

2016 同等学力人员

申请硕士学位英语水平全国统一考试

模拟考场

主编◎白 洁

依据最新大纲全面修订 ◆

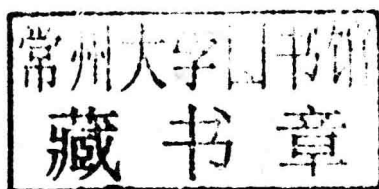
人大名师团队十六年**经典版本** ◆

10套全真模拟试题 解析深入精细 ◆

 中国人民大学出版社

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前言

Preface

很多考生在步入考场之前的一段时间常常感到非常困惑，总觉得考试大纲中规定的考试内容和要求也了解了，公认的最有效的复习材料历年考试真题也认真钻研了，辅导课也听过了，可是临近考试心里还是没有底，总觉得题操练得不够。选择什么复习材料才最有针对性、能起到拔高的作用呢？

答案当然是做模拟试题了！

模拟试题是考生考前练习应试方法和技巧、提高答题速度和准确率必不可少的复习材料。考生通过模拟实际考试的操作流程，限时做题，可以提高备考效率，稳定应考情绪，调整考试心理状态，学会应对在考试中可能遇到的情况，合理安排回答各部分题目的时间，为实现在考场上以不变应万变做好铺垫。通过模考，考生可以进一步领会并体验各种题型的命题思路和原则，归纳总结各种问题的特点和规律，更加熟悉命题材料的来源、范围和难度，不断实践各种题型的应试方法和技巧。

为了满足考生进行考前模拟训练的需要，中国人民大学出版社组织了一批具有丰富教学经验、熟悉本考试的出题规律、多年从事本考试辅导教学工作的老师精心编写了《同等学力人员申请硕士学位英语水平全国统一考试模拟考场》一书。

本书的特点如下：

1. 精心编写了十套模拟考试练习题，完全按照历年考试真题的试卷结构、难易度、出题思路编写，使考生在临近考试的一段时间里能够用接近真题的材料来进行模拟演练，在限定时间内回答各部分问题，并总结归纳出自己在做每一套题时的答题速度、准确率、分值和应试方法与技巧的运用情况，通过求取平均数来了解自身的应试能力和可能的考试结果。

2. 第一部分口语交际在提供每一道题的正确答案的同时，归纳了问题的考查要点，帮助考生了解常考点，在问题解析部分详细介绍了每个问题的情景、上下文内容，阐明了选择正确答案的原因，解释了干扰项的错误所在。考生通过阅读分析解析部分可以掌握这部分的出题规律和常考点，有效提高实践能力和应试能力。

3. 第二部分词汇测试给出了正确答案和每一个选项的释义，最为有益的是提供了一些易选错和有特殊用法的词语的详细讲解与辨析，有的还给出了一些例句，以帮助考生真正掌握这些词语的用法；另外，还提供了所考查句子的参考译文，从而帮助考生在复习时“知其然，知其所以然”，为考生在扩展和利用英语词汇方面打下坚实的基础。在一些词汇的讲解中还补充了同义词、近义词辨析和近形词辨析等，并提供相关例句，使考生真正掌

握这些词语的实际运用，达到举一反三的效果。

4. 第三部分阅读理解不仅提供了各个问题的正确答案，而且详细分析了问题与原文相关信息的对应性，通过阅读题解，考生可以更加准确地理解文章中与问题相关内容的含义及汉语参考译文。考生可以通过阅读重点信息掌握阅读理解的出题思路、应试方法，同时提高英译汉的能力，一举多得。

5. 第四部分综合填空解析部分逐题提供正确答案，阐述解题的具体方法、干扰项的含义以及相关词汇短语的用法，这些详尽的分析可以非常有效地帮助考生全方位提高英语语言运用能力。详解中还提供了考查点的句子翻译和上下文内容的解释，为考生更加准确全面地了解文章内容、训练英译汉提供了有益的帮助。

6. 第五部分是第六版大纲新增题型“短文完成”，这种题型较新、可参考的真题较少，考生尤其要很好地利用这部分内容。题解部分按照该题型语篇考查的特点，将题目置于上下文语境中进行讲解，而不是逐题单个解析，以帮助考生尽快掌握作答语篇完形题目的思路和规律，有效提高得分。

7. 第六部分短文英译汉，编者不仅提供参考译文，而且逐句进行了非常细致的解析，从语法结构、难点词汇、每个句子的参考译文几个层面进行深入浅出的阐述和说明，从根本上解决了考生复习英译汉时遇到的难题和困惑，不仅对考生应试有帮助，而且对于指导考生在平时的生活、工作和学习中的英语语言运用，提高考生的翻译能力和水平也大有裨益。

8. 第七部分写作，作者首先分析了题目的写作类型，给出结构框架和模板，然后提供了句式表达和相关词汇，最后提供了参考范文。从句子结构、用词选择、词组运用、句际衔接、段落布局直至全篇成文等各个层次进行了深入浅出的解析和指导，使考生见题有思路，落笔有的写，不再惧怕写作，不再认为写作部分取得理想分数“可望而不可即”。

我们期待着这本《模拟考场》能够在考试前为考生带来最大的帮助，实实在在地巩固考生的英语语言知识，提高语言运用能力，使考生在较短的时间内最快地掌握英语学习方法、答题技巧和应试技能，最终取得理想的成绩，顺利通过考试。

本书由中国人民大学外国语学院白洁担任主编，王珠英、李慧明、韩满玲、唐启明等参与编写。限于水平和时间，疏漏和失误在所难免，欢迎广大同仁和读者批评指正。

编者

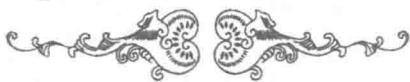
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英语水平全国统一考试 模拟试卷一



Paper One 试卷一

(100 minutes)

Part I Oral Communication (10 points)

Section A

Directions: In this section there are two incomplete dialogues and each dialogue has three blanks and three choices A, B and C, taken from the dialogue. Fill in each of the blanks with one of the choices to complete the dialogue and mark your answer on the Answer Sheet.

■ Dialogue One ■

- A. You've learned a lot, haven't you
- B. I can smell jealousy in the air
- C. Haven't you heard them say on TV

John: She's really pretty, isn't she? Her skin looks so baby smooth!

Becky: Well, it's just that she puts lots of make-up on her face. Actually, natural beauty comes from within.

John: Ah, 1 !

Becky: She has nothing that deserves my jealousy. I don't have to put things on my face and I still look pretty. Don't you think so?

John: Yeah, right! But what did you put on your face last night, those little greenish things?

Becky: They're cucumbers. They're natural skin soothers, natural healers of the skin. 2 that...erh...they soften the skin, wipe out the roughness, counter irritation, and build strength and resilience?

John: Yeah, yeah, yeah! They wipe out tight, tired feelings and remove lines and age signs. Blah, blah, blah, blah, blah! See I can even recite it.

Becky: That's right! 3 ?

■ Dialogue Two ■

- A. that's probably it
- B. I have one
- C. it's a one-bedroom apartment.

Blanca: Hello. I'm calling about the apartment you advertised.

Manager: Yes. What kind of apartment are you interested in?

Blanca: I'm interested in a one-bedroom. Do you have any available?

Manager: Yes. 4. When do you need it?

Blanca: Sometime around next week. What can you tell me about this apartment?

Manager: Well, 5. The monthly rent is \$ 650, with a \$ 300 security deposit. You pay electricity only. Gas and water is included. Both the heat and stove are gas. You'll be assigned a sheltered parking space at no extra charge. And... 6.

Blanca: Sounds good. May I come over tomorrow to take a look?

Manager: Sure. What time would you like to come?

Blanca: How about 10 AM?

Manager: Good. May I have your name, please?

Blanca: My name is Blanca.

Manager: Blanca. I'll see you tomorrow.

Section B

Directions: In this section there is one incomplete interview which has four blanks and four choices A, B, C and D, taken from the interview. Fill in each of the blanks with one of the choices to complete the interview and mark your answer on the Answer Sheet.

- A. when some major change happens in their lives
- B. relevant to a person's medical history
- C. when you settle down
- D. relating to health matters

Interviewer: Are you married at the moment?

Jimmy: Actually, that's one of the reasons why I want to sort out some insurance. I'm planning to get married quite soon. I guess 7 you'll start to think of things like that.

Interviewer: Yes, we often find people take out life insurance 8, like getting married or changing their job. Now, I've got some questions 9. We will of course be requiring a full medical examination but I need some basic details from you now.

- Jimmy:** That's OK. I expect you want to know that I'm healthy, don't you?
- Interviewer:** That's right. Have you ever had a serious illness at any time of your life?
- Jimmy:** Oh, no, I've never had anything serious. I've always been healthy, never been in hospital.
- Interviewer:** OK. Now, what about your parents? It's usually 10. Can you tell me something about your parents?
- Jimmy:** They had just retired from their job and they are all in good condition.
- Interviewer:** OK. I've just got one more question, Mr. Black. Do you smoke?
- Jimmy:** ...

Part II Vocabulary (10 points)

Directions: In this part there are ten sentences, each with one word or phrase underlined. Choose the one from the four choices marked A, B, C and D that best keeps the meaning of the sentence. Mark your answer on the Answer Sheet.

- For some purposes, it may be desirable to measure the output product within the geographical area of a nation, on the grounds of whether the profits belong to residents or foreign investors.
A. in spite of B. based on C. instead of D. irrespective of
- Marketing is the process by which goods are sold and purchased. That process may be a simple act of exchange or an intricate, sensitive mechanism.
A. complicated B. obscure C. evident D. indefinite
- On hearing of the case sometime later, Conan Doyle was convinced that the man was not guilty, and immediately went to work to ascertain the truth.
A. check up B. pick out C. look through D. find out
- He misled management by giving it the idea that the older and more experienced men were not an asset but a liability.
A. wealth B. award C. assistance D. advantage
- Many modern language teachers make occasional use of teaching aids such as computers and tape recorders, but only a few use them systematically as an integral part of their work.
A. incredible B. individual C. component D. associate
- Then, in his soft voice, he will reveal once more the eloquent gift that has made him one of the capable advocates in British legal history.
A. boastful B. expressive C. obstinate D. restrained
- Many observers believe that country will remain in a state of chaos if it fails to solve its chronic food shortage problem.
A. intensive B. lasting C. drastic D. starving

18. The exhibition is designed to facilitate further cooperation between Chinese TV industry and overseas TV industries.
A. establish B. promote C. guarantee D. maximize
19. He testified in court that he had seen the prisoner run out of the bank after it had been robbed.
A. proved B. witnessed C. justified D. identified
20. A patient who is dying of incurable cancer of the throat is in terrible pain, which can no longer be satisfactorily alleviated.
A. diminished B. abolished C. relaxed D. lessened

Part III Reading Comprehension (25 points)

Section A

Directions: In this section, there are four passages followed by questions or unfinished statements, each with four suggested answers A, B, C and D. Choose the best answer and mark your answer on the Answer Sheet.

■ Passage One ■

Cars account for half the oil consumed in the U. S. , about half the urban pollution and one fourth the greenhouse gases. They take a similar toll of resources in other industrial nations and in the cities of the developing world. As vehicle use continues to increase in the coming decade, the U. S. and other countries will have to deal with these issues or else face unacceptable economic, health-related and political costs. It is unlikely that oil prices will remain at their current low level or that other nations will accept a large and growing U. S. contribution to global climatic change.

Policymakers and industry have four options: reduce vehicle use, increase the efficiency and reduce the emissions of conventional gasoline-powered vehicles, switch to less harmful fuels, or find less polluting driving systems. The last of these—in particular the introduction of vehicles powered by electricity—is ultimately the only sustainable option. The other alternatives are attractive in theory but in practice are either impractical or offer only marginal improvements.

For example, reduced vehicle use could solve traffic problems and a host of social and environmental problems, but evidence from around the world suggests that it is very difficult to make people give up their cars to any significant extent. In the U. S. , mass-transit ridership and carpooling have declined since World War II. Even in western Europe, with fuel prices averaging more than \$1 a liter (about \$4 a gallon) and with easily accessible

mass transit and dense populations, cars still account for 80 percent of all passenger travel.

Improved energy efficiency is also appealing, but automotive fuel economy has barely made any progress in 10 years. Alternative fuels such as natural gas, burned in internal-combustion engines, could be introduced at relatively low cost, but they would lead to only marginal reductions in pollution and greenhouse emissions (especially because oil companies are already spending billions of dollars every year to develop less polluting types of gasoline).

21. From the passage we know that the increased use of cars will _____.
 - A. consume half of the oil produced in the world
 - B. have serious consequences for the well-being of all nations
 - C. widen the gap between the developed and developing countries
 - D. impose an intolerable economic burden on residents of large cities
22. The U. S. has to deal with the problems arising from vehicle use because _____.
 - A. most Americans are reluctant to switch to public transportation systems
 - B. the present level of oil prices is considered unacceptable
 - C. other countries will protest its increasing greenhouse emissions
 - D. it should take a lead in conserving natural resources
23. Which of the following is the best solution to the problems mentioned in the passage?
 - A. The designing of highly efficient car engines.
 - B. A reduction of vehicle use in cities.
 - C. The development of electric cars.
 - D. The use of less polluting fuels.
24. Which of the following is practical but only makes a marginal contribution to solving the problem of greenhouse emissions?
 - A. The use of fuels other than gasoline.
 - B. Improved energy efficiency.
 - C. The introduction of less polluting driving systems.
 - D. Reducing car use by carpooling.
25. Which of the following statements is TRUE according to the passage?
 - A. The decline of public transportation accounts for increased car use in western Europe.
 - B. Cars are popular in western Europe even though fuel prices are fairly high.
 - C. The reduction of vehicle use is the only sustainable option in densely populated western Europe.
 - D. Western European oil companies cannot sustain the cost of developing new-type fuels.

Words & Expressions:

toll *n.* 损耗

carpooling *n.* 合伙用车

combustion *n.* 燃烧

■ Passage Two ■

Cyberspace, data superhighways, multi-media, for those who have seen the future, the linking of computers, television and telephones will change our lives for ever. Yet for all the talk of a forthcoming technological utopia little attention has been given to the implications of these developments for the poor. As with all new high technology, while the West concerns itself with the “how”, the question of “for whom” is put aside once again.

Economists are only now realizing the full extent to which the communications revolution has affected the world economy. Information technology allows the extension of trade across geographical and industrial boundaries, and transnational corporations take full advantage of it. Terms of trade, exchange and interest rates and money movements are more important than the production of goods. The electronic economy made possible by information technology allows the haves to increase their control on global markets—with destructive impact on the have-nots.

For them the result is instability, developing countries which rely on the production of a small range of goods for export are made to feel like small parts in the international economic machine. As “futures” are traded on computer screens, developing countries simply have less and less control of their destinies.

So what are the options for regaining control? One alternative is for developing countries to buy in the latest computers and telecommunications themselves—so-called “development communications” modernization. Yet this leads to long-term dependency and perhaps permanent constraint on developing countries’ economies.

Communications technology is generally exported from the U. S. , Europe or Japan; the patents, skills and ability to manufacture remain in the hands of a few industrialized countries. It is also expensive, and imported products and services must therefore be bought on credit—credit usually provided by the very countries whose companies stand to gain.

Furthermore, when new technology is introduced there is often too low a level of expertise to exploit it for native development. This means that while local elites, foreign communities and subsidiaries of transnational corporations may benefit, those whose lives depend on access to the information are denied it.

26. From the passage we know that the development of high technology is in the interest of _____ .

- | | |
|-----------------------|---------------------------|
| A. the rich countries | B. scientific development |
| C. the elite | D. the world economy |

27. It can be inferred from the passage that _____ .

- A. international trade should be expanded

- B. the interests of the poor countries have not been given enough consideration
C. the exports of the poor countries should be increased
D. communications technology in the developing countries should be modernized
28. Why does the author say that the electronic economy may have a destructive impact on developing countries?
- A. Because it enables the developed countries to control the international market.
B. Because it destroys the economic balance of the poor countries.
C. Because it violates the national boundaries of the poor countries.
D. Because it inhibits the industrial growth of developing countries.
29. The development of modern communications technology in developing countries may _____.
- A. hinder their industrial production
B. cause them to lose control of their trade
C. force them to reduce their share of exports
D. cost them their economic independence
30. The author's attitude toward the communications revolution is _____.
- A. positive B. critical C. indifferent D. tolerant

Words & Expressions:

cyberspace *n.* 网络空间, 电脑空间

utopia *n.* 乌托邦, 理想社会

futures *n.* 期货

patent *n.* 专利权, 执照, 专利品

stand to gain 一定获利

■ Passage Three ■

When I was a kid, I never knew what my parents—or anyone else's—did for a living. As far as I could tell, all grownups had mysterious jobs that involved drinking lots of coffee and arguing about Richard Nixon. If they had job related stress, they kept it private. Now American families are expected to be more intimate. While this has resulted in a lot more hugs, “I love you's,” and attendance at kids football games, unfortunately we parents also insist on sharing the frustrations of our work lives.

While we have complained about our jobs or fallen asleep in car pool lines, our children have been noticing. They are worried about us. A new survey, “Ask the Children,” conducted by the Family and Work Institute of New York City, queried more than 1,000 kids between the ages of 8 and 18 about their parents' work lives. “If you were granted one wish to change the way your parents' work affected your life,” the survey asked kids, “what would that wish be?” Most parents assumed that children would want more time

with them, but only 10% did. Instead, the most common wish (among 34%) was that parents would be less stressed and tired by work.

Allison Levin is the mother of three young children and a professional in the growing field of “work/life quality.” Levin counsels employees who are overwhelmed by their work and family obligations to carefully review their commitments—not only at the office but at home and in the community too—and start paring them down. “It’s not about getting up earlier in the morning so you can get more done,” she says. “It’s about saying no and making choices.”

We can start by leaving work, and thoughts of work, behind as soon as we start the trip home. Do something to get yourself in a good mood, like listening to music, rather than returning calls on the cell phone. When you get home, change out of your work clothes, let the answering machine take your calls, and stay away from e-mail. When your kids ask about your day, tell them about something good that happened. (In the survey, 69% of moms said they liked their work, but only 42% of kids thought their mothers really did.)

Parents can also destress by cutting back on their children’s activities. If keeping up with your kid’s schedule is killing you, insist that he choose between karate lessons and the theater troupe. Parents should also sneak away from work and family occasionally to have some fun. I keep a basketball in the trunk of my car. I might never be able to fix everything at work or at home, but at least I can work on my jump shot.

31. Which of the following sentences can be the best title of this passage?
 A. Kids Say: Chill
 B. Kids Stress Parents
 C. Parents Complain about Work
 D. Parents Get in Good Mood
32. The author mentions her own childhood experience to show that _____.
 A. she never understood why her parents had odd jobs and argued about the president
 B. she didn’t know what her parents did to earn money to support the family when she was young
 C. she did understand why the Americans became more and more close and hugged a lot
 D. she could see that the American parents keep the stress and tiredness from work to themselves
33. We can infer from the second paragraph that nowadays the children _____.
 A. are very anxious about their parents for their hard work
 B. are looking forward to being with their parents
 C. are very considerate about their parents
 D. are very ambitious to change their parents’ work
34. The phrase “paring them down” in the third paragraph most likely means _____.
 A. gathering the work and family duties together
 B. matching the work quality to life quality

- C. decreasing the defeating commitments
D. denying to fulfill their work and family obligations
35. Which of the following is not the way to destress the parents' heavy burden?
- A. Forgetting about the job as soon as leaving the office.
B. Reducing participating the activities for the children.
C. Sharing with the children some happy experience.
D. Taking part more actively in community activities.

Words & Expressions:

query *v.* 质问

pare down 减少

karate *n.* 空手道

troupe *n.* 剧团

sneak *v.* (非正规用词) 偷偷地走

chill *v.* (俚语) 放松

■ Passage Four ■

Video recorders and photocopiers, even ticket machines on the railways, often seem unnecessarily difficult to use. Last December I bought myself a video cassette recorder (VCR) described as "simple to use". In the first three weeks I failed repeatedly to program the machine to record from the TV, and after months of practice I still made mistakes. I am not alone. According to a survey last year by Ferguson, the British manufacturer, more than one in four VCR owners never use the timer on their machines to record a program; they don't use it because they've found it far too hard to operate.

So why do manufacturers keep on designing and producing VCRs that are awkward to use if the problems are so obvious? First, the problems we notice are not obvious to technically minded designers with years of experience and trained to understand how appliances work. Secondly, designers tend to add one or two features at a time to each model, whereas you or I face all a machine's features at once. Thirdly, although finding problems in a finished product is easy, it is too late by then to do anything about the design. Finally, if manufacturers can get away with selling products that are difficult to use, it is not worth the effort of any one of them to make improvements.

Some manufacturers say they concentrate on providing a wide range of features rather than on making the machines easy to use. But that gives rise to the question, "Why can't you have features that are easy to use?" The answer is you can. Good design practice is a mixture of specific procedures and general principles. For a start, designers should build an original model of the machine and try it out on typical members of the public—not on colleagues in the development laboratory. Simple public trials would quickly reveal many de-

sign mistakes. In an ideal world, there would be some ways of controlling quality such as that the VCR must be redesigned repeatedly until, say, 90 per cent of users can work 90 per cent of the features correctly 90 per cent of the time.

36. The author had trouble operating his VCR because _____.
 A. he had neglected the importance of using the timer
 B. the machine had far more technical features than necessary
 C. he had set about using it without proper training
 D. its operation was far more difficult than the designer intended it to be
37. According to the author, manufacturers _____.
 A. should add more useful features to their machines
 B. often fail to make their products easy to use
 C. should make their appliances as attractive as possible
 D. often fail to provide proper training in the use of their products
38. It seems that manufacturers will remain reluctant to make improvements unless _____.
 A. they can do so at a very low cost
 B. they find their machines hard to operate
 C. they have difficulty selling their products
 D. they receive a lot of complaints about their machines
39. According to the passage, before a VCR is sold on the market, its original model should be tried out _____.
 A. among ordinary consumers who are not technically minded
 B. among people who are technically minded
 C. among experienced technicians and potential users
 D. among people who are in charge of public relations
40. One of the reasons why VCRs are so difficult to use is that _____.
 A. the designers are often insensitive to the operational complexities of their machines
 B. the range of features provided is unlimited
 C. there is no ideal way of controlling quality
 D. their designers often ignore the complaints of their users

Words & Expressions:

timer *n.* 定时器

Section B

Directions: In this section, you are required to read one blog and the comments on it. The blog and comments are followed by questions or unfinished statements, each with four suggested answers A, B, C and D. Choose the best answer and mark your answer on

the Answer Sheet.

Being born in the United States does not guarantee proficiency in English. Maybe you knew this, maybe you didn't. But it was new to me. Here's what I learned.

This month, the *Los Angeles Times* wrote about California's status as the first state in the country to create a program aimed at improving the language skills of students who are struggling to learn English, a group known as English language learners (ELLs). In this case, the students targeted are long-term English language learners, likely having lived in the country for years—possibly their whole lives—without being able to speak the language fluently. What caught my eye was the opening anecdote: “I should be more confident in English because I was born here, but I'm embarrassed that I haven't improved myself,” said Dasha, a junior at a Los Angeles high school.

Is Dasha a rare native-born American student who struggles with English even as she progresses to the upper grade-levels? Or is she part of a larger community, a notable subset within the ELL student population?

The answer, definitively, is the latter. The overall percentage of students ageing six through 21 in grades kindergarten through 12 who were born outside of the U. S. is 4.7 percent, or 2.37 million students, according to research by the Migration Policy Institute's Jeanne Batalova that uses 2012 Census data. But the percentage of U. S. students who are considered English language learners is nearly double that: 9.1 percent, or 4.4 million students, according to 2013 U. S. Department of Education Data. While the two figures come from different data sources, it's clear that a large percentage of English language learners were born in the U. S.

Comment 1:

A very likely condition. A child can be born in the United States with immigrant parents who do not speak English and never will. The child will very likely learn to speak English fairly decently but will not have a family source to correct and refine their English pronunciation of certain words, syntax, the proper use and meaning of English words and extend the child's English vocabulary. English is a fairly complex language to learn for any child.

Comment 2:

On the other end of the scale, the best English students have always included a significant proportion of first-generation immigrants, in my anecdotal experience. Children who immigrate with middle or upper-middle class families before the age of ten often outperform not just native-born but also actually native speakers, suggesting that economics are a factor throughout the academic gamut. It's also possible that learning a grammar as you learn a language leads to better outcomes.

Comment 3:

I have seen this pattern as a 6th-12th grade teacher, too. The key is to teach parents to raise their kids in their native, home language, including reading to them in the home