



2019



全国硕士研究生招生考试 管理类专业学位联考

英语模拟试题与解析



全国工程专业学位研究生教育指导委员会 组编
全国工程管理专业学位研究生教育指导委员会

管理类联考综合能力（科目代码199）报考类别包括：

- | | |
|-------------|--------------|
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| 工商管理硕士（MBA） | 旅游管理硕士（MTA） |
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英语模拟试题与解析



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内 容 简 介

全国硕士研究生入学统一考试英语(二)旨在测试考生的实际英语水平、阅读英语和运用英语的能力,包括英语知识运用、阅读理解、翻译和写作。我们编写了详尽讲解考卷各部分题型和答题技巧的《英语考前辅导教程》,本书则是其配套用书。

书中包括五套模拟试题和答案解析,每套试卷都贴近真题题型和难度,所附的答案解析中详细讲解了考点,同时强调了答题策略和技巧,提供了实用的解题思路和方法。本书作为辅导教程的辅助模拟试题集,有助于考生更有针对性地备考并顺利通过考试。

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FOREWORD

前言

2019年全国硕士研究生招生考试管理类专业学位联考

全国硕士研究生入学统一考试英语(二)(以下简称“英语(二)”),主要是为高等院校和科研院所招收专业学位硕士研究生而设置的入学英语考试科目,其目的是有效地测试考生对英语的运用能力,评价考生所能达到的英语水平,以利于各高等学校和科研院所择优选拔。

英语(二)旨在测试考生所具备的实际运用英语的能力,包括英语知识运用、阅读理解、翻译和写作。为了帮助广大考生在有限的复习时间内系统而行之有效地备考应试,我们编写了详尽讲解考试各部分题型和答题技巧的《英语考前辅导教程》,本书是其配套用书。

本书针对英语(二)考试精心编纂了五套模拟试题,每套都贴近全真题型、题材、风格和难度,尽可能全面地覆盖了考点,反映了出题规律。每套试题后都附有详尽的答案解析,不仅涉及考点的讲解,同时还强调了答题策略和技巧,为考生提供了精练而实用的解题思路和方法。

本书作为辅导教程的模拟试题集,为参加英语(二)考试的工程管理硕士(MEM)和工商管理硕士(MBA)等专业学位硕士研究生的考生,提供了实战演练的机会,使得他们可以更有效地练习和实践,获得做题的宝贵经验,提高得分率。

编者的经验和水平所限,如有遗漏或者不足之处,欢迎广大读者批评指正。

编者

2018年6月于清华园

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模拟试题一

Section I Use of English

Directions: Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET. (10 points)

During the 1980s, unemployment in some countries was as high as 90 percent. Some countries did not 1 enough food; basic needs in housing and clothing were not 2. Many of these countries looked to the industrial processes of the developed nations 3 solutions.

4, problems cannot always be solved by copying the industrialized nations. Industry in the developed nations is highly automated and very 5. It provides fewer jobs than labor-intensive industrial processes, and highly 6 workers are needed to 7 and repair the equipment. These workers must be trained, 8 many nations do not have the necessary training institutions. Thus, the 9 of importing industry becomes higher. Students must be sent abroad to 10 vocational and professional training. 11, just to begin training, the students must 12 learn English, French, German, or Japanese. The students then spend many years abroad, and 13 do not return home.

All nations agree that science and technology 14 be shared. The point is: countries 15 the industrial processes of the developed nations need to look carefully 16 the costs, because many of these costs are 17. Students from these nations should 18 the problems of the industrialized countries closely. 19 care, they will take home not the problems of science and technology, 20 the benefits.

- | | | | |
|------------------|----------------|-----------------|-----------------|
| 1. [A] generate | [B] raise | [C] produce | [D] manufacture |
| 2. [A] answered | [B] met | [C] calculated | [D] remembered |
| 3. [A] for | [B] without | [C] as | [D] about |
| 4. [A] Moreover | [B] Therefore | [C] Anyway | [D] However |
| 5. [A] expensive | [B] mechanical | [C] flourishing | [D] complicated |
| 6. [A] gifted | [B] skilled | [C] trained | [D] versatile |
| 7. [A] keep | [B] maintain | [C] retain | [D] protect |

- | | | | |
|--------------------|------------------|------------------|----------------|
| 8. [A] since | [B] so | [C] and | [D] yet |
| 9. [A] charge | [B] price | [C] cost | [D] value |
| 10. [A] accept | [B] gain | [C] receive | [D] absorb |
| 11. [A] Frequently | [B] Incidentally | [C] Deliberately | [D] Eventually |
| 12. [A] soon | [B] quickly | [C] immediately | [D] first |
| 13. [A] some | [B] others | [C] several | [D] few |
| 14. [A] might | [B] should | [C] would | [D] will |
| 15. [A] adopting | [B] conducting | [C] receiving | [D] adjusting |
| 16. [A] to | [B] at | [C] on | [D] about |
| 17. [A] opaque | [B] secret | [C] sealed | [D] hidden |
| 18. [A] tackle | [B] learn | [C] study | [D] manipulate |
| 19. [A] In | [B] Through | [C] With | [D] Under |
| 20. [A] except | [B] nor | [C] or | [D] but |

Section II Reading Comprehension

Part A

Directions: Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET. (40 points)

Text 1

Women's minds work differently from men's. At least, that is what most men are convinced of. Psychologists view the subject either as a matter of frustration or a joke. Now the biologists have moved into this minefield, and some of them have found that there are real differences between the brains of men and women. But being different, they point out hurriedly, is not the same as being better or worse.

There is, however, a definite structural variation between the male and female brain. The difference is in a part of the brain that is used in the most complex intellectual processes—the link between the two halves of the brain.

The two halves are linked by a trunkline of between 200 and 300 million nerves, the corpus callosum. Scientists have found quite recently that the corpus callosum in women is always larger and probably richer in nerve fibers than it is in men. This is the first time that a structural difference has been found between the brains of women and men and it must have some significance. The question is "What?", and, if this difference exists, are there others? Research shows that present-day women think differently and behave differently from men. Are some of these differences biological and inborn, a result of evolution? We tend to think that is the influence of society that produces these differences. But could we be wrong?

Research showed that these two halves of the brain had different functions, and that the corpus callosum enabled them to work together. For most people, the left half is used

for word handling, analytical and logical activities; the right half works on pictures, patterns and forms. We need both halves working together. And the better the connections, the more harmoniously the two halves work. And, according to research findings, women have the better connections.

But it isn't all that easy to explain the actual differences between skills of men and women on this basis. In schools throughout the world girls tend to be better than boys at "language subjects" and boys better at maths and physics. If these differences correspond with the differences in the hemispheric trunkline, there is an unalterable distinction between the sexes.

We shan't know for a while, partly because we don't know of any precise relationship between abilities in school subject and the functioning of the two halves of the brain, and we cannot understand how the two halves interact via the corpus callosum. But this striking difference must have some effect and, because the difference is in the parts of the brain involved in intellect, we should be looking for differences in intellectual processing.

21. Which of the following statements is CORRECT?

- [A] Biologists are conducting research where psychologists have given up.
- [B] Brain differences point to superiority of one sex over the other.
- [C] Results of scientific research fail to support popular belief.
- [D] The structural difference in the brains between the sexes has long been known.

22. According to the passage it is commonly believed that brain differences are caused by _____ factors.

- [A] biological
- [B] psychological
- [C] physical
- [D] social

23. "these differences" in paragraph 5 refer to those in _____.

- [A] skills of men and women
- [B] school subjects
- [C] the brain structure of men and women
- [D] activities carried out by the brain

24. At the end of the passage the author proposes more work on _____.

- [A] the brain structure as a whole
- [B] the functioning of part of the brain
- [C] the distinction between the sexes
- [D] the effects of the corpus callosum

25. What is the main purpose of the passage?

- [A] To outline the research findings on the brain structure.
- [B] To explain the link between sex and brain structure.
- [C] To discuss the various factors that cause brain differences.
- [D] To suggest new areas in brain research.

Text 2

Information is the primary commodity in more and more industries today.

By 2005, 83% of American management personnel will be knowledge workers. Europe and Japan are not far behind.

By 2005, half of all knowledge workers (22% of the labor force) will choose “flextime, flexplace” arrangements, which allow them to work at home, communicating with the office via computer networks.

In the United States, the so-called “digital divide” seems to be disappearing. In early 2000, a poll found, that, where half of white households owned computers, so did fully 43% of African-American households, and their numbers were growing rapidly. Hispanic households continued to lag behind, but their rate of computer ownership was expanding as well.

Company-owned and industry-wide television networks are bringing programming to thousands of locations. Business TV is becoming big business.

Computer competence will approach 100% in US urban areas by the year 2005, with Europe and Japan not far behind.

80% of US homes will have computers in 2005, compared with roughly 50% now. In the United States, 5 of the 10 fastest-growing careers between now and 2005 will be computer related. Demand for programmers and systems analysts will grow by 70%. The same trend is accelerating in Europe, Japan, and India.

By 2005, nearly all college texts and many high school and junior high books will be tied to Internet sites that provide source material, study exercises, and relevant news articles to aid in learning. Others will come with CD-ROMs that offer similar resources.

Internet links will provide access to the card catalogues of all the major libraries in the world by 2005. It will be possible to call up on a PC screen millions of volumes from distant libraries. Web sites enhance books by providing pictures, sound, film clips, and flexible indexing and search utilities.

Implications: Anyone with access to the Internet will be able to achieve the education needed to build a productive life in an increasingly high-tech world. Computer learning may even reduce the growing American prison population.

Knowledge workers are generally better paid than less skilled workers. Their wealth is raising overall prosperity.

Even entry-level workers and those in formerly unskilled positions require a growing level of education. For a good career in almost any field, computer competence is a must. This is one major trend raising the level of education required for a productive role in today's work force. For many workers, the opportunity for training is becoming one of the most desirable benefits any job can offer.

26. Information technology is expected to have impact on all the following EXCEPT _____.
- [A] American management personnel
 [B] European management personnel
 [C] American people's choice of career
 [D] traditional practice at work
27. "Digital divide" in the 4th paragraph refers to _____.
- [A] the gap in terms of computer ownership
 [B] the tendency of computer ownership
 [C] the dividing line based on digits
 [D] the ethnic distinction among American households
28. Which of the following statements is INCORRECT according to the passage?
- [A] By 2005 all college and school study materials will turn electronic.
 [B] By 2005 printed college and school study materials will be supplemented with electronic material.
 [C] By 2005 some college and school study materials will be accompanied by CD-ROMs.
 [D] By 2005 Internet links will make worldwide library search a possibility.
29. Which of the following areas is NOT discussed in the passage?
- [A] Future careers. [B] Nature of future work.
 [C] Ethnic differences. [D] Schools and libraries.
30. At the end of the passage, the author seems to emphasize _____ in an increasingly high-tech world.
- [A] the variety of education [B] the content of education
 [C] the need for education [D] the function of education

Text 3

Graduation speeches are a bit like wedding toasts. A few are memorable. The rest tend to trigger such thoughts as, "Why did I wear such uncomfortable shoes?"

But graduation speeches are less about the message than the messenger. Every year a few colleges and universities in the U. S. attract attention because they've managed to book high-profile speakers. And, every year, the media report some of these speakers' wise remarks.

Last month, the following words of wisdom were spread:

"You really haven't completed the circle of success unless you can help somebody else move forward." (Oprah Winfrey, Duke University)

"There is no way to stop change; change will come. Go out and give us a future worthy of the world we all wish to create together." (Hillary Clinton, New York University)

"This really is your moment. History is yours to bend." (Joe Biden, Wake Forest

University)

Of course, the real “get” of the graduation season was first lady Michelle Obama’s appearance at the University of California, Merced. “Remember that you are blessed,” she told the class of 2009, “Remember that in exchange for those blessings, you must give something back...As advocate and activist Marian Wright Edelman says, ‘Service is the rent we pay for living ...it is the true measure, the only measure of success’.”

Calls to service have a long, rich tradition in these speeches. However, it is possible for a graduation speech to go beyond cliché and say something truly compelling. The late writer David Foster Wallace’s 2005 graduation speech at Kenyon College in Ohio talked about how to truly care about other people. It gained something of a cult after it was widely circulated on the Internet. Apple Computer CEO Steve Jobs’ address at Stanford University that year, in which he talked about death, is also considered one of the best in recent memory.

But when you’re sitting in the hot sun, fidgety and freaked out, do you really want to be lectured about the big stuff? Isn’t that like trying to maintain a smile at your wedding reception while some relative gives a toast that amounts to “marriage is hard work”? You know he’s right; you just don’t want to think about it at that particular moment. In fact, as is the case in many major life moments, you can’t really manage to think beyond the blisters your new shoes are causing.

That may seem anticlimactic. But it also gets to the heart of one of life’s greatest, saddest truths; that our most “memorable” occasions may elicit the fewest memories. It’s probably not something most graduation speakers would say, but it’s one of the first lessons of growing up.

31. According to the passage, most graduation speeches tend to recall _____ memories.
 [A] great [B] trivial
 [C] unforgettable [D] unimaginative
32. “But graduation speeches are less about the message than the messenger” is explained _____.
 [A] in the final paragraph [B] in the last but one paragraph
 [C] in the first paragraph [D] in the same paragraph
33. The graduation speeches mentioned in the passage are related to the following themes EXCEPT _____.
 [A] death [B] success [C] service [D] generosity
34. It is implied in the passage that at great moments people fail to _____.
 [A] remain clear-headed [B] keep good manners
 [C] remember others’ words [D] recollect specific details
35. What is “one of the first lessons of growing up”?
 [A] Attending a graduation ceremony.

- [B] Listening to graduation speeches.
- [C] Forgetting details of memorable events.
- [D] Meeting high-profile graduation speakers.

Text 4

Cultural rules determine every aspect of food consumption. Who eats together defines social units. For example, in some societies, the nuclear family is the unit that regularly eats together. The anthropologist Mary Douglas has pointed out that, for the English, the kind of meal and the kind of food that is served relate to the kinds of social links between people who are eating together. She distinguishes between regular meals, Sunday meals when relatives may come, and cocktail parties for acquaintances. The food served symbolizes the occasion and reflects who is present. For example, only snacks are served at a cocktail party. It would be inappropriate to serve a steak or hamburgers. The distinctions among cocktails, regular meals, and special dinners mark the social boundaries between those guests who are invited for drinks, those who are invited to dinner, and those who come to a family meal. In this example, the type of food symbolizes the category of guest and with whom it is eaten.

In some New Guinea societies, the nuclear family is not the unit that eats together. The men take their meals in a men's house, separately from their wives and children. Women prepare and eat their food in their own houses and take the husband's portion to the men's house. The women eat with their children in their own houses. This pattern is also widespread among Near Eastern societies.

Eating is a metaphor that is sometimes used to signify marriage. In many New Guinea societies, like that of the Lesu on the island of New Ireland in the Pacific and that of the Trobriand Islanders, marriage is symbolized by the couple's eating together for the first time. Eating symbolizes their new status as a married couple. In U. S. society, it is just the reverse. A couple may go out to dinner on a first date.

Other cultural rules have to do with taboos against eating certain things. In some societies, members of a clan, a type of kin (family) group, are not allowed to eat the animal or bird that is their totemic ancestor. Since they believe themselves to be descended from that ancestor, it would be like eating that ancestor or eating themselves.

There is also an association between food prohibitions and rank, which is found in its most extreme form in the caste system of India. A caste system consists of ranked groups, each with a different economic specialization. In India, there is an association between caste and the idea of pollution. Members of highly ranked groups can be polluted by coming into contact with the bodily secretions, particularly saliva, of individuals of lower-ranked castes. Because of the fear of pollution, Brahmins and other high-ranked individuals will not share food with, not eat from the same plate as, not even accept food from an individual from a low-ranking caste.

Note: Trobriand Islands 特罗布里恩群岛。

36. According to the passage, the English make clear distinctions between _____.
- [A] people who eat together [B] the kinds of food served
[C] snacks and hamburgers [D] family members and guests
37. According to the passage, who will NOT eat together?
- [A] The English.
[B] Americans on their first date.
[C] Men and women in Near Eastern societies.
[D] Newly-weds on the island of New Ireland.
38. According to the passage, eating together indicates all the following EXCEPT _____.
- [A] the type of food [B] social relations
[C] marital status [D] family ties
39. The last paragraph suggests that in India _____ decides how people eat.
- [A] pollution [B] food
[C] culture [D] social status
40. Which of the following can best serve as the topic of the passage?
- [A] Different kinds of food in the world.
[B] Relations between food and social units.
[C] Symbolic meanings of food consumption.
[D] Culture and manners of eating.

Part B

Directions: You are going to read a list of headings and a text. Choose the most suitable heading from the list A-G for each numbered paragraph (41-45). Mark your answers on ANSWER SHEET1. (10 points)

- [A] The development of picture language and oral language
[B] The emergence of civilization
[C] Communication of primitive people who lived in caves
[D] The origin of language
[E] Progresses in civilization
[F] The evolution of written language
[G] Agriculture development of the pastoral nomads

The first two stages in the development of civilized man were probably the invention of primitive weapons and the discovery of fire, although nobody knows exactly when he acquired the use of the latter.

41. _____

Animals have a few cries that serve as signals, but even the highest apes have not been

found able to pronounce words, even with the most intensive professional instruction. The superior brain of man is apparently a necessity for the mastering of speech. When man became sufficiently intelligent, we must suppose that he gradually increased the number of cries for different purposes. It was a great day when he discovered that speech could be used for narrative.

42. _____

There are those who think that in this respect picture language preceded oral language. A man could draw a picture on the wall of his cave to show in which direction he had gone, or what prey he hoped to catch. I am inclined to think that language has been the most important single factor in the development of man.

43. _____

Two important stages came not so long before the dawn of written history. The first was the domestication of animals; the second was agriculture. Agriculture made possible an immense increase in the number of the human species in the regions where it could be successfully practiced.

These were, at first, only those in which nature fertilized the soil after each harvest. Agriculture met with violent resistance from the pastoral nomads, but the agricultural way of life prevailed in the end because of the physical comforts it provided.

Another fundamental technical advance was writing, which, like spoken language, developed out of pictures, but as soon as it had reached a certain stage, it was possible to keep records and transmit information to people who were not present when the information was given.

44. _____

These inventions and discoveries—fire, speech, weapons, domestic animals, agriculture, and writing—made the existence of civilized communities possible. From about 3000 B. C. until the beginning of the Industrial Revolution less than two hundred years ago there was no technical advance comparable to these. During this long period man had time to become accustomed to his technique, and to develop the beliefs and political organizations appropriate to it.

45. _____

There was, of course, an immense extension in the area of civilized life. At first it had been confined to the Nile, the Euphrates, the Tigris, and the Indus, but at the end of the period in question it covered much the greatest part of the inhabitable globe. I do not mean to suggest that there was no technical progress during the time. In fact, there was progress—there were even two inventions of very great importance, namely, gunpowder and the mariner's compass—but neither of these can be compared in their revolutionary power to such things as speech and writing and agriculture.

Notes: the Euphrates 幼发拉底河; the Tigris 底格里斯河; the Indus 印度河。

Section III Translation

Directions: Translate the following text from English into Chinese. Write your translation on ANSWER SHEET 2. (15 points)

Almost all our major problems involve human behavior, and they cannot be solved by physical and biological technology alone. What is needed is a technology of behavior, but we have been slow to develop the science from which such a technology might be drawn. One difficulty is that almost all of what is called behavioral science continues to trace behavior to states of mind, feelings, traits of character, human nature, and so on. Physics and biology once followed similar practices and advanced only when they discarded them. The behavioral sciences have been slow to change partly because the explanatory items often seem to be directly observed and partly because other kinds of explanations have been hard to find. The environment is obviously important, but its role has remained obscure. It does not push or pull, it selects, and this function is difficult to discover and analyze.

Section IV Writing

Part A

Directions: You will graduate from university and are hunting for a job. After reading a job ad, write a letter to the Personnel Resources Department to

1. state your reason to write the application,
2. describe your relevant education background,
3. introduce your English level, and
4. state your way of contact.

You should write neatly on the ANSWER SHEET. Do not sign your own name. Use "Li Ming" instead. You do not need to write the address.

Part B

Directions: Write a composition in about 150 words on "Income Sources Between Chinese and American Students". Study the following table carefully and your composition must be based on the information given in the table. Write three paragraphs to

- (1) describe the differences of the income sources between Chinese and American students,
- (2) analyze possible reasons for these differences, and
- (3) predicate future tendency.

Source of Income Percentage of Total Income

	Parents	Part-time job	Fellowship or Scholarship
American students	50%	35%	15%
Chinese students	90%	5%	5%

模拟试题一答案解析

Section I Use of English

1. 答案: [C]

解析: [A]“生成,造成”; [B]“抚养”; [C]“生产”(product“产品,产物”); [D]“制造”; 例如 manufacturer “制造商”。根据上下文,[C]为正确答案。

2. 答案: [B]

解析: [A]“回答(得到)”; [B]“满足”,例如: to meet sb's needs“满足某人需求”; [C]“计算”; [D]“记得”。根据上下文,[B]为正确答案。

3. 答案: [A]

解析: 短语搭配,look to sb./somewhere for sth.“指望从某人某处寻求某事”,因此 [A]为正确答案。

4. 答案: [D]

解析: [A]“此外,再者”; [B]“因此”; [C]“无论如何”; [D]“然而”,表示转折的意思。句子中其他疑难词语,industrialized nations “工业化的国家”; copying“复制,照搬”。此句与上一句是转折关系,因此[D]是正确选项。

5. 答案: [A]

解析: 本句概括了发达国家工业的特点,本题答案须在上下文中寻找。相比后一句中提到的劳动密集型的工业进程(labor-intensive industrial processes),发达国家的工业自动化程度较高,肯定会比较昂贵。[A]“昂贵的”为正确答案;其他选项: [B]“机械的”; [C]“繁荣的,昌盛的”; [D]“复杂的”。均不合题意。

6. 答案: [B]

解析: [A]“有天赋的”; [B]“有技能的”; [C]“受过培训的”; [D]“多才多艺的”。highly trained workers 搭配不对,应该是 well trained workers 或者 highly skilled workers “拥有高水平技能的工人”。因此,[B]为正确答案。

7. 答案: [B]

解析: 先看主谓搭配,再看动宾搭配,最后考虑和 repair 有 and 并列关系的词。[A]“保持”; [B]“维护,保养”,maintain and repair 是两个相关动词的并列,“维修”; [C]“(去伪存真地)保留”; [D]“保护”。根据上下文,[B]为正确答案。

8. [答案] [D]

解析: yet 表示转折,其他三词语气都不对,因此,[D]为正确答案。

9. 答案: [C]

解析: [A]“收费”; [B]“价格”; [C]“成本”; [D]“价值”。本句的意思是:“由于机器的高度自动化,进口工业的成本变高了。”根据上下文,[C]为正确答案。

10. 答案: [C]

解析: vocational and professional training“职业和专业培训”; vocational“职业的”。[A]“(心理上的)接受,认可”; [B]“获得(权力、金钱等)”; [C]“得到,接受”; [D]“吸收”。根据上下文,[C]为正确答案。

11. 答案: [A]

解析: [A]“经常地”; [B]“偶然地”; [C]“故意地”; [D]“最终地”。根据上下文,

[A]为正确答案。

12. 答案: [D]

解析: 找到后面的线索, 根据后半句的意思和上下文, [D]为正确答案。

13. 答案: [A]

解析: 句中 some 指 some students, 因此, [A]为正确答案。

14. 答案: [B]

解析: 这里考查的是语法知识: agree, ask, demand, propose, suggest, dream 这些词都是表达人的心理期望的, 在语法上本句要求采用虚拟语气, should 是“应当”的意思, 因此, [B]为正确答案。

15. 答案: [A]

解析: 把前后两个已知线索连接起来, [A]“采纳, 采用”; [B]“执行”; [C]“接收”; [D]“调节”。上文 copying, importing 已经讲清了发展中国家和发达国家之间的关系, 不能是照搬 (copying) 或者进口 (importing), 而只能是采纳 (adopting), 因此, [A]为正确答案。

16. 答案: [B]

解析: look at the costs “看看成本”, 其他搭配均不符合题意, 因此, [B]为正确答案。

17. 答案: [D]

解析: 表语形容词, [A]“不透明的”; [B]“秘密的”; [C]“密封的”; [D]“隐蔽的, 隐藏的”, hidden costs “隐蔽成本”。根据上下文, [D]为正确答案。

18. 答案: [C]

解析: [A]“处理, 对付(难题等)”; [B]“学(会)”, 其宾语须是知识、技能等; [C]“学习, 研究”; [D]“操纵”。根据上下文, [C]为正确答案。

19. 答案: [C]

解析: 介宾词组 with care “谨慎地, 小心地”; 因此, [C]为正确答案。

20. 答案: [D]

解析: 连用的 not...but... “不是……而是……”, 表示转折的关系, 因此, [D]为正确答案。

Section II Reading Comprehension

Part A

Text 1

21. 答案: [C]

解析: 本题为细节题。[A]“生物学家正在展开心理学家已经放弃的研究工作。”文中第三句话是 Psychologists view the subject either as a matter of frustration or a joke. “心理学家认为这个课题不是一件令人沮丧的事, 就是一个笑话”。此句和 [A] 含义不一样。[B]人脑的区别显示出某一性别优于另一性别。而文中第一段最后一句话说 But being different, they point out hurriedly, is not the same as being better or worse. “他们匆忙地指出, 有区别并不等于谁优谁劣”。此句和 [B] 含义也不一样。[D]两性脑结构的区别早已为人所知。而文中第三段第三句话提到 This is the first time that a structural difference has been found between the brains of women and men... “这是第一次人们发现了两性脑结构的不同……”。此句和 [D] 含义相悖。由此可知, [C]“科学研究成果并不支持流行的看法”为