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2013

MBA、MPA、MPAcc
管理类联考
历年真题详解
英语、综合能力
一本通

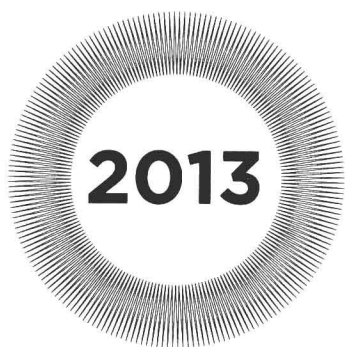
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HIGHER EDUCATION PRESS



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MBA、MPA、MPAcc 管理类联考 历年真题详解 英语、综合能力 一本通

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前 言

对于所有考试而言,最有效的复习资料莫过于历年真题。历年真题体现了考试大纲规定的考试内容和考试要求以及命题思路,其权威性、代表性和前瞻性是其他任何资料都无法比拟的。考生可以通过分析历年真题,研究命题人的出题思路,归纳题目设置特点,把握出题范围和难度,进而揣摩解题方法和技巧,在相对短的时间内最大限度地提高复习效果。

鉴于此,太奇教育集团(<http://www.taigiedu.com>)适时推出了《2013MBA、MPA、MPAcc 管理类联考历年真题详解英语综合能力一本通》一书。本书的作者都是资深的教学和应试专家,在MBA、MPA、MPAcc 管理类硕士联考教学一线摸爬滚打多年,深谙考试之道,熟稔命题思路。在经过多年研究和经验积累之后,厚积薄发,太奇教育名师团队完成了本书的创作,以期帮助广大考生顺利通过联考。

本书在设计和编写方面具有以下主要特点:

1. 选材精而实用

根据试题难度和命题特点,本书精心挑选了2007—2012年6套真题进行解析,以使所选真题最大程度地接近2013年联考真题的考试难度和命题特点。通过研读这些真题,考生可以掌握最新的命题思路、考试重点和考试难度。

2. 囊括综合和英语两部分

本书囊括了MBA、MPA、MPAcc联考综合和英语两部分真题,使考生真正做到“一本在手,别无他求”。

3. 编排合理、结构清晰

本书以套题形式按年代顺序编排,使考生了解最新出题动态和趋势。

4. 解析详尽,答案权威

本书作者均为常年驰骋在考前辅导第一线的名师,深知考生的弱点和不足,因此,每一道题的解析都力求做到细致入微,让考生感觉如同老师在旁。此外,本书详析了每道题的考点,考生不但可以了解出题的角度,而且还可以把握题目类型、出题模式和命题特点。本书对每道题的解析,不仅可以帮助考生复习基础知识,更重要的是帮助考生对所考知识点知其然,更知其所以然,从中掌握各类题型的解题思路、方法和技巧。

在本书编写过程中,得到了太奇教育集团众多往届学员的大力支持,特此感谢。在编写本书时,编者参阅了有关书籍,引经据典,恕不一一指明出处,在此一并向有关作者致谢。

太奇教育集团衷心祝愿广大考生顺利通过联考,实现自己的人生理想。太奇教育集团还为广大考生精心设计了不同班次的辅导计划,详情请登录太奇教育集团旗下<http://www.tqmba.com>和www.xuewei.net.cn两个网站。

由于时间仓促,且太奇教育集团名师团队仍在探索创新、不断完善的阶段,书中纰漏之处在所难免,敬期广大读者明鉴厘正,不吝赐教。

太奇教育集团

2012年3月于北京

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英语(二) 试题

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)

Millions of Americans and foreigners see G. I. Joe as a mindless war toy, the symbol of American military adventurism, but that's not how it used to be. To the men and women who 1 in World War II and the people they liberated, the G. I. was the 2 man grown into hero, the poor farm kid torn away from his home, the guy who 3 all the burdens of battle, who slept in cold foxholes, who went without the 4 of food and shelter, who stuck it out and drove back the Nazi reign of murder. This was not a volunteer soldier, not someone well paid, 5 an average guy, up 6 the best trained, best equipped, fiercest, most brutal enemies seen in centuries.

His name isn't much. *G. I.* is just a military abbreviation 7 Government Issue, and it was on all of the articles 8 to soldiers. And Joe? A common name for a guy who never 9 it to the top. Joe Blow, Joe Palooka, Joe Magrac... a working class name. The United States has 10 had a president or vice-president or secretary of state Joe.

G. I. Joe had a 11 career fighting German, Japanese, and Korean troops. He appears as a character, or a 12 of American personalities, in the 1945 movie *The Story of G. I. Joe*, based on the last days of war correspondent Ernie Pyle. Some of the soldiers Pyle 13 portrayed themselves in the film. Pyle was famous for covering the 14 side of the war, writing about the dirt-snow-and-mud soldiers, not how many miles were 15 or what towns were captured or liberated. His reports 16 the "Willie" cartoons of famed *Stars and Stripes* artist Bill Maulden. Both men 17 the dirt and exhaustion of war, the 18 of civilization that the soldiers shared with each other and the civilians: coffee, tobacco, whiskey, shelter, sleep. 19 Egypt, France, and a dozen more countries, G. I. Joe was any American soldier, 20 the most important person in their lives.

- | | | | |
|--------------------|----------------|-----------------|----------------|
| 1. [A] served | [B] performed | [C] rebelled | [D] betrayed |
| 2. [A] actual | [B] common | [C] special | [D] normal |
| 3. [A] loaded | [B] eased | [C] removed | [D] bore |
| 4. [A] necessities | [B] facilities | [C] commodities | [D] properties |
| 5. [A] and | [B] nor | [C] but | [D] hence |

- | | | | |
|---------------------------|---------------------|-----------------------|---------------------|
| 6. [A] for | [B] into | [C] from | [D] against |
| 7. [A] implying | [B] meaning | [C] symbolizing | [D] claiming |
| 8. [A] handed out | [B] turned over | [C] brought back | [D] passed down |
| 9. [A] pushed | [B] got | [C] made | [D] managed |
| 10. [A] ever | [B] never | [C] either | [D] neither |
| 11. [A] disguised | [B] disturbed | [C] disputed | [D] distinguished |
| 12. [A] company | [B] community | [C] collection | [D] colony |
| 13. [A] employed | [B] appointed | [C] interviewed | [D] questioned |
| 14. [A] human | [B] military | [C] political | [D] ethical |
| 15. [A] ruined | [B] commuted | [C] patrolled | [D] gained |
| 16. [A] paralleled | [B] counteracted | [C] duplicated | [D] contradicted |
| 17. [A] neglected | [B] emphasized | [C] avoided | [D] admired |
| 18. [A] stages | [B] illusions | [C] fragments | [D] advances |
| 19. [A] With | [B] To | [C] Among | [D] Beyond |
| 20. [A] on the contrary | [B] by this means | [C] from the outset | [D] at that point |

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

Homework has never been terribly popular with students and even many parents, but in recent years it has been particularly scorned. School districts across the country, most recently Los Angeles Unified, are revising their thinking on this educational ritual. Unfortunately, L. A. Unified has produced an inflexible policy which mandates that with the exception of some advanced courses, homework may no longer count for more than 10% of a student's academic grade.

This rule is meant to address the difficulty that students from impoverished or chaotic homes might have in completing their homework. But the policy is unclear and contradictory. Certainly, no homework should be assigned that students cannot complete on their own or that they cannot do without expensive equipment. But if the district is essentially giving a pass to students who do not do their homework because of complicated family lives, it is going riskily close to the implication that standards need to be lowered for poor children.

District administrators say that homework will still be a part of schooling; teachers are allowed to assign as much of it as they want. But with homework counting for no more than 10% of their grades, students can easily skip half their homework and see very little difference on their report cards. Some students might do well on state tests without completing their homework, but what about the students who performed well on the tests and did their homework? It is quite possible that the homework helped.

Yet rather than empowering teachers to find what works best for their students, the policy imposes a flat, across-the-board rule.

At the same time, the policy addresses none of the truly thorny questions about homework. If the district finds homework to be unimportant to its students' academic achievement, it should move to reduce or eliminate the assignments, not make them count for almost nothing. Conversely, if homework matters, it should account for a significant portion of the grade. Meanwhile, this policy does nothing to ensure that the homework students receive is meaningful or appropriate to their age and the subject, or that teachers are not assigning more than they are willing to review and correct.

The homework rules should be put on hold while the school board, which is responsible for setting educational policy, looks into the matter and conducts public hearings. It is not too late for L. A. Unified to do homework right.

21. It is implied in Paragraph 1 that nowadays homework _____.
[A] is receiving more criticism [B] is gaining more preferences
[C] is no longer an educational ritual [D] is not required for advanced courses
22. L. A. Unified has made the rule about homework mainly because poor students _____.
[A] tend to have moderate expectations for their education
[B] have asked for a different educational standard
[C] may have problems finishing their homework
[D] have voiced their complaints about homework
23. According to Paragraph 3, one problem with the policy is that it may _____.
[A] result in students' indifference to their report cards
[B] undermine the authority of state tests
[C] restrict teachers' power in education
[D] discourage students from doing homework
24. As mentioned in Paragraph 4, a key question unanswered about homework is whether _____.
[A] it should be eliminated [B] it counts much in schooling
[C] it places extra burdens on teachers [D] it is important for grades
25. A suitable title for this text could be _____.
[A] A Faulty Approach to Homework
[B] A Welcomed Policy for Poor Students
[C] Thorny Questions about Homework
[D] Wrong Interpretations of an Educational Policy

Text 2

Pretty in pink: adult women do not remember being so obsessed with the colour, yet it is pervasive in our young girls' lives. It is not that pink is intrinsically bad, but it is such a tiny slice of the rainbow and, though it may celebrate girlhood in one way, it also repeatedly and firmly fuses girls' identity to appearance. Then it presents that connection, even among two-year-olds, between girls as not only innocent but as evidence of innocence. Looking around, I despaired at the singular lack of imagination

about girls' lives and interests.

Girls' attraction to pink may seem unavoidable, somehow encoded in their DNA, but according to Jo Paoletti, an associate professor of *American Studies*, it is not. Children were not colour-coded at all until the early 20th century; in the era before domestic washing machines all babies wore white as a practical matter, since the only way of getting clothes clean was to boil them. What's more, both boys and girls wore what were thought of as gender-neutral dresses. When nursery colours were introduced, pink was actually considered the more masculine colour, a pastel version of red, which was associated with strength. Blue, with its intimations of the Virgin Mary, constancy and faithfulness, symbolised femininity. It was not until the mid-1980s, when amplifying age and sex differences became a dominant children's marketing strategy, that pink fully came into its own, when it began to seem inherently attractive to girls, part of what defined them as female, at least for the first few critical years.

I had not realised how profoundly marketing trends dictated our perception of what is natural to kids, including our core beliefs about their psychological development. Take the toddler. I assumed that phase was something experts developed after years of research into children's behaviour; wrong. Turns out, according to Daniel Cook, a historian of childhood consumerism, it was popularised as a marketing trick by clothing manufacturers in the 1930s.

Trade publications counselled department stores that, in order to increase sales, they should create a "third stepping stone" between infant wear and older kids' clothes. It was only after "toddler" became a common shoppers' term that it evolved into a broadly accepted developmental stage. Splitting kids, or adults, into ever-tinier categories has proved a sure-fire way to boost profits. And one of the easiest ways to segment a market is to magnify gender differences—or invent them where they did not previously exist.

26. By saying "it is... the rainbow" (Para. 1), the author means pink _____.

- [A] cannot explain girls' lack of imagination
- [B] should not be associated with girls' innocence
- [C] should not be the sole representation of girlhood
- [D] cannot influence girls' lives and interests

27. According to Paragraph 2, which of the following is true of colours?

- [A] Colours are encoded in girls' DNA.
- [B] Blue used to be regarded as the colour for girls.
- [C] White is preferred by babies.
- [D] Pink used to be a neutral colour in symbolising genders.

28. The author suggests that our perception of children's psychological development was much influenced by _____.

- [A] the observation of children's nature
- [B] the marketing of products for children
- [C] researches into children's behaviour
- [D] studies of childhood consumption

29. We may learn from Paragraph 4 that department stores were advised to _____.
[A] classify consumers into smaller groups
[B] attach equal importance to different genders
[C] focus on infant wear and older kids' clothes
[D] create some common shoppers' terms
30. It can be concluded that girls' attraction to pink seems to be _____.
[A] fully understood by clothing manufacturers
[B] clearly explained by their inborn tendency
[C] mainly imposed by profit-driven businessmen
[D] well interpreted by psychological experts

Text 3

In 2010, a federal judge shook America's biotech industry to its core. Companies had won patents for isolated DNA for decades—by 2005 some 20% of human genes were patented. But in March 2010 a judge ruled that genes were unpatentable. Executives were violently agitated. The Biotechnology Industry Organisation (BIO), a trade group, assured members that this was just a “preliminary step” in a longer battle.

On July 29th they were relieved, at least temporarily. A federal appeals court overturned the prior decision, ruling that Myriad Genetics could indeed hold patents to two genes that help forecast a woman's risk of breast cancer. The chief executive of Myriad, a company in Utah, said the ruling was a blessing to firms and patients alike.

But as companies continue their attempts at personalised medicine, the courts will remain rather busy. The Myriad case itself is probably not over. Critics make three main arguments against gene patents: a gene is a product of nature, so it may not be patented; gene patents suppress innovation rather than reward it; and patents' monopolies restrict access to genetic tests such as Myriad's. A growing number seem to agree. Last year a federal task-force urged reform for patents related to genetic tests. In October the Department of Justice filed a brief in the Myriad case, arguing that an isolated DNA molecule “is no less a product of nature... than are cotton fibres that have been separated from cotton seeds.”

Despite the appeals court's decision, big questions remain unanswered. For example, it is unclear whether the sequencing of a whole genome violates the patents of individual genes within it. The case may yet reach the Supreme Court.

As the industry advances, however, other suits may have an even greater impact. Companies are unlikely to file many more patents for human DNA molecules—most are already patented or in the public domain. Firms are now studying how genes interact, looking for correlations that might be used to determine the causes of disease or predict a drug's efficacy. Companies are eager to win patents for “connecting the dots,” explains Hans Sauer, a lawyer for the BIO.

Their success may be determined by a suit related to this issue, brought by the Mayo Clinic, which the Supreme Court will hear in its next term. The BIO recently held a convention which included

sessions to coach lawyers on the shifting landscape for patents. Each meeting was packed.

31. It can be learned from Paragraph 1 that the biotech companies would like _____.
[A] genes to be patentable [B] the BIO to issue a warning
[C] their executives to be active [D] judges to rule out gene patenting
32. Those who are against gene patents believe that _____.
[A] genetic tests are not reliable
[B] only man-made products are patentable
[C] patents on genes depend much on innovation
[D] courts should restrict access to genetic tests
33. According to Hans Sauer, companies are eager to win patents for _____.
[A] discovering gene interactions [B] establishing disease correlations
[C] drawing pictures of genes [D] identifying human DNA
34. By saying "Each meeting was packed" (Para. 6), the author means that _____.
[A] the supreme court was authoritative
[B] the BIO was a powerful organisation
[C] gene patenting was a great concern
[D] lawyers were keen to attend conventions
35. Generally speaking, the author's attitude toward gene patenting is _____.
[A] critical [B] supportive [C] scornful [D] objective

Text 4

The great recession may be over, but this era of high joblessness is probably beginning. Before it ends, it will likely change the life course and character of a generation of young adults. And ultimately, it is likely to reshape our politics, our culture, and the character of our society for years.

No one tries harder than the jobless to find silver linings in this national economic disaster. Many said that unemployment, while extremely painful, had improved them in some ways: they had become less materialistic and more financially prudent; they were more aware of the struggles of others. In limited respects, perhaps the recession will leave society better off. At the very least, it has awoken us from our national fever dream of easy riches and bigger houses, and put a necessary end to an era of reckless personal spending.

But for the most part, these benefits seem thin, uncertain, and far off. In *The Moral Consequences of Economic Growth*, the economic historian Benjamin Friedman argues that both inside and outside the U. S., lengthy periods of economic stagnation or decline have almost always left society more mean-spirited and less inclusive, and have usually stopped or reversed the advance of rights and freedoms. Anti-immigrant sentiment typically increases, as does conflict between races and classes.

Income inequality usually falls during a recession, but it has not shrunk in this one. Indeed, this period of economic weakness may reinforce class divides, and decrease opportunities to cross them—especially for young people. The research of Till Von Wachter, the economist at Columbia University, suggests that not all people graduating into a recession see their life chances dimmed; those with

degrees from elite universities catch up fairly quickly to where they otherwise would have been if they had graduated in better times; it is the masses beneath them that are left behind.

In the Internet age, it is particularly easy to see the resentment that has always been hidden within American society. More difficult, in the moment, is discerning precisely how these lean times are affecting society's character. In many respects, the U. S. was more socially tolerant entering this recession than at any time in its history, and a variety of national polls on social conflict since then have shown mixed results. We will have to wait and see exactly how these hard times will reshape our social fabric. But they certainly will reshape it, and all the more so the longer they extend.

36. By saying "to find silver linings" (Para. 2) the author suggests that the jobless try to _____.

- [A] seek subsidies from the government
- [B] make profits from the troubled economy
- [C] explore reasons for the unemployment
- [D] look on the bright side of the recession

37. According to Paragraph 2, the recession has made people _____.

- [A] struggle against each other
- [B] realize the national dream
- [C] challenge their prudence
- [D] reconsider their lifestyle

38. Benjamin Friedman believes that economic recessions may _____.

- [A] impose a heavier burden on immigrants
- [B] bring out more evils of human nature
- [C] promote the advance of rights and freedoms
- [D] ease conflicts between races and classes

39. The research of Till Von Wachter suggests that in the recession graduates from elite universities tend to _____.

- [A] lag behind the others due to decreased opportunities
- [B] catch up quickly with experienced employees
- [C] see their life chances as dimmed as the others'
- [D] recover more quickly than the others

40. The author thinks that the influence of hard times on society is _____.

- [A] trivial
- [B] positive
- [C] certain
- [D] destructive

Part B

Directions:

Read the following text and answer the questions by finding information from the left column that corresponds to each of the marked details given in the right column. There are two extra choices in the right column. Mark your answers on **ANSWER SHEET 1**. (10 points)

"Universal history, the history of what man has accomplished in this world, is at bottom the History of the Great Men who have worked here," wrote the Victorian sage Thomas Carlyle. Well, not any more it is not.

Suddenly, Britain looks to have fallen out with its favourite historical form. This could be no more

than a passing literary craze, but it also points to a broader truth about how we now approach the past: less concerned with learning from our forefathers and more interested in feeling their pain. Today, we want empathy, not inspiration.

From the earliest days of the Renaissance, the writing of history meant recounting the exemplary lives of great men. In 1337, Petrarch began work on his rambling writing *De Viris Illustribus—On Famous Men*, highlighting the *virtus* (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top. This was the biographical tradition which Niccolò Machiavelli turned on its head. In *The Prince*, he championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.

Over time, the attributes of greatness shifted. The Romantics commemorated the leading painters and authors of their day, stressing the uniqueness of the artist's personal experience rather than public glory. By contrast, the Victorian author Samuel Smiles wrote *Self-Help* as a catalogue of the worthy lives of engineers, industrialists and explorers. "The valuable examples which they furnish of the power of self-help, of patient purpose, resolute working, and steadfast integrity, issuing in the formation of truly noble and manly character, exhibit," wrote Smiles, "what it is in the power of each to accomplish for himself." His biographies of James Watt, Richard Arkwright and Josiah Wedgwood were held up as beacons to guide the working man through his difficult life.

This was all a bit bourgeois for Thomas Carlyle, who focused his biographies on the truly heroic lives of Martin Luther, Oliver Cromwell and Napoleon Bonaparte. These epochal figures represented lives hard to imitate, but to be acknowledged as possessing higher authority than mere mortals.

Not everyone was convinced by such bombast. "The history of all hitherto existing society is the history of class struggles," wrote Marx and Engels in *The Communist Manifesto*. For them, history did nothing, it possessed no immense wealth nor waged battles: "It is man, real, living man who does all that." And history should be the story of the masses and their record of struggle. As such, it needed to appreciate the economic realities, the social contexts and power relations in which each epoch stood. For: "Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given and transmitted from the past."

This was the tradition which revolutionised our appreciation of the past. In place of Thomas Carlyle, Britain nurtured Christopher Hill, E. P. Thompson and Eric Hobsbawm. History from below stood alongside biographies of great men. Whole new realms of understanding—from gender to race to cultural studies—were opened up as scholars unpicked the multiplicity of lost societies. And it transformed public history too: downstairs became just as fascinating as upstairs.

	[A] emphasized the virtue of classical heroes.
41. Petrarch	[B] highlighted the public glory of the leading artists.
42. Niccolò Machiavelli	[C] focused on epochal figures whose lives were hard to imitate.

续表

43. Samuel Smiles	[D] opened up new realms of understanding the great men in history.
44. Thomas Carlyle	[E] held that history should be the story of the masses and their record of struggle.
45. Marx and Engels	[F] dismissed virtue as unnecessary for successful leaders.
	[G] depicted the worthy lives of engineers, industrialists and explorers.

Section III Translation

46. Directions:

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

When people in developing countries worry about migration, they are usually concerned at the prospect of their best and brightest departure to Silicon Valley or to hospitals and universities in the developed world. These are the kind of workers that countries like Britain, Canada and Australia try to attract by using immigration rules that privilege college graduates.

Lots of studies have found that well-educated people from developing countries are particularly likely to emigrate. A big survey of Indian households in 2004 found that nearly 40% of emigrants had more than a high-school education, compared with around 3.3% of all Indians over the age of 25. This “brain drain” has long bothered policymakers in poor countries. They fear that it hurts their economies, depriving them of much-needed skilled workers who could have taught at their universities, worked in their hospitals and come up with clever new products for their factories to make.

Section IV Writing

Part A

47. Directions:

Suppose you have found something wrong with the electronic dictionary that you bought from an online store the other day. Write an email to the customer service center to

- 1) make a complaint, and
- 2) demand a prompt solution.

You should write about 100 words on **ANSWER SHEET 2**.

Do not sign your own name at the end of the letter. Use “Zhang Wei” instead.

Do not write the address. (10 points)

Part B

48. Directions:

Write an essay based on the following table. In your writing, you should

1) describe the table, and

2) give your comments.

You should write at least 150 words.

Write your essay on **ANSWER SHEET 2.** (15 points)

某公司员工工作满意度调查

满意度 年龄组	满意	不清楚	不满意
≤40 岁	16.7%	50.0%	33.3%
41 ~ 50 岁	0.0%	36.0%	64.0%
>50 岁	40.0%	50.0%	10.0%

英语(二) 试题解析

Section I Use of English

试题解析

1. 选 A。动词辨析。从空后的 the people they liberated“他们解放的人们”可以看出,空前的内容表示的意思应该是“参加了第二次世界大战的男人和女人”。只有 serve 有“服兵役”的意思,故 A 项为正确答案。perform 意为“履行,完成;工作,表现”;rebel 意为“反叛,造反”;betray 意为“背叛,出卖”。
2. 选 B。上下文语义。空内信息应该与 hero“英雄”意思相对,该句后面的部分说他背井离乡,经历了很多苦难,显然这里应该是说由普通人(common man)成长为英雄,故 B 项为正确答案。actual 意为“实际的,真实的”;special 意为“特殊的,专门的”;normal 意为“正常的,平常的”。
3. 选 D。动宾搭配。本题考查的是动宾搭配关系,承担战争带来的负担,应该用动词 bear 或 shoulder,故 D 项为正确答案。load 意为“装载,装货”;ease 意为“缓解,减轻”;remove 意为“移开;调动;去掉”。
4. 选 A。名词辨析。food 和 shelter(食物和住所)是维持生存最起码的条件,由此可知本空所填的词应该表示“生活必需品”的意思,A 项 necessities 意为“必需品”,符合题意,故为正确答案。facilities 表示“设备,设施”,commodities 表示“商品”,properties 表示“财产”,均不符合题意。
5. 选 C。固定搭配。本句的意思是“他不是一个志愿兵,也没有高的报酬,而是一个普通人”。not...but 为固定搭配,意为“不是……而是……”,符合题意,故 C 项为正确答案。
6. 选 D。介宾搭配。本题主要考查介宾搭配。根据 up _____ the best trained, best equipped, fiercest, most brutal enemies 可知,是起来反抗敌人,against 表示“反抗”的意思,符合题意,故 D

项为正确答案。

7. 选 C。动词辨析。本句的意思是“G. I. 仅仅是一个代表 Government Issue 的军事缩略语”。symbolize 意为“象征,代表”,符合题意,故 C 项为正确答案。imply 意为“暗示”;mean 意为“表示……的意思,意指”;claim 意为“声称,断言”,均不合题意。
8. 选 A。词组辨析。本句的意思是“G. I. 这个符号出现在分发给士兵的所有物品上”。hand out 意为“分发,发放”,符合题意,故 A 项为正确答案。turn over 意为“移交”;bring back 意为“带回”;pass down 意为“传承,一代一代传下来”,均不合题意。
9. 选 C。固定搭配。make it to the top 为固定搭配,意为“使处于顶尖地位”,空格所在句子的意思是“一个从未爬到社会顶层的人的名字”,故 C 项为正确答案。
10. 选 B。上下文语境。结合第 9 题的分析可知,空格所在句子实际上是进一步举例说明 Joe 没有取得大的成就:从来都不曾出现过叫 Joe 的总统、副总统、国务卿。根据句意只能选 never, B 项为正确答案。
11. 选 D。形容词辨析。本句的意思是“G. I. Joe 拥有____的军旅生涯,曾和德国人,日本人以及朝鲜人作战”。distinguished 意为“卓越的,著名的”,符合语境,故 D 项为正确答案。disguised 意为“假装的,隐蔽的”;disturbed 意为“扰乱的”,disputed 意为“有争议的”;均不符合题意。
12. 选 C。名词辨析。本句的意思是“他身上体现着美国人的某些特色,或身上结合了美国人的诸多特性”。collection 意为“聚集;积聚物”,符合题意,故 C 项为正确答案。company 意为“公司;伴随”;community 意为“社区,社会;团体”;colony 意为“殖民地”,均不符合题意。
13. 选 C。动词辨析。空格所在语境为:Pyle ____ 的一些士兵本色出演了该片。结合上句对 Ernie Pyle 的介绍,可知 Pyle 为一战地记者(war correspondent),因此 C 项 interviewed“采访”符合语境,为正确答案。employ 意为“雇用”;appoint 意为“任命,指定”;question 意为“询问,审问;对……提出疑问”。
14. 选 A。上下文语义。空格所在语境为:Pyle 擅长报道战争的____面,报道那些浑身是尘土、积雪以及泥浆的士兵。Pyle 的报道重在士兵而非战争上,因而可确定他关注更多的是人性,故 A 项为正确答案。military 意为“军事的”;political 意为“政治的”;ethical 意为“伦理的,道德的”,均不合题意。
15. 选 D。动词辨析。本题承接上题,表达的意思是“Pyle 并不关注赢取了英里数的战线,或是占领或解放了哪些地方”。gain 意为“获得;增加”,有推进(一段)距离的意思,符合题意,故 D 项为正确答案。ruin 意为“破坏,毁掉”;commute 意为“经常乘车(或船等)往返于两地”;patrol 意为“巡逻,巡查”,均不合题意。
16. 选 A。动词辨析。根据空格后一句中的 Both men(两者都)可以确定他的报道与 Bill Maulden 的漫画是类似的, A 项 paralleled 意为“与……相当”,符合语境,故为正确答案。counteract 表示“对抗,抵消”;duplicate 表示“复制”;contradict 表示“反驳,与……矛盾”,均不合题意。
17. 选 B。上下文语义。空格所在语境为:两者都____战争的丑恶以及所带来的损耗。由上文可知,Pyle 更加注重战争中的士兵,因而他不可能是忽略(neglected),避免(avoided)或是钦佩(admired)战争所带来的这一些负面的东西,只有 B 项 emphasized“强调,重视”符合语境,

为正确答案。

18. 选 C。名词辨析。冒号后面的“咖啡、香烟、威士忌、住的地方和睡觉的地方”都是士兵之间以及士兵和百姓共享的人类文明的片段,fragment 意为“片段,碎片”,符合语境,故 C 项为正确答案。stage 意为“舞台;阶段”;illusion 意为“错觉,幻想”;advance 意为“前进,发展”,均不合题意。
19. 选 B。介词辨析。本句的意思是“对于埃及、法国以及其他数十个国家来说,G. I. Joe 可以是任何一名美国士兵”。to 表示“对于……来说”,符合语境,故 B 项为正确答案。
20. D。词组辨析。空格所在语境为:G. I. Joe 是他们生命中最重要的人。on the contrary 表示“正相反”,by this means 表示“用这种方式”,from the outset 表示“从一开始”,at that point 表示“就这方面来说”。四个选项中只有 D 项符合语境,为正确答案。

参考译文

许许多多的美国和其他国家的人都将美国大兵看做是一个没头脑的战争玩具、美国军事冒险主义的象征,但过去却并非如此。对于那些曾在第二次世界大战中服役以及被他们解放的人们来说,G. I. 就是由普通人成长起来的英雄,就是极不情愿地离开自己家乡的穷困的乡下孩子,就是承受了全部战争重负的人。他们睡在冰冷的散兵坑中,缺乏食物和遮蔽物等必需品,他们坚持到最后并击退了纳粹的铁血统治。他不是一名志愿兵,也不属于报酬丰厚的人,而是一个对抗几个世纪以来训练最有素、装备最精良、最凶猛的并且最残忍的敌人的普通人。

他的名字并没什么特别的。G. I. 仅仅是一个代表 Government Issue 的军事缩略语,它还出现在分发给士兵的所有物品上。那么 Joe 呢?从未爬到社会顶层的人所用的一个普通名字。例如,Joe Blow、Joe Palooka、Joe Magrac 等都是工人阶层所用的名字。美国从未出现过叫 Joe 的总统、副总统或者国务卿。

G. I. Joe 拥有卓越的军旅生涯,曾和德国人,日本人以及朝鲜人作战。1945 年,以战地记者 Ernie Pyle 最后的日子为底本的电影《G. I. Joe 的故事》中,G. I. Joe 身上体现着美国人的某些特色,或身上结合了美国人的诸多特性。Pyle 采访过的一些士兵本色出演了该片。Pyle 擅长报道战争中人性的一面,报道那些浑身是尘土、积雪以及泥浆的士兵,而并不关注赢取了多么英里的战线,或是占领或解放了哪些地方。他的报道与美国《星条旗报》著名的艺术家 Bill Maulden 的漫画《Willie》相似。两人都强调战争的丑恶以及所带来的损耗,士兵之间以及士兵和百姓分享的人类文明的片段:咖啡、烟草、威士忌、住所以及睡觉的地方。对于埃及、法国以及其他数十个国家来说,G. I. Joe 可以是任何一名美国士兵。就此而言,G. I. Joe 是他们生命中最重要的人。

Section II Reading Comprehension

Part A

Text 1

试题解析

21. 选 A。细节题。文章首句指出,家庭作业从来就没有受到学生甚至家长的真正欢迎,特别是到了最近几年,家庭作业还遭到了人们的鄙视。由此可知,目前家庭作业正受到更多的批