

全国硕士研究生入学考试辅导教材系列丛书

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- 2003MBA联考考试英语大纲词汇考点·记忆法·用法详解
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- 2003全国硕士研究生入学考试英语专项训练 (听力分册)
- 2003全国硕士研究生入学考试英语专项训练 (英语知识运用分册)
- 2003全国硕士研究生入学考试英语专项训练 (阅读理解分册)
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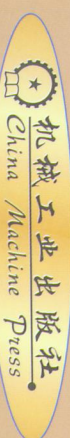
2003年MBA联考

工商管理硕士研究生入学考试

命题预测试卷

英语分册

全国工商管理硕士研究生入学考试命题研究中心课题组 编写



工商管理硕士研究生(MBA)入学考试

命题预测试卷 英语分册

编写 全国工商管理硕士研究生入学
考试命题研究中心课题组

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前言

根据 2003 年 MBA 联考考试大纲的要求,全国工商管理硕士研究生入学考试命题研究中心课题组组织编写了 2003 年工商管理硕士研究生(MBA)入学考试命题预测试卷。本试卷共九套经典模拟试题,每套试卷题型最新、最全,试题的考点覆盖面广,体现英语考试科目在基础知识方面的要求,难易程度适中,试题答案部分对每一道题进行了精确的剖析,解答过程详尽,适用不同层次的读者要求。

试卷结构如下:

考试时间 180 分钟,满分 100 分。试卷题目及计分安排为:

- I. 听力测试,共 20 题,计 20 分。
- II. 词语用法和语法结构,共 20 题,计 10 分。
- III. 阅读理解,共 20 题,计 40 分。其中 A 部分为选择题,共 15 题,计 30 分;B 部分为简答题,共 5 题,计 10 分。
- IV. 综合填空,共 10 题,计 5 分。
- V. 英译汉,共 5 题,计 10 分。
- VI. 写作,共 1 题,计 15 分。

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全国工商管理硕士生入学考试英语考试大纲

考试性质	工商管理硕士入学考试是全国统一的选拔性考试,在教育部授权的工商管理硕士培养院校范围内进行联考。联考科目包括英语、综合能力、管理。本考试大纲的制定力求反映工商管理硕士专业学位的特点,科学、公平、准确、规范地测评考生的综合能力和基本素质,以利于有实践经验的中青年优秀管理人員入学,为国家经济建设选拔和培养高素质管理人才。英语考试的目的是测试考生的英语阅读、表达及运用能力																																	
考试要求	要求考生较熟练地掌握英语的基本语法和常用词汇,具有较强的阅读理解能力和一定的听说能力以及语言应用能力																																	
考试内容和形式	考试形式分为初试和复试。初试包括听力测试和笔试。初试考试时间为3小时,其中听力测试时间为30分钟,笔试时间为2小时30分钟。听力测试的分数占英语初试总分数的20%。笔试成绩占初试总分数的80%。复试为口语测试、命题和测试工作由各招生单位自行组织																																	
	听力测试由3节共20道题目组成,具体要求及内容如下:																																	
	1.测试目的 英语听力测试主要测试考生理解英语口语的能力。要求考生理解主旨要义,获取事实性的具体信息,理解明确或隐含表达的概念性含义;进行有关的判断、推理和引申;理解说话者的意图、观点或态度。																																	
	2.试卷内容与结构 听力测试由三节组成:																																	
	<table><tr><th>节</th><th>为考生提供的信息</th><th>指导语语言</th><th>测试要点</th><th>题型</th><th>题目数量/个</th><th>计分/分</th></tr><tr><td>A</td><td>1段独白或对话 (180~220词) (放2遍录音)</td><td>英语</td><td>特定和具体信息</td><td>填充表格</td><td>5</td><td>5</td></tr><tr><td>B</td><td>1段独白或对话 (280~320词) (放2遍录音)</td><td>英语</td><td>特定、具体或总体信息</td><td>补全句子或简答题</td><td>5</td><td>5</td></tr><tr><td>C</td><td>3段独白或对话 (200~300词) (放1遍录音)</td><td>英语</td><td>理解大意和细节;推断词义;判断态度或意图</td><td>多项选择题(4选1)</td><td>10</td><td>10</td></tr></table>							节	为考生提供的信息	指导语语言	测试要点	题型	题目数量/个	计分/分	A	1段独白或对话 (180~220词) (放2遍录音)	英语	特定和具体信息	填充表格	5	5	B	1段独白或对话 (280~320词) (放2遍录音)	英语	特定、具体或总体信息	补全句子或简答题	5	5	C	3段独白或对话 (200~300词) (放1遍录音)	英语	理解大意和细节;推断词义;判断态度或意图	多项选择题(4选1)	10
节	为考生提供的信息	指导语语言	测试要点	题型	题目数量/个	计分/分																												
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C	3段独白或对话 (200~300词) (放1遍录音)	英语	理解大意和细节;推断词义;判断态度或意图	多项选择题(4选1)	10	10																												

(续)

考试内容和形式	
听力测试	A节(5题) 测试考生理解特定和具体信息的能力。要求考生根据所听到的一段180~220词的独白或对话的内容,填充表格中的空白。录音材料播放2遍。 B节(5题) 测试考生理解特定、具体或总体信息的能力。要求考生根据所听到的一段280~320词的独白或对话,补全句子或简要回答问题。录音材料播放2遍。 C节(10题) 测试考生获取特定、具体信息,理解主旨要义,推测词义,判断说话者意图、观点或态度的能力。要求考生根据所听到的3段独白或对话(每段200~300词),从每题所给的4个选择项中选出最佳选项。每段录音只播放1遍。 问题不在录音中播放,仅在试卷上印出
词语用法和语法结构	词语用法和语法结构占初试总分数的10%。其中词语用法和语法结构各占一半。词语部分的单词和词组的比例为7:3。要求考生从每题4个选择项中选择一个正确的答案。考试的范围包括: 1.词语部分 (1)考生应较熟练地掌握常用词汇4500个左右,其中包括约10%的常用商务词汇。 (2)考生要较熟练地掌握常用词组600个左右。 (3)考生能根据具体语境、句子结构或上下文理解一些非常用词的词义。 2.语法部分 (1)名词、代词的数和格的构成及其用法。 (2)动词基本时态、语态的构成及其用法。 (3)形容词与副词的比较级和最高级的构成及其用法。 (4)常用连接词的词义及其用法。 (5)非谓语动词(不定式、动名词、分词)的构成及其用法。 (6)虚拟语气的构成及其用法。 (7)各类从句(定语从句、主语从句、表语从句等)的基本用法及强调句型的结构。 (8)常用倒装句的结构

(续)

考试内容 和形式	综合填空	综合填空占初试总分数的 5%，其形式主要有以下两种： 1. 要求考生阅读一篇英语短文，其中有 10 个空白。考生应从每个空白所给出的 4 个选择项中选出 1 个正确的答案。 2. 要求考生阅读一篇英语短文，其中有 10 个空白。考生应根据文章的内容，从给出的 15 个单词中选出 10 个词填入空白，并根据上下文的意思对所选的词作出适当的变化(如时态、语态、词性等的变化)
	英译汉	英译汉部分占初试总分数的 10%。本部分要求考生阅读一篇 500 词左右的短文后，将文章中划线的五句话，根据上下文的意思译成汉语。考生要正确理解原文，汉语表达意思准确、文字通顺
	写作	写作部分占初试总分数的 15%。要求考生根据所规定的情景或所给出的提纲，写出一篇 120 个词左右的英语短文，其内容及考生所熟悉的日常生活以及有关商务英语的一般应用文。本部分考试的目的是测试考生用英语进行书面交际的能力。短文要求中心思想明确，切中题意，用词恰当，条理清楚，无重大语法结构错误
试卷结构	考试时间 180 分钟，满分 100 分。试卷题目及计分安排为： I. 听力测试，共 20 题，计 20 分。 II. 词语用法和语法结构，共 20 题，计 10 分。 III. 阅读理解，共 20 题，计 40 分。其中 A 部分为选择题，共 15 题；B 部分为简答题，共 5 题。 IV. 综合填空，共 10 题，计 5 分。 V. 英译汉，共 5 题，计 10 分。 VI. 写作，共 1 题，计 15 分	

全国企业管理人员在攻读读 MBA 学位入学考试
英语考试要求及内容结构

从 2002 年开始，在职攻读硕士学位(包括 MBA、MPA、法律硕士、工程硕士等)入学考试的英语考试实行不分学位种类的全国联考，由国务院学位办组织编写考试大纲。在职攻读硕士学位英语联考的内容结构及考试要求如下：

考试时间为 180 分钟, 满分为 100 分					
序号	题型	题量	记分	时间/分钟	考试内容结构
I	听力理解	15 道	15	30	
II	词汇与语法结构 阅读理解	20 道	10	20	
III		20 道	40	55	
IV	完形填空	10 道	5	15	
V	英译汉	120 ~ 150 词	15	30	
VI	短文写作	120 词以上	15	30	
要求考生能够较熟练地掌握英语的基本语法和常用词汇, 具有较强的阅读能力和一定听、写、译的能力。考查范围包括考生的英语听力理解能力、词汇和基本语法的运用能力、完形填空和阅读理解能力、英译汉和写作能力					考试范围及要求
听力理解					
<p>要求考生在 2 遍放音后听懂语速为每分钟 130 词左右的一般性题材的英语对话和短文, 理解所听材料的中心思想和主要内容, 基本上能够判断出对话的情景、场合、人物关系、身份和讲话人的意图及话语含义。</p> <p>听力测试由 A、B 两节组成, A 节为 9 道题, 每题为一小段对话。对话之后为提问, 考生有 14 秒的时间从所给出的 4 个选择项中选出一个最佳答案。B 节为两篇长度约 120 ~ 150 词左右的短文。每篇短文后设 3 个问题; 每个问题之后有 14 秒钟的间隙, 考生须从所给出的 4 个选择项中选出一个最佳答案</p>					

英译汉	英译汉采用语篇翻译的考试形式。要求考生在正确理解的基础上将一篇120~150词的一般性题材的英语段落翻译成通顺的汉语。翻译速度达到每小时240~300词
	短文写作 要求考生具备英语书面表达的初步能力,能够根据所给的提纲、情景或图表要求写出一篇120词以上的英语短文。所写短文要求主题明确,条理清楚,语言比较规范。写作速度应达到每小时240词以上

词汇测试要求考生领会式掌握4250个英语单词和400个常用词组,复用式掌握其中1800个左右的常用单词和词组;掌握一定数量的常用词缀,并能根据构词法和语境识别常见的派生词。未对商务词汇作特别要求。 语法测试要求考生掌握基本的英语语法知识,在阅读、写作等过程中能够正确运用这些知识。具体内容如下: (1)名词、代词的数和格的构成形式及其用法。 (2)动词的基本时态、语态的构成形式及其用法。 (3)形容词、副词的比较级和最高级的构成形式及其用法。 (4)常用连接词、冠词的词义及其用法。 (5)非谓语动词(不定式、动名词、分词)的构成形式及其用法。 (6)虚拟语气的构成及其用法。 (7)各类从句的构成及其用法。 (8)强调句型的结构及其用法。 (9)常用倒装句的结构。 词汇与语法结构测试共20道题,词汇题和语法题各10题。题型为填空,要求考生根据词汇或语法要求在4个选择项中选择最佳答案	词汇与语法结构
阅读理解	要求考生能够综合运用英语语言知识和基本阅读技能,读懂难度适中的一般性题材(经济、社会、政法、历史、科普、管理等)和体裁(议论文、说明文、应用文等)的英语文章。能够基本上掌握文章大意并能领会作者的意图和态度。 阅读速度达到每分钟60~70个词。具体要求为: (1)能够掌握文章的中心思想、主要内容和细节。 (2)具备根据上下文把握词义的能力;理解上下文的逻辑关系。 (3)能够根据所读材料进行一定的判断和推理。 (4)能够对文章的结构和作者的态度等作出简单的分析和判断。 阅读理解部分共有4篇文章(2002年为5篇文章),每篇文章在300~400词之间。每篇文章之后有5个问题(2002年为4个问题),共20道题。考生须在理解文章的基础上从为每个问题提供的4个选择项中选出最佳答案
	完形填空 要求考生应能够运用英语语言知识,在语篇的水平上理解一篇题材熟悉、难度适中的短文,并完成短文中的选择填空。短文中的完形填空内容一般涉及到英语的基本句型结构、语法规则及词组搭配等。 完形填空的题型是在一篇150~200词之间的一般性短文中填空。短文中有10个空白,考生须在理解短文意思的基础上从为每个空提供的4个选择项中选出最佳答案

MBA 联考英语模拟试题(一)

Section I Listening Comprehension (20%)

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET I.

Now look at Part A in your booklet.

Part A

Directions:

For questions 1-5, you will hear a passage about the kinds of insurances. While you listen, fill out the table with the information you have heard. Some of the information has been given to you in the table.

Write only 1 word or number in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Kinds of insurance	
You may have insurance on your _____.	1
You have to insure your home and _____,	2
The first type of property insurance you need is against fire and _____.	3
Your car is insured against _____.	loss
You have to insure against _____ in the event that you cause an accident.	4
_____ insurance is also very important.	5

Part B

Directions:

For questions 6-10, you will hear a passage about marriage. While you listen, complete the sentences or answer the questions. Use not more than 3 words for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and questions below. (5 points)

6. Marriage, as a custom, has passed through _____.
- . 7 .

_____ 6

7. Primitive man simply _____ he wanted for his wife.

_____ 7

8. The author of this passage thinks that the honey moon _____ during which the bridegroom was forced to hide his captured bride until her kinsmen grew tired of searching for her.

_____ 8

9. Among the Anglo-Saxons, the word "wed" meant the money, horse or cattle which the groom gave as _____ and as a _____ to prove his purchase of the bride from her father.

_____ 9

10. In the ancient Israel, blue was the color of _____, _____ and fidelity.

_____ 10

Part C

Directions:

You will hear three dialogues or monologues. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece once only. (10 points)

Questions 11—13 are based on the following talk. You now have 15 seconds to read questions 11—13.

11. The speaker suggests that her family is _____.

- A. content
B. unhappy
C. indifferent
D. angry

12. The McGarity girl is characterized as _____.

- A. selfish and cruel
B. content and friendly
C. greedy and hungry
D. lonely and misunderstood

13. Miss Jackson is portrayed as _____.

- A. generous and wealthy
B. concerned and understanding
C. direct and inquisitive
D. calm and faithful

You now have 30 seconds to check your answers to questions 11—13.

Questions 14—16 are based on the following talk. You now have 15 seconds to read questions 14—16.

14. What's the feeling of mother about her relationship with her children?

- A. Tortured.
B. Pleased.
C. Confused.
D. Satisfied.

15. What's the reaction of her children to their mother's attitude?

- A. Affection. B. Obvious impatience.
C. Surprise. D. Quite understanding.
16. What did both mother and her children understand?
A. There is no real love in the world.
B. Mother had faults in herself.
C. Appearance was deceiving.
D. They actually loved each other.
- You now have 30 seconds to check your answers to questions 14—16.

Questions 17—20 are based on the following talk. You now have 15 seconds to read questions 17—20.

17. According to the popular belief, how is Canada's climate?
A. Intolerably cold and long.
B. Sunny.
C. Warm and with a distinctive change of seasons.
D. Somewhat similar to America's.
18. According to one of the speaker, how many climatic regions are Canada divided into?
A. Five. B. Sixteen.
C. Six. D. Seven.
19. According to the dialogue, how long is Canada's spring?
A. Three and a half months.
B. Three months.
C. Two and a half months.
D. Four months.
20. Which of the following does NOT happen in Canada's spring?
A. Thousands of maple-trees trickle sap.
B. Farmers reap maple syrup.
C. Flower shows are held across Canada.
D. Tulips and peach trees are in full bloom.
- You now have 40 seconds to check your answers to questions 17—20.

Section II Structure and Vocabulary (10%)

Directions:

There are 20 incomplete sentences in this part. For each sentence there are four choices marked A, B, C and D. Choose the ONE answer that best completes the sentence. Then blacken the corresponding letter on the Answer Sheet I with a pencil.

21. The company's _____ debts are 13,000,000 dollars.
A. entire B. whole
C. perfect D. total

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22. This antique is _____. It was once possessed by an ancient emperor.
A. valuable B. invaluable
C. valueless D. worthless
23. In his poor country, survival is still the leading industry; all else is _____.
A. luxury B. accommodation
C. entertainment D. refreshment
24. Jack will _____ his nervousness once he's before the camera.
A. get away B. get off
C. get through D. get over
25. True patriotism _____ putting the interests of one country above everything, _____ one's life.
A. contains of, including B. consists of, including
C. consists in, including D. contains, including
26. Though badly damaged by fire, the palace was eventually _____ to its original splendor.
A. renewed B. repaired
C. renovated D. restored
27. He thinks about nothing but playing golf. He's completely _____ to it.
A. addicted B. ascribed
C. tempted D. overcome
28. Most people in this city have the experience of being _____ on the bus.
A. stolen B. robbed
C. lost D. seized
29. The workers _____ to work on condition that their wages were doubled.
A. would not return B. will not return
C. would return D. had returned
30. _____ the emergency meeting I would have gone to the cinema last Saturday.
A. As for B. But for
C. Because of D. In spite of
31. "Did you watch the basketball game yesterday?"
"I am afraid not, and _____."
A. my brother didn't watch it too B. so did my brother
C. neither did my brother D. my brother not did
32. A series of lectures _____ to be given to mark the anniversary of LuXun's birth.
A. are B. are going
C. is D. will be
33. It is essential that the application forms _____ before February 29.
A. be sent back B. send back
C. are sent back D. to be sent back
34. We can't _____ one to change the habits of a lifetime in short time.
A. hope B. wait

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35. To listen to fine music and to have stimulating conversation with good friends _____ two pleasures in life.
A. is B. are
C. was D. has been
36. My grandmother won't keep the milk in a hot place. If she _____ the milk in a hot place, it would turn sour.
A. should keep B. had kept
C. would keep D. was to keep
37. John opened the door _____ his father came in.
A. after B. while
C. when D. until
38. I like _____ of the two books, for this book is _____ than that one.
A. both/not more interesting B. either/no more
C. neither/no more interesting D. either/not more interesting
39. The oldest member of the committee moved that the meeting _____ for discussion.
A. be postponed B. would be postponed
C. should postpone D. was postponed
40. No matter how _____, it is not necessarily worthless.
A. dry a desert maybe B. a desert maybe dry
C. may a desert be dry D. a desert dry maybe

Section III Reading Comprehension (40%)

Part A

Directions:

There are 5 passages in this part. Each passage is followed by some questions or unfinished statements.

For each of them there are four choices marked A, B, C and D. You should decide on the best choice and blacken the corresponding letter on the Answer Sheet I with a pencil.

Questions 41 to 44 are based on the following passage:

The American Department of Energy's Idaho Chemical Processing Plant (ICPP) is not a lively place. There is, in fact, little life at all—hardly surprising, since the ICPP processes spent nuclear fuel and is home to some of the nastiest radioactive pollutants on earth.

But Michael Daly and his colleagues at the Uniformed Services University in Maryland and at the University of Minnesota want to turn his site and others into a desirable address for at least one species—a bacterium called *Deinococcus radiodurans*. In exchange for room and board, *Deinococcus* would be expected to clean up the radioactive and chemical mess around the place. In the October issue of *Nature Biotechnology*, Dr. Daly and his team report how the bacterium has been kept to its side of this bargain through genetic engineering.

Through billions of years of evolution, bacteria have developed unusual biochemical traits that allow them to thrive in environments lethal to most other species. Like many other chemical processing plants, the ICPP has used, and spilled, some very nasty compounds such as toluene and trichloroethylene (TCE). Although some hardy bacteria can make a meal of these chemicals, the radiation at the ICPP could kill them.

Deinococcus, however, is different. It has evolved super-efficient cellular machinery for repairing the damage radiation does to its DNA. It also has been up to ten copies of its genes, instead of just one, so even if a few copies of an essential gene are destroyed, the bacterium has plenty of back-ups to refer to.

Yet, despite this genetic abundance, *Deinococcus* lacks the genes to allow it to clean up industrial waste. Until now, that is. With some clever molecular tricks, Dr Daly's team has managed to introduce four genes from another type of bacteria with an appetite for toluene into *Deinococcus*. The new and improved *Deinococcus* can oxidize toluene, an important step towards full detoxification of the cancer-causing chemical (though *Deinococcus* will need to have more genes added before it can do the whole job itself). Best of all, the hard-working bacteria operate well even under continuous exposure to high levels of radiation.

Eventually, Dr Daly hopes to engineer bacteria that can fully digest toluene, TCE and other toxic organic molecules. Next on the menu are metal ions, such as uranium: Dr Daly hopes to get *Deinococcus* to trap radioactive substances before they leach into the soil. But so far, all this is still in the laboratory. Dr Daly has yet to see if his bacteria will keep their appetite when they dine at the ICPP, one of the hottest joints in town.

41. Which of the following can be said about *Deinococcus radiodurans*?
 - A. It is a kind of chemical substance being processed at ICPP.
 - B. It can digest toluene, TCE and other toxic organic molecules.
 - C. It was first discovered by Michael Daly and his colleagues.
 - D. It is expected to clean up radioactive wastes in the processing of chemical substances.
42. The scientists are excited about *Deinococcus radiodurans* because _____.
 - A. it can reduce the radiation level around chemical processing plants
 - B. it has the potential to be developed as a new kind of nutrient for human beings
 - C. it is harder than other bacteria and cannot be easily killed
 - D. it can make ICPP free of nuclear and chemical wastes
43. What makes *Deinococcus radiodurans* different from other bacteria?
 - A. It has a cellular structure.
 - B. It has an efficient cellular structure and more copies of its genes than other bacteria.
 - C. Unlike other species of bacteria, it has an appetite for metal ions, such as uranium.
 - D. It can fully digest toluene, TCE and other toxic organic molecules.
44. Which of the following is implied but NOT stated?
 - A. ICPP is being turned into a lively place by *Deinococcus radiodurans*.
 - B. Despite all its advantage, the application of *Deinococcus radiodurans* is still up in the air.
 - C. *Deinococcus radiodurans* can only be used in industries.

D. Deinococcus radiodurans is so hardy as to remain intact under high levels of radiation.

Questions 45 to 48 are based on the following passage:

The theory of international trade has changed drastically from that first forwarded by Adam Smith. The classical theories of Adam Smith and David Ricardo focused on the abilities of countries to produce goods more cheaply than other countries. The earliest production and trade theories saw labor as the major factor expense that went into any product. If a country could pay that labor less, and if that labor could produce more physically than labor in other countries, the country might obtain an absolute or comparative advantage in trade.

Subsequent theoretical development led to a more detailed understanding of production and its costs. Factors of production are now believed to include labor (skilled and unskilled), capital, natural resource, and other potentially significant commodities that are difficult to reproduce or replace, such as energy. Technology, once assumed to be the same across all countries, is now seen as one of the premise driving forces in determining who holds the competitive edge or advantage. International trade is now seen as a complex combination of thousands of products, technologies, and firms that are consistently innovating to either keep up with or get ahead of the competition.

Modern trade theory has looked beyond production cost to analyze how the demands of the marketplace alter, who trades with whom, and which firms survive domestically and internationally. The abilities of firms to adapt to foreign markets, both in the demands and the competitors that form the foreign markets, have required much of international trade and investment theory to search out new and innovative approaches to what determine success and failure.

Finally, as world economies have grown and the magnitude of world trade increased, the simplistic ideas that guided international trade and investment theory have had to grow with them. The choices that many firms face today require them to directly move their capital, technology, and know-how to countries that possess other unique factors or market advantages that will help the firm keep pace with market demands.

45. The theory of international trade _____.

A. has not much changed

B. is now different from that in Adam Smith's time

C. saw fund as the major factor in production in Adam Smith's time

D. focuses on the ability of the labor

46. According to the passage, which of the following is NOT among the factors of production?

A. Skilled labor.

B. Unskilled labor.

C. Capital.

D. Magnitude.

47. Modern international trade theory _____.

A. analyzes how the demands of the international firms alter

B. studies which firms survive domestically

C. investigates which firms survive internationally

D. both B and C

48. Which of the following would be the author most agree with?

- A. Technology is now an major factor determining the competitive edge of firms.
B. Energy is not a factor of production.
C. Energy can be reproduced nowadays.
D. If a country could pay a labor less, the country could obtain an absolute or competitive advantage in trade.

Questions 49 to 52 are based on the following passage:

As a growing number of American live to age 85 and beyond, will healthy Americans below age 65 support massive health care expenditures to keep alive the extremely ill or the very old? Or will there be some attempt to ration expensive life-saving technologies? For instance, more than 30 percent of medical care's money goes to patients with less than a year to live. Overall, 4 percent of Americans account for 55 percent of all hospital costs. The idea of rationing care is alien to most Americans. The British, however, have been living for a long time with a system that requires hard choices. For instance, up to the age of 45 or 50, the rate of kidney dialysis and transplant in Great Britain is nearly the same as in the United States. But only a small number of patients over age 55 are placed on dialysis. There is no official age cut-off; instead, British doctors typically do not refer elderly people who are ill with other diseases, such as diabetes or heart trouble, to dialysis centers.

Since funds for medical care are not infinite, will Americans be confronted in the near future with a similar kind of moral dilemma? If the United States were to attempt to pare medical expenses by rationing services, which of our central values would we have to modify? Consider the problem on three levels. First, there is the macro level. At this level we would confront the question: how much should we spend on our nation's health care? The next level of rationing would entail how we spend the money: do we invest in preventative and primary care or do we continue to emphasize curative medicine? The final level of rationing would be the individual level. Consider this situation raised by William Schwartz, a physician and professor of medicine: if we know that keeping someone alive for another few months at a cost of \$100 000 will mean that this money is not available for the care of several people with hip or heart disease, should we use the limited resource for maintaining a life of poor quality for a few months and deny care to others?

49. In the first paragraph, the author points out that _____.

A. a disproportional amount of money is used to save the extremely ill in America

B. American society doesn't take a humanistic attitude towards the extremely ill

C. the British are more humanistic toward the old and the extremely ill

D. in Britain, old people don't enjoy free medical care

50. In Britain, doctors _____.

A. rarely encourage the extremely ill to take further expensive treatment

B. there is a special law concerning the treatment of the extremely ill

C. the seriously ill usually reject any further expensive treatment

D. kidney patients constitute the majority of the extremely ill

51. In the first sentence of paragraph 2, the "moral dilemma" refers to whether _____.

A. to spend the limited resource on the old or on the young and healthy

- B. to modify the value on the macro level or on the individual level
 - C. to spend money on the extremely ill or to use that money for the well-being of more people
 - D. to refer the extremely ill to further treatment or to refuse to take them into hospital
52. What might be the author's attitude towards rationing care?
- A. He is neutral about it.
 - B. He objects to it.
 - C. He is confused by it.
 - D. He is arguing for it.

Questions 53 to 55 are based on the following passage:

"Internet" has created a new vocabulary that has come to represent a historical era of change. Ask John Morse, publisher of Merriam-Webster Dictionaries, to name the word that defines the close of the millennium and he doesn't hesitate: "Internet". "No other word has become part of people's lives so quickly or has had such an impact", he says. The Internet has swept into the American vocabulary and given birth to so many words and phrases—"netizen", "chatroom" and "homepage", among them—that it has come to represent an era in social history, he says. And remarkably, "Internet" has managed to become the most significant word of the century in less than a decade. "We first started seeing a number of citations in 1994, and by 1998 it was established in the dictionary", Morse says, "It was just astonishing." No other new word has gained such widespread acceptance so quickly, he says.

Just a century ago, another form of communication swept into the language. In the 1898 edition of "Merriam-Webster's Collegiate Dictionary", the hot new word was "telephone". "It brought massive social change and reshaped the way people did business, just as the Internet is doing today", Morse says. "Telephone" was no easy linguistic act to follow. It helped bring into popular usage a wide range of new words and phrases—busy signals, wrong numbers, voice mail, cell phones. It also gave the United States its standard greeting: Hello. But "Internet" is holding its own, in part by borrowing words from older technologies and giving them new meaning, such as "bookmark", "copy" and "browser".

"That's how vocabulary evolves", Morse says. "It's human nature to make the concepts easier to understand by using a familiar, in this case print-based, metaphor". Allan Metcalf, a professor at MacMurray College in Illinois, helps put together a list of words of the year for the American Dialect Society. He says the word "Internet" is a strong candidate to define the end of the century, but he has another preference: words with the prefix e-, as in "e-mail" or "e-commerce". "It has a little more impact and it conveys attitudes", Metcalf says.

At Merriam, new words earn a place in the dictionary simply by repeated use in the popular press. Merriam's lexicographers spend a large part of their day reading newspapers, magazines, and now Internet publications. Each new word—along with a copy from publication showing how it was used—goes into an electronic database.

53. Why did John Morse choose "Internet" as the word that defines the close of the 20th century?

- A. The word has the highest frequency count in newspaper, magazines and the Internet publications.
- B. It was highly recommended by the editing group of the Merriam-Webster Dictionary.
- C. It has an impact on society and quick merge to the language and people that no other words can match.

- D. It served as a root for creating more new words.
54. According to the passage, how does a word finally get into the Merriam-Webster Dictionaries?
- A. By its repeated use in the popular press.
 - B. By its repeated use in the Internet publications.
 - C. By the opinions of the lexicographers.
 - D. By people's votes.

55. The author cited the emergence of the word "telephone" in order to _____.

- A. show it came into the English language very quickly
- B. define a linguistic act that occurred a century ago
- C. compare its impact with the great influence of the word "Internet"
- D. illustrate how people used language a century ago

Part B

Direction:

Read the following passage and then give short answers to the five questions. Write your answers on the Answer Sheet II.

The biographer has to dance between two shaky positions with respect to the subject. Too close a relation, and the writer may lose objectivity. Not close enough and the writer may lack the sympathy necessary to any effort to portray a mind, a soul—the quality of life. Who should write the biography of a family, for example? Because of their closeness to the subject, family members may have special information, but by the same token, they may not have the distance that would allow them to be fair. Similarly, a king's servant might not be the best one to write a biography of that king. But a foreigner might not have the knowledge and sympathy necessary to write the king's biography—not for a leadership from within the kingdom, at any rate.

There is no ideal position for such a task. The biographer has to work with the position he or she has in the world, adjust that position as necessary to deal with the subject. Every position has strengths and weaknesses: to thrive, a writer must try to become aware of these, evaluate them in terms of the subject, and select a position accordingly. When their subjects are heroes or famous figures, biographies often reveal a democratic motive: they attempt to show their subjects are only human, no better than anyone else. Other biographers are meant to change us, to invite us to become better than we are. The biographies of Jesus found in the Bible are in this class.

Biographers may claim that their account is the "authentic" one. In advancing this claim, they are helped if the biography is "authorized" by the subject; this presumably allows the biographer special access to private information. "Unauthorized" biographies also have their appeal, however, since they can suggest an independence of mind in the biographer. In book promotions, the "unauthorized" characterization usually suggests the prospect of juicy gossip that the subject had hoped to suppress. A subject might have several biographies, even several "authentic" ones. We sense intuitively that no one is in a position to tell "the" story of a life, perhaps not even the subject, and this has been proved by the history of biography.

56. What are the "two shaky positions with respect to the subject" faced by the biographer?

57. What did the biographies of Jesus intend to do? _____
58. According to the author, an ideal biographer would be one who _____.
59. An unauthorized biography is likely to attract more readers because _____.
60. Does the author suggest that an authentic biography seldom appeals to its reader?

Section IV Cloze (5%)

Directions:

For each numbered blank in the following passage, there are four choices marked A, B, C, and D. Choose the best one and mark your answers on the ANSWER SHEET I.

Color is very important to most animals for it helps them to get along in the world. Color 61 to make an animal difficult for its enemies to see. Many animals match their 62 so well that as long as they do not move no one is 63 to see them. You probably have often "jumped" a rabbit. If you have, you know how the rabbit sits perfectly still 64 you are just a few feet away. You seldom see the rabbit till it runs for its 65 matches very closely the place where it is 66. Many times you may have walked past a rabbit that didn't run and you never knew it was there at all.

One of the most usual color schemes that helps animals to keep 67 being seen, is a dark back and light underparts. If an animal is the same color all 68, there is always a dark shadow along the animal's belly. 69 an enemy couldn't see the animal he could see this dark shadow. The shadow makes the animal stand out to view. But if the belly is 70 than the rest of the animal, the shadow will not be noticed.

- | | | | |
|-------------------|-----------------|------------|---------------|
| 61. A. helps | B. contribute | C. tries | D. manages |
| 62. A. conditions | B. surroundings | C. enemies | D. bodies |
| 63. A. enable | B. hardly | C. likely | D. possible |
| 64. A. where | B. there | C. while | D. until |
| 65. A. surface | B. coat | C. shape | D. appearance |
| 66. A. sitting | B. matching | C. running | D. jumping |
| 67. A. out of | B. on | C. from | D. off |
| 68. A. alone | B. together | C. over | D. right |
| 69. A. Even if | B. Unless | C. However | D. As long as |
| 70. A. thinner | B. darker | C. bigger | D. lighter |

Section V English-Chinese Translation (10%)

Directions:

Read the following passage carefully. Then translate the sentences underlined into Chinese. Write your translation on the Answer Sheet II.

Open Letter to the American People

Recognizing the enormous benefits of open international markets, we, the undersigned economists, strongly support China's entry into the World Trade Organization. China's entry will raise living standards in both China and its trading partners. By acceding to the WTO, China will open its borders to international competition, lock in and deepen its commitment to economic reform, and promote economic development and freedoms. At the same time, China's accession will create new opportunities for American businesses, farmers, and workers. China's entry into the WTO will help sustain the process of market-oriented economic reform that began two decades ago. This process, which has transformed China's economy by steadily removing power from the hands of central planners, has yielded rapid growth and lifted hundreds of millions out of poverty. (1) It has helped promote individual liberty in China, by giving China's citizens greater choice about how they work and live. WTO accession will open China more fully to new technologies that foster communication, so that Chinese people can more readily obtain and exchange information and ideas. (2) Moreover, the commitment to abide by WTO rules can help promote further reform and advance the rule of law in China.

(3) China's WTO accession will encourage economic growth in ways that can benefit its trading partners, including the United States, directly. (4) It will provide firms outside China with better access to one of the world's largest, most dynamic markets, improving the allocation of resources around the world. China has agreed to reduce wide-ranging protection, including many institutional barriers that are difficult to measure, but extremely effective in blocking trade. (5) Adherence to WTO rules, including those for settling disputes, will reduce uncertainty for firms that already do business in China and may encourage others to enter the market with more confidence about the future.

For all these reasons, we believe that the United States must stand firmly behind China's entry into the World Trade Organization.

Section VI Writing (15%)

Direction:

For this section, you are asked to write a composition about *work pressure* in four paragraphs. Your composition should be about 120 words based on the outline given. Remember to write clearly. You should write this composition on the Answer Sheet II.

Work pressure refers to the pressure that comes from one's work. Firstly, it may do harm to people's health. Secondly, it may lead to some psychological problems. So work pressure can affect us in such a serious way.

MBA 联考英语模拟试题(二)

Section I Listening Comprehension (20%)

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.
Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET I.

Now look at Part A in your booklet.

Part A

Directions:

For questions 1-5, you will hear a conversation about a survey. While you listen, fill out the table with the information you have heard. Some of the information has been given to you in the table. Write only 1 word or number in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Information about the survey	
Whose survey: _____ office	1
Name: _____	Caesar Bautisto
Subject: _____	2
Diploma: _____	3
Future Career: UN project _____	4
Advantage of the university: In the field of _____	5

Part B

Directions:

For questions 6-10, you will hear a passage about the enormous power of a few words on a boy. While you listen, complete the sentences or answer the questions. Use not more than 3 words for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and questions below. (5 points)

6. The Author of this passage agrees that a few words, which may mean little to the people who say them, can have _____.

6

7. Dalkoff was terribly _____ when he was a boy.

7

8. Dalkoff didn't think there was _____ about the chapter he wrote and turned in.

8

9. Because of that several words of Mrs. Brauch, Dalkoff started off on a _____, _____ life.

9

10. Dalkoff said that Mrs. Brauch had cast an incredibly _____.

10

Part C

Directions:

You will hear three dialogues or monologues. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece once only. (10 points)

Questions 11—13 are based on the following talk. You now have 15 seconds to read questions 11—13.

11. What does "backed" mean in the second sentence of the passage you just heard?

- A. Studied. B. Compared. C. Supported. D. Invalidated.

12. How were the ruins of Troy found?

- A. Someone excavated at the point where Homer had described.
B. Some archaeologists found it.
C. They were exposed in an earthquake.
D. Plato found it.

13. What's the attitude of the speaker toward myths of disasters and their values to history and archaeology?

- A. They are nonsense.
B. They were made up to scare children.
C. They are mostly real.
D. Most of them did have actually happened, and are of values.
You now have 30 seconds to check your answers to questions 11—13.

Questions 14—16 are based on the following talk. You now have 15 seconds to read questions 14—16.

14. Throughout the passage, the author was describing his feeling with _____.
A. depression B. humor C. happiness D. laughter
15. Which of the following did NOT appear while the speaker was talking about the future man described by Dr. Wilton Krogman?
A. Brain. B. Shape. C. Height. D. Food.
16. According to the prediction of Dr. Krogman, how many years will the average lifetime of man be after five million years?
A. 150. B. 130. C. 160. D. 140.

You now have 30 seconds to check your answers to questions 14—16.

Questions 17—20 are based on the following talk. You now have 15 seconds to read questions 17—20.

17. Which of the following can be the best title of the passage?
A. Internet Is Eroding Kids.
B. To Kids, What Internet Is in Parents' Mind.
C. Should Kids Use Internet?
D. Is It Worriable?
18. How many groups were the parents divided into in the study?
A. Three. B. Four. C. Two. D. Five.
19. According to the information provided in the report, what's the percentage of parents are in the group described as "disenchanted"?
A. 39%. B. 40%. C. 30%. D. 22%.
20. What's the meaning of "disenchanted"?
A. Indifferent. B. Not convinced.
C. Stupid. D. Undeivable.

You now have 40 seconds to check your answers to questions 17—20.

Section II Structure and Vocabulary (10%)

Directions:

There are 20 incomplete sentences in this part. For each sentence there are four choices marked A, B, C and D. Choose the ONE answer that best completes the sentence. Then blacken the corresponding letter on the Answer Sheet I with a pencil.

21. I _____ if we will make a profit out of it.
A. suspect B. think C. consider D. doubt
22. I am _____ as to which one to buy.
A. alarmed B. frustrated C. bewildered D. surprised

23. Because she didn't finish her work on time and was fired by the company. She was very _____ about it.
A. upset B. upsetted C. upsetting D. upright

24. I am sorry _____ so long. I forget to tell you in advance where I had put my key.
A. to keep you wait B. to keep you waiting

C. to keep you waited D. to have kept you waiting

25. Important people don't often have much free time as their work _____ all their time.

A. takes away B. takes over
C. takes up D. takes in

26. The typewriter was _____ all week.

A. laying on the table, where it had laid
B. lying on the table, where it had been lain
C. laying on the table, where it had been laid
D. lying on the table, where it had been laid

27. The best way to _____ the accusation of laziness is to work hard.

A. refuse B. reject C. regret D. refute

28. Her experience and abilities _____ her admirably for the job.

A. make B. suit C. fit D. meet

29. Mike simply _____ the difficult exam.

A. set sail B. was in full sail
C. sailed into D. sailed through

30. The faculty demanded that the rule _____ abolished.

A. will be B. be C. is D. are

31. I was surprised to find that some of you were actually illiterate when you write, never _____ to read or write well.

A. have learned B. have learnt
C. having learned D. has learnt

32. More than one best authorities on science fiction _____ James Newman a science-fiction writer.

A. does not consider B. do consider
C. do not consider D. consider

33. _____ your timely help, we succeeded in averting an accident.

A. But for B. Unless
C. Thanks to D. Thank to

34. The "Chicago Bulls" has quite a few prostar, Michael Jordan _____ the most famous of them.

A. is B. be C. being D. has been

35. Because of the strong sun Mrs. William's new dining room curtains _____ from dark blue to gray within a year.

A. faded B. fainted C. paled D. diminished

36. The manager promised to keep me _____ of how our business was going on.
 A. to be informed B. informed
 C. on informing D. informing
37. He called on me, but I had left for Beijing two days _____.
 A. ago B. before C. away D. out
38. _____ she not blind, she would be of great help.
 A. If B. Were C. Was D. Is
39. He washed his face _____.
 A. clearly B. cleaned C. cleaning D. clean
40. I wish that you _____ such a bad headache because I'm sure that you would have enjoyed the concert.
 A. didn't have B. hadn't
 C. hadn't had D. hadn't have

Section III Reading Comprehension (40%)

Part A

Directions:

There are 5 passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and blacken the corresponding letter on the Answer Sheet I with a pencil.

Questions 41 to 44 are based on the following passage:

Since World War II, all nations of the world have shown a great interest in economic growth. Most of them have shown a percentage increase of their GNP each year, the highly developed nations having shown the greatest growth rates. However, in spite of their growth rates, these nations have even been plagued by two serious problems: inflation and unemployment. At one time economists believed that there was a trade off between inflation and employment: that generally price would rise faster than wages and employment, but these would quickly fall, and that a fall in wages would bring a fall in prices. However, for some time the Western economies have been suffering from both continually increasing inflation and continually increasing unemployment.

Other problems have accompanied technological development. These include the pollution of water and air by the waters of factories, dumped solid wastes from many technical operations (including atomic one), and the deteriorations of workers' health in many factories, mines and other industrial operations. The concentration of population in cities has given rise to many problems of housing, educational and medical services, and higher crime rates. These are the social costs of economic growth which must be met by the society. Yet the costs for meeting these problems are not computed in the GNP.

Technological development and the economic growth dependent on it have brought about great changes in the economic systems which were described by the classical economists. Production has been

concentrated into a few large corporations, such as the oil companies and the automobile producers. At the same time, it has been the practice for large companies to buy whole or controlling interests in unrelated areas of production: aircraft companies which own radio and television stations or even book publishing companies, for example. Some of these large corporations are frequently operating in many countries of the world; they are then called multi-national companies. These practices have centralized economic activity, completely destroying the free market which was the basis of classical economics, and have greatly changed the concepts of free trade. This development in the Western world has brought its economic systems closer to the command market systems of the Russia and the Eastern European countries. In both the Western and Eastern economic systems there has been a greater centralization of economic production, which has brought about more confusing complexity in the relationships of economic activities. At the same time larger bureaucracies, both in privately owned corporations and in governments, have become necessary to cope with the increasingly complex problems.

41. One of the following is Not a problem of technological development _____.
 A. pollution of water and air
 B. an increase in the general standard of living
 C. a deterioration in workers' health in many industrial operations
 D. urban problems of housing, higher crime rates, etc.
42. Economic growth is dependent on _____.
 A. technological development
 B. high employment
 C. high prices
 D. a yearly percentage increase of the GNP
43. What changes in the market economic systems have brought them closer to the command market systems?
 A. The centralization of economic activity in a few large corporations.
 B. The destruction of the classical free market.
 C. The development of large bureaucracies, both private and governmental.
 D. All of the above.
44. What serious economic problems have troubled developing economies, in spite of the growth of the GNP in these economies?
 A. Inflation and unemployment.
 B. Population growth.
 C. A fall in price.
 D. All of the above.

Questions 45 to 48 are based on the following passage:

As regards social conventions, we must say a word about the well-known English class system. This is an embarrassing subject for English people, and one they tend to be ashamed of, though during the present century class-consciousness has grown less and less, and the class system less rigid. But it still exists below the surface. Broadly speaking, it means there are two classes, the "middle class" and the

"working class". (We shall ignore for a moment the old "upper class", including the hereditary aristocracy, since it is extremely small in numbers; but some of its members have the right to sit in the House of Lords, and some newspapers take a surprising interest in their private life.) The middle class consists chiefly of well-to-do businessmen and professional people of all kinds. The working class consists chiefly of manual and unskilled workers.

The most obvious difference between them is in their accent. Middle-class people use slightly varying kinds of "received pronunciation" which is the kind of English spoken by BBC announcers and taught to overseas pupils. Typical working-class people speak in many different local accents which are generally felt to be rather ugly and uneducated. One of the biggest barriers of social equality in England is the two-class education system. To have been to a so-called "public school" immediately marks you out as one of the middle class. The middle classes tend to live a more formal life than working-people, and are usually more cultured. Their midday meal is "lunch" and they have a rather formal evening meal called "dinner", whereas the working man's dinner, if his working hours permit, is at midday, and his smaller, late-evening meal is called supper.

As we have said, however, the class system is much less rigid than it was, and for a long time it has been government's policy to reduce class distinctions. Working-class students very commonly receive a university education and enter the professions, and working-class incomes have grown so much recently that the distinctions between the two classes are becoming less and less clear. However, regardless of one's social status, certain standards of politeness are expected of everybody, and a well-bred person is polite to everyone he meets, and treats a laborer with the same respect he gives an important businessman. Servility inspires both embarrassment and dislike. Even the word "sir", except in school and in certain occupations (e.g. commerce, the army etc.) sounds too servile to be commonly used.

45. The middle class mainly refers to people _____.
A. who were born as aristocrat
B. who have the right to sit in the House of Lords
C. who speak in many different local accents
D. who are prosperous businessmen or who work in some professions
46. The most obvious difference between the working class and the middle class in English is their _____.
A. dress
B. work
C. accent
D. meal
47. Why isn't the word "sir" commonly used in Britain?
A. Because it sounds too servile and is likely to cause embarrassment.
B. Because it can only be used in some certain occupations.
C. Because it is an impolite word.
D. Because it shows that the speaker is not a well-bred person.
48. Which of the following is NOT true about the English class system?
A. It is an embarrassing subject for English people.
B. Working-class students cannot receive a university education.
C. The class system is much less rigid than it was.
D. The class system still exists below the surface.

Questions 49 to 52 are based on the following passage:

If sustainable competitive advantage depends on work-force skills, American firms have a problem. Human resource management is not traditionally seen as central 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 much as one buys raw materials or equipment.

The lack of importance attached to human resource management can be seen in the corporate hierarchy. 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 (CEO). By way of contrast, in Japan the head of human resource management is central—usually the second most important executive, after the CEO, in 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, that much longer to learn how to operate new flexible manufacturing stations than workers on 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 on 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.

49. Which of the following applies to the management of human resources in American companies?
A. They hire people at the lowest cost regardless of their skills.
B. They see the gaining of skills as their employees' own business.
C. They attach more importance to workers than to equipment.
D. They only hire skilled workers because of keen competition.
50. What is the position of the head of human resource management in an American firm?
A. He is one of the most important executives in the firm.
B. His post is likely to disappear when new technologies are introduced.
C. He is directly under the chief financial executive.
D. He has no say in making important decisions in the firm.
51. The money most American firms put in training mainly goes to _____.
A. workers who can operate new equipment

- B. technological and managerial staff
- C. workers who lack basic background skills
- D. top executives

52. According to the passage, the decisive factor in maintaining a firm's competitive advantage is _____.

- A. the introduction of new technologies
- B. the improvement of workers' basic skills
- C. the rational composition of professional and managerial employees
- D. the attachment of importance to the bottom half of the employees

Questions 53 to 55 are based on the following passage:

If you think your attire is smart now, just wait till it starts reading your e-mail out aloud.

Imagine removing the jacket and absent-mindedly swiping a sleeve over a cashier's sensor to pay for your groceries. If someone grabs the jacket—containing your DNA code and your entire banking history—and runs out of the store, it is programmed to start shouting "Thief, Thief."

As technology grows ever more sophisticated in the new millennium, the term "power suit" will take on a more literal meaning.

Much of the fabric from which clothes are cut will contain microscopic computers, fiber optics and wires woven into the threads, making them interactive with daily routines and body chemistry, fashion and textile experts say.

Garments of the future will clean and mend themselves, grow or shrink to fit a variety of shapes and sizes, change colors and temperatures, translate foreign languages, pay our bills instantaneously and read e-mail aloud.

They will likely have tiny vials containing mood-altering scents and doses of medicines to be absorbed through the skin. Colors and styles will have spiritual significance.

Of course there will be many who faithfully cling to their old jeans and natural fibers on principle. But many fashion experts say clothing in 10 to 20 years will be interactive, more functional than ever and tailored to a consumer's personality and body chemistry.

The time will come when computers will be tiny enough to be woven into fabric, enabling clothes not only to cover the body but to be a personal assistant as well, scientists say.

These concepts are very real, if the technology is yet to be born. But it all could happen sooner than we think, says Massachusetts Institute of Technology scientists Maggie Orth and Rehmi Post. They invented cloth keyboards that enable shirts to play music, take notes or check e-mails. Within five years garments such as these will be widely available, Orth said.

"Clothes will play music, change color, and send a message to someone you're talking to", she said. "It might be a romantic message, like a phrase or a joke that flashes on your shirt, or a less subtle sort of message—your shirt might turn red", she said.

Computerized clothing will be even more commonplace and sophisticated 20 to 50 years from now.

53. When the author says "a more literal meaning" in line 6, he means that _____.

- A. the phrase "power suit" is an exaggerated parlance in a science fiction

- B. the phrase "power suit" is being true to name
- C. technology makes a suit more sophisticated
- D. the power suit is impractical

54. All of the following statements are true EXCEPT _____.

- A. fiber optics and wires will be woven into the threads, making them interactive with daily routines and body chemistry
 - B. garments of the future will mend themselves, grow or shrink to fit a variety of shapes and sizes
 - C. clothes will play music
 - D. all clothes in the future will be designed by computers
55. What can be inferred from this passage?
- A. By 2020, all people will dress in smart clothes.
 - B. In the future, clothes are made of manmade materials.
 - C. The interactive clothing cannot be made at present.
 - D. Future garments will be perfect, so they will be almost identical for everybody.

Part B

Direction:

Read the following passage and then give short answers to the five questions. Write your answers on the Answer Sheet II.

Medical science is doing all it can to extend human life and is succeeding brilliantly. Living conditions are so much better, so many diseases can either be prevented or cured that life expectation has increased enormously. No one would deny that this is a good thing—provided one enjoys perfect health. But is it a good thing to extend human suffering, to prolong life, not in order to give joy and happiness, but to give pain and sorrow? Take an extreme example. Take the case of a man who is so senile he has lost all his faculties. He is in hospital in an unconscious state with little chance of coming round, but he is kept alive by artificial means for an indefinite period. Everyone, his friends, relatives and even the doctors agree that death will bring release. Indeed, the patient himself would agree—if he were in a position to give choice to his feelings. Yet everything is done to perpetuate what has become a meaningless existence.

The question of euthanasia (安乐死) raises serious moral issues, since it implies that active measures will be taken to terminate human life. And this is an exceedingly dangerous principle to allow. But might it not be possible to compromise? With regard to senility, it might be preferable to let nature take its course when death will relieve suffering. After all, this would be doing no more than was done in the past, before medical science made it possible to interfere with the course of nature.

There are people in Afghanistan and Russia who are reputed to live to a ripe old age. These exceptionally robust individuals are just getting into their stride at 70. Cases have been reported of men over 120 getting married and having children. Some of these people are said to be over 150 years old. Under such exceptional conditions, who wouldn't want to go on living forever? But in our societies, to be 70 usually means that you are old; to be 90 often means that you are decrepit. The instinct for self-preservation