardless of their skills.
 - B. They see skill gaining as their employees' own business.
 - C. They prefer to hire self-trained workers.
 - D. They only hire skilled workers because of keen employment competition.
27. What is the position of the executive of human resource management in an American firm?
- A. He is one of the most important executives of the firm.
 - B. His post is likely to disappear when new technologies have been introduced.
 - C. He has no say in making important decisions of the firm.
 - D. He is directly under the chief financial executive.
28. The money most American firms put in work force training mainly goes on_____.
- A. technological and managerial staff
 - B. workers who will run new equipment
 - C. workers who lack basic background skills
 - D. top executives
29. Why is there a slow pace of technological change in American firms?
- A. New equipment in America is more expensive.
 - B. American firms don't pay enough attention to on-the-job training of their work.
 - C. The decision-making process in American firms makes them less responsive to technological changes.
 - D. The professional staff of American firms are less paid and so less creative.
30. What is the main idea of the passage?
- A. American firms' human resource management strategies affect their competitive capacity.
 - B. Human resource management is a key factor in a firm's survival.
 - C. The cost of work training in America is higher than that in Japan and Germany.
 - D. American firms are different from Japanese and German firms in human resource management.

Text 3

推荐指数: ★★★☆

Science has long had an uneasy relationship with other aspects of culture. Think of Galileo's 17th century trial for his rebelling belief before the Catholic Church or poet William Blake's harsh remarks against the mechanistic worldview of Isaac Newton. The schism between sciences and the humanities has deepened in this century.

Until recently, the scientific community was so powerful that it could effort to ignore its critics.

As funding for science has declined, scientists have attacked “antiscience” in several books, notably Higher Superstition, by Paul Regress, a biologist at the University of Virginia, and Norman Leavitt, a mathematician at Rutgers University; and The Demon Haunted World, by Carl Sagan of Cornell University. Defenders of science have also voiced their concerns at meetings such as “The Flight from Science and Reason”, and “Science in the Age of (Mis)information”.

Antiscience clearly means different things to different people. Gross and Leavitt find fault primarily with sociologists, philosophers and other academics, that have questioned science’s objectivity. Sagan is more concerned with those who believe in ghosts, creationism and other phenomena that contradict the scientific worldview.

A survey of news stories in 1996 reveals that the antiscience tag has been attached to many other groups as well, from authorities who advocated the elimination of the last remaining stocks of smallpox virus to Republicans who advocated decreased funding for basic research.

Few would dispute that the term applies to the Unabomber, whose manifesto, published in 1995, scorns some science and longs for return to a pre-technological utopia. But surely that does not mean environmentalists concerned about uncontrolled industrial growth are antiscience, as an essay in US News & World report last May seemed to suggest.

The environmentalists, inevitably, respond to such critics. The true enemies of science, argues Paul Ehrlich, a pioneer of environmental studies, are those who question the evidence supporting global warming, the depletion of the ozone layer and other consequences of industrial growth.

“The term ‘antiscience’ can lump together too many, quite different things,” notes Harvard University philosopher Gerald Holton. “They have in common only one thing that they tend to annoy or threaten those who regard themselves as more enlightened.”

(361 words)

31. What is the meaning of the word “schism” in the first paragraph?

- A. satisfaction. B. dissatisfaction. C. separation. D. combination.

32. Who are not antiscience?

- A. those who doubt science’s objectivity.
B. those who suggest cutting down the funds for research.
C. those who object to developing technology.
D. those who are worried about the consequence of industrial growth.

33. In paragraph 2 the author_____.

- A. shows his sympathy with scientists
B. discusses the cause of the decline of science’s power
C. explains the way in which science develops
D. exemplifies the division of science and the humanities

34. Which of the following is not TRUE according to the passage?

- A. Environmentalists were blamed for antiscience in an essay.
B. Politicians are subject to the labeling of antiscience.
C. The “more enlightened” tend to tag others as antiscience.

D. Tagging environmentalists as “antiscience” is not justifiable.

35. What does the author think of the issue “science vs. antiscience”?

- A. neutral. B. subjective. C. prejudiced. D. puzzling.

Text 4 ◆◆ 重点押题，特别推荐 ◆◆

推荐指数：★★★★

Millions of U.S. college students will have to shoulder more of the cost of their education under federal rules imposed late last month through a bureaucratic adjustment requiring neither congressional approval nor public comment of any kind. The changes, only a slight alteration in the formula governing financial aid, are expected to diminish the government’s contribution to higher education by hundreds of millions of dollars, starting in the autumn of 2004. But they will also have a ripple effect across almost every level of financial aid, shrinking the pool of students who qualify for federal awards, tightening access to billions of dollars in state and institutional grants, and heightening the reliance on loans to pay for college.

How much more money this may require of students and their parents will vary widely, changing with each family’s set of circumstances. Some families may be expected to pay an extra \$100 or less each year, while others may owe well over \$1,000 more. While many college administrators characterized the change as a backdoor way to cut education spending, without public discussion, the Department of Education said it was simply executing its responsibilities under federal law.

Whether furnished by colleges, states or the federal government, the vast majority of the nation’s \$90 billion in financial aid is dictated by a single, intricate equation known as the federal need analysis. Its purpose is to decipher how much of a family’s income is truly discretionary, and therefore fair game for covering college expenses. Much like the federal income tax, the formula allows families to deduct some of what they pay in state and local taxes. But, this year, the department significantly reduced that amount, in some cases cutting it in half. On paper, at least, that leaves families with more money left over to pay for college, even though state and local taxes have gone up over the last year, not down.

In the 2004-2005 academic year, when the changes first take effect, parents who earn \$50,000 a year may be expected to contribute \$700 or so beyond what they are already paying, according to an independent analysis conducted by a consulting firm that helps universities set enrollment and aid. Those earning about \$25,000 may owe only an extra \$165 or less, while families earning \$80,000 could be expected to pay an additional \$1,100 or more.

(393 words)

36. The word “shoulder” (Line 1, Para.1) most likely means “_____”.

- A. bear B. lift C. bare D. accept

37. The rule changes are likely to_____.

- A. provide \$90 billion in financial aid
B. lower the amount of financial aid provided by the government
C. cost each family an average of \$1,000 per year

- D. have a ripple effect across federal income taxes
38. According to the article, some have criticized the changes because they_____.
- A. ignore local and state taxes
- B. were not discussed in public
- C. are not in accordance with federal law
- D. leave many families unable to pay for college
39. The purpose of the federal needs analysis is to determine_____.
- A. whether or not a family is below the poverty line
- B. how much of a family's income is discretionary
- C. whether a family is on financial aid
- D. how much family's should pay in state and local taxes
40. Which of the following words best describes the tone of the article?
- A. supportive.
- B. angry.
- C. incensed.
- D. informative.

Part B

Directions: The following paragraphs are given in a wrong order. For Questions 41 - 45, you are required to reorganize these paragraphs into a coherent article by choosing from the list A- G to fill in each numbered box. The first and the last paragraphs have been placed for you in Boxes. Mark your answers on ANSWER SHEET 1. (10 points)

推荐指数: ★★★★★

- [A] In our time women have an average lifespan of almost 80 years; double of what it was in the last century. Motherhood can be postponed and in theory marriage can be postponed. Women in the USA are studying more than men and they may become main breadwinner in the near future.
- [B] Many women go through life thinking, consciously or unconsciously, that a man will solve all their problems, “Once we are married, everything will be OK.” This attitude only set us up for failure. Men are not princes ready to take any challenge to rescue the princesses; they are human beings with their own needs and fears.
- [C] Carrie was wondering in her bedroom about the comment that her friend, New York. socialite Charlotte York, made “Women want to be rescued.” Carrie wonders, “Is that true? Is that the only thing women want? Rescued by whom? If the prince did not kiss Snow White, would she have been frozen forever or would she have woken up anyway and moved on?” Snow White probably had no other chance, but we do.
- [D] No wonder our society has changed. On the other hand, our values have not changed fast enough and many women, more so Hispanic women, are just waiting to be rescued by the prince. These women have not realized they no longer need to be rescued; they need a man for other reasons, not to take care of them.
- [E] Women in our society have so many options that we do not need anybody else to rescue us; we are

the only ones that can rescue ourselves. If you have areas of your life that you want to improve, go ahead; do it for you and for you only, or accept yourself as you are. Do not be so naive that you think someone else can take care of all your problems. Life does not work like that. Live life to the fullest, be happy with who you are and you will see that if you are happy with yourself, you will make others happy, including your man.

[F] Our society has changed in a remarkable way in the last 50 years or so. And there are many reasons for it. At the beginning of the 20th century women's life span was about 40 years. Therefore, life needed to start earlier if a woman were going to live for only 40 years; motherhood was a priority. Men used to work and women stayed at home and took care of them and their kids. Women could not survive without a man; women needed to be rescued.

[G] Women are caregivers. We are strong and smart and we have the ability to take care of ourselves; we do not need to be rescued by anyone. When we are giving our power to others in exchange for security, we are also giving up our freedom. Are you waiting to be rescued? Do you ever think like that?

(496 words)

Order:

C → 41. → 42. → 43. → 44. → 45. → G

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)

推荐指数: ★★☆☆

The old adage of the title has a parallel in the scientific world "all research leads to biomedical advances". The fact that research in one discipline contributes to another is well understood by the scientific community. It is not, however, so clear to the public or to public policy-makers. 46) Because public support for funding of biomedical research is strong, the scientific community could build a more effective case for public support of all science by articulating how research in other disciplines benefits biological medicine.

The time is ripe to improve public appreciation of science. A recent National Science Foundation survey suggested that Americans continue to support research expenditures. In addition, public opinion polls indicate that scientists and science leaders enjoy enviably high public esteems. 47) Instead of lamenting the lack of public understanding of science, we can work to enhance public appreciation of scientific research by showing how investigations in many areas intertwine and contribute to biomedical advances. A crucial task is to convey to the public, in easily understood terms, the specific benefits and the overall good that result from research in all areas of science.

Take, for example, agricultural research. 48) On the surface, it may appear to have made few significant contributions. To biomedical advances, except those directly related to human nutrition. This view is incorrect, however. In the case of nutrition, the connections between agricultural and

biomedical research are best exemplified by the vitamin discoveries. 49) At the turn of the century, when the concept of vitamins had not yet surfaced and nutrition as a scientific discipline did not exist, it was in a department of agricultural chemistry that the first true demonstration of vitamins was made. Single-grain feeding experiments documented the roles of vitamins A and B. The essential role of some minerals (iron, and copper) was shown later, and these discoveries provided the basis of modern human nutrition research.

50) Despite such direct links, however, it is the latest discoveries that have been made in agricultural research that reveal its true importance to biomedicine. Life-saving antibiotics such as streptomycin were discovered in soil microorganisms. The first embryo transplant was made in a dairy cow, and related research led to advances in the understanding of human reproduction.

(373 words)

Section III Writing

Part A

51. Directions:

推荐指数: ★★★☆

Your friend Harold just got married, and write a letter to express your congratulations. Your letter should be within 100 words. Address can be excluded.

Part B

52. Directions:

推荐指数: ★★★★★

Study the following picture carefully and write an essay of at least 200 words. In the essay, you should

- 1) write out the messages conveyed by the picture;
- 2) give your comments.

You should write neatly on **ANSWER SHEET 2**.



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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)

推荐指数: ★★★★★

You probably know that it's better for both you and the environment if you buy an organic tomato instead of one that's been doused in pesticides, but there are lots of other things to consider before venturing down the aisle of your local supermarket (or farmer's market).

The explosion in 1 produce and other foods during the last few years has been an extremely 2 development in the food industry. However, 3 still exists about exactly what the organic 4 means.

Do you know the difference between a cereal that's "organic," "100% organic," and "made with organic 5?" The USDA has clearly defined standards that 6 which of those labels can legally go on your raisin bran. You can learn more about them at www.usda.gov.

Organic foods are great, but the jury is still very much out 7 another new development in the food world: genetically 8 organisms (GMOs). No one knows for certain the short and 9 effects of these products of gene engineering, 10 there's a chance they could lead to the 11 creation of "superweeds" or 12 with natural plant stocks, for more information on GMOs, we recommend visiting www.saynotogmos.org.

13 you're shopping, don't forget to consider the companies behind the 14 names. One cereal company might be an environmental champion, 15 the other manufactures its corn flakes via 16 environmental practices. An easy way to compare two companies is to use 17 such as www.responsibleshopper.com. They present both the good and bad sides of every company they 18, and they grade hundreds of companies on social, ethical and environmental issues.

Remember: 19 conscious shopping is a powerful tool for effecting change. You can make a difference every time you fill your 20 cart.

(288 words)

- | | | | |
|-------------------|-----------------|---------------|--------------|
| 1. A. green | B. organic | C. healthy | D. optional |
| 2. A. positive | B. negative | C. active | D. passive |
| 3. A. controversy | B. contribution | C. conversion | D. confusion |
| 4. A. label | B. mark | C. word | D. food |

- | | | | |
|----------------------|------------------|------------------|--------------------|
| 5. A. components | B. genes | C. ingredients | D. compositions |
| 6. A. determine | B. illustrate | C. recommend | D. demonstrate |
| 7. A. in | B. to | C. for | D. on |
| 8. A. moved | B. modified | C. modeled | D. motivated |
| 9. A. long-run | B. long-term | C. long-day | D. long-distance |
| 10. A. while | B. and | C. but | D. or |
| 11. A. unconditional | B. unexceptional | C. unintentional | D. uncontroversial |
| 12. A. interfere | B. intervene | C. interact | D. intrude |
| 13. A. Any time | B. Anytime | C. Some time | D. Sometime |
| 14. A. brand | B. code | C. product | D. family |
| 15. A. when | B. while | C. as | D. because |
| 16. A. constructive | B. destructive | C. instructive | D. obstructive |
| 17. A. sights | B. addresses | C. sites | D. webs |
| 18. A. profit | B. profile | C. propose | D. protect |
| 19. A. socially | B. conditionally | C. morally | D. environmentally |
| 20. A. nursery | B. grocery | C. bakery | D. stationery |

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

推荐指数: ★★★☆

Many black children in the United States speak differently from whites. Until fairly recently, teachers and others who dealt with black children assumed that this difference was really a deficit that the children just had not learned properly. But a number of linguists have argued that what black children learn is perfectly legitimate dialect of English. In our terms, the difference is one of style rather than one of either power or structure.

When linguists have analyzed Black English, they have found that there are very specific differences, particularly in the use of verbs. In the Green Road Housing Project in Ann Arbor, the children say “He be gone” when they mean “He is gone a good deal of the time.” They say “He been gone” when they mean “He’s been away for a long time while.”

The Black English versions are predictable enough so that it is quite possible for someone to learn the dialect. But is the Black dialect less complex? Philip-Dale argues that it is just as complicated as Standard English. When the black child says “She come home” rather than “She came home”, it doesn’t mean that there is no past tense in black English; rather, it means that both the