

2010版

在职攻读硕士学位
全国联考英语考试辅导丛书



英语历年试题

精解及模拟试卷

第6版

环球卓越在职英语考试研究组 / 组编
初萌 周颖 / 主编

含2004~2009年联考真题
和8套仿真模拟试卷



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在职攻读硕士学位全国联考英语考试辅导丛书

英语
历年试题
精解及模拟试卷
(第6版)

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本书是在职攻读硕士学位全国联考英语考试辅导丛书之一, 根据最新考试内容和动向, 于2010年5月再次修订!

本书包括2004~2009年试题和8套仿真模拟试卷。每套模拟试卷严格按照最新考试大纲编写, 题型、题量、难度均与大纲保持一致, 同时对每套模拟试卷都给出了相应的参考答案和详细的解析, 让考生知其然, 也知其所以然。

本书既可满足考生定期检查、巩固复习成果的需要, 又可使考生尽早熟悉考试氛围。

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丛书序

非常感谢广大在职考生的厚爱和支持——本丛书于 2007、2008、2009 年连续三年荣登同类书籍销售榜前列！2010 年 4 月，在各位编者的努力下，我们又对本丛书进行了精心修订，对部分内容进行了整合，使得本丛书更加具备应试性。

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

本套丛书特色如下：

一、紧扣新大纲

本丛书紧扣最新大纲，结合编者多年命题研究和辅导经验编写而成，内容权威。命题思路及考点选择与在职攻读硕士学位全国联考命题思路相通，针对性极强。

二、名师主笔

本丛书的编写老师均为北京、上海、广州、郑州、沈阳、长春、石家庄、天津等地著名的在职联考考前辅导名师，他们熟悉专业学位考试大纲和考生的需求，深谙命题的原则、思路 and 最新考试动态。

三、体系完整，脉络清晰，为在职考生提供标准化备考解决方案

本丛书共 6 本，从基础、提高到实战模拟，从专项训练到综合备考，充分考虑到了每位在职考生的需求，为广大在职考生提供了标准化的备考解决方案。

《英语词汇一本通》：根据最新大纲词条编写，记忆方法灵活实用，考点总结清晰，辨析明确，重点突出，便于考生短期内攻克词汇难关。

《英语备考指南》：从全面复习的角度，详尽阐述了各类题型的有效复习方法和解题技巧，并对考点进行全面归纳，同时在各部分均配有一定量的、有针对性的习题及解析。该书各部分内容以真题为导向，以有效的应试方法为依托，讲练结合，帮助考生全面突击考试。

《英语历年试题精解及模拟试卷》：除 6 套全真试题外，本书还包含 8 套全真模拟试卷，难度和出题规律与真题相近，并全部给出了详细解析，是考生临考复习的最佳用书。同时，本书也对 2004 ~ 2009 年的试题进行了详细的解析，以利于考生分析考试特点和发现命题规律，更好地把握考试趋势。

《阅读理解专项应试高分突破》：针对考试中占举足轻重地位的阅读理解部分，书中给出了在考前关键的8周内科学、合理的复习计划，并对各类考点进行深刻剖析，对各类考题的解题方法和技巧给予了详细讲解，同时也给出了经典的习题及解析。该书语言准确、选材精到、题材热门、命题拟真性强、讲解透彻，适合短期内进行阅读训练，迅速提升阅读应试能力，以突击考试。

《翻译与写作专项应试高分突破》：众所周知，如果学习方法得当，翻译和写作部分在短期内是最容易提高应试成绩的。编者给出了考前8周的复习计划，同时结合阅卷经验及评分标准，指出翻译和写作考试中常犯、易犯的错误，并针对各类题型进行了透彻的剖析，将考点分析得淋漓尽致，让读者有“柳暗花明”之感。该书是一本快速提高翻译和写作成绩的应试宝典。

《语法与词汇、完形填空、口语交际专项应试高分突破》：语法与词汇、完形填空、口语交际3个部分的考点相对分散，需要总结的内容相当多。编者充分考虑到此类题型的这一特点，详细规划了考前8周的复习计划，并对各类考点进行了全面的归纳总结，重点突出，可以有效地帮助考生省时省力高效复习，在纷繁丛中理清思路，把握主线，有的放矢。

四、超值赠送

《英语词汇一本通》：赠送由环球卓越在职英语考试研究组特制的价值200元的专业硕士英语考试词汇语音版MP3光盘一张，让读者在家里、在单位或在等车时，可以随时随地听（或写）单词，加强记忆。

《英语备考指南》：赠送由环球卓越著名辅导专家主讲的价值100元的在职攻读硕士学位全国联考英语辅导“口语交际专项精讲”课程。让考生掌握高效的复习方法，深入了解口语交际题型的解题思路，轻松应考。购书后凭本书封面刮刮卡账号密码登录环球卓越网站 www.geedu.com，即可免费学习。

《英语历年试题精解及模拟试卷》：赠送由北京权威命题研究专家提供的价值200元的在职攻读硕士学位全国联考英语辅导“权威考前模拟试卷”两套。2010年10月1日后，读者凭本书封面刮刮卡账号密码登录环球卓越网站 www.geedu.com，即可免费下载。

《阅读理解专项应试高分突破》：赠送由环球卓越知名辅导专家主讲的价值100元的在职攻读硕士学位全国联考英语辅导“阅读理解精讲”课程，让考生深入了解阅读题型的解题思路和复习方法，合理规划，轻松应考。购书后凭本书封面刮刮卡账号密码登录环球卓越网站 www.geedu.com，即可免费学习。

《语法与词汇、完形填空、口语交际专项应试高分突破》：赠送由环球卓越著名辅导专家主讲的价值100元的在职攻读硕士学位全国联考英语辅导“语法专项精讲”课程，帮助考生总结繁杂的语法命题规律和应试技巧，合理规划，轻松应考。购书后凭本书封面刮刮卡账号密码登录环球卓越网站 www.geedu.com，即可免费学习。

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由于编者水平有限，错误之处在所难免，欢迎广大读者批评指正！

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

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环球卓越在职考试命题研究组

2010年4月于人民大学



第6版前言

本书是在职攻读硕士学位全国联考英语考试辅导丛书之一。本书根据最新考试内容和动向，于2010年4月再次修订。书中包括2004~2009年试题和8套仿真模拟试卷及其相应的标准答案与解析。本书在编写上具备以下几个特点。

1. 试题精解：本书给出了2004~2009年试题，并给出了详细的解析，帮助考生了解各类题型的考试难度和考点分布情况，掌握各类题型的解题思路和解题技巧，同时帮助考生自我测试，准确定位，明确复习目标。

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

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

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

本书一方面可满足考生定期检查、巩固复习成果的需要，另一方面可使考生尽早熟悉考试氛围。

由于编者水平有限，不妥之处在所难免，衷心希望广大读者批评指正。

编者

2010年4月

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25. Although there are many predictions about the future, no one knows for sure _____ the world would be like in 50 years.
A. how B. that C. which D. what
26. The bank manager asked his assistant if it was possible for him to _____ the investment plan within a week.
A. work out B. put out C. make out D. set out
27. I was speaking to Ann on the phone about our tour plan _____ suddenly we were cut off.
A. that B. while C. before D. when
28. Television will provide information on prices at the nearby shops _____ news and entertainment.
A. as many as B. as far as C. as well as D. as long as
29. _____, the researchers cannot concentrate on that very precise experiment.
A. With you standing there B. On your standing there
C. You are standing there D. You stand there
30. Jane takes an _____ interest in clothes and is very particular about what she wears.
A. exhaustive B. excelling C. executive D. excessive
31. She went to Europe on vacation but her happy time ended in _____ when their hotel caught fire.
A. tragedy B. crisis C. drama D. misfortune
32. You could become a good musician, but your lack of practice is _____ you _____.
A. taking... over B. holding... back C. making... up D. leaving... out
33. Retail sales volume in local urban and rural areas rose 57.8% and 46.8% _____ last year.
A. individually B. respectively C. correspondingly D. accordingly
34. The managing director took the _____ for the accident, although it was not really his fault.
A. guilt B. blame C. charge D. accusation
35. It is requested that all the students _____ present at the meeting tomorrow.
A. were B. will be C. are D. be

Part III Reading Comprehension (55 minutes, 40 points)

Directions: There are four passages in this part. Each of the passages is followed by five questions or unfinished statements. For each of them there are four 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

In ancient Greek, the term euthanatos meant "easy death". Today euthanasia (安乐死) generally refers to mercy killing, the voluntary (自愿) ending of the life of someone who is terminally ill. Like abortion, euthanasia has become a legal, medical, and moral issue over which

opinion is divided.

Euthanasia can be either active or passive. Active euthanasia means that a physician or other medical personnel takes an action that will result in death, such as giving an overdose of deadly medicine. Passive euthanasia means letting a patient die for lack of treatment, or stopping the treatment that has begun. Examples of passive euthanasia include taking patients off a breathing machine or removing other life-support systems. Stopping the food supply is also considered passive.

A good deal of the debate about mercy killing originates from the decision-making process. Who decides whether a patient is to die? This issue has not been solved legally in the United States. The matter is left to state law, which usually allows the physician in charge to suggest the option of death to a patient's relatives, especially if the patient is brain dead. In an attempt to make decisions about when their own lives should end, several terminally ill patients in the early 1990s used a controversial suicide device, developed by Dr. Jack Kevorkian, to end their lives.

In parts of Europe, the decision-making process has become very flexible. Even in cases where the patients are not brain dead, patients have been put to death without their approval at the request of relatives or at the suggestion of physicians. Many cases of passive euthanasia involve old people or newborn infants. The principle justifying this practice is that such individuals have a "life not worthy of life".

In countries where passive euthanasia is not legal, the court systems have proved very tolerant in dealing with medical personnel who practice it. In Japan, for example, if physicians follow certain guidelines they may actively carry out mercy killings on hopelessly ill people. Courts have also been somewhat tolerant of friends or relatives who have assisted terminally ill patients to die.

36. A terminally ill patient is one who _____.
 A. gets worse every day
 B. can never get well again
 C. is very seriously ill in the end
 D. is too ill to want to live on
37. The difference between active and passive euthanasia is whether _____.
 A. there is an action that speeds up the death of the patient
 B. the breathing machine is taken off the patient
 C. an overdose of deadly medicine is used
 D. the patient is denied food supply
38. According to the passage, who has/have the legal responsibility to decide on euthanasia?
 A. The national or state government.
 B. The patient's relatives.
 C. Physicians in charge of the patient.
 D. The answer varies from country to country.
39. The principle justifying passive euthanasia in Europe is that terminally ill patients are _____.
 A. living a life without consciousness
 B. living a life that can hardly be called life
 C. too old or too weak to live on

D. too old or too young to approve of euthanasia

40. The attitude of the writer toward euthanasia is _____.

A. negative

B. positive

C. objective

D. casual

Passage Two

Next week, as millions of families gather for their Thanksgiving (感恩节) feasts, many other Americans will go without. According to the United States Department of Agriculture, more than 12 million households lack enough food for everyone in their family at some time during the year — including holidays.

Hunger is surprisingly widespread in our country — one of the world's wealthiest — yet the government estimates that we waste almost 100 billion pounds of food each year, more than one-quarter of our total supply.

Reducing this improper distribution of resources is a goal of America's Second Harvest, the nation's largest domestic hunger-relief organization. Last year, it distributed nearly 2 billion pounds of food to more than 23 million people in need.

America's Second Harvest is a network of 214 inter-connected food banks and other organizations that gather food from growers, processors, grocery stores and restaurants. In turn, the network distributes food to some 50,000 soup kitchens, homeless shelters and old people's centers in every county of every state.

A great deal of work is involved in distributing tons of food from thousands of donors (捐赠者) to hundreds of small, nonprofit organizations. Until a few years ago, America's Second Harvest lacked any effective way to manage their inventory. Without accurate and timely information, soup kitchens were sometimes empty while food was left to spoil in loading places.

In 2000, America's Second Harvest began to use a new inventory and financial-management system — Ceres. It is software designed specifically for hunger-relief operations. It is used by more than 100 America's Second Harvest organizations to track food from donation to distribution.

Ceres has helped reduce the spoiling of food and improve distribution. An evaluation found that the software streamlined food banks' operations by 23 percent in the first year alone.

With more accurate and timely reports, Ceres saves time, frees staff members to focus on finding new donors, and promises more efficient use of donations.

Hunger in America remains a troubling social problem. Technology alone cannot solve it. But in the hands of organizations such as America's Second Harvest, it is a powerful tool that is helping to make a difference — and helping more Americans to join in the feast.

41. According to the passage, the total supply of food in America every year reaches _____.

A. 12 million pounds

B. more than 12 million pounds

C. almost 100 billion pounds

D. about 400 billion pounds

42. By "this improper distribution of resources" in Paragraph 3, the writer means that many Americans lack enough food while _____.

- A. their country is one of the richest in the world
 - B. much food is left to spoil
 - C. others waste too much food
 - D. others consume too much food
43. A problem for America's Second Harvest a few years ago was that _____.
- A. it did not get enough food from donors
 - B. it did not have a large enough network
 - C. it did not have enough soup kitchens
 - D. it did not have a good way to manage its food stock
44. With Ceres, America's Second Harvest is now able to _____.
- A. enlarge its network
 - B. prevent food from spoiling
 - C. give out food more efficiently
 - D. solve the hunger problem in the country
45. The main idea of the passage is that _____.
- A. technology can help in the fight against hunger
 - B. America's Second Harvest has found more donors
 - C. America's Second Harvest promotes the development of technology
 - D. hunger is a problem even in the wealthiest country in the world

Passage Three

The differences in living standards around the world are vast. In 1993, the average American had an income of about \$25,000. In the same year, the average Mexican earned \$7,000, and the average Nigerian earned \$1,500. Not surprisingly, this large variation in average income is reflected in various measures of the quality of life. Changes in living standards over time are also large. In the United States, incomes have historically grown about 2 percent per year (after adjusting for changes in the cost of living). At this rate, average income doubles every 35 years. In some countries, economic growth has been even more rapid. In Japan, for instance, average income has doubled in the past 20 years, and in South Korea it has doubled in the past 10 years.

What explains these large differences in living standards among countries and over time? The answer is surprisingly simple. Almost all variation in living standards is attributable to differences in countries' productivity — that is, the amount of goods and services produced from each hour of a worker's time. In nations where workers can produce a large quantity of goods and services per unit of time, most people enjoy a high standard of living; in nations where workers are less productive, most people must endure a more meager existence. Similarly, the growth rate of a nation's productivity determines the growth rate of its average income.

The fundamental relationship between productivity and living standards is simple, but its implications are far-reaching. If productivity is the primary determinant of living standards, other explanations must be of secondary importance. For example, people might think that labor unions or minimum-wage laws contributed to the rise in living standards of American workers over the

past century. Yet the real hero of American workers is their rising productivity.

The relationship between productivity and living standards also has great implications for public policy. When thinking about how any policy will affect living standards, the key question is how it will affect our ability to produce goods and services. To improve living standards, policymakers need to raise productivity by ensuring that workers are well educated, have the tools needed to produce goods and services, and have access to the best available technology.

46. Which of the following countries has enjoyed the fastest economic growth in history?
A. Mexico. B. The United States. C. Japan. D. South Korea.
47. The word "meager" in the second paragraph is closest in meaning to "_____".
A. modest B. poor C. meaningless D. plentiful
48. What is the most important factor that leads to the rise in living standards of average people?
A. Labor unions. B. Minimum-wage laws.
C. Rising productivity. D. Favorable public policy.
49. The study of the relationship between productivity and living standards is significant in that _____.
A. it calls policymakers' attention to a qualified work force
B. it encourages workers to get better education
C. it helps improve the workers' ability to produce goods and services
D. it enables policymakers to access the latest technology
50. The passage mainly discusses _____.
A. the differences in average income among countries
B. the relationship between productivity and living standards
C. the causes of the rise in living standards
D. the importance of raising productivity

Passage Four

Not so long ago almost any student who successfully completed a university degree could find a good career quite easily. Companies toured the academic institutions, competing with each other to select graduates. However, those days are gone, even in China Hong Kong, and nowadays graduates often face strong competition in the search for jobs.

Most careers organizations highlight three stages for graduates to follow in the process of securing a suitable career: recognizing abilities, matching these to available jobs and presenting them well to possible employers.

Job seekers have to make a careful assessment of their own abilities. One area of assessment should be of their academic qualifications, which would include special skills within their subject area. Graduates should also consider their own personal values and attitudes. An honest assessment of personal interests and abilities such as creative skills, or skills acquired from work experience, should also be given careful thought.

The second stage is to study the opportunities available for employment and to think about

how the general employment situation is likely to develop in the future. To do this, graduates can study job and position information in newspapers, or they can visit a careers office, write to possible employers for information or contact friends or relatives who may already be involved in a particular profession. After studying all the various options, they should be in a position to make informed comparisons between various careers.

Good personal presentation is essential in the search for a good career. Job application forms and letters should, of course, be filled in carefully and correctly, without grammar or spelling errors. Where additional information is asked for, job seekers should describe their abilities and work experience in more depth, with examples if possible. They should try to balance their own abilities with the employer's needs, explain why they are interested in a career with the particular company and try to show that they already know something about the company and its activities.

When graduates go to an interview, they should prepare properly by finding out all they can about the possible employer. Dressing suitably and arriving for the interview on time are also important. Interviewees should try to give positive and helpful answers and should not be afraid to ask questions about anything they are unsure about. This is much better than pretending to understand a question and giving an unsuitable answer.

51. "Those days are gone, even in China Hong Kong" in Paragraph 1 suggests that _____.
 - A. finding a good career used to be easier in China Hong Kong than elsewhere
 - B. now everyone in China Hong Kong has an equal chance of finding a good job
 - C. graduates now face stronger competition in China Hong Kong than elsewhere
 - D. even in China Hong Kong companies tour universities trying to select graduates
52. It is implied in Paragraph 3 that graduates should _____.
 - A. aim to give a balanced account of what the employer needs
 - B. consider careers which suit their values, interests and abilities
 - C. recognize their own abilities regardless of what the employer looks for
 - D. stress their personal attitudes and values in job applications
53. According to Paragraph 4, graduates should _____.
 - A. find a good position and then compare it with other careers
 - B. ask friends or relatives to secure them a good job
 - C. get information about a number of careers before making comparisons
 - D. study the opportunities and the kinds of training that will be available
54. In the last paragraph, the writer seems to suggest that _____.
 - A. interviewees should appear humble if they can't give an answer
 - B. dressing properly is more important than being able to give an answer
 - C. it is better for interviewees to be honest than to pretend to understand
 - D. it is a good idea for interviewees to be boastful in their answers
55. According to the passage, which of the following is NOT true?
 - A. Until recently it was quite easy for graduates to get good jobs in China Hong Kong.
 - B. Job seekers should consider as many related factors as possible.

- C. Businesses used to visit the universities in China Hong Kong to select graduates.
D. Graduates used to compete with each other for a good job in China Hong Kong.

Part IV Cloze Test (15 minutes, 5 points)

Directions: There are ten blanks in the following passage. For each numbered blank there are four 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.

Adult education is the practice of teaching and educating adults. This is often done in the workplace, or 56 “continuing education” courses at secondary schools, or at a college or university.

Educating adults differs from educating 57 in several ways. One of the most important 58 is that adults have gained knowledge and experience which can 59 add value to a learning experience or interfere with it.

Another important difference is that adults must frequently apply their knowledge in some 60 fashion in order to learn effectively; there must be a 61 and a reasonable expectation that the new knowledge will help them further that goal. One example, 62 in the 1990s, was the spread of computer training courses in 63 adults, most of them office workers, could enroll. These courses would teach basic use of the operating system or specific application 64. Because the skills 65 to interact with a PC were so new, many people who had been working white-collar jobs for ten years or more eventually took such training courses, either of their own will (to gain computer skills and thus can higher pay) or at the request of their managers.

- | | | | |
|-----------------|--------------|----------------|----------------|
| 56. A. by | B. from | C. on | D. through |
| 57. A. children | B. students | C. workers | D. employees |
| 58. A. signs | B. features | C. differences | D. practices |
| 59. A. either | B. neither | C. both | D. so |
| 60. A. probable | B. practical | C. modern | D. routine |
| 61. A. plan | B. prospect | C. goal | D. possibility |
| 62. A. normal | B. common | C. regular | D. profitable |
| 63. A. that | B. which | C. those | D. whose |
| 64. A. software | B. hardware | C. technology | D. framework |
| 65. A. related | B. designed | C. expected | D. required |

Paper Two

Part V Translation (30 minutes, 15 points)

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

One of the really nice features about e-mails is that they allow us to send files as attachments

to other users. This is a very good thing. If I'm working with a colleague and want to send him an Image file or a Word file, I can do so very quickly and easily, without having to fax it to him. This saves on long distance bills and printing costs. It also, however, presents a problem, because attachments can take a long time to download. For those of us who pay by the hour for Internet service, unwanted attachments can be quite costly and time-consuming. I once had someone send me fifteen large Image files, and it tied up my computer for 20 minutes just to download one of them. So, in short, if you're going to send an attachment, get permission first.

Part VI Writing (30 minutes, 15 points)

Directions: You are to write in no less than 120 words on the title of "College Students Should (Not) Be Permitted to Live off Campus". You are to take a position, either for or against the matter, and give your reasons. You should base your composition on the following Chinese outline.

近年来大学生在校外租房居住的现象越来越多，这个问题已引起社会各界的关注。人们对这一现象的看法不一，各持己见。

1. 你对这个问题的观点是……
2. 理由是……
3. 结论是……