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MBA/MPA/MPAcc等管理类硕士联考专用教材



**2015** MBA/MPA/MPAcc  
管理类专业学位联考

**高分指南**

# 英语

全国管理类研究生入学考试专用教材编写组◎编写

**MBA  
MPA  
MPAcc**



旅游管理硕士  
工程管理硕士  
图书情报硕士  
审计硕士

**2015 MBA/MPA/MPAcc**  
**管理类专业学位联考高分指南 英语**  
**第4版**

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## **P** **总 序** *reface*

这是一套由全国著名在职攻硕培训机构——环球卓越策划并组织编写的管理类专业学位联考应试辅导书！

每年1月举行的MBA、MPA、MPAcc、工程管理、旅游管理、图书情报等管理类专业学位联考是一个选拔性考试，它不仅是为了适应国家对高层次应用型人才的迫切需求，同时也是为了和国际教育接轨，将专业学位联考发展壮大。2015年，专业学位联考招生规模将占据整个硕士研究生考试的50%，报考人数将占据整个百万考研大军的半壁江山！

环球卓越秉承“精致服务，卓越品质”的精神，将更加关注并服务于广大专业学位联考考生，并将多年在职攻硕辅导经验浓缩于一体，以“MBA/MPA/MPAcc/旅游管理/工程管理/图书情报等联考系列”图书（共10本）的形式隆重展现给大家。

本套书有如下特点：

### **一、名校 & 名师倾情联手，专业、权威、实用**

本套书由全国知名培训机构——环球卓越策划并联手资深辅导名师执笔，将环球卓越多年教学精华浓缩于一体，充分展现在本套书中。本套书的众多作者为环球卓越北京总校、上海分校、杭州分校、天津分校、南京分校、沈阳分校、郑州分校等校的主讲老师，他们多年来的教学、研究成果为本套书的专业、权威、实用奠定了坚实的基础。

### **二、紧扣大纲，直击2015年考试真题**

自2009年以来，管理类专业学位联考考试大纲一直在变革中，需要考生充分认识并把握考纲要点。本套书在研究历年真题及大纲的基础上，将考点、要点及考试趋势进行了充分详尽的展示，“考前点睛”则直击2015年考试真题，达到仿真实战的目的。

### **三、细致周到，满足各阶段和全方位需求**

本套书由全方位的辅导教程“高分指南”（英语、数学、逻辑、写作及MPAcc会计学）+“专项突破”（英语词汇、阅读理解、翻译与写作）+“考前点睛”（英语、综合能力）组合而成，既满足考生全方位需求，同时又能满足每个时段不同的需求，细致而周到。

### **四、独一无二的周计划规划，独一无二的人性化服务**

在职考生的特点：工作忙、时间紧、专业功底弱、缺乏应试经验。本套书充分从在职考生特点出发，为考生“量身定制”出独一无二的复习计划。

1. 独一无二的周计划规划。英语是个难以靠短期投机取巧去制胜的科目。本套书按照考试板块，将英语细分为三大专项：词汇、阅读理解、翻译与写作，并通过周计划的布局，将整个英

语的复习规划做得井井有条,让考生在百忙中忙而不乱,有序攻克各个考试大关。

2. 独一无二的人性化服务。MPAcc 会计学列入管理类专业学位联考已达数年,但考生却很难在市面上找到一本适合自己的辅导书,因为 MPAcc 会计学考生的有限让众多出版机构望而却步。本套书从考生需求出发,提供了《管理类专业学位联考高分指南 MPAcc 会计学》,相信会给 MPAcc 考生提供全方位的有针对性的指导!

环球卓越

2014 年 2 月

## 第4版前言

## Foreword

本书作为一本专业教材,涵盖了考研英语(二)大纲所要求的全部内容:语法、完形填空、阅读、翻译及写作,是一本全面且到位的应试图书。

本书开门见山,开篇便以最新的2014年英语(二)真题来迎接考生,让众考生尤其是初次备考的考生对自己即将面临的英语(二)考试有了全面的认识 and 了解,并在正式步入复习备考前借此检测下自己的水平,以期制定更加符合自己的备考方案。

本书特点如下:

### 一、结构布局合理,清晰明了

本书由导学篇、应试指导篇和实战模拟篇组成。全书将英语(二)由考试入门→重点、考点精细讲解→实战模拟进行分析,结构合理,阶段分明,有助于考生层层跟进,步步为营,更好地复习和把握。

### 二、注重方法与技巧,针对性强

应试指导篇中,将英语(二)所需掌握的知识要点均用不同的方式给予了讲解和剖析,针对性强。如:语法要点的全新归纳和总结;常见词根、词缀及重点词组和词义辨析;英语知识运用的命题规律与解题线索;阅读理解五种题型的特点及解题技巧;英译汉翻译的评分标准及命题规律,词、句、篇的翻译技巧;英文写作的基本方法,并重点介绍了议论文、说明文及应用文的写作技巧。

### 三、有讲有练,讲练结合,有的放矢

对于成人学习而言,光听不练很难有效果,非母语的英语学习亦如此。本书在部分篇章中,为了能让考生更好地理解并把握住考试要点,特意配备了部分针对性很强的习题,以便做到讲与练的结合,有的放矢。

### 四、具体编写贴近真题,实用性强

本书的编写严格结合了最新考试大纲要求及对历年真题的剖析,部分讲解则以历年典范真题为例,重要考点及命题趋势均进行了分析,实用性很强。

### 五、全真模拟精心编制,实战演练

本书精心配备了两套全真模拟,便于考生在全面复习完本书后,可以很好地全面自我检测,以达到实战演练的目的。

希望本书能够对广大考生提供一定的帮助。由于时间仓促以及编者的水平有限,书中难免会有不足之处,敬请广大读者批评指正!

编者

2014年2月

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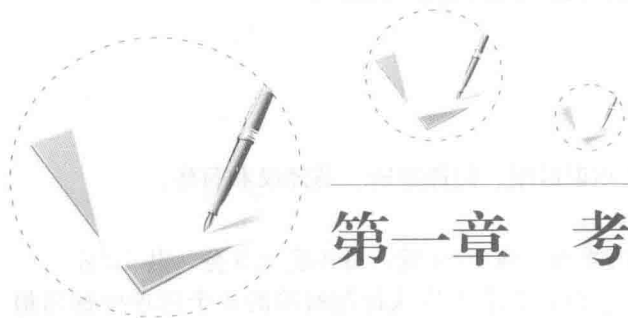




导 学 篇

# 管理类专业学位联考 英语考试简介





# 第一章 考试说明

## 第一节 考试性质

管理类专业学位联考英语，即在职攻读硕士学位入学考试全国英语联考，是国务院学位办组织的国家级选拔性考试，其目的是为了客观、科学、公正、规范地测试考生的英语语言知识和使用语言的相关能力。又称“英语（二）”。

在职攻读硕士学位入学考试全国英语联考要求考生能够较熟练地掌握英语的基本语法和常用词汇，具有较强的阅读能力和一定的写、译等语言运用能力。与全国统招硕士研究生入学英语考试相比，在职攻读硕士学位入学考试全国英语联考充分考虑了该类考生的实际情况以及工作需要等方面的特点。

在职攻读硕士学位入学考试全国英语联考的考查范围，包括考生的词汇和基本语法的运用能力、英语知识运用和阅读理解能力、英译汉和写作能力。

## 第二节 考试形式和试卷结构

### 1. 考试形式

考试形式为笔试。考试时间为 180 分钟。满分为 100 分。

试卷包括试题册和答题卡。答题卡分为答题卡 1 和答题卡 2。考生应将英语知识运用和阅读理解部分的答案按要求填涂在答题卡 1 上，将英译汉和写作部分的答案按要求写在

答题卡 2 上。

## 2. 试卷结构

试题分四部分, 共 48 题, 包括英语知识运用、阅读理解、英译汉和写作。

### 第一部分 英语知识运用

主要考查考生对英语知识的综合运用能力。共 20 小题, 每小题 0.5 分, 共 10 分。

在一篇约 350 词的文章中留出 20 个空白, 要求考生从每题所给的 4 个选项中选出最佳答案, 使补全后的文章意思通顺, 前后连贯, 结构完整。考生在答题卡 1 上作答。

### 第二部分 阅读理解

主要考查考生获取信息、理解文章并针对每篇文章后面的问题进行推断等方面的能力。该部分由 A、B 两节组成。共 25 小题, 每小题 2 分, 共 50 分。

#### A 节 (20 小题)

本部分为多项选择题。共四篇文章, 总长度为 1 500 个词汇左右, 要求考生阅读文章及针对每篇文章后面的问题, 在每个问题后面所提供的选项 (A、B、C、D) 中选出唯一正确或是最合适的答案。

每篇文章设 5 题, 共 20 题。每小题 2 分, 共 40 分。考生在答题卡 1 上作答。

#### B 节 (5 小题)

本部分有 3 种备选题型。每次考试从这 3 种题型中选择其中的一种形式, 或者这 3 种形式中某几种形式的组合进行考查。本节文章设 5 小题, 每小题 2 分, 共 10 分。

考生在答题卡 1 上作答。

备选题型包括:

#### (1) 多项对应:

本部分为一篇长度为 450~550 词的文章, 试题内容分为左右两栏, 左侧一栏为 5 道题目, 右侧一栏为 7 个选项。要求考生在阅读后根据文章内容和左侧一栏中提供的信息, 从右侧一栏中的 7 个选项中选出对应的 5 项相关信息。

#### (2) 小标题对应:

在一篇长度为 450~550 词的文章前有 7 个概括句或小标题。这些文字或标题分别是对文章中某一部分的概括和阐述。要求考生根据文章内容和篇章结构从这 7 个选项中选出最恰当的 5 个概括句或小标题填入文章空白处。

#### (3) 正误判断:

在一篇长度为 450~550 词的文章后有与文章内容有关的 5 项陈述。要求考生在阅读后根据文章内容判断各项陈述的内容是“正确”(True) 还是“错误”(False)。

### 第三部分 英译汉

考查考生理解所给英语语言材料并将其译成汉语的能力。要求译文准确、完整、通顺。

要求考生阅读、理解长度为 150 词左右的一个或几个英语段落, 并将其全部译成汉语。考生在答题卡 2 上作答。共 15 分。

### 第四部分 写作

该部分由 A、B 两节组成, 主要考查考生的书面表达能力。共 2 题, 总共 25 分。

#### A 节

题型有两种, 每次考试选择其中一种形式。

备选题型包括:

(1) 考生根据所给情景写出约 100 词 (标点符号不计算在内) 的应用性短文, 包括私人 and 公务信函、备忘录、报告等。

(2) 要求考生根据所提供的汉语文章, 用英语写出一篇 80~100 词的该文摘要。

考生在答题卡 2 上作答。共 10 分。

#### B 节

要求考生根据所规定的情景或给出的提纲, 写出一篇 150 词以上的英语说明文或议论文。提供情景的形式为图画、图表或文字。考生在答题卡 2 上作答。共 15 分。



## 第二章 2014 年管理类专业 学位联考英语(二)试卷

英语(二)考试时间为 3 个小时。请大家在正式进入全面的复习备考前,先严格按照考试时间规定,对下面的 2014 年最新真题进行自我检测,并在测试结束后,参照本章后面的第二节“参考答案及解析”和第三节“总结性分析及备考建议”,对自己将要全面备考的英语(二)的全貌和自己的水平有个基本的了解,并在此基础上制订出合理的复习备考计划,用良好的心态和科学的方法去迎接全新的挑战!

### 第一节 2014 年英语(二)试卷

#### 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 1. (10 points)

Thinner isn't always better. A number of studies have 1 that normal-weight people are in fact at higher risk of some diseases compared to those who are overweight. And there are health conditions for which being overweight is actually 2. For example, heavier women are less likely to develop calcium deficiency than thin women. 3, among the elderly, being somewhat overweight is often an 4 of good health.

Of even greater 5 is the fact that obesity turns out to be very difficult to define. It

is often 6 body mass index, or BMI. BMI 7 body mass divided by the square of height. An adult with a BMI of 18 to 25 is often considered to be normal weight. Between 25 to 30 is overweight. And over 30 is considered obese. Obesity, 8 can be divided into moderately obese, severely obese, and very severely obese.

While such numerical standards seem 9, they are not. Obesity is probably less a matter of weight than body fat. Some people with a high BMI are in fact extremely fit, 10 others with a low BMI may be in poor 11. For example, many collegiate and professional football players are 12 as obese, though their percentage body fat is low. Conversely, someone with a small frame may have high body fat but a 13 BMI.

Today, we have a(n) 14 to label obesity as a disgrace. The overweight are sometimes 15 in the media with their faces covered. Stereotypes 16 with obesity include laziness, lack of will power, and lower prospects for success. Teachers, employers, and health professionals have been shown to biases against the obese. 17 very young children tend to look down on the overweight, and teasing about body build has long been a problem in schools.

Negative attitudes toward obesity, 18 in health concerns have stimulated a number of anti-obesity 19. My own hospital system has banned sugary drinks from its facilities, many employers have instituted weight loss and fitness initiatives, Michelle Obama has launched a high-visibility campaign 20 childhood obesity, even claiming that it represents our greatest national security threat!

- |                    |                  |                 |                     |
|--------------------|------------------|-----------------|---------------------|
| 1. [A] denied      | [B] concluded    | [C] doubled     | [D] ensured         |
| 2. [A] protective  | [B] dangerous    | [C] sufficient  | [D] troublesome     |
| 3. [A] Instead     | [B] However      | [C] Likewise    | [D] Therefore       |
| 4. [A] indicator   | [B] objective    | [C] origin      | [D] example         |
| 5. [A] impact      | [B] relevance    | [C] assistance  | [D] concern         |
| 6. [A] in terms of | [B] in case of   | [C] in favor of | [D] in respect of   |
| 7. [A] measures    | [B] determines   | [C] equals      | [D] modifies        |
| 8. [A] in essence  | [B] in contrast  | [C] in turn     | [D] in part         |
| 9. [A] complicated | [B] conservative | [C] variable    | [D] straightforward |
| 10. [A] so         | [B] while        | [C] since       | [D] unless          |
| 11. [A] shape      | [B] spirit       | [C] balance     | [D] taste           |
| 12. [A] started    | [B] considered   | [C] retired     | [D] stayed          |
| 13. [A] strange    | [B] changeable   | [C] normal      | [D] constant        |
| 14. [A] option     | [B] reason       | [C] opportunity | [D] tendency        |
| 15. [A] employed   | [B] pictured     | [C] imitated    | [D] monitored       |
| 16. [A] compared   | [B] combined     | [C] settled     | [D] associated      |
| 17. [A] Even       | [B] Still        | [C] Yet         | [D] Only            |
| 18. [A] despised   | [B] corrected    | [C] ignored     | [D] grounded        |



19. [A] discussions [B] businesses [C] policies [D] studies  
 20. [A] for [B] against [C] with [D] without

## Section II Reading Comprehension

### Part A

#### Directions:

Read the following four texts. Answer the questions after each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1. (40 points)

#### Text 1

What would you do with \$590m? This is now a question for Gloria MacKenzie, an 84-year-old widow who recently emerged from her small, tin-roofed house in Florida to collect the biggest undivided lottery jackpot in history. If she hopes her new-found fortune will yield lasting feelings of fulfillment, she could do worse than read *Happy Money* by Elizabeth Dunn and Michael Norton.

These two academics use an array of behavioral research to show that the most rewarding ways to spend money can be counterintuitive. Fantasies of great wealth often involve visions of fancy cars and extravagant homes. Yet satisfaction with these material purchases wears off fairly quickly. What was once exciting and new becomes old hat; regret creeps in. It is far better to spend money on experience, say Ms. Dunn and Mr. Norton, like interesting trips, unique meals or even going to the cinema. These purchases often become more valuable with time—as stories or memories—particularly if they involve feeling more connected to others.

This slim volume is packed with tips to help wage slaves as well as lottery winners get the most “happiness bang for your buck.” It seems most people would be better off if they could shorten their commutes to work, spend more time with friends and family and less of it watching television (something the average American spends a whopping two months a year doing, and is hardly jollier for it). Buying gifts or giving to charity is often more pleasurable than purchasing things for oneself, and luxuries are most enjoyable when they are consumed sparingly. This is apparently the reason McDonald’s restricts the availability of its popular McRib—a marketing trick that has turned the pork sandwich into an object of obsession.

Readers of *Happy Money* are clearly a privileged lot, anxious about fulfillment, not hunger. Money may not quite buy happiness, but people in wealthier countries are generally happier than those in poor ones. Yet the link between feeling good and spending money on others can be seen among rich and poor people around the world, and scarcity enhances the pleasure of most things for most people. Not everyone will agree with the authors’ policy ideas, which range from mandating more holiday time to reducing tax incentives for

American homebuyers. But most people will come away from this book believing it was money well spent.

21. According to Dunn and Norton, which of the following is the most rewarding purchase?

[A] A big house. [B] A special tour. [C] A stylish car. [D] A rich meal.

22. The author's attitude toward Americans' watching TV is \_\_\_\_\_.

[A] critical [B] supportive [C] sympathetic [D] ambiguous

23. McRib is mentioned in Paragraph 3 to show that \_\_\_\_\_.

[A] consumers are sometimes irrational

[B] popularity usually comes after quality

[C] marketing tricks are after effective

[D] rarity generally increases pleasure

24. According to the last paragraph, *Happy Money* \_\_\_\_\_.

[A] has left much room for readers' criticism

[B] may prove to be a worthwhile purchase

[C] has predicted a wider income gap in the US

[D] may give its readers a sense of achievement

25. This text mainly discusses how to \_\_\_\_\_.

[A] balance feeling good and spending money

[B] spend large sums of money won in lotteries

[C] obtain lasting satisfaction from money spent

[D] become more reasonable in spending on luxuries

## Text 2

An article in *Scientific America* has pointed out that empirical research says that, actually, you think you're more beautiful than you are. We have a deep-seated need to feel good about ourselves and we naturally employ a number of self-enhancing (to use the psychological terminology) strategies to achieve this. Social psychologists have amassed oceans of research into what they call the "above average effect", or "illusory superiority", and shown that, for example, 70% of us rate ourselves as above average in leadership, 93% in driving and 85% at getting on well with others—all obviously statistical impossibilities.

We rose-tint our memories and put ourselves into self-affirming situations. We become defensive when criticized, and apply negative stereotypes to others to boost our own esteem, we stalk around thinking we're hot stuff.

Psychologist and behavioral scientist Nicholas Epley oversaw a key study into self-enhancement and attractiveness. Rather than have people simply rate their beauty compared with others, he asked them to identify an original photograph of themselves' from a lineup including versions that had been altered to appear more and less attractive. Visual recognition, reads the study, is "an automatic psychological process occurring rapidly and intuitively with little or no apparent conscious deliberation". If the subjects quickly chose a falsely flattering image—which must did—they genuinely believed it was really how they looked.