

2015版

在职攻读硕士学位  
全国联考英语考试辅导丛书



# 英语历年试题

## 精解及模拟试卷

第11版

环球卓越在职英语考试研究组 / 组编  
初萌 周颖 / 主编

含2007~2014年联考真题  
和8套仿真模拟试卷



全国30多个城市100余家辅导班指定用书



机械工业出版社  
CHINA MACHINE PRESS

超值赠送16课时价值¥280的

“历年真题详解全套及考前押题试卷”网络视频课程

2015.05.25后登录www.geedu.com, 凭购书封面刮刮卡账号和密码获取

• 真题精解知己知彼 • 名师主笔授业解惑 • 权威模拟自查摸底 • 详细解析融会贯通

2015版



在职攻读硕士学位全国联考英语考试辅导丛书

# 英语 历年试题 精解及模拟试卷 (第11版)

组 编：环球卓越在职英语考试研究组

主 编：初 萌 周 颖

参 编：颜 炜 徐国萍 刘启升 梁莉娟 张秀峰 庞靖宇 谭松柏

尹 航 任 雁 郭 丹 吴碧宇 史湘琳 孟宪华 包丽歌

杜喜义 李兰荣 邱婧娜 李妙华 于春艳



机械工业出版社  
CHINA MACHINE PRESS

本书是在职攻读硕士学位全国联考英语考试辅导丛书之一,根据最新考试内容和动向,于2015年4月再次修订。

本书包括2007—2014年真题和8套仿真模拟试卷。每套模拟试卷严格按照最新考试大纲编写,题型、题量、难度均与大纲保持一致,同时对每套模拟试卷都给出了相应的参考答案和详细的解析,让考生知其然,也知其所以然。

本书既可满足考生定期检查、巩固复习成果的需要,又可使考生尽早熟悉考试氛围。

#### 图书在版编目(CIP)数据

2015 在职联考英语历年试题精解及模拟试卷 / 初萌,  
周颖主编. —11 版. —北京:机械工业出版社,2015.6  
(在职攻读硕士学位全国联考英语考试辅导丛书)  
ISBN 978-7-111-50142-8

I. ①2… II. ①初… III. ①英语-研究生-入学考试-自学参考资料 IV. ①H31

中国版本图书馆 CIP 数据核字 (2015) 第 094045 号

机械工业出版社 (北京市百万庄大街 22 号 邮政编码 100037)  
策划编辑:孟玉琴 苗昊聪 责任编辑:苗昊聪 于雷  
责任印制:乔宇  
保定市 中画美凯印刷有限公司印刷

2015 年 5 月第 11 版第 1 次印刷  
184mm×260mm·19.75 印张·487 千字  
0 001-6000 册  
标准书号:ISBN 978-7-111-50142-8  
定价:39.00 元

凡购本书,如有缺页、倒页、脱页,由本社发行部调换  
电话服务

服务咨询热线:(010) 88361066  
读者购书热线:(010) 68326294  
(010) 88379203

网络服务

机工官网:www.cmpbook.com  
机工官博:weibo.com/cmp1952  
教育服务网:www.cmpedu.com  
金书网:www.golden-book.com

封面无防伪标均为盗版



## 丛 书 序

非常感谢广大在职考生的厚爱和支持——本丛书于2010年、2011年、2012年、2013年及2014年连续五年荣登同类书籍销售榜前列！2015年4月，在各位编者的努力下，我们又对本丛书进行了精心修订，对部分内容进行了整合，使得本丛书更加具备应试性。

本丛书是根据国务院学位委员会办公室颁布的最新版《在职攻读硕士学位全国联考英语考试大纲》的要求编写的。在职攻读硕士学位全国联考英语考试的内容包括：口语交际、词汇、语法、阅读理解、完形填空、英译中和英语写作。为了帮助广大考生在较短的时间内提高英语水平，系统备考，并顺利通过考试，编者特将多年积累下来的考前辅导经验和近几年的考试趋势有机结合，针对每种考试题型进行了详细的分析并提供完备的备考规划，还配备了标准化试题供广大考生练习，为广大社会在职考生量身定做了本套“在职攻读硕士学位全国联考英语考试辅导丛书”。

本套丛书特色如下：

### 一、紧扣新大纲

丛书紧扣最新大纲，为编者结合多年命题研究和辅导经验编写而成，内容权威。命题思路及考点选择与在职攻读硕士学位考试命题思路相近，针对性极强。

### 二、名师主笔

本丛书的编者均为北京、上海、广州、郑州、沈阳、长春、石家庄、天津等地著名在职联考前辅导老师，他们熟悉考试大纲和考生的需求，深谙命题的原则、思路和最新考试动态。

### 三、提供标准化备考解决方案

本丛书共3种，从基础、提高到实战模拟，从专项训练到综合备考，充分考虑到了每位在职考生的需求，为广大在职考生提供了标准化的备考解决方案。

《2015 在职联考英语词汇一本通》：根据最新考试大纲词条编写，词条中的例句全部来自于考试真题。记忆方法灵活实用，考点总结清晰，辨析明确，重点突出，便于考生在短期内攻克词汇难关。

《2015 在职联考英语备考指南》：从全面复习的角度，以周为计划，科学有效地为在职考生规划时间，化整为零，化繁为简，详尽阐述了各类题型的有效复习方法和解题技巧，并对考点进行全面归纳，同时在各部分均配有一定量的、有针对性的习题及解析。该书各部分

内容以真题为导向,以有效的应试方法为依托,讲练结合,帮助考生全面突击考试。

《2015 在职联考英语历年试题精解及模拟试卷》:除 8 套全真试题外,本书还包含 8 套全真模拟试卷,难度和出题规律与真题相近,并全部给出了详细解析,具备一定的预测性质,是考生临考复习的最佳用书。同时,本书也对 2007—2014 年的试题进行了详细的解析,尤其在主观题(英译中)部分,罗列出具体的采分点,以利于考生分析考试特点和发现命题规律,更好地把握考试趋势。以便考生更好地把握分值,正所谓“知己知彼,百战不殆”。

#### 四、超值赠送

如何让在职考生不花钱就能享受到最好的辅导课程,该辅导课程均为高清视频,只需一台电脑便可掌握良师传授的学习方法和技巧,抛砖引玉,攻克考试。环球卓越将实现广大在职考生这一愿望!

本套丛书由北京环球卓越在线 [www.geedu.com](http://www.geedu.com) 提供超值赠送服务和强大的技术支持,具体为:

1.《2015 在职联考英语词汇一本通》附赠内容为:2015 核心词汇详解(价值 320 元高清网络课程 16 课时),刮开封面上的账号和密码,自 2015 年 4 月 9 日后可登录 [www.geedu.com](http://www.geedu.com),按照“图书赠送课程学习流程”进行学习。

2.《2015 在职联考英语备考指南》附赠内容为:阅读基础班全套课程(价值 320 元高清网络课程 16 课时),自 2015 年 4 月 9 日后可刮开封面上的账号和密码,登录 [www.geedu.com](http://www.geedu.com),按照“图书赠送课程学习流程”进行学习。

3.《2015 在职联考英语历年试题精解及模拟试卷》附赠内容为:历年真题详解全套及考前押题试卷(价值 280 元高清网络课程 16 课时),自 2015 年 4 月 25 日后可刮开封面上的账号和密码,登录 [www.geedu.com](http://www.geedu.com),按照“图书赠送课程学习流程”进行学习。

4.如购买全套图书,将额外获得环球卓越 2015 在职联考英语通关基础全套课程(共 52 课时,价值 980 元),2015 年 5 月 25 日后将开通课程。

#### 五、专业的技术支持和完善的售后服务

本丛书由专业在职培训机构——环球卓越提供全程技术服务支持。凡购买本丛中任意一册者,均可登录环球卓越网站,在线学习或者下载学习赠送课程,享受环球卓越提供的一系列服务,如:

- 享受会员服务,免费下载环球卓越资料中心的权威学习资料。
- 免费下载部分内部学员资料和讲义,用于复习备考。
- 免费享受环球卓越考前提提供的权威考试信息服务。
- 免费享受环球卓越考后组织的录取调剂服务。

由于编者水平有限,错误之处在所难免,欢迎广大读者批评指正。

最后，感谢北京环球卓越为本丛书提供的专业服务和技术支持，愿他们精益求精，为广大社会在职人士提供更多、更好、更专业的服务！

环球卓越技术支持及服务热线：010—51658769

环球卓越网址：www.geedu.com

QQ：371808070

E-mail & MSN：geedu@163.com

环球卓越在职英语考试研究组

2015年4月于人民大学



## 第 11 版前言

本书是在职攻读硕士学位全国联考英语考试辅导丛书之一。本书根据最新考试内容和动向,于 2015 年 4 月再次修订。书中包括了 2007—2014 年考试真题和 8 套仿真模拟试卷及其相应的标准答案与解析。本书具备以下几个特点。

**1. 试题精解:**本书给出了 2007—2014 年考试真题,并附有详细的解析,以帮助考生了解各类题型的考试难度和考点分布情况,掌握各类题型的解题思路和解题技巧,同时帮助考生自我测试,准确定位,明确复习目标。

**2. 名师主笔:**本书的作者团队是由一直工作在在职联考英语考试辅导第一线的名师组成。他们授课经验丰富,对考试研究透彻,对考点把握准确,熟悉考生状况,了解考生心理,因此,在编写过程中充分考虑了考生的需求。

**3. 权威模拟:**本书严格按照最新版考试大纲修订,模拟试卷的题型、题量、难度均与大纲保持一致,具有一定的预测性质。

**4. 解析详细:**本书各套模拟试卷都给出了相应的参考答案和详细的解析,让考生在熟悉历年考题的基础上,进一步分析、掌握各类题型的解题思路和解题技巧,做到心中有数。

**5. 答案详尽:**主观题均给出参考答案,翻译部分还罗列出具体的采分点,以便考生更好地掌握命题规律和阅卷原则。

本书一方面可满足考生定期检查、巩固复习成果的需要,另一方面可使考生尽早熟悉考试氛围。由于编者水平有限,不妥之处在所难免,衷心希望广大读者批评指正。

编 者

2015 年 4 月



# 目录

## Contents

丛书序

第11版前言

2014 年在职攻读硕士学位全国联考英语试题 .....	1
2014 年在职攻读硕士学位全国联考英语试题参考答案与解析 .....	11
2013 年在职攻读硕士学位全国联考英语试题 .....	20
2013 年在职攻读硕士学位全国联考英语试题参考答案与解析 .....	29
2012 年在职攻读硕士学位全国联考英语试题 .....	40
2012 年在职攻读硕士学位全国联考英语试题参考答案与解析 .....	50
2011 年在职攻读硕士学位全国联考英语试题 .....	59
2011 年在职攻读硕士学位全国联考英语试题参考答案与解析 .....	69
2010 年在职攻读硕士学位全国联考英语试题 .....	78
2010 年在职攻读硕士学位全国联考英语试题参考答案与解析 .....	88
2009 年在职攻读硕士学位全国联考英语试题 .....	97
2009 年在职攻读硕士学位全国联考英语试题参考答案与解析 .....	107
2008 年在职攻读硕士学位全国联考英语试题 .....	116
2008 年在职攻读硕士学位全国联考英语试题参考答案与解析 .....	127
2007 年在职攻读硕士学位全国联考英语试题 .....	136
2007 年在职攻读硕士学位全国联考英语试题参考答案与解析 .....	147

---

2015 年在职攻读硕士学位全国联考英语模拟试题一 .....	157
2015 年在职攻读硕士学位全国联考英语模拟试题一参考答案与解析 .....	167
2015 年在职攻读硕士学位全国联考英语模拟试题二 .....	176
2015 年在职攻读硕士学位全国联考英语模拟试题二参考答案与解析 .....	187
2015 年在职攻读硕士学位全国联考英语模拟试题三 .....	196
2015 年在职攻读硕士学位全国联考英语模拟试题三参考答案与解析 .....	206
2015 年在职攻读硕士学位全国联考英语模拟试题四 .....	215
2015 年在职攻读硕士学位全国联考英语模拟试题四参考答案与解析 .....	225
2015 年在职攻读硕士学位全国联考英语模拟试题五 .....	233
2015 年在职攻读硕士学位全国联考英语模拟试题五参考答案与解析 .....	243
2015 年在职攻读硕士学位全国联考英语模拟试题六 .....	251
2015 年在职攻读硕士学位全国联考英语模拟试题六参考答案与解析 .....	261
2015 年在职攻读硕士学位全国联考英语模拟试题七 .....	269
2015 年在职攻读硕士学位全国联考英语模拟试题七参考答案与解析 .....	280
2015 年在职攻读硕士学位全国联考英语模拟试题八 .....	288
2015 年在职攻读硕士学位全国联考英语模拟试题八参考答案与解析 .....	299



# 2014 年在职攻读硕士学位全国联考英语试题

## Paper One

### Part I Dialogue Communication (15 minutes, 15 points)

#### Section A Dialogue Completion

**Directions:** In this section, you will read 5 short incomplete dialogues between two speakers, each followed by 4 choices marked A, B, C, and D. Choose the answer that best suits the situation to complete the dialogue. Mark your answer on the ANSWER SHEET with a single line through the center.

1. Speaker A: Mind if I call you Albert?

Speaker B: \_\_\_\_\_

- A. Yes, just call me "Al".  
C. OK. Everyone does.

- B. Yes, you may do that.  
D. Of course not. But just "Al" will do.

2. Speaker A: Are you ready?

Speaker B: \_\_\_\_\_ I just need to get my jacket.

- A. More or less.  
C. Sooner or later.

- B. For better or worse.  
D. Now or never.

3. Speaker A: Let's go out for a walk.

Speaker B: \_\_\_\_\_ It's raining!

- A. OK, it sounds good.  
C. What's the point?

- B. My pleasure.  
D. Why not?

4. Speaker A: When do you want to meet? Today after work or tomorrow evening?

Speaker B: \_\_\_\_\_

- A. No problem.  
B. That's fine for me.

- C. I will follow you.  
D. I don't mind either way.

5. Speaker A: You've dropped something, Sandra. Here you are.

Speaker B: \_\_\_\_\_ I keep dropping things this morning.

- A. Thanks.

- B. Have I?

- C. You said it.

- D. Oh, yes.

#### Section B Dialogue Comprehension

**Directions:** In this section, you will read 5 short conversations between two speakers. At the end of each conversation there is a question followed by 4 choices marked A, B, C, and D. Choose the best answer to the question from the 4 choices given and mark your answer on the ANSWER

**SHEET** with a single line through the center.

6. Man: Is that optional course as hard as everybody says?

Woman: Exactly, and even worse, believe it or not.

Question: What does the woman mean?

- A. It's not as hard as expected.                      B. It's not tough for some students.  
C. It's more difficult than people think.              D. It's believed to be the hardest course.

7. Man: Have you finished reading the book you bought last month?

Woman: Oh, I didn't read it straight through the way you read a novel. I just cover the few chapters that interested me most.

Question: How did the woman read the book?

- A. She read it selectively.                      B. She went over it chapter by chapter.  
C. She read it slowly.                      D. She finished it quickly.

8. Woman: Do you think it's worth me doing a part-time MBA? It's a lot of work.

Man: It depends on how much you want to climb the career ladder.

Question: What does the man mean?

- A. He is doing a part-time MBA.                      B. MBA is important for promotion.  
C. He wants to climb the career ladder.              D. MBA is not that important.

9. Woman: I'm really worried about my economics course. I don't know what to do.

Man: Do you want to talk about it? It might help to get it off your chest.

Question: What does the man mean?

- A. His problem has been solved.                      B. His help will be a surprise.  
C. He is very confident in offering help.              D. He is willing to listen to her problems.

10. Man: Could you tell me where the shuttle bus stop is?

Woman: Just go with the flow. You can't miss it.

Question: What should the man do?

- A. Follow the river.                      B. Ask someone for direction.  
C. Go together with the woman.              D. Go with everybody else.

## Part II Vocabulary and Structure (20 minutes, 10 points)

**Directions:** There are 20 incomplete sentences in this section. For each sentence there are 4 choices marked A, B, C and D. Choose the one that best completes the sentence. Mark your answer on the **ANSWER SHEET** with a single line through the center.

11. The doctor was \_\_\_\_\_ about what to do with the case; he just couldn't find the cause of the illness.

- A. puzzled                      B. amused                      C. surprised                      D. curious

12. A special committee was set up to \_\_\_\_\_ the matter and report to the board of directors.

- A. look for                      B. look into                      C. look on                      D. look through

13. For a lack of space, I had to \_\_\_\_\_ a lot of excellent materials, which I intend to include in another book.  
A. leave out                      B. knock out                      C. lay out                      D. hold out
14. To what extent will future scientific discoveries make possible the \_\_\_\_\_ of the human life span?  
A. progress                      B. extension                      C. growth                      D. promotion
15. It was \_\_\_\_\_ the worst food I have ever had.  
A. mainly                      B. relatively                      C. recently                      D. absolutely
16. I'm sorry to \_\_\_\_\_ you while you're working but I must ask you a question.  
A. interfere                      B. bother                      C. catch                      D. take
17. Few are so silly as to dash back into the house on fire to fetch the money \_\_\_\_\_ their lives.  
A. at the rate of                      B. at the risk of                      C. in the interest of                      D. in the case of
18. Many species have \_\_\_\_\_ before man can document them properly.  
A. finished                      B. crushed                      C. vanished                      D. furnished
19. \_\_\_\_\_ deserts are dry regions, visitors might come upon an area with trees and water.  
A. Just because                      B. Only when                      C. As if                      D. Even though
20. When Columbus landed in the New World, he believed he had found a new \_\_\_\_\_ to Asia.  
A. trail                      B. path                      C. track                      D. route
21. There is one thing I \_\_\_\_\_ like to know—what is it about Tim that you find so appealing?  
A. will                      B. could                      C. would                      D. should
22. He was found to be a thief, \_\_\_\_\_ disappointed his wife.  
A. who                      B. that                      C. which                      D. whom
23. \_\_\_\_\_, the great Mississippi rolls its mile-wide tide along, shining in the sun.  
A. Unnoticing                      B. Be unnoticing                      C. Having unnoticed                      D. Unnoticed
24. By comparing myself with others, I can find out \_\_\_\_\_ I am weak.  
A. where                      B. what                      C. which                      D. when
25. I told Jim how to get here but perhaps I \_\_\_\_\_ him the map.  
A. had to give                      B. must have given  
C. ought to give                      D. should have given
26. Ted \_\_\_\_\_ to dip into his pocket for his son's college tuition fees.  
A. forced                      B. was forcing                      C. was forced                      D. had been forced
27. Believe me, my memory is \_\_\_\_\_, if not better than it was in my teenage years.  
A. as good                      B. so good                      C. so good as                      D. as good as
28. A lot of efforts have to be made in order to make this show \_\_\_\_\_.  
A. to succeed                      B. succeeded                      C. a success                      D. successfully

29. Politics is \_\_\_\_\_ important a matter to be left to experts.  
A. too                      B. very                      C. much                      D. so
30. The investigators have tried to identify the cause of the air crash one way or \_\_\_\_\_, but in vain.  
A. other                      B. another                      C. the other                      D. else

### Part III Reading Comprehension (40 minutes, 40 points)

**Directions:** There are 4 passages in this part. Each of the passages is followed by 5 questions or unfinished statements. For each of them there are 4 choices marked A, B, C and D. Choose the best one and mark your answer on the **ANSWER SHEET** with a single line through the center.

#### Passage One

People don't always go to coffee shops just for a drink, but to spend time with friends or read a book. This "coffee shop culture" is very popular in the UK and it is a fantastic way to spend time with loved ones. It isn't popular everywhere, though.

There are around 15,000 coffee shops in the UK. On the main street of my home city, Edinburgh, there are at least five quite large coffee shops. Heading away from the main street you are still never more than a five-or-ten-minute walk to the nearest cafe.

Most coffee shops have a cozy atmosphere. They are places where you can sit for hours as you sip (小口喝) your coffee. People go with friends and family to chat and relax after going shopping, or meet up just for a gossip. Alternatively, many people go alone. Coffee shops are great places to read in peace, or to sit and write. And with free Wi-Fi in many places, it is not difficult to spend a lot of time in a coffee shop.

In Colombia, however, the coffee shop culture does not really exist, or, at least, is still very new. Famous for its coffee I imagined that even the tiniest Colombian village would have a coffee shop. I mean, they do exist but they are nowhere near as common as I had expected.

The ones that do exist are very different from those in the UK. They are places where you go in, have a quick drink and then leave immediately. Nobody spends the afternoon enjoying a peaceful moment. People never seem to come in for a leisurely drink but for a quick—almost business-like—meeting, even if they are with family or friends. The idea that a person would go to a coffee shop alone is, apparently, ridiculous. Every time I go alone with a book, other customers look at me as if I had horns. I could be painting a wrong picture, of course. This may be the culture only in Pasto, where I live; other Colombian cities perhaps have a more developed coffee shop culture.

31. It is stated in the passage that a coffee shop in Britain is a place \_\_\_\_\_.  
A. mainly for a drink                      B. for spending time leisurely  
C. for business meetings                      D. mainly for people to date

32. Coffee shops in the UK are \_\_\_\_\_.  
 A. mostly on the main street      B. quite limited in number  
 C. easily accessible to people      D. usually close to each other
33. The word “cozy” (Para. 3) is closest in meaning to \_\_\_\_\_.  
 A. comfortable      B. exciting      C. lonely      D. private
34. According to the author, people in Colombia often go to coffee shops \_\_\_\_\_.  
 A. for a quick drink      B. for reading  
 C. to drink alone      D. to chat with friends
35. This passage is mainly about the coffee shop \_\_\_\_\_.  
 A. history      B. culture      C. atmosphere      D. business

### Passage Two

My problem with food began when I graduated from high school. About that time, I began eating out a lot. There were two fast-food restaurants near the place where I worked, so I ate lunch at one or the other almost every day. I found it much easier to go to a fast-food restaurant than to prepare my own lunch.

When I moved away from home my eating habits got worse. I didn't know how to cook, and I didn't have much money; but my favorite fast-food restaurant was just two blocks away. Eating there seemed like the easiest and cheapest option. In addition to eating the wrong kind of food, I ate way too much. I wasn't satisfied with a standard fast-food meal. I ordered more French fries, a larger soft drink, and an extra hamburger—whatever I could afford—in the largest size available.

The turning point came when I was in my late 20's. I started thinking more seriously about my health. I was overweight. I felt sluggish all the time, and I lacked self-confidence. I knew that I needed to make changes. So I began to try to get my eating under control.

I took a gradual approach. First, I reduced the amount of food I ate. I would tell myself, “This isn't my last meal; I can always eat again.” At times I literally had to walk away from the dinner table. But I felt good afterward, as if I had won a victory.

Besides I had to give up something completely. For example, I eliminated soft drinks and drank only water. That was difficult. I loved soft drinks, and I hated water. After I drank a glass of water, I would take a small cup of juice, which put some flavor in my mouth. After a while, water itself became more appealing.

Now I still do go out to eat occasionally. But when I do, I control how much I eat. If the portion I'm served is too big, I ask for a take-out box. Then I put half of the meal in the box before I start eating. That way, I consume a reasonable portion instead of eating.

36. The author began to eat out a lot \_\_\_\_\_.  
 A. when he started to work      B. when he moved out from home  
 C. because fast food was his favorite      D. because he disliked home-made food

37. The author ate in fast-food restaurants to \_\_\_\_\_.  
A. solve his problem with food                      B. save time and money  
C. satisfy his demand for food variety              D. change his eating habits
38. It is implied in the passage that fast-food restaurants is \_\_\_\_\_.  
A. quite expensive                                      B. relatively unsafe  
C. very unhealthy                                        D. rather tasteless
39. The word "sluggish" (Para. 3) is closest in meaning to \_\_\_\_\_.  
A. painful                      B. weak                      C. slow                      D. lazy
40. What did the author give up completely?  
A. Eating out.                      B. Fast food.                      C. Soft drinks.                      D. Fruit juice.

### Passage Three

Animals, too, communicate. If you try to catch a seagull, it will call out "Hahaha! Hahaha!" to signal its friends to watch out for an intruder (入侵者). Certain fish signal their presence by sending electric impulses from their muscles. But these signal systems differ in very fundamental ways from human communication.

First of all, our symbols are subjective. If you do not speak Chinese, you would not know what a *gou* is. *Gou* is the Chinese word for dog. There is no inherent connection between the word and the thing itself. The Spaniards, after all, call the same animal *perro* and the French call it *chien*. The meaning of a word is not determined by any inherent quality of the thing itself. It is instead subjective: a word may mean whatever a group of humans have agreed it is supposed to mean. On the other hand, animals are not free to produce different symbols subjectively to indicate the same thing. This is why, for example, all seagulls throughout the world make the same sound to indicate the presence of danger.

Second, animal communication is a closed system, whereas human language is an open system. Each animal species can communicate only a limited set of messages, and the meaning of these signals is fixed. Animals can use only one signal at a time—they cannot combine two or more to produce a new and more complex message. A bird can signal "worms" to other birds but not "worms" and "cats" together. Animal communication is also closed in the sense of being tied to what is immediately present in the environment. The bird can signal "worms" only because it sees them. In contrast, we can blend and combine symbols to express whatever ideas come into our heads. We can create new messages, and the potential number of messages that we can send is infinite. Thus we can talk about concepts such as good and evil, truth and beauty, for which there is no physical thing that is being signaled. It is this creative character of language that leads many people to believe that language is unique to humans. Although several chimpanzees (黑猩猩) have been taught sign language, it is doubtful that they have created innovative sentences of their own.

41. The author believes that animals are capable of \_\_\_\_\_.  
 A. arguing with their friends  
 B. sending messages to each other  
 C. using different signals for the same meaning  
 D. threatening their intruders with signals
42. The main idea of Paragraph 2 is that \_\_\_\_\_.  
 A. no animals can use a subjective language as humans do  
 B. words and the things they refer to are inherently connected  
 C. animals produce fewer kinds of sound than humans  
 D. the seagull is a good example of animal communication
43. The word "infinite" (Para. 3) means \_\_\_\_\_.  
 A. complex                      B. creative                      C. unusual                      D. unlimited
44. According to the author, animals can only signal \_\_\_\_\_.  
 A. what is visible                      B. what they want  
 C. what is created                      D. what they remember
45. It is unique of human communication to express \_\_\_\_\_.  
 A. physical things                      B. ideas                      C. symbols                      D. feelings

### Passage Four

Recently I stood in front of my class, observing an all-too-familiar scene. Most of my students were secretly—or so they thought—looking at their smart phones under their desks.

As I called their attention, students' heads slowly lifted, their eyes reluctantly glancing forward. I then cheerfully explained that their next project would practice a skill they all desperately needed: holding a conversation. Several students looked confused. Others moved uneasily in their seats, waiting for me to stop watching the class so they could return to their phones.

Even with plenty of practice, most kids were unable to converse effectively. They looked down at their hands. Some even reached for their phone—the last thing they should be doing.

As I watched my class struggle, I came to realize that conversational competence might be the single-most overlooked skill we fail to teach students. Kids spend hours each day engaging with ideas and one another through screens—but rarely do they have an opportunity to truly practice their interpersonal communication skills. Admittedly, teenage awkwardness and nerves play a role in difficult conversations. But students, reliance on screens for communication is affecting their engagement in real-time talk.

It might sound like a funny question, but we need to ask ourselves: Is there any 21st century skill more important than being able to hold a confident, coherent (连贯的) conversation? When students apply for colleges and jobs, they won't conduct interviews through their smart phones. When they negotiate pay raises and discuss projects with employers, they should demonstrate a



thoughtful presence and the ability to think on their feet.

But in our rush to meet 21st-century demands, we aren't asking students to think and communicate in real time. Online discussion boards and Twitter are useful tools for exchanging ideas. But they often encourage a "read, reflect, forget about it" response that doesn't truly engage students in extended critical thinking or conversation.

As Sherry Turkle writes, "We are tempted to think that our little 'sips' of online connection add up to a big gulp (大口) of real conversation. But they don't."

46. How did the students react when the author announced the next project?
  - A. They looked forward to talking with their classmates.
  - B. They showed little interest in taking part in the project.
  - C. They were worried about their ability to communicate.
  - D. They were excited to be free from the lecture.
47. How did the conversation project go?
  - A. It was quite successful.
  - B. It went just as expected.
  - C. It was far from satisfactory.
  - D. It brought about mixed results.
48. What does the author try to emphasize in Paragraph 5?
  - A. The importance of conversation skills.
  - B. The difficulty in conducting real-time talk.
  - C. The use of screen for communication.
  - D. The techniques of effective communication.
49. Sherry Turkle would agree that online connection \_\_\_\_\_.
  - A. is useful for exchanging ideas
  - B. is a better means of communication
  - C. does not harm critical thinking
  - D. cannot replace real conversation
50. What is the tone of the author in this passage?
  - A. Objective.
  - B. Concerned.
  - C. Indifferent
  - D. Relieved.

#### Part IV Cloze Test (15 minutes, 10 points)

**Directions:** There are 10 blanks in the following passage. For each numbered blank, there are 4 choices marked A, B, C and D. Choose the best one and mark your answer on the **ANSWER SHEET** with a single line through the center.

Have you ever heard of the Aesop Fable, "The Belly (肚子) and The Members?" As you read the following story, I encourage you to think about your own teams and how this might

51.

One day it 52 to The Members of the Body that they were doing all of the work while the Belly got all of the food. They believed the Belly was 53 and unproductive.

They held a meeting to discuss how 54 this seemed. After a very long meeting, The Members of the Body decided to go on strike until the Belly agreed to take its proper 55 of the

work.

The unhappy body parts didn't do anything for several days to stop 56 the Belly. The Hands stopped moving and the Teeth stopped chewing. 57, the Legs became more and more tired and the Hands could 58 move anymore. Eventually the entire Body collapsed.

What is the moral of the story? Some members' contribution may seem of less 59 than that of others. It is important that every member of the team understands their unique roles and 60 they bring to the team. It is also important that they clearly understand everyone else's roles and contributions.

- |                        |               |                |               |
|------------------------|---------------|----------------|---------------|
| 51. A. stand           | B. continue   | C. work        | D. apply      |
| 52. A. happened        | B. occurred   | C. reached     | D. referred   |
| 53. A. strange         | B. ugly       | C. foolish     | D. lazy       |
| 54. A. unfair          | B. unlikely   | C. uneasy      | D. unstable   |
| 55. A. review          | B. duty       | C. sense       | D. share      |
| 56. A. controlling     | B. contacting | C. feeding     | D. pleasing   |
| 57. A. On the contrary | B. In fact    | C. As a result | D. After all  |
| 58. A. hardly          | B. entirely   | C. partly      | D. definitely |
| 59. A. need            | B. value      | C. meaning     | D. interest   |
| 60. A. that            | B. why        | C. what        | D. how        |

## Paper Two

### Part V Translation (30 minutes, 10 points)

**Directions:** Translate the following passage into Chinese and put your translation on the ANSWER SHEET.

A recent research suggests that nearly a third of adults, 31%, are not getting enough exercise. That rates of exercise have declined is hardly a new discovery. Since the beginning of the industrial revolution, technology and economic growth have created a world in which exercise is more and more an option rather than a necessity.

In all, the researchers were able to pool data from 122 countries, covering 89% of the world's population. They considered sufficient physical activity to be 30 minutes of moderate exercise five days a week, or 20 minutes of intense exercise three days a week, or some combination of the two.

Unsurprisingly, people in rich countries are less active than those in poor ones, and old people are less active than young ones. Less obviously, women tend to exercise less than men—34% are inactive, compared with 28% of men. But there are exceptions. The women of Finland and Iraq, for example, move more than their male countrymen.