

全国专业技术人员职称英语等级考试丛书



# The National English Test For Professional Title Promotion

全国职称英语等级考试命题研究组 编


## 全国职称英语等级考试

# 押题试卷

卫生类

- 名师团队 重拳出击
- 分天突破 有的放矢
- 王牌技巧 出奇制胜
- 成功晋级 精彩无限



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(卫生类)

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# 前 言

职称英语自从实行全国统一考试以来,以其独特的题型,较高的难度要求,使得许多考生不太适应。目前参加初级、中级和高级职称评定的同志由于种种原因,有的只是自学过一些英语,有的学的是俄语或日语,有的在实际工作中与英语接触甚少,这使得许多同志的英语基础较为薄弱。针对以上客观事实,我们组织工作在教学第一线的教师编写了这套《全国专业技术人员职称英语等级考试丛书》。本套丛书根据最新考试大纲编写,具体特点如下:

- ① 详尽列举了常考的词汇和语法考点;
- ② 剖析了各种题型的解题技巧;
- ③ 荟萃了历年优秀真题;
- ④ 列举了大量的专项练习题。

总之,这套丛书不仅是一套技巧讲解手册,更是一套词汇、语法等常考考点的记忆手册。本套丛书包括:

- ① 《全国职称英语等级考试词汇 30 天突破》
- ② 《全国职称英语等级考试 30 天突破(综合类)》
- ③ 《全国职称英语等级考试 30 天突破(理工类)》
- ④ 《全国职称英语等级考试 30 天突破(卫生类)》
- ⑤ 《全国职称英语等级考试押题试卷(综合类)》
- ⑥ 《全国职称英语等级考试押题试卷(理工类)》
- ⑦ 《全国职称英语等级考试押题试卷(卫生类)》

由于时间仓促,书中错误或疏漏之处在所难免,诚请读者斧正。

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## 押题试卷(一)

### 注意事项:

- 一、将自己的姓名、科目代码、准考证号写在答题纸和试卷上。
- 二、仔细读懂题目的说明。
- 三、试题满分为 100 分,全部考试时间为 120 分钟。
- 四、多项选择题的答案一定要划在答题纸上,凡是写在试卷上的答案一律无效。
- 五、多项选择题每题只能选一个答案;如多选,则该题无分。选定答案后,用 HB 浓度以上的铅笔在相应字母的中部划一条横线。
- 六、如果要改动答案,必须先用橡皮擦净原来选定的答案,然后再按上面的规定重新答题。





## 第一部分: 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 个词或短语划有底横线, 请从每个句子后面所给的 4 个选项中选择 1 个与划线部分意义最相近的词或短语。答案一律涂在答题卡相应的位置上。

- 1 We should be cautious in crossing a crowded street.  
A careful B intelligent C quiet D weary
- 2 Japan made a proposal to Korea for increasing trade between two countries.  
A preparation B exception C suggestion D companion
- 3 I can hardly believe it, it's amazing.  
A over and over B unconscious C unreliable D incredible
- 4 Peter is experiencing a difficult period in his life.  
A going into B going out of C going over D going through
- 5 Sandre came across an important letter yesterday while cleaning the desk.  
A mentioned B read C discovered D walked away with
- 6 The old concerns lose importance and some of them vanish altogether.  
A disappear B develop C linger D renew
- 7 She has such exceptional abilities that everyone is jealous of her.  
A regular B specific C extraordinary D rare
- 8 Have you got a spare pen?  
A new B long C thin D extra
- 9 In 1861 it seemed inevitable that the Southern states would break away from the Union.  
A strange B certain C inconsistent D proper
- 10 Sulphur has occasionally been found in the earth in an almost pure state.  
A regularly B accidentally C sometimes D successfully
- 11 Do you need anybody to assist you in your work?  
A inform B aid C direct D instruct
- 12 If you have any complaint please see the manager.  
A protest B criticism C suggestion D fault
- 13 Extremely refined behavior, however, cultivated as an art of gracious living, has been characteristic only of societies with wealth and leisure, which admitted women as the social equals of man.  
A possible B typical C interesting D morally good



- 14 Below 600 feet ocean waters range from dimly lit to completely dark.  
A inadequately B hardly C faintly D sufficiently
- 15 Thus our conviction is reinforced that only social revolution can really solve the problems of the people.  
A argument B belief C proposal D theory

## 第二部分: 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, 请在答题卡上把 A 涂黑; 如果该句提供的是错误信息, 请在答题卡上把 B 涂黑; 如果该句的信息在文章中没有提及, 请在答题卡上把 C 涂黑。

### Changes in Museums

Museums have changed. They are no longer places that one "should" visit, they are places to enjoy and learn.

At a science museum in Ontario, Canada, you can feel your hair stand on end as harmless electricity passes through your body. At the Metropolitan (大城市的) Museum of Art in New York City, you can look at the seventeenth century instruments while listening to their music. At New York's American Museum of Natural History recently, you can help make a bone-by-bone reproduction of the museum's dinosaur (恐龙), a beast that lived 200 million years ago.

More and more museum directors are realizing that people learn best when they can somehow become part of what they are seeing. In many science museums, for example, there are no guided tours. The visitor is encouraged to touch, listen, operate, and experiment so as to discover scientific principles for himself. The purpose is not only to provide fun but also to help people feel at home in the world of science. The theory is that people who do not understand science will probably fear it, and those who fear science will not use it to best advantage.

One cause of all these changes is the increase in wealth and leisure time. Another cause is the rising percentage of young people in the population. Many of these young people are college students or college graduates. Leon F. Twiggs, a young black professor of art once said, "They see things in a new and different way. They are not satisfied to stand and look at works of art; they want art they can participate (参加) in." The same is true of science and history.

- 16 When visiting museums nowadays, people can take part in many activities.  
A Right B Wrong C Not mentioned

- 17 New York's American Museum of Natural History is opened recently.  
A Right B Wrong C Not mentioned
- 18 In science museums nowadays visitors are not allowed to touch or operate the objects on display.  
A Right B Wrong C Not mentioned
- 19 In science museums today, people no longer feel strange in the world of science but gain scientific knowledge by themselves.  
A Right B Wrong C Not mentioned
- 20 In America today, all science museums are open to the public and free.  
A Right B Wrong C Not mentioned
- 21 People can afford to got the modern museums since they have more time now.  
A Right B Wrong C Not mentioned
- 22 Young people who are well-educated like the art they can participate in.  
A Right B Wrong C Not mentioned

### 第三部分: 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 个选项中为第 2~5 段每段选择 1 个正确的小标题; (2) 第 27~30 题要求从所给的 6 个选项中选择 4 个正确选项, 分别完成每个句子。请将答案涂在答题卡相应的位置上。

#### Trade Unions

- 1 Some scholars have associated trade unions with the medieval craft guilds(中世纪的行会), but there are important differences between the two. The guild members were master craftsmen who owned capital and often employed workers. Unions are known as associations of workers with similar skills.
- 2 In the past, individual workers had no control over the conditions of their working lives; political and economic power was concentrated in the hands of wealthy business owners. Workers found, however, that there was strength in uniting. From their earliest years, union objectives have been higher wages and improved working conditions.
- 3 Employers resisted, of course. They made great efforts to stop union organizing its activities. Union members were fired, workers were forced to sign contracts in which they promised not to join a union, and companies hired strikebreakers (罢工破坏者) and even gunmen to

frighten organizers.

4 One of the earliest successful labor organizations in the United States was the Knights of Labor, founded in 1869. The Knights, which included both skilled and unskilled workers, attempted to organize all workers into one great union. After it successfully struck the Wabash railroad owned by Jay Gould in 1885, its popularity and power grew dramatically. In 1886 the Knights had 700,000 members.

5 The decline of the Knights of Labor, however, came quickly. The strike against Gould was gradually broken, and the Knights' radical positions on social issues cost them public support. In the end, a lack of unity as well as the rapid inflow of unskilled immigrants weakened the union's economic power, and the organization came to an end.

- 23 Paragraph 2 \_\_\_\_\_  
 24 Paragraph 3 \_\_\_\_\_  
 25 Paragraph 4 \_\_\_\_\_  
 26 Paragraph 5 \_\_\_\_\_

- A Management's Reaction to the Labor Movement  
 B The Decline of an Early Union  
 C Reasons for Starting a Union  
 D Comparison between the Unions and the Medieval Craft Guilds  
 E Foundation  
 F The Development of an Early Union

- 27 Guilders had the money to \_\_\_\_\_.  
 28 Workers united together to \_\_\_\_\_.  
 29 Employers would try their best to \_\_\_\_\_.  
 30 Knights lost its popularity because it took \_\_\_\_\_.

- A Ask for higher wages  
 B Fight for equal education  
 C Employ workers  
 D Unskilled workers  
 E Stop Union activities  
 F Radical positions on social issues

## 第四部分: 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 个最佳答案涂在答题卡相应的位置上。

## 第一篇

## An Unusual Experience at Sea

It was early one morning in February 1972 when Mayoral and his partner Santos Luis Perez set out to fish in Laguna San Ignacio. Hundreds of gray whales were swimming in the three-mile-long, one-mile-wide inlet. This was usual between December and April, for the whales breed in the protected inlets of Baja, the final destination of their annual 6,000-mile migration from the Arctic. Mayoral and Perez stayed as far as possible from the spouting (喷涌) creatures, because the whales were said to smash boats with their powerful flukes (鲸尾的叶). Mayoral, who had 16 years' experience at sea, knew no one who had been close to a healthy gray whale and lived.

As Mayoral rowed to catch the outgoing (退去的) tide, he saw, straight ahead, a whale approaching. Heart pounding, the 31-year-old turned the little wooden boat and pulled hard for shore. Try as he might, however, he could not row over the huge beast. In moments, it overtook them. Expecting the worst, the fishermen dropped to their knees and made the sign of the cross. The whale raised its nine-foot head out of the water and looked at them. Then, remarkably, it began to rub gently against the boat.

Sinking and resurfacing (重新露出水面) on opposite sides of the boat, the whale continued its gentle rubbing for almost an hour. At first the men prayed, frozen in fear. But gradually Mayoral's terror gave way to curiosity. He was tempted to reach out and touch this oddly unthreatening monster, but a lifetime of caution kept him still.

At last, having finished with whatever its purpose had been, the whale disappeared below the surface. Some time passed before either man spoke. Then they headed home. To his wife, Mayoral said only, "No fish today."

But word spread through the cluster of small wooden houses near the salt-water lake. A strange thing had happened: one of the whales had tried to touch the men, and the men had returned unharmed. Why?

In nights to come, by faint kerosene lamps, Mayoral and Perez told the story. They and other fishermen struggled to understand. What did the whale want?

- 31 We know from the passage that the whales traveled 6,000 miles from the Arctic to the inlets of Baja \_\_\_\_\_.
- A just to have a change in environment
- B to give birth to baby whales in winter
- C to escape from the cold water for a while
- D to find a warm place to settle down
- 32 What did the fishermen do when a whale approached them?
- A They did nothing but kneel down and pray.
- B They rowed quickly to the shore.
- C They threw a cross to the whale.
- D They prepared to fight against the whale.
- 33 On seeing the whale was an unthreatening creature, Mayoral forgot his rear and became curious, \_\_\_\_\_.
- A then he touched the whale
- B then he played with the whale
- C yet he was still motionless
- D yet he continued his praying
- 34 According to the passage, how did Mayoral react upon the event?
- A He told the story to other fishermen as soon as he got home.
- B Unable to explain what had happened, he told no one at first.
- C He told his wife that he failed to catch a very big living fish.
- D He regretted that he did not manage to catch the living whale.
- 35 The last sentence in the first paragraph, "Mayoral knew no one who had been close to a healthy gray whale and lived" means \_\_\_\_\_.
- A nobody had ever approached a living whale
- B among his friends no one saw any whale that was still alive
- C no one he knew had ever touched a living whale
- D whales would eat up anyone they catch without exception

## 第二篇

## The Deer's Death

He ran close, and again stood still, stopped by a new fear. Around him the grass was whispering and alive. He looked wildly about, then down. The ground was black with ants, great energetic ants that took no notice of him, but hurried towards the fighting shape. And as he drew in his breath and pity and terror seized him, the beast fell and the screaming

stopped. Now he could hear nothing but a bird singing, and the sound of the rustling (沙沙声) whispering ants.

He peered over at the blackness that twitched with the jerking (抽搐) nerves. It grew quieter. There were small twitches from the mass that still looked vaguely like the shape of a small animal.

It came into his mind that he could shoot it and end its pain; and he raised the gun. Then he lowered it again. The deer could no longer feel; its fighting was a mechanical protest of the nerves. But it was not that which made him put down the gun. It was a swelling feeling of rage and misery and protest that expressed itself in the thought; if I had not come it would have died like this, so why should I interfere? All over the bush things like this happen; they happen all the time; this is how life goes on, by living things dying painfully. I cannot stop it. He was glad that the deer was unconscious and had gone past suffering so that he did not have to make a decision to kill it. At his feet, now, were ants tricking back with pink fragments in their mouths and there was a fresh acid smell in his nose. He sternly controlled the uselessly convulsing (痉挛的) muscles of his empty stomach, and reminded himself: the ants must eat too.

The shape had grown small. Now it looked like nothing to be recognized. He saw the blackness thin, and bits of white showed through, shining in the sun—yes, there was the sun just up. Then the boy looked at those insects. A few were standing and gazing up at him with small glittering eyes. “Go away!” he said to the ants coldly. “I am not for you—not just yet, at any rate.”

He bent over the bones and touched the sockets (孔) in the skull: that was where the eyes were, he thought suspiciously, remembering the liquid eyes of a deer.

That morning, perhaps an hour ago, this small creature had been stepping proud and free through the bush even as he himself had done. Proudly stepping the earth, it had smelt the cold morning air. Walking like kings, it had moved freely through this bush, where each blade of grass grew for it alone, and where the river ran pure sparkling water for it to drink. And then—what had happened? Such a sure swift footed thing could surely not be trapped by a swarm of ants?

36 How was the deer when the boy first saw it?

A It was already dead in the bush.

B It was still on its feet.

C It was lying on the ground dying.

D It was fighting the ants to a finish.



- 37 The boy did not shoot the deer because \_\_\_\_\_.  
 A he felt sorry for it  
 B he did not want to hurt it  
 C he did not want to kill it when it was conscious  
 D he did not want to interfere with the laws of the bush
- 38 When the ants ate up the meat on the skeleton it was \_\_\_\_\_.  
 A late afternoon  
 B close to midnight  
 C just after dawn  
 D already dark
- 39 What made the boy have some understanding of the horrible ants?  
 A The uncomfortable feeling of his empty stomach.  
 B The fact that the deer had gone past feeling anything.  
 C His sympathy for all creatures living in the bush.  
 D His understanding of the ruthless law of the jungle.
- 40 What can you infer from the last three paragraphs?  
 A The boy suddenly understood how the deer could have lost its life.  
 B The boy remembered a deer he had once shot in the early morning.  
 C It was incredible to the boy that ants were capable of killing a deer.  
 D It was hard for him to tell himself from the deer as a free creature of the bush.

### 第三篇

### Generation Gap

A few years ago, it was fashionable to speak of a generation gap, a division between young people and their elders. Parents complained that children did not show them proper respect and obedience, while children complained that their parents did not understand them at all. What had gone wrong? Why had the generation gap suddenly appeared? Actually, the generation gap has been around for a long time. Many critics argue that it is built into the fabric of our society.

One important cause of the generation gap is the opportunity that young people have to choose their own life-styles. In more traditional societies, when children grow up, they are expected to live in the same area as their parents, to marry people that their parents know and approve of, and often to continue the family occupation. In our society, young people often travel great distances for their education, most out of the family home at an early age, marry or live or choose occupations different from those of their parents.



In our upwardly mobile society, parents often expect their children to do better than they did; to find better jobs, to make more money, and to do all the things that they were unable to do. Often, however, the ambitions that parents have for their children are another cause of the division between them. Often they discover that they have very little in common with each other.

Finally, the speed at which changes take place in our society is another cause of the gap between the generations. In a traditional culture, elderly people are valued for their wisdom, but in our society the knowledge of a lifetime may become obsolete overnight.

The young and the old seem to live in two very different worlds, separated by different skills and abilities.

No doubt, the generation gap will continue to be a feature of American life for some time to come. Its causes are rooted in the freedoms and opportunities of our society, and in the rapid pace at which society changes.

41. The main idea of the first paragraph is that the generation gap suddenly appeared.

- A the generation gap suddenly appeared  
B the generation gap is a feature of American life  
C how people can bridge the generation gap  
D many critics argue over the nature of the generation gap

42. The word "around" in paragraph one means in every direction.

- A on all sides  
B in every direction  
C near  
D in existence

43. Which one is NOT the cause of the generation gap?

- A Young people like to choose their own life-styles.  
B American society is changing very fast.  
C Parents place high hopes on their children.  
D Modern education makes them think differently.

44. In American society, young people often rely on their parents to make a living.

- A rely on their parents to make a living  
B stay with their parents in order to get an opportunity for higher education  
C seek the best advice from their parents  
D have very little in common with their parents

- 45 Which of the following statements is TRUE according to the passage?
- A Parents should be more tolerable towards their children.
- B The young generation should value the older generation for their wisdom.
- C The generation gap is partly created by the older generation.
- D The generation gap should be avoidable in American society.

### 第五部分: 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, 文章后面有 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。请将答案涂在答题卡相应的位置上。

#### Animal Intelligence

Are Animals intelligent? If they are, which animals are the most intelligent? These are not easy questions to answer. In the first place, no one is quite sure what intelligence is.

We often say that intelligence means being able to solve problems. 46. For example, dogs and cats often find their way home from long distances. To do this they have to use their intelligence. They have to remember and think. But many birds find their way over long distances, too. They travel thousands of miles every year when they move from cool to warmer places. We do not know how they do this but we know that they do not use their intelligence. 47. Young birds are able to make these journeys without help as soon as they can fly.

They are born with this ability. This is not intelligence. We call this 'instinct'.

Often we cannot be sure whether an animal is acting intelligently or instinctively. When a dog hears a strange noise, it barks. This is instinct. It cannot stop itself from doing this. It does not really know why it is doing this. But supposing a house is on fire and the dog barks outside its master's bedroom until he wakes up, is the dog using its intelligence? 48. Often we cannot be sure.

Many animals, however, can be taught to solve problems, especially when they are given rewards. Rats have been taught to press a lever to get food. Pigeons have been taught to peck a disc for the same reason. Even an octopus(章鱼) has been trained to know the difference between a square and an oblong(长方形)! Animals in circuses have been taught to do all sorts of tricks to amuse an audience. 49. It is saying, "if I do this, I will get a reward. Therefore I will do it." This may be thought of as a low kind of intelligence.

Some animals, however, show a much higher kind of intelligence. They solve problems