

红蓝英语模拟试卷系列·职称考试

# 技术点详解

## 全国职称英语综合类

# A级考试全真模拟试卷

长春滕英语教学研究中心 编



**红蓝英语**

**模拟试卷系列·职称考试**  
(光盘资料)

**技术点详解**

**全国职称英语综合类 A 级**  
**考试全真模拟试卷**

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世界图书出版公司

兴图音像电子出版社

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# 前 言

由上海、厦门、香港、台北、吉隆坡、洛杉矶等地英语教学专业人士联合组成的常春藤英语教学研究中心,推出体现海外英语学习全新理念的色彩助记外语读物以来,在中国英语图书市场一炮打响,红蓝自测英语速记词汇表二十多个品种常销不衰,双向记忆的红蓝色彩助记卡获得了中华人民共和国的专利。

常春藤英语教学研究中心的英语教育专业人士,在这个基础上充分发挥和海外英语时文零距离接触的强势,潜心研究了中考、高考、大学四级、六级、考研、托福、雅思、GRE、职称考试、自学考试、公共英语等中国内地各个层面、几十个领域的英语考试大纲要求,邀请了中国境内众多英语专业强手加盟,不失时机地编写了有技术点详解的各类英语考试模拟试卷,编写了有色彩助记又有鲜活例句的英语词汇精编。常春藤红蓝英语常销的各类词汇、试卷的品种目前已近百,在外语图书市场中已经成为一个知名品牌。

现在呈现在读者面前的是“红蓝英语模拟试卷系列·职称英语”,这是根据人事部专业技术人员管理司审定的最新全国专业技术人员职称英语考试大纲编写的,有全国英语职称综合类考试的A级本、B级本、C级本,有全国英语职称理工类考试的A级本、B级本、C级本,有全国英语职称卫生类考试的A级本、B级本、C级本共9种,不同种类、不同等级的考试分别提供10套全真模拟试卷,在同类图书中其实用性和价格比都有不可替代的优势。同时,继承前几辑模拟试卷的特色,在答题技术点详解方面有更深一层的拓展,如:逻辑推理法、区分词意法、词组辨析法、逐项排除法、直接定位法、总体推断法……另外,阅读部分的试题同样吸收了海外最新的英语精采时文,会使众多的考生眼前一亮。

《技术点详解全国职称英语综合类A级考试全真模拟试卷》根据考试大纲对A级报考人员的要求编写。着重体现了考查考生熟练掌握6000个基本词汇的程度和英语阅读的分析、总结能力。这里的英语全真模拟试卷涵盖了综合类考生应该掌握的阅读文章类型,包括人物性格的分析、社会热点的探讨、历史事件的回顾、哲理小品的欣赏等多方面内容,符合报考综合类A级考生的职业特点。

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# 全真模拟试卷

## 全国职称英语综合类 A 级考试

### 全真模拟试卷(一)

#### 第 1 部分:词汇选项 (第 1~15 题,每题 1 分,共 15 分)

下面共有 15 个句子,每个句子中均有 1 个词或短语画有底横线,请从每个句子后面所给的 4 个选项中,选择 1 个与画线部分意义最相近的词或短语。

1. It was said that the hydrogen-filled balloon was much safer and more reliable.  
A. successful B. troublesome  
C. dependable D. sophisticated
2. The British fail to comprehend the deep European anxiety for progress towards unification because Britain hasn't been invaded since 1066.  
A. anger B. worry  
C. unhappiness D. eagerness
3. Programs devised exclusively for a particular company are therefore far more vulnerable to abuse and accident than standard software packages produced by external suppliers.  
A. easily hurt by B. under the control of  
C. easily attacked by D. available to
4. Only a small segment of people disapproved of premarital sex.  
A. angry with B. tolerant of  
C. agree with D. disagree with
5. With each departure a small part of the diversity of nature that makes life so interesting is also gone.  
A. going away B. extinction  
C. changing D. disaster
6. That young man is always ready to pay a compliment to a pretty young lady.  
A. attention B. politeness  
C. tributes D. greetings
7. We are well aware of the responsibilities that necessarily attach to our office.

- A. confront B. go along with  
C. stand in front of D. belong to
8. Superconductors are the only class of materials immune to this problem; they can carry current with no resistance whatever.  
A. unsafe from B. liable to  
C. unrelavent to D. unaffected by
9. His words activated my spirit.  
A. curbed B. dampened  
C. confused D. stimulated
10. Brushing your teeth regularly helps to ward off tooth decay.  
A. keep from hospital wards B. encourage  
C. avoid D. wash off
11. Success often depends on temperament.  
A. education B. aristocracy  
C. disposition D. experience
12. He made clear the United States view on the assault across the channel.  
A. attack B. travel  
C. negotiation D. unification
13. The initial step is often the most difficult.  
A. quickest B. longest  
C. last D. first
14. Tom was surprised at the oddness of Mary's behavior.  
A. strangeness B. rudeness  
C. roughness D. vigor
15. You should be cautious not to make any mistakes in spelling.  
A. anxious B. watchful  
C. indifferent D. neglectful

**第 2 部分: 阅读判断** (第 16~22 题, 每题 1 分, 共 7 分)

阅读下面这篇短文, 短文后列出 7 个句子, 请根据短文的内容对每个句子做出判断。如果该句提供的是正确信息, 请把 A 涂黑; 如果该句提供的是错误信息, 请把 B 涂黑; 如果该句的信息文章中并没有提及, 请把 C 涂黑。

In the western suburbs of Beijing there is a gigantic bell. It is three times as tall as man, and about twenty feet around. It was made five hundred years ago in a foundry(铸造厂) on the other side of the city and within the old city walls. How then was this enormous bell moved so far through the streets in the day when there was no modern machines?

When the workers had completed the bell, they were very proud of it. It was perfect and rang beautifully true. Then came the problem of moving it across the city and to the temple be-

yond. The matching they had could not move it very far. It broke the levers and ropes, and the workmen lost hope.

Several days passed in which one plan after another was made, discussed, then given up. Yet the bell had to be moved and a way had to be found. The workmen came together at foundry for yet another meeting. One of them, who was called Li, brought a large jar of wine, feeling even if they could not find an answer, some wine would cheer them up. So they gathered round their work table and filled the cups while they talked about the problem. After they had all their say, it became clear that no one had anything new to suggest, so they just sat there drinking silently. The table was wet with spilt(被溅出的) wine, when a young man called for the jar to fill his cup. The workman who had been asked to pass the jar could hardly lift it because he had too much to drink. Then a man spoke up, a small old man whom no one had noticed before.

"Don't bother to lift it. Just slide it along the table." They did so, and because the table was smooth and wet, the jar moved easily to the other end.

Old Li, who had been watching, suddenly stood up very excitedly.

"Of course! That's the answer," he said, "we'll slide it along."

"Slide what?" "Along where?"

“We’ll slide the bell. If we dig a shallow ditch(沟) from here to the temple, and fill with water, in winter the water will freeze. Then we can skate the bell along on top of the ice and it will be no trouble at all.”

And that is what they did.

16. The gigantic bell was made in foundry on the eastern side of Beijing five hundred years ago.  
A. Right                                      B. Wrong                                      C. Not mentioned
17. The workmen could move the bell across the city and to the temple beyond because it was perfect and rang beautifully true.  
A. Right                                      B. Wrong                                      C. Not mentioned
18. The workmen came together at the foundry for yet another meeting, where one plan after another was made, discussed, then given up.  
A. Right                                      B. Wrong                                      C. Not mentioned
19. Old Li brought a large jar of wine, by which he wanted to introduce the workmen to work out a way to move the bell.  
A. Right                                      B. Wrong                                      C. Not mentioned
20. It gave Old Li great inspiration that the jar was moved easily along the smooth, wet table to the other end.  
A. Right                                      B. Wrong                                      C. Not mentioned
21. When Old Li spoke out his idea, every workman immediately understood him and cheered



up.

A. Right

B. Wrong

C. Not mentioned

22. Finally the workmen succeeded in moving the bell from east to west in city.

A. Right

B. Wrong

C. Not mentioned

### 第 3 部分:概括大意与完成句子 (第 23~30 题,每题 1 分,共 8 分)

阅读下面这篇短文,短文后有 2 项测试任务:(1)第 23~26 题要求从所给的 6 个选项中为规定段每段选择 1 个正确的小标题;(2)第 27~30 题要求从所给的另 6 个选项中选择 4 个正确选项,分别完成每个句子。

#### Top Marks for Singapore Schools

1. Education in Singapore is booming, and the world is taking notice. In the Third International Maths and Science Study, Singaporean 13-year-olds scored highest in both subjects out of 41 countries. In the equivalent 1988 science study, they came 14th; now they have topped Japan and South Korea, both traditional high achievers, and left England trailing (10th in science and 25th in maths). Some doubt the validity of comparisons based on international standardised testing, but this is not the only evidence of high average standards in Singapore. Research for last year's Government Skills Audit revealed that Singapore had caught up with Britain in the proportion of adults qualified to the equivalent of our level three or higher (two A-levels or equivalent vocational qualifications) and overtaken us in the output of level three qualifications among its young people.

2. This is a remarkable feat for a country where 35 years ago most people had only primary schooling. The Singapore Government is not yet satisfied — it wants to stimulate creative thinking and creativity — but international observers are clearly well impressed already. Last year, the World Competitiveness Yearbook, one of whose criteria is levels of education and training, placed Singapore second to the United States in overall competitiveness, and numerous articles in international journals have been extolling the achievements of Singapore in education and economic performance. So what are we going to learn from all this?

3. Policy-makers in Britain will no doubt be casting around frantically for the magic ingredient in Singapore which produces such results. As is their wont, they will often select the evidence out of context to support their own priorities. Supporters of whole-class teaching will probably put the whole thing down to the use of this method in Singaporean schools. Advocates of selection will point out that Singapore uses streaming — ignoring the fact that this is largely within comprehensive schools and is a response to multilingualism.

Others, wishing to dismiss the comparison as irrelevant to Britain, will ascribe Singaporean achievement to something called "Asian values", as if these were uniform and unchanging, and ignoring the fact that educational development has varied markedly in Asia. They will have learned nothing about how education works in Singapore and even less about what the lessons might be for Britain.

4. International studies show that there is no single factor associated with educational success at the national level. None of the traditional indicators — class size, educational expenditure, selection and grouping policies, teaching styles or time spent on learning particular subjects — correlates systematically with outcomes over a range of countries. Rather, the outcomes of the educational process in different countries are the result of a host of factors, some relating to the internal features of education systems, and others to the social contexts.

5. Countries which do relatively well in school education, such as France, Germany, Japan, South Korea, and Sweden, have certain things in common. As nations, they emphasise educational achievement. They tend to have a “learning culture”, in which parents and teachers have high expectations of their children’s educational achievements, where the education systems are designed to provide opportunities and motivation for all learners, and where the labour market, and society in general, rewards those who do well in education.

They have learned how to institutionalise high expectation for all through norm-reinforcing procedures and practices such as national curricula and guidelines on teaching and assessment methods, professionally-produced learning materials, interactive whole-class teaching, and so on.

23. Paragraph 2 \_\_\_\_\_

A. Possible Reasons for Educational Success in Singapore

24. Paragraph 3 \_\_\_\_\_

B. Characteristics of Successful Education Systems

25. Paragraph 4 \_\_\_\_\_

C. Achievements of the Singaporean Education System

D. Singapore’s Educational Policies and Facilities

26. Paragraph 5 \_\_\_\_\_

E. Some Factors Which May Influence Educational Outcomes

F. The Effect of Singapore’s Characteristics as A Nation

27. The whole world pays more attention to \_\_\_\_\_.

28. The Singapore Government is not yet satisfied with its remarkable feat because \_\_\_\_\_.

29. Factors associated with educational achievements don’t relate to a single one, but \_\_\_\_\_.

30. Countries which do relatively well in school education all tend to \_\_\_\_\_.

A. to the internal features of education systems and others to the social contexts, etc.

B. achievements is Singaporean education

C. the “Asian Values” factor

D. it wants to stimulate creative thinking and creativity

E. what other countries can learn

F. have a learning culture

#### 第 4 部分: 阅读理解 (第 31~45 题, 每题 3 分, 共 45 分)

下面有 3 篇短文, 每篇短文后有 5 道题, 每题后面有 4 个选项。请仔细阅读短文并根据短文回答其后面的问题, 从 4 个选项中选择 1 个最佳答案。

##### 第一篇

Clothes play a critical part in the conclusions we reach by providing clues for who people are, who they are not, and who they would like to be. They tell us a good deal about the wearer's background, personality, status, mood, and social outlook.

Since clothes are such an important source of social information, we can use them to manipulate people's impression of us. Our appearance assumes particular significance in the initial phases of interaction that is likely to occur. An elderly middle-class man or woman may be alienated(疏远……) by a young adult who is dressed in an unconventional manner, regardless of the person's education, background, or interests.

People tend to agree on what certain types of clothes mean. Adolescent girls can easily agree on the lifestyles of girls who wear certain outfits(套装), including the number of boyfriends they likely have had and whether they smoke or drink. Newscasters, or the announcers who read the news on TV, are considered to be more convincing, honest, and competent when they are dressed conservatively. And college students who view themselves as taking an active role in their interpersonal relationships say they are concerned about the costumes they must wear to play these roles successfully. Moreover, many of us can relate instances in which the clothing we wore changed the way we felt about ourselves and how we acted. Perhaps you have used clothing to gain confidence when you anticipated a stressful situation, such as a job interview, or a court appearance.

In the workplace, men have long had well-defined precedents and role models for achieving success. It has been otherwise for women. A good many women in the business world are uncertain about the appropriate mixture of "masculine" and "feminine" attributes they should convey by their professional clothing. The variety of clothing alternatives to women has also been greater than that available for men. Male administrators tend to judge women more favorably for managerial positions when the women display less "feminine" grooming(打扮)—shorter hair, moderate use of make-up, and plain tailored clothing. As one male administrator confessed, "an attractive woman is definitely going to get a longer interview, but she won't get a job."

31. According to the passage, the way we dress \_\_\_\_\_.
  - A. provides clues for people who are critical of us
  - B. indicates our likes and dislikes in choosing a career
  - C. has a direct influence on the way people regard us
  - D. is of particular importance when we get on in age
32. From the third paragraph of the passage, we can conclude that young adults tend to believe

- that certain types of clothing can \_\_\_\_\_.
- A. change people's conservative attitudes towards their lifestyles
  - B. help young people to make friends with the opposite sex
  - C. make them competitive in the job market
  - D. help them achieve success in their interpersonal relationships
33. The word "precedents" (Line 1, Para. 4) probably refers to \_\_\_\_\_.
- A. early acts for men to follow as examples
  - B. particular places for men to occupy especially because of their importance
  - C. things that men should agree upon
  - D. men's beliefs that everything in the world has already been decided
34. According to the passage, many career women find themselves in difficult situations because \_\_\_\_\_.
- A. the variety of the professional clothing is too wide for them to choose
  - B. women are generally thought to be only good at being fashion models
  - C. men are more favorably judged for managerial positions
  - D. they are not sure to what extent they should display their feminine qualities through clothing
35. What is the passage mainly about?
- A. Dressing for effect.
  - B. Managerial positions and clothing.
  - C. How to dress appropriately.
  - D. Dressing for the occasion.

## 第二篇

Imagine a world in which there was suddenly no emotion—a world in which human beings could feel no love or happiness, no terror or hate. Try to imagine the consequences of such a transformation. People might not be able to stay alive; knowing neither joy nor pleasure, anxiety nor fear, they would be as likely to repeat acts that hurt them as acts that were beneficial. They could not learn; they could not benefit from experience because this emotionless world lack rewards and punishments. Society would soon disappear; people would be as likely to harm one another as to provide help and support. Human relationships would not exist; in a world without friends or enemies, there could be no marriage affection among companions, or bonds among members of groups. Society's economic underpinnings (支柱) would be destroyed: Since earning \$ 10 million would be no more pleasant than earning \$ 10, there would be no incentive to work. In fact, there would be no incentives of any kind. For as we will see, incentives imply a capacity to enjoy them.

In such a world, the chances that the human species would survive are next to zero, because emotions are the basic instrument of our survival and adaptation. Emotions structure the

world for us in important ways. As individuals, we categorize objects on the basis of our emotions. True, we consider the length, shape, size, or texture, but an object's physical aspects are less important than what it has done or can do to us—hurt us, surprise us, anger us or make us joyful. We also use categorizations colored by emotions in our families, communities, and overall society. Out of our emotional experiences with objects and events comes a social feeling of agreement that certain things and actions are “good” and others are “bad”, and we apply these categories to every aspect of our social life—from what foods we eat and what clothes we wear to how we keep promises and which people our group will accept. In fact, society exploits our emotional reactions and attitudes, such as loyalty, morality, pride, shame, guilt, fear and greed, in order to maintain itself. It gives high rewards to individuals who perform important tasks such as surgery, makes heroes out of individuals for unusual or dangerous achievements such as flying fighter planes in a war, and uses the legal and penal(刑法的)system to make people afraid to engage in antisocial acts.

36. The reason why people might not be able to stay alive in a world without emotion is that \_\_\_\_\_.
- A. they would not be able to tell the texture of objects
  - B. they would not know what was beneficial and what was harmful to them
  - C. they would not be happy with a life without love
  - D. they would do things that hurt each other's feeling
37. According to the passage, people's learning activities are possible because they \_\_\_\_\_.
- A. believe that emotions are fundamental for them to stay alive
  - B. benefit from providing help and support to one another
  - C. enjoy being rewarded for doing the right thing
  - D. know what is vital to the progress of society
38. It can be inferred from the passage that the economic foundation of society is dependent on \_\_\_\_\_.
- A. the ability to make money
  - B. the will to work for pleasure
  - C. the capacity to enjoy incentives
  - D. the categorizations of our emotional experiences
39. Emotions are significant for man's survival and adaptation because \_\_\_\_\_.
- A. they provide the means by which people view the size or shape of objects
  - B. they are the basis for the social feeling of agreement by which society is maintained
  - C. they encourage people to perform dangerous achievements
  - D. they generate more love than hate among people
40. The emotional aspects of an object are more important than its physical aspects in that they \_\_\_\_\_.

- A. help society exploit its members for profit
- B. encourage us to perform important tasks
- C. help to perfect the legal and penal system
- D. help us adapt our behavior to the world surrounding us

### 第三篇

Nowadays, with women playing an ever-increasing role in all kinds of careers and professions, it is difficult to understand that there was a time when no medical school would accept a woman. They all said that only a man could be a doctor. An American, Elizabeth Blackwell, was determined to become the first woman doctor in the world. After a great deal of delay and opposition, she received, to her great surprise, a letter from the Dean of Geneva College informing her that she had been accepted.

Much later, Elizabeth discovered what had actually happened when her application had been received by the College authorities. None of them wanted to have a woman student, but they did not wish to offend the influential Philadelphia doctor who had recommended her, so they hit on the expedient of turning the decision over to the students' general meeting. They were quite certain that this would result in this alarming idea being turned down. But when the student body met, many of them thought it would be amusing to be the only medical college in the country which could boast that it was training some sort of Amazon, a strong, female warrior, as a woman doctor. Some genuinely believed that women should be treated equally, while others thought of the whole thing as a joke. So the vote in favour was carried unanimously, and the College authorities found, with dismay, that they would now have to admit Elizabeth.

A few days after receiving the notification of her acceptance, Elizabeth was on the train for the two-day journey to Geneva College.

Her entry into the medical school there could hardly have been more nerve-racking. The Dean asked her to follow him on to the platform and formally introduced her to her assembled students. Fifty years later an elderly doctor, who was a student at the College at the time, recalled the scene. 'The class, numbering about 150 students, was composed largely of young men from the neighbouring towns. They were rude, boisterous, and riotous beyond comparison. On several occasions the residents of the neighbourhood sent written protests to the College threatening to have the College indicted as a nuisance if the disturbances did not cease. During lectures it was often almost impossible to hear the professors owing to the confusion.' He goes on to describe the dramatic moment when Elizabeth was introduced. The students had heard no more about her after they had sent their decision to the College two or three weeks previously, so her introduction was a complete surprise.

'One morning, all unexpectedly, a lady entered the lectureroom with the professor; she was quite small of stature, plainly dressed, appeared diffident and retiring but had a firm and determined expression on her face. Her entry into the Bedlam of confusion acted like magic on

every student. Each hurriedly sought his seat, and the utmost silence prevailed. For the first time a lecture was given without the slightest interruption, and every word could be heard as distinctly as it would be if there had been but a single person in the room. The sudden transformation of this class from a band of lawless desperadoes to gentlemen by the mere presence of a lady, proved to be permanent in its effects.'

41. The fact that there was a time when no medical school would accept a woman is difficult for us to understand because \_\_\_\_\_.  
 A. there are now more women doctors than men doctors  
 B. women make better doctors than men  
 C. a large proportion of doctors nowadays are women  
 D. more and more women are becoming doctors
42. The students were asked to decide on Elizabeth's application because the College authorities \_\_\_\_\_.  
 A. could not make up their minds  
 B. thought that the students would accept her  
 C. wanted the application to be refused without offending the Philadelphia doctor  
 D. disagreed among themselves
43. The students agreed to accept Elizabeth Blackwell as a fellow student \_\_\_\_\_.  
 A. for a number of different reasons  
 B. because the College authorities asked them to  
 C. because they all believed in equality of the sexes  
 D. because they all thought it would be amusing
44. Elizabeth's entry into the lecture-room was unexpected because \_\_\_\_\_.  
 A. the students expected a new male student  
 B. the students had been told nothing since making their decision  
 C. Elizabeth was with the professor  
 D. there was a lot of noise and confusion
45. The effect of Elizabeth's presence in the lecture-room was \_\_\_\_\_.  
 A. utter confusion  
 B. a temporary change in the students' behaviour  
 C. clearer speaking by the lecturers  
 D. permanently better behaviour

**第 5 部分:补全短文 (第 46~50 题,每题 2 分,共 10 分)**

阅读下面的短文,文章中有 5 处空白,文章后有 6 组文字,请根据文章的内容选择 5 组文字,将其分别放回文章原有位置,以恢复文章原貌。

Harvard University, which celebrated its 350th anniversary in 1986, is the oldest institu-



tion of higher learning in the United States. Founded 16 years after the arrival of the Pilgrims at Plymouth, the University has grown from 9 students with a single master to an enrollment of more than 18,000 degree candidates, including undergraduates, and students in 10 graduate and professional schools. \_\_\_\_\_ (46) Over 14,000 people work at Harvard, including more than 2,000 faculty. There are more than 7,000 faculty appointments in affiliated(加入,联合) teaching hospitals.

Six presidents of the United States—John Adams, John Quincy Adams, Theodore and Franklin Delano Roosevelt, Rutherford B. Hayes, and John Fitzgerald Kennedy—were graduates of Harvard. \_\_\_\_\_ (47)

Harvard College was established in 1636 by vote of the Great and General Court of Massachusetts Bay Colony, and was named for its first benefactor, John Harvard of Charlestown, a young minister who upon his death in 1638, left his library and half his estate to the new institution.

\_\_\_\_\_ (48) Although many of its early graduates became ministers in Puritan congregations throughout New England, the college never formally affiliated with a specific religious denomination.

\_\_\_\_\_ (49) The Program strengthened faculty salaries, broadened student aid, created new professorships, and expanded Harvard's physical facilities. A similar but greatly expanded fundraising effort, the Harvard Campaign (1979–84), was conducted under the leadership of Derek Bok (1971–91) and raised \$356 million by the end of 1984.

\_\_\_\_\_ (50) As part of an overall effort to achieve greater coordination among the University's schools and faculties, Rudenstine set in motion an intensive process of Universitywide academic planning, intended to identify some of Harvard's main intellectual and programmatic priorities.

Those have become an integral part of the current five-year capital campaign. In addition, Rudenstine has stressed the University's commitment to excellence in undergraduate education, the importance of keeping Harvard's doors open to students from across the economic spectrum, the task of adapting the research University to an era of both rapid information growth and serious financial constraints, and the challenge of living together in a diverse community committed to freedom of expression.

- A. Under president Pusey, Harvard undertook what was then the largest fundraising campaign in the history of American higher education, the \$82.5 million Program for Harvard College.
- B. Its faculty have produced 34 Nobel Laureates.
- C. "Harvard Campaign" refers to a fundraising campaign undertaken by Derek Bok.
- D. Neil L. Rudenstine took office as Harvard's 26th president in 1991.
- E. An additional 13,000 students are enrolled in one or more courses at the Harvard Ex-

tension School.

F. During its early years, the College offered a classic academic course based on the English university model but consistent with the prevailing Puritan philosophy of the first colonists.

## 第 6 部分:完形填空 (第 51~65 题, 每题 1 分, 共 15 分)

阅读下面的短文, 文中有 15 处空白, 每处空白给出 4 个选项, 请根据短文的内容从 4 个选项中选择 1 个最佳答案。

Some people believe that international sport creates \_\_\_\_\_ (51) between the nations and that if countries play games together they will learn to live together. Others say that the \_\_\_\_\_ (52) is true, that international contests encourage false national pride and lead to misunderstanding and hatred. There is probably some truth in both arguments, but in recent years the Olympic Games have done \_\_\_\_\_ (53) to support the view that sports encourage international brotherhood. Not only was here the tragic \_\_\_\_\_ (54) involving the murder of athletes, but the Games were also ruined by less incidents caused principally by minor national contests.

One country received its second-place medals with visible \_\_\_\_\_ (55) after the hockey (曲棍球) final. There had been noisy scenes at the end of the hockey match, the losers \_\_\_\_\_ (56) to the final decisions. They were convinced that one of their goals should have been disallowed and that their opponents' victory was unfair. Their manager was in a rage when he said: "This wasn't hockey. Hockey and the International Hockey Federation are finished." The president of the Federation said later that such behavior could result \_\_\_\_\_ (57) the suspension of the team for at least three years.

The American basketball team announced that they would not \_\_\_\_\_ (58) first place to Russia, after a \_\_\_\_\_ (59) end to their contest. The game had ended in \_\_\_\_\_ (60). It was thought at first that the United States had won, by a single \_\_\_\_\_ (61), but it was announced that there were three seconds still to play. A Russian player then threw the ball from one end of the court to \_\_\_\_\_ (62), and another player popped it into the basket. It was the first time the USA had \_\_\_\_\_ (63) lost any Olympic basketball match. An appeal jury debated the matter for four and a half hours before announcing that the result would \_\_\_\_\_ (64). The American players then voted not to receive the silver medals.

Incidents of this kind will continue as long as sport is played competitively rather than for the love of the game. The suggestion that athletes should compete as individuals, or in non-national teams, might be too much to hope for. But in the present organization of the Olympics there is far too much that \_\_\_\_\_ (65) aggressive patriotism.

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|-------------------|---------------|-----------|--------------|
| 51. A. aggression | B. challenge  | C. hatred | D. goodwill  |
| 52. A. opposite   | B. opposition | C. object | D. objection |