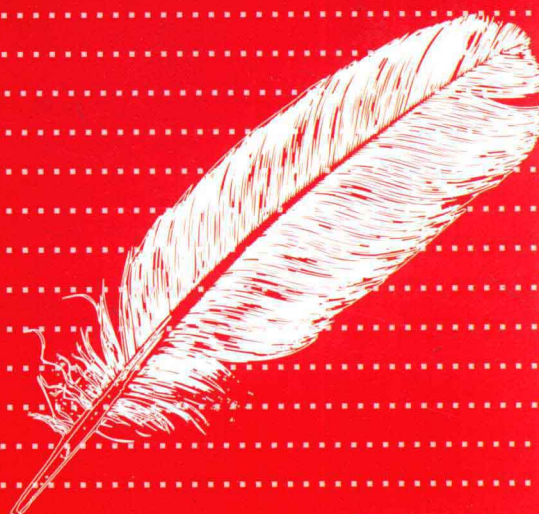


管理类专业学位(MBA、MPA、MPAcc)

# 联考 英语



# 过关必做 1200 题

清华大学  
北京大学

赵晓敏  
张艳霜

主编



权威专家联袂，精辟阐明历年命题思路，把握命题脉搏

集锦荟萃，破解奥妙，切实提高综合应试能力

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# 前 言

管理类专业学位联考是为高等院校和科研院所招收管理类专业学位硕士研究生(主要包括 MBA、MPA、MPAcc 等专业联考)而设置的具有选拔性质的全国联考科目,其目的是科学、公平、有效地测试考生是否具备攻读专业学位所必需的基本素质、一般能力和培养潜能,评价的标准是高等学校本科毕业生所能达到的及格或及格以上水平,以利于各高等院校和科研院所在专业上择优选拔,确保专业学位硕士研究生的招生质量。管理类专业学位联考的考查目标包括:具有运用数学基础知识、基本方法分析和解决问题的能力;具有较强的分析、推理、论证等逻辑思维能力;具有较强的文字材料理解能力、分析能力以及书面表达能力。

管理类专业学位联考包括综合能力考试和英语二考试。

综合能力考试包括数学基础测试、逻辑推理和写作三项。其中数学基础部分主要考查考生的运算能力、逻辑推理能力、空间想象能力和数据处理能力,通过问题求解和条件充分性判断两种形式来测试。逻辑推理部分主要考查考生对各种信息的理解、分析、判断和综合,以及相应的推理、论证、比较、评价等逻辑思维能力,不考查逻辑学的专业知识;试题内容涉及自然、社会和人文等领域,但不考查相关领域的专业知识。写作部分主要考查考生的分析论证能力和文字表达能力,通过论证有效性分析和论说文两种形式来测试。

英语二考试的目的是测试考生的英语综合运用能力。测试内容包括英语知识运用、阅读理解、英译汉和写作。

为了帮助广大管理类专业学位联考考生熟悉英语测试各类题型,了解英语测试的重要考核点和解题套路,掌握解题技法,我们根据自己多年的教学辅导经验,紧密结合最新考试大纲,倾力推出这本《管理类专业学位(MBA、MPA、MPAcc)联考英语过关必做 1200 题》。

**本书具有如下特色:**

**一、严格按照最新考试大纲,系统、全面、深入**

本书以最新考试大纲为依据,全面、系统、深入地介绍了管理类专业学位联考各种英语考试题型,并辅之以大量经典试题及详细解析,全面提升考生的综合应试能力。

## 二、精辟阐明解题思路，全面展现题型特点

许多考生缺乏临场实际经验，本书将精辟阐明解题思路，全面展现各题型特点。建议考生不要一开始就先看答案，一定要自己先做，认真地思考。如果不会做，要知道自己哪里还没有弄懂、哪些知识点还没有掌握，然后再看答案与解析。这样才会在自己的记忆里留下较深的印象，下次碰到类似的问题就能迎刃而解了。

## 三、注重模拟实战训练，极具操作性

本书作为辅导教材，十分重视考生或读者的自我测试与自我提高，书中精心编选的分类练习与试题，可供读者进行实战模拟，轻松做到考前心中有数。

由于时间有限，纰漏之处还请读者斧正。

编 者

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## Unit 1

Yes, I suppose things might have been different, but who knows? I have more time to think these days, of course, and it's funny what 1 to mind. Like the year I left home for the first time. It was a beautiful fall morning. The 2 were 3 of gold and yellow, and the sun 4 my neck as I walked 5. I came to a point where the road split 6 two, and I stood there, looking down those roads for the longest time, feeling sorry I couldn't take them 7.

I remember 8 down one lane as far as I could see, 9 where it turned and disappeared in the grass, then setting 10 down the other, thinking the one I 11 was a little less 12 path. But to tell the truth, they were 13 just about the same. They were covered with leaves 14 I knew that I was the first one to come along that day, 15 there were no footprints in the road, no blackened steps 16 the leaves had been trodden into the mud. I told myself that someday I would return to that fork in the road and take 17 way, just to see where it 18, but even then I knew I probably would not come back.

Still, I think about that day and the road I chose, and I 19 what 20 have happened if I had gone the other way.

- |                  |              |                |               |
|------------------|--------------|----------------|---------------|
| 1. A. happens    | B. occurs    | C. strikes     | D. comes      |
| 2. A. wood       | B. woods     | C. forest      | D. field      |
| 3. A. series     | B. varieties | C. layers      | D. shades     |
| 4. A. warmed     | B. melted    | C. glowed      | D. flared     |
| 5. A. up         | B. along     | C. beside      | D. in         |
| 6. A. to         | B. in        | C. for         | D. by         |
| 7. A. either     | B. all       | C. together    | D. both       |
| 8. A. peering    | B. peeping   | C. watching    | D. observing  |
| 9. A. for        | B. to        | C. in          | D. with       |
| 10. A. off       | B. in        | C. on          | D. up         |
| 11. A. chose     | B. chosen    | C. have chosen | D. had chosen |
| 12. A. walked on | B. trodden   | C. torn        | D. worn       |
| 13. A. taken     | B. traveled  | C. walked on   | D. trodden    |
| 14. A. but       | B. and       | C. while       | D. in turn    |
| 15. A. so        | B. therefore | C. because     | D. now that   |
| 16. A. since     | B. because   | C. when        | D. where      |
| 17. A. one       | B. others    | C. another     | D. the other  |
| 18. A. led       | B. directed  | C. pointed     | D. ran        |





19. A. guess                      B. predict                      C. surprise at                      D. wonder  
20. A. would                      B. might                      C. should                      D. must

## Unit 2

In the past fifty years, American society has changed a great deal. Fifty years ago, most Americans lived in small 1. They 2 moved from one area to another and knew their neighbors at least by name if not by close, personal 3. Life was so personal in those days that people often joked about it. They said that a person could not even stay home 4 church on Sunday without the whole town knowing about it. It was difficult to have 5 in a small community like that, but there was usually a(n) 6 of security, of belonging, and of community 7 in such places. 8 church and the local movie theater, there was not much in the 9 of entertainment. Some people dreamed about moving to the exciting life of the big cities, but most people were happy to live all their lives in the same community.

Few people experience this type of 10 social interaction or sense of community togetherness now. Contemporary American society is much more transient now; people often move from neighborhood to neighborhood, city to city, and coast to coast. It is 11 to find people who have lived all their lives in one community. Because people move so 12, they do not have a chance to get to 13 their neighbors. Perhaps this is also 14 Americans 15 to have a more 16 attitude about friendships than people from some other cultures Americans are 17 to leaving friends and making new friends. This transience contributes to a(n) 18 of being part of a very impersonal society in which people have lost the 19 of saying hello to people they 20 on the streets or in the hallways of their apartment buildings.

- |                  |                |                |                 |
|------------------|----------------|----------------|-----------------|
| 1. A. farms      | B. villages    | C. society     | D. communities  |
| 2. A. never      | B. always      | C. often       | D. rarely       |
| 3. A. effect     | B. influence   | C. interaction | D. touch        |
| 4. A. from       | B. away        | C. off         | D. down         |
| 5. A. confidence | B. affairs     | C. privacy     | D. secret       |
| 6. A. air        | B. environment | C. sense       | D. atmosphere   |
| 7. A. ties       | B. bonds       | C. unions      | D. togetherness |
| 8. A. Except for | B. But for     | C. In case of  | D. Owing to     |
| 9. A. variety    | B. sector      | C. field       | D. way          |
| 10. A. lifelike  | B. lifelong    | C. life-size   | D. lifeline     |
| 11. A. seldom    | B. unable      | C. rare        | D. unique       |
| 12. A. rapidly   | B. fast        | C. frequently  | D. quickly      |
| 13. A. touch     | B. acknowledge | C. know        | D. informed     |
| 14. A. no matter | B. why         | C. what        | D. how          |
| 15. A. try       | B. apt         | C. likely      | D. tend         |
| 16. A. loyal     | B. casual      | C. serious     | D. unfaithful   |
| 17. A. willing   | B. tend        | C. accustomed  | D. possible     |



- |                  |           |            |          |
|------------------|-----------|------------|----------|
| 18. A. situation | B. aspect | C. meaning | D. sense |
| 19. A. technique | B. means  | C. way     | D. habit |
| 20. A. walk      | B. go     | C. pass    | D. run   |

**Unit 3**

Although there are many skillful Braille readers, thousands of other blind people find it difficult to learn that system. They are thereby shut 1 from the world of books and newspapers, having to 2 on friends to read aloud to them. A young scientist named Raymond Kurzweil has now designed a computer which is a major 3 in providing aid to the 4. His machine, Cyclops, has a camera that 5 any page, interprets the print into sounds, and then delivers them orally in a robot-like 6 through a speaker. By pressing the appropriate buttons 7 Cyclops's keyboard, a blind person can "read" any 8 document in the English language. This remarkable invention represents a tremendous 9 forward in the education of the handicapped. At present, Cyclops costs \$ 50,000. 10, Mr. Kurzweil and his associates are preparing a smaller 11 improved version that will sell 12 less than half that price. Within a few years, Kurzweil 13 the price range will be low enough for every school and library to 14 one. Michael Hingson, Director of the National Federation for the Blind, hopes that 15 will be able to buy home 16 of Cyclops for the price of a good television set. Mr. Hingson's organization purchased five machines and is now testing them in Maryland, Colorado, Iowa, California, and New York. Blind people have been 17 in those tests, making lots of 18 suggestions to the engineers who helped to produce Cyclops. "This is the first time that blind people have ever done individual studies 19 a product was put on the market," Hingson said. "Most manufacturers believed that having the blind help the blind was like telling disabled people to teach other disabled people. In that 20, the manufacturers have been the blind ones."

- |                  |                |                 |               |
|------------------|----------------|-----------------|---------------|
| 1. A. up         | B. down        | C. in           | D. off        |
| 2. A. dwell      | B. rely        | C. press        | D. urge       |
| 3. A. execution  | B. distinction | C. breakthrough | D. process    |
| 4. A. paralyzed  | B. uneducated  | C. invisible    | D. sightless  |
| 5. A. scans      | B. enlarges    | C. sketches     | D. projects   |
| 6. A. behavior   | B. expression  | C. movement     | D. voice      |
| 7. A. on         | B. at          | C. in           | D. from       |
| 8. A. visual     | B. printed     | C. virtual      | D. spoken     |
| 9. A. stride     | B. trail       | C. haul         | D. footprint  |
| 10. A. Likewise  | B. Moreover    | C. However      | D. Though     |
| 11. A. but       | B. than        | C. or           | D. then       |
| 12. A. on        | B. for         | C. through      | D. to         |
| 13. A. estimates | B. considers   | C. counts       | D. determines |
| 14. A. settle    | B. own         | C. invest       | D. retain     |
| 15. A. schools   | B. children    | C. families     | D. companies  |



- |                  |                |                 |                |
|------------------|----------------|-----------------|----------------|
| 16. A. models    | B. modes       | C. cases        | D. collections |
| 17. A. producing | B. researching | C. ascertaining | D. assisting   |
| 18. A. true      | B. valuable    | C. authentic    | D. pleasant    |
| 19. A. after     | B. when        | C. before       | D. as          |
| 20. A. occasion  | B. moment      | C. sense        | D. event       |

## Unit 4

A person's home is as much a reflection of his personality as the clothes he wears. The food he eats and the friends with whom he spends his time. Depending on personality, most have in mind a(n) " 1 home". But in general, and especially for the students or new wage earners, there are practical 2 of cash and location on achieving that idea.

Cash 3, in fact, often means that the only way of 4 when you leave school is to stay at home for a while until things 5 financially. There are obvious 6 of living at home—personal laundry is usually 7 done along the family wash; meals are provided and there will be well-established circle of friends to 8. And there is 9 the responsibility for paying bills, rates, etc.

On the other hand, 10 depends on how a family gets on. Do your parents like your friends? You may love your family—11 do you like them? Are you prepared to be 12 when your parents ask where you are going in the evening and what time you expect to be back? If you find you cannot manage a(n) 13 and that you finally have the money to leave, how do you 14 finding somewhere else to live?

If you plan to stay in your home area, the possibilities are 15 well-known to you already. Friends and local papers are always 16. If you are going to work in a 17 area, again there are the papers and accommodation agencies, 18 these should be approached with 19. Agencies are allowed to charge a fee, usually the 20 of the first week's rent, if you take accommodation they have found for you.

- |                    |               |                    |                  |
|--------------------|---------------|--------------------|------------------|
| 1. A. ideal        | B. perfect    | C. imaginary       | D. satisfactory  |
| 2. A. deficiencies | B. weakness   | C. insufficiencies | D. limitations   |
| 3. A. cut          | B. shortage   | C. lack            | D. drain         |
| 4. A. getting over | B. getting in | C. getting back    | D. getting along |
| 5. A. improve      | B. enhance    | C. develop         | D. proceed       |
| 6. A. concerns     | B. issues     | C. advantages      | D. problems      |
| 7. A. still        | B. always     | C. habitually      | D. consequently  |
| 8. A. call in      | B. call over  | C. call upon       | D. call out      |
| 9. A. always       | B. rarely     | C. little          | D. sometimes     |
| 10. A. little      | B. enough     | C. many            | D. much          |
| 11. A. and         | B. but        | C. still           | D. or            |
| 12. A. tolerant    | B. hostile    | C. indifferent     | D. good-tempered |
| 13. A. agreement   | B. consensus  | C. compromise      | D. deal          |



- |                   |               |                                 |               |
|-------------------|---------------|---------------------------------|---------------|
| 14. A. go about   | B. go over    | C. go in for                    | D. go through |
| 15. A. seldom     | B. less       | C. probably                     | D. certainly  |
| 16. A. dependent  |               | B. a good source of information |               |
| C. of great value |               | D. reliable                     |               |
| 17. A. familiar   | B. cold       | C. humid                        | D. new        |
| 18. A. though     | B. while      | C. since                        | D. as         |
| 19. A. enthusiasm | B. hesitation | C. caution                      | D. concern    |
| 20. A. same       | B. equivalent | C. equal                        | D. similarity |

## Unit 5

Comparisons were drawn between the development of television in the 20th century and the diffusion of printing in the 15th and 16th centuries. Yet much had happened 1. As was discussed before, it was not 2 the 19th century that the newspaper became the dominant pre-electronic 3, following in the wake of the pamphlet and the book and in the 4 of the periodical. It was during the same time that the communications revolution 5 up, beginning with transport, the railway, and leading 6 through the telegraph, the telephone, radio, and motion pictures 7 the 20th-century world of the motor car and the airplane. Not everyone sees that process in 8. It is important to do so.

It is generally recognized, 9, that the introduction of the computer in the early 20th century, 10 by the invention of the integrated circuit during the 1960s, radically changed the process, 11 its impact on the media was not immediately 12. As time went by, computers became smaller and more powerful, and they became "personal" too, as well as 13, with display becoming sharper and storage 14 increasing. They were thought of, like people, 15 generations, with the distance between generations much 16.

It was within the computer age that the term "information society" began to be widely used to describe the 17 within which we now live. The communications revolution has 18 both work and leisure and how we think and feel both about place and time. But there have been 19 views about its economic, political, social and cultural implications. "Benefits" have been weighed 20 "harmful" outcomes. And generalizations have proved difficult.

- |                |              |               |                  |
|----------------|--------------|---------------|------------------|
| 1. A. between  | B. before    | C. since      | D. later         |
| 2. A. after    | B. by        | C. during     | D. until         |
| 3. A. means    | B. method    | C. medium     | D. measure       |
| 4. A. process  | B. company   | C. light      | D. form          |
| 5. A. gathered | B. speeded   | C. worked     | D. picked        |
| 6. A. on       | B. out       | C. over       | D. off           |
| 7. A. of       | B. for       | C. beyond     | D. into          |
| 8. A. concept  | B. dimension | C. effect     | D. perspective   |
| 9. A. indeed   | B. hence     | C. however    | D. therefore     |
| 10. A. brought | B. followed  | C. stimulated | D. characterized |



- |                      |                  |                   |                 |
|----------------------|------------------|-------------------|-----------------|
| 11. A. unless        | B. since         | C. lest           | D. although     |
| 12. A. apparent      | B. desirable     | C. negative       | D. plausible    |
| 13. A. institutional | B. universal     | C. fundamental    | D. instrumental |
| 14. A. ability       | B. capability    | C. capacity       | D. faculty      |
| 15. A. by means of   | B. in terms of   | C. with regard to | D. in line with |
| 16. A. deeper        | B. fewer         | C. nearer         | D. smaller      |
| 17. A. context       | B. range         | C. scope          | D. territory    |
| 18. A. regarded      | B. impressed     | C. influenced     | D. effected     |
| 19. A. competitive   | B. controversial | C. distracting    | D. irrational   |
| 20. A. above         | B. upon          | C. against        | D. with         |

## Unit 6

Teachers need to be aware of the emotional, intellectual, and physical changes that young adults experience. And they also need to give serious 1 to how they can best 2 such changes. Growing bodies need movement and 3, but not just in ways that emphasize competition. 4 they are adjusting to their new bodies and a whole host of new intellectual and emotional challenges, teenagers are especially self-conscious and need the 5 that comes from achieving success and knowing that their accomplishments are 6 by others. However, the typical teenage lifestyle is already filled with so much competition that it would be 7 to plan activities in which there are more winners than losers, 8, publishing newsletters with many student-written book reviews, 9 student artwork, and sponsoring book discussion clubs. A variety of small clubs can provide 10 opportunities for leadership, as well as for practice in successful 11 dynamics. Making friends is extremely important to teenagers, and many shy students need the 12 of some kind of organization with a supportive adult 13 visible in the background.

In these activities, it is important to remember that young teens have 14 attention spans. A variety of activities should be organized 15 participants can remain active as long as they want and then go on to 16 else without feeling guilty and without letting the other participants 17. This does not mean that adults must accept irresponsibility. 18, they can help students acquire a sense of commitment by 19 for roles that are within their 20 and their attention spans and by having clearly stated rules.

- |                  |                |                |               |
|------------------|----------------|----------------|---------------|
| 1. A. thought    | B. idea        | C. opinion     | D. advice     |
| 2. A. strengthen | B. accommodate | C. stimulate   | D. enhance    |
| 3. A. care       | B. nutrition   | C. exercise    | D. leisure    |
| 4. A. If         | B. Although    | C. Whereas     | D. Because    |
| 5. A. assistance | B. guidance    | C. confidence  | D. tolerance  |
| 6. A. claimed    | B. admired     | C. ignored     | D. surpassed  |
| 7. A. improper   | B. risky       | C. fair        | D. wise       |
| 8. A. in effect  | B. as a result | C. for example | D. in a sense |
| 9. A. displaying | B. describing  | C. creating    | D. exchanging |





- |                        |                     |                      |                 |
|------------------------|---------------------|----------------------|-----------------|
| 10. A. durable         | B. excessive        | C. surplus           | D. multiple     |
| 11. A. group           | B. individual       | C. personnel         | D. corporation  |
| 12. A. consent         | B. insurance        | C. admission         | D. security     |
| 13. A. particularly    | B. barely           | C. definitely        | D. rarely       |
| 14. A. similar         | B. long             | C. different         | D. short        |
| 15. A. if only         | B. now that         | C. so that           | D. even if      |
| 16. A. everything      | B. anything         | C. nothing           | D. something    |
| 17. A. off             | B. down             | C. out               | D. alone        |
| 18. A. On the contrary |                     | B. On the average    |                 |
|                        | C. On the whole     | D. On the other hand |                 |
| 19. A. making          | B. standing         | C. planning          | D. taking       |
| 20. A. capabilities    | B. responsibilities | C. proficiencies     | D. efficiencies |

## Unit 7

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories 1 on the individual suggest that children engage in criminal behavior 2 they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through 3 with others. Theories focusing on the role of society suggest that children commit crimes in 4 to their failure to rise above their socioeconomic status, 5 as a rejection of middle, class values.

Most theories of juvenile delinquency have focused on children from disadvantaged families, 6 the fact that children from wealthy homes also commit crimes. The latter may commit crimes 7 lack of adequate parental control. All theories, however, are tentative and are 8 to criticism.

Changes in the social structure may indirectly 9 juvenile crime rates. For example, changes in the economy that 10 to fewer job opportunities for youth and rising unemployment 11 make gainful employment increasingly difficult to obtain. The resulting discontent may in 12 lead more youths into criminal behavior.

Families have also 13 changes these years. More families consist of one-parent households or two working parents; 14, children are likely to have less supervision at home 15 was common in the traditional family 16. This lack of parental supervision is thought to be an influence on juvenile crime rates. Other 17 causes of offensive acts include frustration or failure in school, the increased 18 of drugs and alcohol, and the growing 19 of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, 20 a direct causal relationship has not yet been established.

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|-------------------|-----------------|----------------|-----------------|
| 1. A. acting      | B. relying      | C. centering   | D. commenting   |
| 2. A. before      | B. unless       | C. until       | D. because      |
| 3. A. interaction | B. assimilation | C. cooperation | D. consultation |
| 4. A. return      | B. reply        | C. reference   | D. response     |



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|-------------------|-----------------|-------------------|-----------------|
| 5. A. or          | B. but rather   | C. but            | D. or else      |
| 6. A. considering | B. ignoring     | C. highlighting   | D. discarding   |
| 7. A. on          | B. in           | C. for            | D. with         |
| 8. A. immune      | B. resistant    | C. sensitive      | D. subject      |
| 9. A. affect      | B. reduce       | C. check          | D. reflect      |
| 10. A. point      | B. lead         | C. come           | D. amount       |
| 11. A. in general | B. on average   | C. by contrast    | D. at length    |
| 12. A. case       | B. short        | C. turn           | D. essence      |
| 13. A. survived   | B. noticed      | C. undertaken     | D. experienced  |
| 14. A. contrarily |                 | B. consequently   |                 |
| C. similarly      |                 | D. simultaneously |                 |
| 15. A. than       | B. that         | C. which          | D. as           |
| 16. A. system     | B. structure    | C. concept        | D. heritage     |
| 17. A. assessable | B. identifiable | C. negligible     | D. incredible   |
| 18. A. expense    | B. restriction  | C. allocation     | D. availability |
| 19. A. incidence  | B. awareness    | C. exposure       | D. popularity   |
| 20. A. provided   | B. since        | C. although       | D. supposing    |

## Unit 8

Research on animal intelligence always makes me wonder just how smart humans are. 1 the fruit-fly experiments described in Carl Zimmer's piece in the "Science Times" on Tuesday. Fruit-flies who were taught to be smarter than the average fruit-fly 2 to live shorter lives. This suggests that 3 bulbs burn longer, that there is an 4 in not being too terrifically bright.

Intelligence, it 5, is a high-priced option. It takes more upkeep, burns more fuel and is slow 6 the starting line because it depends on learning—a gradual 7—instead of instinct. Plenty of other species are able to learn, and one of the things they've apparently learned is when to 8.

Is there an adaptive value to 9 intelligence? That's the question behind this new research. I like it. Instead of casting a wistful glance 10 at all the species we've left in the dust I. Q. wise, it implicitly asks what the real 11 of our own intelligence might be. This is 12 the mind of every animal I've ever met.

Research on animal intelligence also makes me wonder what experiments animals would 13 on humans if they had the chance. Every cat with an owner, 14, is running a small-scale study in operant conditioning, we believe that 15 animals ran the labs, they would test us to 16 the limits of our patience, our faithfulness, our memory for terrain. They would try to decide what intelligence in humans is really 17, not merely how much of it there is. 18, they would hope to study a 19 question. Are humans actually aware of the world they live in? 20 the results are inconclusive.

- |               |             |            |            |
|---------------|-------------|------------|------------|
| 1. A. Suppose | B. Consider | C. Observe | D. Imagine |
|---------------|-------------|------------|------------|



- |                    |                  |                |                 |
|--------------------|------------------|----------------|-----------------|
| 2. A. tended       | B. feared        | C. happened    | D. threatened   |
| 3. A. thinner      | B. stabler       | C. lighter     | D. dimmer       |
| 4. A. tendency     | B. advantage     | C. inclination | D. priority     |
| 5. A. insists on   | B. sums up       | C. turns out   | D. puts forward |
| 6. A. off          | B. behind        | C. over        | D. along        |
| 7. A. incredible   | B. spontaneous   | C. inevitable  | D. gradual      |
| 8. A. fight        | B. doubt         | C. stop        | D. think        |
| 9. A. invisible    | B. limited       | C. indefinite  | D. different    |
| 10. A. upward      | B. forward       | C. afterward   | D. backward     |
| 11. A. features    | B. influences    | C. results     | D. costs        |
| 12. A. outside     | B. on            | C. by          | D. across       |
| 13. A. deliver     | B. carry         | C. perform     | D. apply        |
| 14. A. by chance   | B. in contrast   | C. as usual    | D. for instance |
| 15. A. if          | B. unless        | C. as          | D. lest         |
| 16. A. moderate    | B. overcome      | C. determine   | D. reach        |
| 17. A. at          | B. for           | C. after       | D. with         |
| 18. A. Above all   | B. After all     | C. However     | D. Otherwise    |
| 19. A. fundamental | B. comprehensive | C. equivalent  | D. hostile      |
| 20. A. By accident | B. In time       | C. So far      | D. Better still |

## Unit 9

Something kept scratching on the outside of the tent. I wouldn't have thought much about it 1 I hadn't recently seen a ridiculously 2 film on television in which a monster tried to get into its 3 bedroom by scratching on the door with its claw-like hands. A stupid 4, but it kept coming back, 5 sleep. When a cry rang out across the moor I crawled out to see what it was all about.

In a small tent this is less easy than it 6. After 7 yourself from a cocoon-like sleeping-bag, you have to 8 with the zip-fasteners of the tent from a kneeling 9 outside all seemed in order. The 10 noise came from clumps of spiky rushes 11 blown by the wind 12 the canvas. The only 13 I have for the eerie cries is that overhead may have passed a(n) 14 flock of stone curlews, birds which make a diabolical noise.

The moon was the colour of a corpse. Uncomforted, I crept back into the tent. Dawn was pretty dreary, too. Flocks of drifting clouds had settled down low 15 the horizon, jostling each other, uneasily, like sheep undecided what to do next. Hoping fervently they would push off, I paced 16 and walked on, taking the left 17 of the River Tavy, looking for its junction with the tributary that led to Great Kneeset. Nattor Down loomed up where it should have been, but another apparently unmapped hill popped 18 on the opposite side of the torrent, rather spoiling my simple conception of the landscape.

The going became difficult, 19 a great deal of the stuff they call clutter, the rubble from



the outcrops of granite, had fallen down into the gorge. But the compass 20 the heading and I scrambled along as fast as I could in weather that seemed to be worsening. I decided to make for some high place where I could look around and see whether it looked safe to go on.

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|-----------------------|---------------|----------------|-----------------|
| 1. A. but             | B. as if      | C. if          | D. and          |
| 2. A. classic         | B. dramatic   | C. tragical    | D. melodramatic |
| 3. A. master's        | B. victim's   | C. neighbor's  | D. owner's      |
| 4. A. tale            | B. fantasy    | C. story       | D. fancy        |
| 5. A. wakening        | B. breading   | C. ruining     | D. destroying   |
| 6. A. remains         | B. stays      | C. is          | D. sounds       |
| 7. A. keeping         | B. avoiding   | C. extricating | D. preventing   |
| 8. A. fumble          | B. find       | C. search      | D. look for     |
| 9. A. status          | B. position   | C. spot        | D. location     |
| 10. A. creaky         | B. rushing    | C. rustling    | D. scratching   |
| 11. A. intermittently | B. constantly | C. instantly   | D. immediately  |
| 12. A. past           | B. through    | C. into        | D. against      |
| 13. A. reason         | B. cause      | C. explanation | D. excuse       |
| 14. A. emigrant       | B. immigrant  | C. migratory   | D. immigratory  |
| 15. A. in             | B. on         | C. over        | D. onto         |
| 16. A. off            | B. out        | C. up          | D. in           |
| 17. A. shore          | B. coast      | C. bank        | D. road         |
| 18. A. up             | B. by         | C. upon        | D. away         |
| 19. A. since          | B. as         | C. like        | D. for          |
| 20. A. authorized     | B. confirmed  | C. certified   | D. supported    |

## Unit 10

Until recently, most population growth has occurred in relatively dense urban environments. In 1 words, even if we were witnessing rapid population growth, that would not mean that the 2 were filling in with people. 3, the urban areas would tend to become more crowded. Historically, we find that people have moved to 4 the jobs were. Jobs were usually in ports or locations with many natural 5. After transportation became relatively cheap, other geographical locations became 6 of economic activity. One factor that determines where people will move to, even when transportation becomes cheap, is 7. And individuals working in cities 8 higher incomes than those working in 9 areas. Hence, population has tended until the 1970s to 10 in our major urban centers. Recently population has 11 out of the Northeast to the South and to the West for the more pleasant climates. If people did not 12 from living in large cities, there would likely be a much more even population distribution 13 our entire land area. Probably, if this 14 the case, there would be less concern over population 15. Indeed, one need only 16 a cross-country drive or plane trip to realize how 17 sparsely populated these United States really are. This is not to say that we should or should not do something about