



在职攻读硕士学位全国联考

英语考试 模拟考场

主编 白洁



本书面向

公共管理硕士 (MPA)

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在职

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模拟考场

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前 言

本书是“在职攻读硕士学位全国联考英语考试系列”图书之一，与其他分册构成相辅相成的备考复习资料。考生通过阅读《综合辅导》和各“专项突破”分册，在对英语联考的考试要求、考查范围、考查重点、测试题型、命题思路、答题要领等有了比较全面的了解，并且经过一定时间的全面系统复习，整理并巩固了以前所学的语言知识之后，接下来就要进入模拟训练阶段了。本书正是为了满足考生这一迫切需要而编写的。自2002年7月出版以来，本书以其极强的实用性受到了广大考生的欢迎和认可。

全书分为两大部分。第一部分为20套模拟试题。编者严格以考试大纲为依据，精心编制，力求使题型、题量和试卷结构与真题完全一致，所选材料新，内容范围广，覆盖面宽，信息量大，具有较高的可信度。第二部分为试题解析。编者除了提供各题答案外，还对题目进行了分析、讲解。语法词汇部分注重语言点的解释；阅读理解和完形填空部分给出文章大意并着重分析语篇结构和作者观点的阐述方法；翻译和写作部分除了提供参考译文和范文，还对复杂的句子进行结构分析，并给出与题目相关的其他表达方式，以拓展考生的思维，学会举一反三，灵活表达。

我们建议考生先看《综合辅导》，然后再阅读本书。在使用本书时一定要严格按照考试时间规定做题，看在有限时间内答题速度及准确率如何。做完几套题后，除了统计得分，还应将各部分进行横向比较，找出自己的弱项，必要时再回到其他几本书中相应的项目上进行集中有效的复习巩固，以期达到总体水平的提高。

另外，由于在职考生多年远离考试，对目前实行的标准化考试很不适应，对考试形式、考场要求、答题方式、考场氛围、考试节奏和时间的把握等等都不甚了解。据笔者所知，考生中因为没按要求答题、答题纸填写不规范而丢分的大有人在。因此进行考前模拟，使考生感受真实考场、熟悉考试气氛就显得更为必要。

总之，本书内容全面，重点突出，语言简明，是上考场之前的演练场。考生通过认真仔细阅读每一套考题，不仅能检验自己的复习成果，对自己的水平有一个客观的了解，而且能增强应试的适应性，提高应试能力。

我们遵循听、说、读、写、译相互关联、相互促进的语言学习规律，严格按照考纲要求为听力部分精心录制了录音带，录音带由外籍专家朗读，语音纯正，语速标准。考虑到考生的费用负担，为了减少录音带数量，我们只录制了一遍（考试播放两遍录音），考生使用时可以根据需要灵活调整。

参加本书编写的都是长期从事英语教学和辅导考试的中国人民大学外语学院的教师。在编写过程中，赵伟华、白韵革和王月鑫同志协助做了大量工作。中国人民大学出版社的马胜利和李天英同志为本书的策划出版做出了很大努力，在此我们一并表示感谢。

我们诚恳地希望读者对书中疏漏批评指正。

编者

2004.4

目 录

模拟试卷一	(1)
模拟试卷二	(12)
模拟试卷三	(23)
模拟试卷四	(34)
模拟试卷五	(44)
模拟试卷六	(55)
模拟试卷七	(66)
模拟试卷八	(76)
模拟试卷九	(87)
模拟试卷十	(98)
模拟试卷十一	(109)
模拟试卷十二	(120)
模拟试卷十三	(130)
模拟试卷十四	(141)
模拟试卷十五	(152)
模拟试卷十六	(163)
模拟试卷十七	(174)
模拟试卷十八	(185)
模拟试卷十九	(196)
模拟试卷二十	(207)
模拟试卷一解析	(218)
模拟试卷二解析	(229)
模拟试卷三解析	(239)
模拟试卷四解析	(249)
模拟试卷五解析	(259)
模拟试卷六解析	(269)
模拟试卷七解析	(280)
模拟试卷八解析	(290)
模拟试卷九解析	(301)
模拟试卷十解析	(311)
模拟试卷十一解析	(322)
模拟试卷十二解析	(332)
模拟试卷十三解析	(342)
模拟试卷十四解析	(352)

模拟试卷十五解析	(362)
模拟试卷十六解析	(372)
模拟试卷十七解析	(384)
模拟试卷十八解析	(397)
模拟试卷十九解析	(408)
模拟试卷二十解析	(419)

- of Evolution.
- A. as was the case with B. such as the case of
C. as it did with D. as in the case of
17. I hope they won't have to wait all day long for the mail to arrive, _____?
A. will they B. do they
C. don't they D. have they
18. In the wine shops, the wine jars were in place, and on one counter could be seen a stain _____ a customer had thrown down his glass and fled.
A. where B. that C. which D. how
19. You can get anything, so long as you stick to it, and stick to it hard enough and long enough. Anything _____.
A. anyhow B. whatever C. however D. somehow
20. The effect of doubling the width of a beam, _____, is to double the load that can be sustained.
A. other factors remain constant B. other factors remained constant
C. the other factor being constant D. other factors remaining constant
21. We _____ overestimate the importance of the development of relationship between China and other countries.
A. may B. needn't
C. can't D. shouldn't
22. After what he has done for you, I think you should have given him some support, _____ you disagree with him.
A. no matter what B. however much
C. whatever D. wherever
23. A baby might show fear of an unfamiliar adult, _____ he is likely to smile and reach out to another infant.
A. if B. whenever
C. whereas D. because
24. The house _____ ready today but there has been a builders' strike, so it is still only half finished.
A. was to be B. was to have been
C. were to be D. should be
25. When doing business in the Arab world, do not be surprised if your meeting is interrupted several times by people who come into the room _____, whisper, or speak softly to the person with whom you are talking, and leave.
A. unannounced B. unannouncing
C. unannounce D. to announce
26. Being a pop star can be quite a hard life, with a lot of travelling _____ heavy schedules.
A. with regard to B. as to
C. in relation to D. owing to
27. You have lost a _____ of keys. Report the loss to the police.

- A. series B. chain C. bunch D. group
28. One major _____ of space travel is the radiation that exists beyond Earth's atmosphere.
A. mystery B. reward C. goal D. hazard
29. After a meal, we _____ the dishes and wash up.
A. take away B. clear away C. put away D. pick away
30. I really don't know how to _____ the problem.
A. cope B. deal C. tackle D. dispose
31. They didn't feel the least bit frustrated when they were confronted with _____ difficulties.
A. grave B. fantastic C. temporary D. implicit
32. We rarely perceive more than a minute _____ of the sights and sounds that fall upon our sense organs; the great majority pass us by.
A. fiction B. function C. fraction D. friction
33. The father beat the boy in a relentless way as if the child had committed some unforgivable _____.
A. offence B. hostility C. insult D. mischief
34. These winds fan the flame and _____ the area into a disaster in which everything flammable is destroyed.
A. translate B. convert C. reduce D. commit
35. If we believe something is good and true we should _____ to it.
A. hold up B. keep on C. hold on D. keep up

Part III Reading Comprehension (55 minutes, 40 points)

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

Passage One

The 21st century may be like the 20th—only more so. We will likely see fantastic achievements and human betterment in the 21st century, but they may be accompanied by horrors on an unprecedented scale, as was the 20th century with its world wars. The biggest single cloud hanging over the next 30 years is violence—crime, terrorism, and war. The Cold War is over, but hot wars on a smaller scale must be expected. Worse, the continuing proliferation (扩散, 激增) of atomic weapons makes it increasingly likely that we shall have one or more atomic wars during the next 30 years. In addition, atomic weapons may be used by terrorists.

To minimize the horrific potential cost of future wars, the world urgently needs better political integration so that armed confrontations (对抗) between nations and political factions (派别) can be avoided, or, at least, limited.

Political integration could also help in reducing the heavy pressures on the natural environment. The world's growing population and intensifying economic activity are increasingly destroying forests

and polluting land, water, and air. Successful programs for reducing air pollution in many cities and restoring forests in many areas have demonstrated that environmental destruction is not irreversible (不可挽回的), but the job will take great effort on a global basis.

Unfortunately, the steady rise in world population makes it likely that, for the world as a whole, environmental conditions will continue to worsen for some years to come. Though a number of prized animal species such as orangutans and pandas may be preserved, thousands upon thousands of others will almost certainly perish during the next 50 years as their habitats shrink.

If we cannot look forward to a tranquil and blissful future, we can at least comfort ourselves with the realization that it will probably be the best period of history we humans have ever experienced.

36. By saying "The 21st century may be like the 20th—only more so." (Para. 1), the author means that _____.
- A. there will not be many problems and dangers in the 21st century
 - B. there is no need to predict the 21st century
 - C. both technological achievements and horrible things will occur in the 21st century
 - D. the 21st and 20th centuries are the two most important periods in human history
37. According to the author, the greatest threat to the world in the 21st century will be _____.
- A. violence
 - B. environmental destruction
 - C. uncontrollable advances of technology
 - D. extinction of many animal species
38. To prevent atomic wars from happening, it is urgent that _____.
- A. the two world powers destroy their nuclear weapons
 - B. wars on smaller scales be stopped
 - C. nations become more politically integrated
 - D. new weapons be developed to fight terrorism
39. According to the passage, the environmental destruction _____.
- A. will cease in the years to come
 - B. cannot be reversed in the next 30 years
 - C. is reversible only through joint efforts on a global basis
 - D. will not cause the extinction of thousands of animal species
40. What is the author's attitude toward the future?
- A. Pessimistic.
 - B. Optimistic.
 - C. Unconcerned.
 - D. Worried.

Passage Two

While product and capital markets have become increasingly integrated, labor markets have not. Tens of millions of people currently work outside their home countries. Yet labor is less mobile than it

was in the second half of the 19th century, when some 60m people left Europe for the New World. Even within European Union, which gives citizens of any member state the right to work and live in any other, only a small proportion of workers ventures across national borders. Language, cultural barriers, and incompatible (不相容的) educational and professional qualifications all combine to keep labor markets national.

This does not mean that globalization is just a myth. In some new and different ways the world economy is becoming more internationally integrated than it was at the turn of the 20th century.

For one thing, the large parts of the world did not participate in the pre-1914 global economy. Today, more economies than ever before have opened their borders to trade and investment. Not only developed countries, but developing countries in Asia and Latin America have embraced market-friendly reforms.

A second difference is that whereas the 19th-century globalization was driven by falling transport cost, it is now being driven by plunging communication costs. This has created new ways to organize firms at a global level, with closer international integration than in the past.

Cheap and efficient communication networks allow firms to locate different parts of their production process in different countries while remaining in close contact. Modern information technology also reduces the need for physical contact between producers and consumers and therefore allows some previously untradable services to be traded. Any activity that can be conducted on a screen or over the telephone, from writing software to selling airline tickets, can be carried out anywhere in the world, linked to head office by satellite and computer. Even medical advice or education can now be sold at a distance over telecom networks.

A third difference is that although net flows of global capital may be smaller than in the past, gross international financial flows are much bigger. For example, daily foreign-exchange turnover has increased from \$ 15 billion in 1973 to \$ 1.2 trillion in 1995. Cross-border sales and purchases of bonds and equities by American investors have risen from the equivalent of 9% of GDP in 1980 to 164% in 1996.

41. The main idea of the first paragraph is _____.
- A. With tens of millions of people working currently outside their home countries, labor markets have become increasingly globalized.
 - B. Today's labor force is not as mobile as it was in the 19th century although labor markets have become increasingly integrated.
 - C. EU's labor market has been more integrated because citizens of one member state have the freedom to live and work in any other.
 - D. The labor markets still remain national due to many factors, despite the increasing economic globalization.
42. According to the passage, the 19th-century globalization was driven by _____.
- A. higher living standards in the New World
 - B. more employment opportunities outside Europe
 - C. decreasing transport costs

- D. new ways of communication
43. Today's globalization is somewhat different from the 19th-century globalization in that _____ .
- A. it involves greater mobility of labor forces
 - B. it is largely attributable to developed communication networks.
 - C. it causes greater net flows of global capital.
 - D. it is just a myth.
44. It can be inferred that _____ .
- A. in the pre-1914 global economy, many developing countries didn't carry out market-friendly reforms.
 - B. net international financial flows reached their peak in the 19th-century globalization.
 - C. The globalization today is mainly caused by firms locating their production all over the world.
 - D. The large parts of the world didn't participate in the pre-1914 global economy mainly due to high communication costs.
45. Which of the following statements is NOT true?
- A. Due to information technology, firms can keep close contact with their divisions in far-away countries.
 - B. Due to information technology, producers have to make more physical contact with consumers.
 - C. Due to information technology, services that couldn't be enjoyed become easily accessible all over the world.
 - D. Due to information technology, people can receive medical care or education provided far from their homes.

Passage Three

Hikikomori has become a major issue in Japan. Loosely translated as "social withdrawal" hikikomori refers to the state of anomie (缺规, 失范) into which an increasing number of young Japanese seem to fall these days. Socially withdrawn kids typically lock themselves in their bedrooms and refuse to have any contact with the outside world. They live in reverse: they sleep all day, wake up in the evening and stay up all night watching television or playing video games. Some own computers or mobile phones, but most have few or no friends. Their funk (恐慌, 畏缩) can last for months, even years in extreme cases. No official statistics are available, but it is estimated that more than one million young Japanese suffer from the affliction.

Hikikomori is a consequence of the phenomenal growth of the Japanese economy during the latter half of the 20th century and the tremendous technological progress the country made during that time. Japanese youth could not afford to be socially withdrawn if their parents were not affluent enough to provide them a home, meals and extras that have come to be thought of as basics—audio and video equipment, software, mobile phones, computers. And there are plenty of newer technological devices for these youths to pursue.

Japanese society is caught in a paradox: it is concerned with the increase of socially withdrawn kids, while at the same time it applauds gizmos (小发明) like the new Sony PlayStation, which comes equipped with an Internet terminal and a DVD player. Technology like that has made it possible to

produce animated movies and graphics, as well as conduct commercial transactions, without ever stepping out of the house. It inevitably fixes people in their individual space. In this information society, none of us can be free from being somewhat socially withdrawn.

It is the fact that, by the 1970s, we had already achieved the national goal. We had worked hard to restore the country from the ruins of World War II, develop the economy and build a modern technological state. When that great goal was attained, we lost much of the motivating force that had knit the nation so tightly together. Affluent Japanese do not know what kind of lifestyle to take up now. That uncertainty has pulled people further apart and caused a whole raft of social problems. Hikikomori is naturally one of them.

46. Young people suffering from hikikomori tend to _____.
- A. isolate themselves
 - B. hate the society
 - C. refuse new technology
 - D. live a normal and regular life
47. One major cause of hikikomori among Japanese youth is _____.
- A. dramatic decline in national economy
 - B. tremendous progress in technology
 - C. wide generation gap between the young and their parents
 - D. social neglect of young people's demands
48. According to the passage, Japanese youth would not become socially withdrawn if _____.
- A. their parents communicated more with them
 - B. schools put a stronger emphasis on their psychological needs
 - C. society provided enough opportunities for them to seek employment
 - D. their families were not wealthy enough for them to pursue new technologies
49. Which of the following statements is NOT true?
- A. Japanese society is much concerned with the increase of socially withdrawn kids.
 - B. Japanese society is taking effective measures to help those suffering social withdrawal.
 - C. The hikikomori problem among Japanese youth may worsen as the society continues to applaud new technological devices.
 - D. Everyone may be somewhat socially withdrawn as new technology tends to put him/her in an individual space.
50. Japanese people has been pulled further apart by _____.
- A. an uncertainty about what kind of lifestyle to take up now
 - B. a worry about whether the national economy will continue to decline
 - C. a worry about whether new social problem will emerge as technology develops
 - D. an uncertainty about whether their new national goal will be achieved or not

Passage Four

In 1956, Harvard sociologist Daniel Bell identified most of Western civilization as entering the

“postindustrial society”, or what we now commonly refer to as the Information Age. Simply put, the Information Age describes a society in which information takes on the following three characteristics:

(1) It has become a commodity, just as steel, plastic, card, stereos, and other manufactured products are commodities.

(2) It has value; companies carefully guard the formulas for their products and all kinds of market data.

(3) It is bought and sold, whether in the form of a magazine or a computerized list of customer names.

Information has not replaced manufacturing, nor is it yet considered an aspect of the Gross National Product, but it is an essential component in many operations. It is not uncommon to see a machinist working on the factory floor with a computer monitor close by, referring to it for specifications (规格) and part numbers as he works.

We are indeed entering into a time when computers are everywhere. It is an exciting time, for we are using computers and computer technology for a variety of new and useful tasks. Who would have ever thought a computer could be shrunk to the size of a pinpoint (针尖) and injected into the human bloodstream, where it can monitor a patient’s health? Charles P. Lecht, a computer visionary said, “What the lever was to the arm, the computer is to the brain.” Like a lever, a hammer, a wrench, or a screwdriver, the computer is a tool. It enables us to perform tasks that would be difficult, time-consuming, or in some cases impossible without it.

Each of us must be responsible computer users, but it is also our duty as members of a free and democratic society to ensure that all computers are used responsibly, ethically, and morally. This is called computer literacy—being knowledgeable or educated about the computer and how it works in our daily lives. It also means being able to operate and use a computer properly and ethically.

It is very likely that you will use computers in your work, if you are not doing so. Computer literacy is an essential skill for people in the 21st century. As the Information Age reaches maturity, being a computer-literate member of society is a responsibility we all share.

51. In the information age, information is _____.

- A. unprotected
- B. an aspect of GDP
- C. a commodity that has both price and value
- D. more valuable than manufactured products

52. The example of “machinist working on the factory floor with a computer monitor close by” (Para. 4) is used to illustrate _____.

- A. information has not replaced manufacturing
- B. information is an essential component in many operations
- C. information can be computerized
- D. information can be used very easily

53. We’re entering an exciting time because computers _____.

- A. are used widely to do a lot of new and useful tasks

- B. have been reduced to the size of a pinpoint
 - C. can be injected into the human blood to monitor a patient's health
 - D. can be operated skillfully by unskilled workers and uneducated people
54. When Charles P. Lecht said, "What the lever was to the arm, the computer is to the brain", he compared the computer to _____.
- A. the lever
 - B. the arm
 - C. the brain
 - D. Both A and B
55. "Compute literacy" requires a person to be able to do all of the following EXCEPT _____.
- A. operate a computer
 - B. write computer programs
 - C. know how computer works in our life
 - D. use computer responsibly, ethically and morally

Part IV Cloze Test (15 minutes, 5 points)

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

A land free from destruction, plus wealth, natural resources, and labor supply—all these were important 56 in helping England to become the center for the Industrial Revolution. But they were not enough. Something 57 was needed to start the industrial process. That "something special" was men—58 individuals who could invent machines, find new sources of power, and establish business organizations to reshape society.

The men who 59 the machines of the Industrial Revolution came from many backgrounds and many occupations. Many of them were 60 inventors than scientists. A man who is a pure scientist is primarily interested in doing his research 61. He is not necessarily working so that his findings can be used.

An inventor or one interested in applied science is usually trying to make something that has a concrete 62. He may try to solve a problem by using the theories of science or by experimenting through trial and error. Regardless of his method, he is working to obtain a 63 result: the construction of a harvesting machine, the burning of a light bulb, of one of many other objectives.

Most of the people who 64 the machines of the Industrial Revolution were inventors, not trained scientists. A few were both scientists and inventors. Even those who had little or no training in science might not have made their inventions 65 a groundwork had not been laid by scientists years before.

56. A. cases B. reasons C. factors D. situations

- | | | | |
|-------------------|-----------------|----------------|---------------|
| 57. A. else | B. near | C. extra | D. similar |
| 58. A. generating | B. effective | C. motivating | D. creative |
| 59. A. employed | B. created | C. operated | D. controlled |
| 60. A. less | B. better | C. more | D. worse |
| 61. A. happily | B. occasionally | C. reluctantly | D. accurately |
| 62. A. plan | B. use | C. idea | D. means |
| 63. A. single | B. sole | C. specialized | D. specific |
| 64. A. proposed | B. developed | C. supplied | D. offered |
| 65. A. as | B. if | C. because | D. while |

Part V Translation (30 minutes, 15 points)

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

The emergence of the European Union has been one of the defining events of the twentieth century. It has changed the political, economic, and social landscapes of Western Europe, changed the balance of power in the world by helping Europe reassert themselves on the world stage, and helped to bring the longest uninterrupted spell of peace in Europe recorded history. Until the beginning of the twentieth century, Europe was a continent of competing powers that repeatedly fought with each other on their own soil and took their mutual hostilities to other continents in their competition to build colonial empires. The tragic costs of nationalism were finally confirmed by two world wars, fought largely on Europe and leaving the Europe powers devastated and drained. If Europe had not learned of the barbarism and futility of war in the trenches of northern France and Belgium in 1914—1918, the horrors of the period 1939—1945 finally brought home the need to cooperate and to build the kind of society that would eliminate the seeds of conflict.

Part VI Writing (30 minutes, 15 points)

Directions: You are to write in no less than 120 words about the title “The Pros and Cons of the Internet”. You should base your composition on the outline given in Chinese below:

- (1) 互联网给我们带来的好处。
- (2) 随着互联网的普及而产生的问题。
- (3) 我的看法。