

全国专业技术人员
职称英语等级考试丛书

按新大纲编写


全国职称英语等级考试

综合与人文类 B级题集精解

北京市海淀区职称英语等级考试辅导点编写

郭世明 李红云 主编 李红云 都宁 编著

新时代出版社

全国专业技术人员职称英语等级考试丛书 

全国职称英语等级考试 综合与人文类B级题集精解

新 时 代 出 版 社

·北京·

图书在版编目(CIP)数据

全国职称英语等级考试综合与人文类 B 级题集精解/
郭世明,李红云主编. —北京:新时代出版社,2000.7
(全国专业技术人员职称英语等级考试丛书)
ISBN 7-5042-0515-X

I 全. … II. ① 郭…② 李… III. 英语-职称-资格考
核-解题 IV. H310.42-44

中国版本图书馆 CIP 数据核字(2000)第 19219 号

新 时 代 出 版 社出版发行

(北京市海淀区紫竹院南路 23 号)

(邮政编码 100044)

北京怀柔新华印刷厂印刷

新华书店经售

*

开本 850×1168 1/32 印张 10 $\frac{3}{4}$ 280 千字

2000 年 7 月第 1 版 2000 年 7 月北京第 1 次印刷

印数:1—4000 册 定价:15.00 元

(本书如有印装错误,我社负责调换)

序

为了配合全国专业技术人员申报评定专业技术职务资格,顺利通过“全国专业技术人员职称英语等级考试”,我们专门组织编写了《全国专业技术人员职称英语等级考试丛书》。“全国专业技术人员职称英语等级考试”划分为 A,B,C 三个级别,并设有综合与人文、理工、财经和卫生四个类别。报考时,各类专业技术人员可根据自己所从事的专业选择报考的类别,但是不同类别的专业技术人员都可以选择报考综合与人文类,因此报考该类的应试人员占应试人员总数的 50%以上。为了满足广大专业技术人员报考和参加“全国专业技术人员职称英语等级考试”的要求,我们特别组织编写了本套丛书,供参加考试的人员学习和备考使用。

根据广大应试人员的实际情况,特别是参差不齐的英语水平,为了在较短的时间内使应试人员达到各个考试级别的不同要求,我们在编写时,注重了本套丛书的实用性。为了促使应试人员尽快适应考试要求,了解和熟悉考试试题的类型和特点,我们采用了模拟试题的形式。这对于初次参加此种等级考试的应试人员来说是非常必要的。一方面有助于他们熟悉适应这一过程,另一方面,模拟试题又具有测试功能,两者结合起来对于备考人员真可谓“一举两得”。

本套丛书不同于一般的模拟试题集,它们除了所具有的水平测试作用以外,还有助于培养应试人员学习和应用外语的能力,并使外语水平不断得到提高,我们特别增加了对每道题的详解。在词汇部分的考题中,对于易混淆的词、短语进行了分析对比,并采用举例的方式讲解,以起到举一反三的作用。作者不仅要从备考人员

现有水平的实际出发,而且还要能够满足应试者学习和提高外语水平的需要,在详解中,特别提供了解题的依据与解题技巧,从而有针对性地指导他们正确做题,使他们不但知其然,也知其所以然,真正完成由量变到质变的飞跃。书中的阅读部分除题解以外,还配有注释,目的在于帮助考生化解难点,将重点放在综合运用语言知识的能力和提高阅读理解的能力方面。采用模拟试题与详解相结合的方式,解决了应试人员水平参差不齐、但却能各取所需的问题,既注重了知识的系统化,也突出了考试的全面性。

为使广大的应试者在短时期内能够尽快达到所报考的级别中应认知的词汇量要求,我们还组织编写了《全国职称英语等级考试英汉汉英词汇手册》,并采用了英汉、汉英两种编排形式,该书平时可用作字典查阅,也可在考试时遇到完成句子或概括大意等问题时,查阅该手册的汉英部分,使问题迎刃而解。本书无论对平时学习英语,还是应试都十分有用,是广大专业技术人员学习英语及参加考试必不可少的工具。

这套丛书的问世,是全体编写人员凭借职称英语等级考试辅导所积累的丰富教学经验并通力合作的结果,他们既是国家职称改革工作的支持者,也是从事职称英语等级考试的参与者。在此,我们向全体编者们表示衷心的感谢。

由于编写时间有限,书中难免出现缺点和错误,相信专家、学者以及读者一定能对本丛书提出宝贵的意见,以便将来补充和修改。

《全国专业技术人员职称英语等级考试丛书》编委会

前 言

本书根据国家人事部最新推出的全国职称英语等级考试样题,并且根据《全国专业技术人员职称英语等级考试大纲》编写而成。目的是帮助广大应试人员了解和熟悉全国职称英语等级考试的各类题型,介绍一些解题技巧,使考生具有一定的应试能力,提高解题的正确率,指导并帮助广大的专业技术人员顺利通过全国职称英语等级考试。

本书中的试题部分具有一定的模拟作用,考生具备了一定的英语知识便可利用书中的十套试题进行自我测试,从而及时发现和弥补自己的知识漏洞;对于那些英语水平还有一定差距的考生,本书采用注释详解的形式,指导他们尽量将知识系统化,注意重点与难点的分析和理解,避免只顾做题、忽视技能的培养,有利于广大考生进行自学。

本书选材力求题材广泛、内容新颖,体现了全国职称英语等级考试中综合与人文类考试的特点,词汇量依据《全国专业技术人员职称英语等级考试大纲》的要求,题型设计与全国职称英语等级考试的最新样题完全一致。因此本书对于全国广大的专业技术人员备考全国职称英语B级人员具有一定的实用性。

由于编者水平与经验有限,编写时间仓促,书中难免有不足之处,恳切希望广大读者提出宝贵的意见和建议。

作 者

内 容 简 介

本书是一本具有模拟及指导作用、供全国广大专业技术人员进行英语学习和备考的专门用书。本书包括十套模拟试题,供考生了解全国职称英语等级考试的最新题型,并附有答案,帮助考生进行模拟练习,及时发现和弥补知识漏洞,本书采用注释与详解的形式,旨在使考生尽量将知识系统化,扩展词汇,掌握阅读技能,提高理解能力以及阅读速度。

本书所选文章题材广泛、内容新颖,词汇知识严格按照《全国专业技术人员职称英语等级考试大纲》的要求,题型设计完全符合国家人事部推出的全国职称英语等级考试的最新样题,有助于考生进行自学自测及备考。

目 录

试题 1	1
答案	20
注释与题解	21
试题 2	38
答案	56
注释与题解	57
试题 3	72
答案	90
注释与题解	91
试题 4	104
答案	123
注释与题解	123
试题 5	135
答案	154
注释与题解	155
试题 6	167
答案	185
注释与题解	185
试题 7	199
答案	216
注释与题解	217
试题 8	229
答案	246

注释与题解.....	246
试题 9	260
答案.....	277
注释与题解.....	278
试题 10	290
答案.....	307
注释与题解.....	308
附录一 全国专业技术人员职称英语等级考试大纲	321
附录二 应试问答	326

试题 1

第一部分:词汇(20 小题,每小题 1 分,共 20 分)

下面共有二十小题,每个小题下面有四个选项。其中一至十题的每个句子中有一处空白,请从四个选项中选择一个正确答案填入句中的空白处;十一至二十题的每个句子中均有一个词或词组划有底横线,请从四个选项中选择一个与划线部分意义最相近的词或词组代替或解释句中的划线部分。

- The boy could not _____ the temptation of the piece of chocolate and revealed the secret.
A) persist C) consist
B) insist D) resist
- She made up her mind to _____ nursing like her mother after graduation.
A) take up C) take on
B) take to D) take in
- I'm afraid this painting is not by Picasso. It's only a copy and so it's _____.
A) priceless C) worthy
B) worthless D) invaluable
- No one was sure exactly what happened, _____ how it happened.
A) let alone C) in the way
B) in case D) now that

5. It took her quite a long time to _____ her homesickness.
A) get over C) get down
B) get around D) get away
6. It is easier to adapt to new situations if one has a _____ attitude.
A) fashionable C) movable
B) changeable D) flexible
7. We worked hard and completed the task _____.
A) in advance C) ahead of time
B) in time D) before time
8. This university has earned a good _____ for the successful reform in education.
A) resolution C) reputation
B) solution D) responsibility
9. Children all over the world start putting words together at _____ the same age, and follow very similar paths in their speech.
A) approximately C) scarcely
B) merely D) appropriately
10. As they were _____ setting out, a storm began to fall.
A) on behalf of C) on the point of
B) on the ground(s) of D) on account of
11. He inserted a piece of carbon paper between two sheets be-

fore he typewrote the letter.

- | | |
|----------|--------------|
| A) put | C) installed |
| B) fixed | D) laid |

12. He is a person who has access to some very prominent people in the White House.

- | | |
|--------------|------------------|
| A) promising | C) responsible |
| B) wealthy | D) distinguished |

13. I nearly tripped and fell as I retreated from a gentleman who rushed to me.

- | | |
|--------------|-------------|
| A) retired | C) retained |
| B) retrieved | D) returned |

14. There has been an obvious change in people's style of life.

- | | |
|---------------|-------------|
| A) apparent | C) immense |
| B) remarkable | D) moderate |

15. I could not hear you as the roar of the engines drowned our conversation.

- | | |
|------------|----------|
| A) thunder | C) sound |
| B) noise | D) crack |

16. We do deal with paintings here, but this is primarily a furniture shop.

- | | |
|--------------|-------------|
| A) generally | C) probably |
| B) presently | D) chiefly |

17. Thanks to his efforts, the project turned out to be a success.

- | | |
|---------------|----------|
| A) Other than | C) As to |
|---------------|----------|

18. He was a person who would stand out for what he thought right, no matter what the cost to himself was.
A) look up C) keep up with
B) hold out D) put forward
19. His success is out of the question: he has been out of practice for years.
A) doubtful C) in sight
B) impossible D) beyond question
20. You just stay here, I'll see to everything here.
A) look for C) attend to
B) see off D) look into

下面有五篇短文,每篇短文后有五个问题,每个问题都有四个备选答案,请阅读短文并根据短文的内容从四个备选答案中选择一个最佳答案。

Man and Nature

Modern man has cleared¹ the forests for farmland and for wood, and has also carelessly burned them. More than that, though, he has also interfered with the invisible bonds between the living things in the forest². There are many examples of this kind of destruction. The harmfulness of man's interference can be seen in what happened many years ago in the forest of the Kaibab plateau of northern Arizona³. Man tried to improve on⁴ the natu-

ral web of forest life and ruined it instead.

The Kaibab had a forest of pine, fir, white fir, blue spruce⁵. In 1882 a visitor commented: "We, who ... have wandered through its forests and parks, have come to regard it as the most enchanting region it has ever been our privilege to visit⁶." This was also the dwelling⁷ place of the Rocky Mountain mule deer⁸. Indians hunted there every autumn to gather meat and skins. The forest also had mountain lions, coyotes⁹ and wolves that kept the deer from multiplying¹⁰ too rapidly.

Then, in 1906, President of the U. S. made the Kaibab a national game preserve¹¹. Deer hunting was banned. Government hunters started killing off the deer's enemies. In 25 years, 6,250 mountain lions, coyotes, wolves and bobcats¹² were killed. Before the program, there were about 4,000 deer in the Kaibab. By 1924, there were about 100,000. The deer ate every leaf and twig¹³ they could reach. But there was not nearly enough food. The countryside looked "as though a swarm of locusts¹⁴ had swept through it," one traveler said. Hunting of deer was permitted again. This caused a slight decrease in the deer herd¹⁵, but a far greater loss resulted from starvation and disease¹⁶. Some 60 percent of the deer herd died in two winters. By 1930 the herd had dropped to 20,000 animals. By 1942 it was down to 8,000.

21. According to the author, which was the bad effect of people's interference revealed in?
- A) What happened in the forest of the Kaibab plateau.
 - B) The killing of mountain lions, coyotes, wolves and bobcats.
 - C) Forest fires caused by man's carelessness.
 - D) The poor management of the forest of the Kaibab

plateau.

22. "a national game preserve" in the third paragraph most likely refers to
- A) a tree.
 - B) a game.
 - C) a region.
 - D) a person.
23. Why was hunting of deer permitted again?
- A) The rapid growth of deer had caused the imbalance of natural life.
 - B) The government wanted to protect other animals such as lions, wolves, etc.
 - C) The government wanted to protect some precious plants.
 - D) Indians needed to live on meat and skins of deer.
24. Which of the following is NOT true?
- A) The destruction of the environment of the Kaibab resulted from people's interference with natural cycle of forest life.
 - B) The number of the deer in the Kaibab had increased enormously by 1924.
 - C) The decrease in the deer herd mainly came from the government's permission of deer hunting.
 - D) The aim of President of the United States' program was to protect such game animals as the deer.
25. The sentence "as though a swarm of locusts had swept through it" in the fourth paragraph probably means

- A) as if deer had eaten up every leaf and twig they could reach.
- B) as if some kind of insect had cleared away everything.
- C) as if someone had cleaned the place.
- D) as if all kinds of animals had come together.

第二篇 The Development of the Preschool Movement

The preschool movement can be traced back¹ as far as the 4th century B. C. when Plato² stressed the importance of early childhood, and the necessity of family cooperation³. A study of ancient history reveals that some of the early philosophers, preachers⁴ and educational reformers⁵ considered the significance of parent-child relationships, and made plans for improved education for infants and young children. However, it is in the 17th century that early childhood education as we know it received its impetus⁶.

In the history of education, several educational leaders have made valuable early contributions to⁷ the preschool movement. The pioneer work of Rousseau⁸ in this field is particularly noteworthy. More recently, important additions were made by other educational leaders. Early in the 20th century, organized planning for preschool training led to the introduction of institutions designed specially for this purpose. In England, for example, the Consultation Committee of the Board of Education recommended good nursery schools to take care of children too young to attend regular schools⁹.

The first preschools in America were adaptations¹⁰ of the English idea, differing however in aims, motives¹¹, and organization. The American preschool was promoted in the interest of

psychological and educational research and was concerned with what could be learned from children rather than taught them¹². Social forces that prevailed¹³ in the country after 1890 further influenced their development. The number of schools increased rapidly following the close of World War I.

26. What does the passage indicate?

- A) The preschool movement was practised even in ancient Greece and Rome.
- B) The preschool movement was not advanced until the 17th century.
- C) The preschool movement was first accepted in America in the 18th century.
- D) The preschool movement was denied by Rousseau.

27. According to the passage, who was Plato?

- A) The forerunner of the preschool movement.
- B) A philosopher supporting a study of ancient history.
- C) A teacher insisting significance of education for parents.
- D) A founder who was able to establish his school.

28. According to the passage, in England the preschool movement

- A) was not accepted by the Committee of the Board of Education.
- B) formed the nursery schools.
- C) promoted the ideas of Rousseau.
- D) reconstructed the forms of regular schools.

29. The preschool movement in America