



高教版考试用书
www.eduexam.com.cn

2013

MBA、MPA、MPAcc
管理类专业学位联考
最后冲刺7套卷
英语(二)

- 全国硕士研究生入学统一考试
管理类联考辅导用书编委会

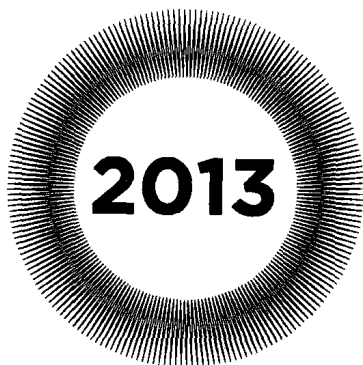


高等教育出版社
HIGHER EDUCATION PRESS



高教版考试用书
www.eduexam.com.cn

MBA、MPA、MPAcc 管理类专业学位联考 最后冲刺7套卷 英语（二）



● 全国硕士研究生入学统一考试
管理类联考辅导用书编委会

2013 MBA、MPA、MPAcc 管理类联考最后冲刺7套卷英语（二）
ZUIHOU CHONGCI 7 TAO JUAN YINGYU (ER)



高等教育出版社·北京
HIGHER EDUCATION PRESS BEIJING

内容简介

本书由经验丰富的考研辅导专家根据全面调整后的《2013年全国硕士研究生入学统一考试英语(二)考试大纲(非英语专业)》、《2013年全国硕士研究生入学统一考试英语(二)考试大纲解析》编写,将大纲和大纲解析中的考点、重点和难点与试题结合,使考生在学习《大纲解析》后通过难易适度的练习题达到检测复习效果、巩固基础、掌握重点、提高解题能力的目的,真正实现记、练、用的结合。

复习建议

在开始复习的时候,最好把本书对照《2013年全国硕士研究生入学统一考试英语(二)考试大纲解析》复习,看完一遍后做一套模拟试卷,直至做完全部7套卷子,以检测复习效果,帮助理解和掌握考点。本书可在后期用于强化训练。

图书在版编目(CIP)数据

2013MBA、MPA、MPAcc 管理类专业学位联考最后冲刺7
套卷. 英语. 2 / 全国硕士研究生入学统一考试管理类联考
辅导用书编委会编. --北京:高等教育出版社,
2012.8

ISBN 978-7-04-033117-2

I. ①2… II. ①全… III. ①英语-研究生-入学考
试-习题集 IV. ①G643

中国版本图书馆 CIP 数据核字(2012)第 188239 号

策划编辑 刘 佳 责任编辑 王 羽 封面设计 王 洋 版式设计 余 杨
责任校对 陈旭颖 责任印制 田 甜

出版发行	高等教育出版社	咨询电话	400-810-0598
社 址	北京市西城区德外大街 4 号	网 址	http://www.hep.edu.cn
邮政编码	100120		http://www.hep.com.cn
印 刷	北京宏伟双华印刷有限公司	网上订购	http://www.landaco.com
开 本	787mm×1092mm 1/16		http://www.landaco.com.cn
印 张	10	版 次	2012 年 8 月第 1 版
字 数	240 千字	印 次	2012 年 8 月第 1 次印刷
购书热线	010-58581118	定 价	25.00 元

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换

版权所有 侵权必究

物 料 号 33117-00

前言

英语(二)向来都是专业硕士考试科目中的关键,特别是当前英语试题命题正从知识型向应用型转变,考生在复习过程中就需要结合这一特点做有针对性的训练。经过数载的努力我们编写了一套与考试特点吻合的、系统化的考前训练模拟试题。本模拟试卷的编者充分研究了考试大纲四大考试题型的命题特点,模仿真题的各种命题参数,精心选材设计并反复校订才完成本模拟试卷。

英语知识运用的文章字数完全按照考试大纲,选取约 350 词的英文文章命题,题型包括上下文对应、词汇辨析和句法结构等类型。每篇文章都给出全文翻译和详细解析。阅读理解文章选取大约 375 词的文章命题,题型包括事实细节、人物观点、推理判断和主旨大意等题型,并且针对每一题型的特点做了详细解释,引导读者逐步找到解题的通用方法。翻译题型选的都是大约 150 词文章,文章题材属于科技、文化和社会生活题材。这三种题材在联考真题中是最常见的。每一篇都包括定语从句、状语从句、分词、被动语态及比较结构等翻译难点的训练和详解。作文部分中小作文以书信为主,大作文以社会现象的评论文章为主,包括图表和文字提示信息作文两种,力求使读者在训练以后能充分具备在考场上随机应变的能力。

有些同学重视基础阶段的学习,却忽视模拟考试的训练。这就像有的士兵只会锻炼身体和训练技能,就是没有荷枪实弹地走上过任何战场。他第一次上战场就是最后的决战,这样他的结果会怎么样呢?很难乐观。那么,模考冲刺阶段其实就是要大家在一个最真实,甚至比真实更加残酷的战场上去应用自己学到的知识和技能,在实战中使自己提高,让自己成为身经百战的熟练兵!所以,建议大家在走进考场之前,多做几套高质量的模拟考试题。每套试题都要在模拟实考的时限和环境下完成,以便测试自己的实际应考能力。为每类题型科学合理地分配时间,并根据自身特点对主观题进行估分(尽量稍估低一些),对分值较大的阅读和写作应该保持高度重视。

本书是由邵宁和张兵两位老师主编,经过了大量的整理和校对工作,由于时间和水平有限难免有疏漏之处,请广大读者提出宝贵建议并谅解。祝愿所有考生在考场上马到成功。

编者

2012 年 8 月

目 录

模拟试卷一	1
模拟试卷二	11
模拟试卷三	21
模拟试卷四	31
模拟试卷五	41
模拟试卷六	51
模拟试卷七	61
模拟试卷一参考答案及解析	71
模拟试卷二参考答案及解析	83
模拟试卷三参考答案及解析	95
模拟试卷四参考答案及解析	106
模拟试卷五参考答案及解析	117
模拟试卷六参考答案及解析	129
模拟试卷七参考答案及解析	142



► 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)

Seven years ago, when I was visiting Germany, I met with an official who explained to me that the country had a perfect solution to its economic problems. Watching the U. S. economy 1 during the 90s, the Germans had decided that they, too, needed to go the high-technology 2. But how? In the late 90s, the answer seemed obvious: Indians. 3 all, Indian entrepreneurs accounted for one of every three Silicon Valley start-ups. So the German government decided that it would 4 Indians to Germany just as America does: by 5 green cards. Officials created something called the German Green Card and 6 that they would issue 20 000 in the first year. 7, the Germans expected that tens of thousands more Indians would soon be begging to come, and perhaps the 8 would have to be increased. But the program was a failure. A year later 9 half of the 20 000 cards had been issued. After a few extensions, the program was 10.

I told the German official at the time that I was sure the 11 would fail. It's not that I had any particular expertise in immigration policy, 12 I understood something about green cards, because I had one (the American 13). The German Green Card was misnamed, I argued, 14 it never, under any circumstances, translated into German citizenship. The U. S. green card, by contrast, is an almost 15 path to becoming American (after five years and a clean record). The official 16 my objection, saying that there was no way Germany was going to offer these people citizenship. "We need young tech workers," he said. "That's what this program is all 17." So Germany was asking bright young 18 to leave their country, culture and families, move thousands of miles away, learn a new language and work in a strange land—but without any 19 of ever being part of their new home. Germany was sending a signal, one that was 20 received in India and other countries, and also by Germany's own immigrant community.

- | | | | |
|----------------|--------------|-------------|---------------|
| 1. [A] soar | [B] hover | [C] amplify | [D] intensify |
| 2. [A] circuit | [B] strategy | [C] trait | [D] route |
| 3. [A] Of | [B] After | [C] In | [D] At |
| 4. [A] import | [B] kidnap | [C] convey | [D] lure |



- | | | | |
|----------------------|------------------|---------------------|--------------------|
| 5. [A] offering | [B] installing | [C] evacuating | [D] formulating |
| 6. [A] conferred | [B] inferred | [C] announced | [D] verified |
| 7. [A] Specially | [B] Naturally | [C] Particularly | [D] Consistently |
| 8. [A] quotas | [B] digits | [C] measures | [D] scales |
| 9. [A] invariably | [B] literally | [C] barely | [D] solely |
| 10. [A] repelled | [B] deleted | [C] combated | [D] abolished |
| 11. [A] adventure | [B] response | [C] initiative | [D] impulse |
| 12. [A] and | [B] but | [C] so | [D] or |
| 13. [A] heritage | [B] revision | [C] notion | [D] version |
| 14. [A] because | [B] unless | [C] if | [D] while |
| 15. [A] aggressive | [B] automatic | [C] vulnerable | [D] voluntary |
| 16. [A] overtook | [B] fascinated | [C] submitted | [D] dismissed |
| 17. [A] towards | [B] round | [C] about | [D] over |
| 18. [A] dwellers | [B] citizens | [C] professionals | [D] amateurs |
| 19. [A] prospect | [B] suspicion | [C] outcome | [D] destination |
| 20. [A] partially | [B] clearly | [C] brightly | [D] vividly |

► 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

When next year's crop of high-school graduates arrive at Oxford University in the fall of 2009, they'll be joined by a new face: Andrew Hamilton, the 55-year-old provost(教务长) of Yale, who'll become Oxford's vice-chancellor—a position equivalent to university president in America.

Hamilton isn't the only educator crossing the Atlantic. Schools in France, Egypt, Singapore, etc. have also recently made top-level hires from abroad. Higher education has become a big and competitive business nowadays, and like so many businesses, it's gone global. Yet the talent flow isn't universal. High-level personnel tend to head in only one direction: outward from America.

The chief reason is that American schools don't tend to seriously consider looking abroad. For example, when the board of the University of Colorado searched for a new president, it wanted a leader familiar with the state government, a major source of the university's budget. "We didn't do any global consideration," says Patricia Hayes, the board's chair. The board ultimately picked Bruce Benson, a 69-year-old Colorado businessman and political activist who is likely to do well in the main task of modern university presidents: fund-raising. Fund-raising is a distinctively American thing,

since U. S. schools rely heavily on donations. The fund-raising ability is largely a product of experience and necessity.

Many European universities, meanwhile, are still mostly dependent on government funding. But government support has failed to keep pace with rising student number. The decline in government support has made funding-raising an increasingly necessary ability among administrators and has hiring committees hungry for Americans.

In the past few years, prominent schools around the world have joined the trend. In 2003, when Cambridge University appointed Alison Richard, another former Yale provost, as its vice-chancellor, the university publicly stressed that in her previous job she had overseen “a major strengthening of Yale’s financial position.”

Of course, fund-raising isn’t the only skill outsiders offer. The globalization of education means more universities will be seeking heads with international experience of some kind to promote international programs and attract a global student body. Foreigners can offer a fresh perspective on established practices.

21. What is the current trend in higher education discussed in the passage?
[A] Institutions worldwide are hiring administrators from the U. S.
[B] A lot of political activists are being recruited as administrators.
[C] American universities are enrolling more international students.
[D] University presidents are paying more attention to funding-raising.
22. What is the chief consideration of American universities when hiring top-level administrators?
[A] The political correctness. [B] Their ability to raise funds.
[C] Their fame in academic circles. [D] Their administrative experience.
23. What do we learn about European universities from the passage?
[A] The tuitions they charge have been rising considerably.
[B] Their operation is under strict government supervision.
[C] They are strengthening their position by globalization.
[D] Most of their revenues come from the government.
24. Cambridge University appointed Alison Richard as its vice-chancellor chiefly because _____.
[A] she was known to be good at raising money
[B] she could help strengthen its ties with Yale
[C] she knew how to attract students overseas
[D] she had boosted Yale’s academic status
25. In what way do top-level administrators from abroad contribute to university development?
[A] They can enhance the university’s image.
[B] They will bring with them more international faculty.
[C] They will view a lot of things from a new perspective.
[D] They can set up new academic disciplines.



Text 2

Throughout this long, tense election, everyone has focused on the presidential candidates and how they'll change America. Rightly so. But selfishly, I'm more fascinated by Michelle Obama and what she might be able to do, not just for this country, but for me as an African-American woman. As the potential First Lady, she would have the world's attention. And that means that for the first time people will have a chance to get up close and personal with the type of African-American woman they so rarely see.

Usually, the lives of black women go largely unexamined. The prevailing theory seems to be that we're all hot-tempered single mothers who can't keep a man. Even in the world of make-believe, black women still can't escape the stereotype of being eye-rolling, oversexed females raised by our never-married, alcoholic(酗酒的) mothers.

These images have helped define the way all black women are viewed, including Michelle Obama. Before she ever gets the chance to commit to a cause, charity or foundation as First Lady, her most urgent and perhaps most complicated duty may be simply to be herself.

It won't be easy. Because few mainstream publications have done in-depth features on regular African-American women, little is known about who we are, what we think and what we face on a regular basis. For better or worse, Michelle will represent us all.

Just as she will have her critics, she will also have millions of fans who usually have little interest in the First Lady. Many African-American blogs have written about what they'd like to see Michelle bring to the White House—mainly showing the world that a black woman can support her man and raise a strong black family. Michelle will have to work to please everyone—an impossible task. But for many African-American women like me, just a little of her poise(沉着), confidence and intelligence will go a long way in changing an image that's been around for far too long.

26. Why does Michelle Obama hold a strong fascination for the author?

- [A] She will pay closer attention to the interests of African-American women.
- [B] She will present to the world a new image of African-American women.
- [C] She possesses many admirable qualities becoming a First Lady.
- [D] She serves as a role model for African women.

27. What is the common stereotype of African-American women according to the author?

- [A] They are victims of family violence. [B] They are of an inferior social group.
- [C] They use quite a lot of body language. [D] They live on charity and social welfare.

28. What do many African-Americans write about in their blogs?

- [A] Whether Michelle can live up to the high expectations of her fans.
- [B] How Michelle should behave as a public figure.
- [C] How proud they are to have a black woman in the White House.
- [D] What Michelle should do as wife and mother in the White House.

29. What does the author say about Michelle Obama as a First Lady?

- [A] However many fans she has, she should remain modest.

- [B] She shouldn't disappoint the African-American community.
- [C] However hard she tries, she can't expect to please everybody.
- [D] She will give priority to African-American women's concerns.

30. What do many African-American women hope Michelle Obama will do?

- [A] Help change the prevailing view about black women.
- [B] Help her husband in the task of changing America.
- [C] Outshine previous First Lady.
- [D] Fully display her fine qualities.

Text 3

There are few more sobering online activities than entering data into college-tuition calculators and gasping as the Web spits back a six-figure sum. But economists say families about to go into debt to fund four years of partying, as well as studying, can console themselves with the knowledge that college is an investment that, unlike many bank stocks, should yield huge dividends(红利).

A 2008 study by two Harvard economists notes that the “labor-market premium(额外收益) to skill”—or the amount college graduates earned that's greater than what high-school graduates earned—decreased for much of the 20th century, but has come back with a vengeance(报复) since the 1980s. In 2005, the typical full-time year-round U. S. worker with a four-year college degree earned \$50 900, 62% more than the \$31 500 earned by a worker with only a high-school diploma.

There's no question that going to college is a smart economic choice. But a look at the strange variations in tuition reveals that the choice about which college to attend doesn't come down merely to dollars and cents. Does going to Columbia University (tuition, room and board \$49 260 in 2007–2008) yield a 40% greater return than attending the University of Colorado at Boulder as an out-of-state student (\$35 542)? Probably not. Does being an out-of-state student at the University of Colorado at Boulder yield twice the amount of income as being an in-state student (\$17 380) there? Not likely.

No, in this consumerist age, most buyers aren't evaluating college as an investment, but rather as a consumer product—like a car or clothes or a house. And with such purchases, price is only one of many crucial factors to consider.

As with automobiles, consumers in today's college marketplace have vast choices, and people search for the one that gives them the most comfort and satisfaction in line with their budgets. This accounts for the willingness of people to pay more for different types of experiences (such as attending a private liberal-arts college or going to an out-of-state public school that has a great marine-biology program). And just as two auto purchasers might spend an equal amount of money on very different cars, college students (or, more accurately, their parents) often show a willingness to pay essentially the same price for vastly different products. So which is it? Is college an investment product like a stock or a consumer product like a car? In keeping with the automotive world's hottest consumer trend, maybe it's best to characterize it as a hybrid(混合动力汽车): an expensive consumer product that, over time, will pay rich dividends.



31. What's the opinion of economists about going to college?
- [A] Huge amounts of money is being wasted on campus socializing.
 - [B] It doesn't pay to run into debt to receive a college education.
 - [C] College education is rewarding in spite of the startling costs.
 - [D] Going to college doesn't necessarily bring the expected returns.
32. The two Harvard economists note in their study that, for much of the 20th century, _____.
- [A] enrollment kept decreasing in virtually all American colleges and universities
 - [B] the labor market preferred high-school graduates to college graduates
 - [C] competition for university admissions was far more fierce than today
 - [D] the gap between the earnings of college and high-school graduates narrowed
33. Students who attend an in-state college or university can _____.
- [A] save more on tuition
 - [B] receive a better education
 - [C] take more liberal-arts courses
 - [D] avoid traveling long distances
34. In this consumerist age, most parents _____.
- [A] regard college education as a wise investment
 - [B] place a premium on the prestige of the college
 - [C] think it crucial to send their children to college
 - [D] consider college education a consumer product
35. What is the chief consideration when students choose a college today?
- [A] Their employment prospects after graduation.
 - [B] A satisfying experience within their budgets.
 - [C] Its facilities and learning environment.
 - [D] Its ranking among similar institutions.

Text 4

The relationship between formal education and economic growth in poor countries is widely misunderstood by economists and politicians alike. Progress in both areas is undoubtedly necessary for the social, political and intellectual development of these and all other societies; however, the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong. We are fortunate that it is, because building new educational systems there and putting enough people through them to improve economic performance would require two or three generations. The findings of a research institution have consistently shown that workers in all countries can be trained on the job to achieve radically higher productivity and, as a result, radically higher standards of living.

Ironically, the first evidence for this idea appeared in the United States. Not long ago, with the country entering a recession and Japan at its pre-bubble peak, the U. S. workforce was derided(嘲笑) as poorly educated and one of the primary cause of the poor U. S. economic performance. Japan was, and remains, the global leader in automotive-assembly productivity. Yet the research revealed that the U. S. factories of Honda, Nissan, and Toyota achieved about 95 percent of the productivity of their

Japanese counterparts—a result of the training that U. S. workers received on the job.

More recently, while examining housing construction, the researchers discovered that illiterate, non-English-speaking Mexican workers in Houston, Texas, consistently met best-practice labor productivity standards despite the complexity of the building industry's work.

What is the real relationship between education and economic development? We have to suspect that continuing economic growth promotes the development of education even when governments don't force it. After all, that's how education got started. When our ancestors were hunters and gatherers 10 000 years ago, they didn't have time to wonder much about anything besides finding food. Only when humanity began to get its food in a more productive way was there time for other things.

As education improved, humanity's productivity potential increased as well. When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education. This increasingly high level of education is probably a necessary, but not a sufficient, condition for the complex political systems required by advanced economic performance. Thus poor countries might not be able to escape their poverty traps without political changes that may be possible only with broader formal education. A lack of formal education, however, doesn't constrain the ability of the developing world's workforce to substantially improve productivity for the foreseeable future. On the contrary, constraints on improving productivity explain why education isn't developing more quickly there than it is.

36. The author holds in paragraph 1 that the importance of education in poor countries _____.
[A] is subject to groundless doubts
[B] has fallen victim of bias
[C] is conventionally downgraded
[D] has been overestimated
37. It is stated in paragraph 1 that the construction of a new educational system _____.
[A] challenges economists and politicians
[B] takes efforts of generations
[C] demands priority from the government
[D] requires sufficient labor force
38. A major difference between the Japanese and U. S workforces is that _____.
[A] the Japanese workforce is better disciplined
[B] the Japanese workforce is more productive
[C] the U. S. workforce has a better education
[D] the U. S. workforce is more organized
39. The author quotes the example of our ancestors to show that education emerged _____.
[A] when people had enough time
[B] prior to better ways of finding food
[C] when people no longer went hungry
[D] as a result of pressure on government

40. According to the last paragraph, development of education _____.

- [A] results directly from competitive environments
- [B] does not depend on economic performance
- [C] follows improved productivity
- [D] cannot afford political changes



Directions :

Read the following text and answer questions by finding a suitable heading for each of the marked parts or paragraphs. There are two extra items in the subtitles. (10 points).

- [A] Watching related expenses and making wise choice
- [B] Paying attention to details
- [C] Weighing your financial goals and expectations first
- [D] Maintaining realistic expectations
- [E] Narrowing the search
- [F] Not too special
- [G] Choosing specialty funds

How to Select a Fund

Eating better. Exercising. Investing. There are a lot of things you know should be doing. The problem is that getting started always seems to be the hardest part. For many investors, mutual funds are a good way to go, but trying to sort through the number of available choices—now more than 10 000—makes this important task appear overwhelming. Let’s look at some ways to cut that number down to a reasonable size, as well as other factors to consider when selecting your first fund.

41.	
-----	--

Before you begin examining potential investments, it’s important to take some time to access your own goals and risk tolerance. If you start with a clear objective in mind, as well as an understanding as to how you might react if your investment loses money, you’ll be less likely to purchase a fund that doesn’t fit your needs. And that’s what often leads to disappointment. It is important to look for funds that are appropriate for both your goals and your investment temperament(性情).

42.	
-----	--

One way to begin your search for a good fund is to use the Morningstar star rating. The rating is a useful tool for narrowing the field to funds that have done a good job of balancing return and risk in the past. To assign ratings, Morningstar uses a formula that compares a fund’s risk-adjusted historical performance with that of other funds within four rating groups-domestic stock funds, international stock funds, taxable bond funds, and municipal bond funds.

43.	
-----	--

Funds that invest solely in a single market sectors, called specialty funds, often have impressive returns and may be great additions to a diversified portfolio(投资组合). However, the success of such funds depends largely on the fortunes of a particular market sector. Hence, specialty funds probably aren't the best way to start. For your first fund, look for a diversified stock fund that has exposure to different types of stocks.

44.	
-----	--

There's no free lunch in fund investing: in addition to the sales fees that some fund companies charge, fund investors must also pay management fees and trading cost. Unfortunately, you don't necessarily get what you pay for—no one has ever shown that more expensive funds provide greater returns. Look for funds with reasonable costs. The expense ratio, which expresses annual costs as a percentage amount, is probably the best number to use when comparing mutual fund costs.

45.	
-----	--

Whatever the market does, try to take it in stride. You're in for the long haul, so don't worry about the market's day-to-day gyrations. Relax and resist the temptation to monitor your first investment daily. Check in on your mutual funds once a month, and give your portfolio a thorough exam every 6 to 12 months. And consider adding to your fund each month. An automatic investment plan makes it a relatively painless process. Finally, remember that the ultimate measure of your success as an investor depends not on your owning the best-performing mutual fund. Only one fund will be the top performer over the next decade, and there's no way to predict which one it will be. Meeting your own financial goals should ultimately be the yardstick(标准) by which you measure your investment success.

► Section III Translation

46. Directions:

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

As early as the 19th century, shoppers have viewed Thanksgiving Day as the traditional start to the holiday shopping season, an occasion marked by celebrations and sales. Department stores in particular locked onto this marketing notion, hosting parades to launch the start of the first wave of Christmas advertisements, chief among them, the Macy's Thanksgiving Day Parade, running in New York City since 1924. The holiday shopping craze became so important to retailers that during the Great Depression, they appealed to President Franklin D. Roosevelt in 1939 to move Thanksgiving Day up in order to stretch out the holiday shopping season. Roosevelt obliged, moving Thanksgiving Day one week earlier, but didn't announce the change until October. As a result, Americans had two Thanksgivings Day that year—Roosevelt's, jokingly dubbed "Franksgiving," and the original. Because the switchover was handled so poorly, few observed it, and the change resulted in little

economic boost.

► Section IV Writing

Part A

47. Directions:

You are going to study at a foreign university. Write a letter inquiring about the specific information as regards accommodation, fees and qualifications there. You should write about 100 words on ANSWER SHEET 2. Do not sign your own name at the end of the letter. Use “Li Ming” instead. Do not write the address. (10 points)

Part B

48. Directions:

In this part, you are asked to write an essay according to the information below. You should write more than 150 words neatly on ANSWER SHEET 2. (15 points)

如今,名人(celebrity)在大学里当客座教授或兼职教授的现象很普遍,对于这种现象,不同的人持有不同的看法,请表明你的观点。



► 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)

Some historians say that the most important contribution of Dwight Eisenhower's presidency (总统任期) in the 1950s was the U. S. interstate highway system. It was a 1 project, easily surpassing the scale of such previous human 2 as the Panama Canal. Eisenhower's interstate highways 3 the nation together in new ways and 4 major economic growth by making commerce less 5. Today, an information superhighway has been built—an electronic network that 6 libraries, corporations, government agencies and 7. This electronic superhighway is called the Internet, 8 it is the backbone (主干) of the World Wide Web.

The Internet had its 9 in a 1969 U. S. Defense Department computer network called ARPAnet, which 10 Advanced Research Projects Agency Network. The Pentagon built the network for military contractors and universities doing military research to 11 information. In 1983 the National Science Foundation (NSF), 12 mission is to promote science, took over.

This new NSF network 13 more and more institutional users, many of 14 had their own internal networks. For example, most universities that 15 the NSF network had intra-campus computer networks. The NSF network 16 became a connector for thousands of other networks. 17 a backbone system that interconnects networks, Internet was a name that fit.

So we can see that the Internet is the wired infrastructure (基础设施) on which web 18 move. It began as a military communication system, which expanded into a government-funded 19 research network.

Today, the Internet is a user-financed system tying institutions of many sorts together 20 an "information superhighway".

- | | | | |
|--------------------|-----------------|----------------|----------------|
| 1. [A] concise | [B] radical | [C] massive | [D] trivial |
| 2. [A] behaviors | [B] endeavors | [C] inventions | [D] elements |
| 3. [A] packed | [B] stuck | [C] suppressed | [D] bound |
| 4. [A] facilitated | [B] modified | [C] mobilized | [D] terminated |
| 5. [A] competitive | [B] comparative | [C] exclusive | [D] expensive |



- | | | | |
|------------------|-------------------|-------------------|----------------|
| 6. [A] merges | [B] connects | [C] relays | [D] unifies |
| 7. [A] figures | [B] personalities | [C] individuals | [D] humans |
| 8. [A] and | [B] yet | [C] or | [D] while |
| 9. [A] samples | [B] sources | [C] origins | [D] precedents |
| 10. [A] stood by | [B] stood for | [C] stood against | [D] stood over |
| 11. [A] exchange | [B] bypass | [C] switch | [D] interact |
| 12. [A] their | [B] that | [C] when | [D] whose |
| 13. [A] expanded | [B] contracted | [C] attracted | [D] extended |
| 14. [A] what | [B] which | [C] these | [D] them |
| 15. [A] joined | [B] attached | [C] participated | [D] involved |
| 16. [A] moreover | [B] however | [C] likewise | [D] then |
| 17. [A] With | [B] By | [C] In | [D] As |
| 18. [A] contexts | [B] signs | [C] messages | [D] leaflets |
| 19. [A] citizen | [B] civilian | [C] amateur | [D] resident |
| 20. [A] into | [B] amid | [C] over | [D] toward |

► 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

The January fashion show, called FutureFashion, exemplified how far green design has come. Organized by the New York-based nonprofit Earth Pledge, the show inspired many top designers to work with sustainable fabrics for the first time. Several have since made pledges to include organic fabrics in their lines.

The designers who undertake green fashion still face many challenges. Scott Hahn, cofounder with Gregory of Rogan and Loomstate, which uses all-organic cotton, says high-quality sustainable materials can still be tough to find. "Most designers with existing labels are finding there aren't comparable fabrics that can just replace what you're doing and what your customers are used to," he says. For example, organic cotton and non-organic cotton are virtually indistinguishable once woven into a dress. But some popular synthetics, like stretch nylon, still have few eco-friendly equivalents.

Those who do make the switch are finding they have more support. Last year the influential trade show Designers & Agents stopped charging its participation fee for young green entrepreneurs who attend its two springtime shows in Los Angeles and New York and gave special recognition to designers whose collections are at least 25% sustainable. It now counts more than 50 green designers, up from