

 考试名家指导

MBA/MPA/MPAcc 联考同步复习指导系列

MBA MPA MPAcc

2012版

英语分册

曹其军 主编

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2012MBA、MPA、MPAcc 联考同步复习指导系列

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本书是根据最新 MBA、MPA、MPAcc 管理类联考考试大纲修订而成的。全书共分五章,分别为 2011 年英语试卷分析、知识运用、阅读理解、英译汉、写作。每章基本按照讲解重点、举例说明、专项练习和综合练习的顺序编排。通过本书,考生可以系统掌握 MBA、MPA、MPAcc 英语考试的基本内容,提升应试水平。本书可作为 MBA、MPA、MPAcc 考生的英语备考用书。

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丛 书 序

这是一套针对 MBA、MPA、MPAcc 联考选拔性应试的必备丛书。

本套丛书由北京大学、清华大学、中国人民大学、北京理工大学、西安交通大学、北京交通大学、上海交通大学、同济大学等高校的 MBA、MPA、MPAcc 辅导名师和资深命题专家联合编写，分为“MBA、MPA、MPAcc 联考英语专项训练系列”、“MBA、MPA、MPAcc 联考同步复习指导系列”、“MBA、MPA、MPAcc 联考模拟试卷系列”3 个系列，共 13 种。本套丛书具有以下特点：

一、一流的编者队伍

本套丛书的作者均是从全国 MBA、MPA、MPAcc 辅导名师中精心挑选的。他们多年来一直从事 MBA、MPA、MPAcc 考前辅导和命题研究工作，既能把握考生需求与应试精髓，又能洞悉 MBA、MPA、MPAcc 命题规律与趋势。

讲课 \longleftrightarrow 著书 \longleftrightarrow 研究，紧密结合，相互推动，在讲课中实践，在著书中提炼，在研究中升华，这是一流应试辅导丛书品质保证的基石。

二、紧扣 MBA、MPA、MPAcc 联考最新考试大纲

丛书紧扣最新考试大纲编写，精心研制的例题与习题在难度上等同或略高于真题，在题型设置上与大纲保持一致，其中《数学分册》中含有许多作者原创性的考试应对技巧和经验介绍。我们不鼓励“题海战术”，而是要立足于帮助考生在深入研究最新考试大纲和历年试题的基础上，准确把握 MBA、MPA、MPAcc 联考的难点、重点和命题趋势。

三、体系明晰，精讲精练，为考生提供标准化解决方案

“MBA、MPA、MPAcc 联考英语专项训练系列”包括：《英语词汇实战宝典》、《英语阅读理解 100 篇精粹》、《满分翻译与写作》、《英语历年真题精解》4 种书。该系列图书实用性强，可以使考生针对英语弱项，进行专项强化提高，快速突破英语难关。

“MBA、MPA、MPAcc 联考同步复习指导系列”包括：《英语分册》、《数学分册》、《逻辑分册》、《逻辑应试教程》、《写作分册》、《面试分册》和《数学高分速成》7 种书。其中逻辑类图书因老师的授课思路、写作风格不同而分为 2 种。该体系与最新考试大纲相配套，精讲精练，突出难点与重点，洞悉历年试题，强化训练提高，应试针对性极强。

“MBA、MPA、MPAcc 联考模拟试卷系列”包括：《英语分册》、《综合能力分册》2 种书。严格按照 MBA、MPA、MPAcc 联考最新考试大纲和命题趋势精心设计，融会了众多作者多年教学、辅导、命题研究的心血和智慧，考点分布合理，试卷难度等同或略高于真题难度。

一套好的 MBA、MPA、MPAcc 辅导教材，总要具备四个要素：一是严格遵循最新考试大纲；二是具有前瞻性，能否针对正式的考试；三是真正透彻了解 MBA、MPA、MPAcc 联

考的要求，内容的难度是否与联考试卷相符或略高；四是满足考生的需求，是否凸显了为考生备考服务的宗旨。

本套丛书很好地体现了这四个方面的要求，每道试题都是众多辅导名师和专家教学经验的结晶。往届高分考生的经验说明，“三道题做一遍不如一道题做三遍”、“三本书各读一遍不如一本书读三遍”。考生通过对本套丛书的认真阅读和演练，相信必将会为顺利考入名校打下坚实的基础。

希望经过我们不懈的努力和 20 多位 MBA、MPA、MPAcc 联考辅导专家的倾情奉献，本丛书能够为考生顺利通过联考助上一臂之力。

丛书编委会

前 言

随着我国管理类硕士（MBA、MPA、MPAcc）考试的不断升温以及招生人数的不断扩大，报考 MBA、MPA、MPAcc 的考生也随之逐年增加，因而竞争越来越激烈，考试的难度也越来越大。为了帮助广大考生顺利通过英语联考这一关，我们根据最新的管理类联考考试大纲，结合在北京以及全国各大城市的多年辅导经验，特别编写了这本 MBA、MPA、MPAcc 复习用书，为广大考生提供 MBA、MPA、MPAcc 联考英语的复习方法与方向性指导，供考生在复习备考时参考使用。

本书共分五章，分别为 2011 年 MBA、MPA、MPAcc 试卷分析、知识运用、阅读理解、英译汉、写作。本书各个章节一般先讲解重点、考点，然后举例说明，接着进行专项练习，最后进行综合练习，使考生能够真正做到融会贯通。为了方便考生复习，我们为每个章节的练习题都提供了参考答案及简要解析。

在本书编写过程中，章杰、瞿应珍和王润等为本书的编校做了大量的工作，在此一并表示感谢。

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，敬请广大同仁、专家以及读者批评指正。

曹其军

2011 年 7 月

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第一章 2011 年英语试卷分析

总体来看, 2011 年的试题难度不大, 相比 2010 年, 略有下降, 所以国家分数线也略有上升。经过去年的试卷结构调整, 说明试卷结构和难度值开始趋于稳定, 对于今年的考生而言, 准备英语单科时, 特别需要注意这两年考题的参照性。下面逐项分析各种题型的特点。

完形填空: 基本没有变化, 还是三个考点: 词组搭配 (6 题); 同义辨析 (5 题); 上下文逻辑关系词 (9 题)。上下文的逻辑一直是主要考点, 要求考生在阅读短文时, 弄清楚文章的走向, 然后按照这个方向判断。比如第四题的选择 lawless, 要求考生阅读句子时知道, 在句子结尾有一个转折关系, 把句子的方向从 safety and security 引向反面, 所以 lawless 就成为了当然的选择。

阅读 A 节: 这是考试的核心, 考查三个要点: 寻找具体信息 (13 题); 对特定信息进行分析推理 (4 题); 对全文的概括 (3 题)。以首篇为例, 21, 22, 23 题就是典型的特定信息寻找, 俗称“捉迷藏”, 这种类型的题目要求考生有足够的耐心和持续的注意力, 难度并不是很高。24 题是典型的推理分析。原文说“公司必须提供激励手段才能留住独立董事”, 选项说“独立董事们感兴趣的东西就是激励手段”(A)。其实不需要复杂的判断, 把陈述的方式转换方向即可。25 题考查考生对全文的宏观把握能力, 作者的态度一般不会从某一个点发掘出来, 需要了解作者在整个行文中的语气、语调, 甚至措词和理论的风格。在此文中, 关于独立董事的角色, 作者从开头到结尾使用过诸如 helpful, less biased, independent, popular 等修饰性质的词语, 足见作者对于这个角色的认同和肯定。在四个选择中, C (嘲讽) 和 D (批判) 其实是同一种消极态度, A (包容) 和 B (积极) 属于肯定的态度。后面三篇文章的题目类型非常相似。

这种相似性告诉我们: 命题相对稳定, 不会出现大的起伏波折。所以考生在准备时, 需要通过反复的“机械”的操练, 才能达到考试的状态。本册定位为“练习册”, 其目的就在于此。

阅读 B 节: 本节是 2011 年试卷唯一区别于 2010 年试卷的题型。2010 年采用的是正误判断; 2011 年则使用了“完成句子信息”这种新形式。其实还有另外一种, 即“选择段落标题”, 仍然“待考”。从难度看, 三种形式的考题都不大。从实际结果看, 考生的高分也证实了这一点。本节给考生带来的唯一压力就是, 考生必须同时复习三种题型, 而不能把“宝”押在某一种类型上。

英译汉: 相比 2010 年, 难度值几乎一致。2010 年考生反应“sustainability”(可持续性; 持久性)给了考生当头一棒, 以至于后面的翻译难以继续下去。那么 2011 年有 CO₂ 和以 Google 为代表的 IT 行业, 也算是一个小小的挑战, 不过都没有达到特别专业的程度。翻译题除了要求考生具备词汇量和英汉两种语言差异的知识外, 还得有比较广博的知识面, 需要考生平时有阅读和积累的习惯。

写作: 几乎是 2010 年的翻版。应用作文都是“书信”, 2010 年是“感谢信”, 2011 年是“祝贺信”(包含“建议”的元素)。大作文都是“图表”式, 对图表的描写和分析有同样的要求。不过, 也不能够就此下结论说: 应用作文就是“书信”, 大作文就是“图表”。考生还需要加强其他类型的练习, 比如“摘要”和“图画”式等命题形式。作文的复习不能完全依靠背诵, 应该加强“练手”, 尤其要提高造句的能力。本册在作文部分提供的练习很多, 可以借鉴。

第二章 知识运用

知识运用(原完形填空)题是综合测试英语水平的一种有效题型,这种试题对考生的应试能力要求较高。要想做好这种试题,考生应该有较高的阅读能力、比较丰富的词汇量、比较扎实的语法知识,以及综合运用语言的能力。

知识运用题主要测试的有:一般词语,主要包括动词、名词、形容词和副词,主要测试词义辨析、习惯搭配,以及语境中的词语用法;连接词,主要包括并列、转折、让步、比较、因果、对应、顺序、同位等连接词。

第一节 综合练习(一)

Passage 1

The horse and carriage is a thing of the past, but love and marriage are still with us and still closely interrelated. Most American marriages, particularly first marriages 1 young couples, are the result of mutual attraction and affection 2 than practical considerations. In the United States, parents do not arrange marriages for their children. Teenagers begin 3 in high school and usually find mates through their own academic and social contacts. Though young people feel free to choose their friends from 4 groups, most choose a mate of similar background. This is due in part to parental guidance. Parents cannot select spouses for their children, but they can usually 5 choices by voicing disapproval of someone they consider unsuitable.

6, marriages between members of different groups (interclass, interfaith, and interracial marriages) are increasing, probably because of the greater 7 of today's youth and the fact that they are restricted by fewer prejudices than their parents. Many young people leave their home towns to attend colleges, 8 in the armed forces, or pursue a career in the bigger cities. Once away from home and family, they are more 9 to date and marry outside their own social group.

In mobile American society, interclass marriages are neither rare nor shocking. Interfaith marriages are on the rise particularly between Protestants and Catholics. On the other hand, interracial marriage is still very uncommon. It can be difficult for interracial couples to find a place to live, maintain friendships, and 10 a family. Marriages between people of different national origin (but the same race and religion) have been commonplace here since colonial times.

- | | | | |
|-----------------|----------------|---------------|----------------|
| 1. A. involving | B. linking | C. connecting | D. correlating |
| 2. A. more | B. less | C. other | D. rather |
| 3. A. dating | B. appointment | C. engagement | D. matching |

- | | | | |
|----------------|--------------|--------------|-----------------|
| 4. A. similar | B. identical | C. diverse | D. differential |
| 5. A. give | B. influence | C. make | D. offer |
| 6. A. However | B. Moreover | C. Therefore | D. Furthermore |
| 7. A. mobility | B. motive | C. moral | D. mission |
| 8. A. work | B. serve | C. stay | D. remain |
| 9. A. probable | B. likely | C. reluctant | D. readily |
| 10. A. raise | B. obtain | C. grow | D. unite |

Passage 2

What's your earliest childhood memory? Can you remember learning to walk? Or talk? The first time you heard thunder or watched a television program? Adults seldom 1 events much earlier than the year or so before entering school, just as children younger than three or four rarely retain any specific, personal experiences.

A variety of explanations have been 2 by psychologists for this "childhood amnesia" (儿童失忆症). One argues that the hippocampus, the region of the brain which is responsible for forming memories, does not mature 3 about the age of two. But the most popular theory maintains that, since adults do not think like children, they cannot 4 childhood memories. Adults think in words, and their life memories are like stories or narratives—one event follows another as in a novel or film. But when they search through their mental 5 for early childhood memories to add to this verbal life story, they can't find any that fits the pattern. It's like trying to find a Chinese word in an English dictionary.

Now psychologist Annette Simms of the New York State University offers a new 6 for childhood amnesia. She argues that there simply aren't any early childhood memories to recall. According to Dr. Simms, children need to learn to use someone else's spoken description of their personal experiences in order to turn their own short-term, quickly 7 impressions of them into long-term memories. In other 8, children have to talk about their experiences and hear others talk about them—Mother talking about the afternoon 9 for seashells at the beach or Dad asking them about their day at Ocean park. Without this verbal reinforcement, says Dr. Simms, children cannot form 10 memories of their personal experiences.

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|------------------|----------------|----------------|----------------|
| 1. A. involve | B. interpret | C. recall | D. resolve |
| 2. A. canceled | B. figured | C. proposed | D. witnessed |
| 3. A. until | B. once | C. after | D. since |
| 4. A. reflect | B. attain | C. access | D. refer |
| 5. A. outputs | B. dreams | C. flashes | D. files |
| 6. A. emphasis | B. arrangement | C. explanation | D. factor |
| 7. A. forgotten | B. remembered | C. forgetting | D. remembering |
| 8. A. senses | B. cases | C. words | D. means |
| 9. A. used | B. chosen | C. taken | D. spent |
| 10. A. permanent | B. conscious | C. subordinate | D. spiritual |

Passage 3

Most worthwhile careers require some kind of specialized training. Ideally, therefore, the choice of an 1 should be made even before the choice of a curriculum in high school. Actually, however, most people make several job choices during their working lives, 2 because of economic and industrial changes and partly to improve their position. The “one perfect job” does not exist. Young people should 3 enter into a broad flexible training program that will fit them for a field of work rather than for a single 4.

Unfortunately, many young people, knowing 5 about the occupational world, or themselves for that matter, they choose their lifework on a hit-or-miss basis. Some drift from job to job. Others 6 to work in which they are unhappy and for which they are not fitted.

One common mistake is choosing an occupation for its real or imagined prestige. Too many high-school students—or their parents for them—choose the professional field, 7 both the relatively small proportion of workers in the professions and the extremely high educational and personal 8. The imagined or real prestige of a profession or a “White-collar” job is no good reason for choosing it as life’s work. Moreover, these occupations are not always well paid. Since a large proportion of jobs are in mechanical and manual work, the 9 of young people should give serious consideration to these fields.

Before making an occupational choice, a person should have a general idea of what he wants 10 and how hard he is willing to work to get it. Some people desire social prestige, others desire intellectual satisfaction. Some want security; others are willing to take risks for financial gain. Each occupational choice has its demands as well as its rewards.

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|----------------------|------------------|----------------|-----------------|
| 1. A. identification | B. entertainment | | |
| C. accommodation | D. occupation | | |
| 2. A. entirely | B. mainly | C. partly | D. largely |
| 3. A. since | B. therefore | C. furthermore | D. forever |
| 4. A. job | B. way | C. means | D. company |
| 5. A. little | B. few | C. much | D. a lot |
| 6. A. apply | B. appeal | C. stick | D. turn |
| 7. A. concerning | B. following | C. considering | D. disregarding |
| 8. A. preferences | B. requirements | C. tendencies | D. ambitions |
| 9. A. majority | B. mass | C. minority | D. multitude |
| 10. A. towards | B. against | C. out of | D. without |

Passage 4

There is virtually no limit to how one can serve community interests, from spending a few hours a week with some charitable organizations to practically fulltime work for a

social agency. Just as there are opportunities for voluntary service 1 (VSO) for young people before they take up fulltime employment, so there are opportunities for overseas service for 2 technicians in developing countries. Some people, particularly those who retire early, offer their technical and business skills in countries 3 there is a special need.

So in considering voluntary or paid community service there are more opportunities than there ever were when one first began work. Most voluntary organizations have only a small fulltime 4, and depend very much on volunteers and part-timers. This means that working relationships are different from those in commercial organizations, and values may be different. 5 some ways they may seem more casual and less efficient, but one should not judge them by commercial criteria. The people who work with them do so for different reasons and with different 6, both personal and organizational. One should not join them 7 to arm them with professional expertise; they must be joined with commitment to the cause, not business efficiency. Because salaries are small or non-existent. Many voluntary bodies offer modest expenses. But many retired people take part in community service for 8, simply because they enjoy the work.

Many community activities possible 9 retirement were also possible during one's working life but they are to be undertaken no less seriously for that. Retired people who are just looking for something different or unusual to do should not consider 10 community service.

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|--------------------|---------------|-------------------|----------------|
| 1. A. oversea | B. over sea | C. over seas | D. overseas |
| 2. A. quantity | B. qualifying | C. quality | D. qualified |
| 3. A. which | B. where | C. as | D. that |
| 4. A. team | B. number | C. staff | D. crowd |
| 5. A. In | B. By | C. With | D. Through |
| 6. A. subjective | B. subject | C. objectives | D. objects |
| 7. A. expecting | B. to expect | C. being expected | D. expected |
| 8. A. free | B. freedom | C. money | D. something |
| 9. A. before | B. on | C. in | D. at |
| 10. A. to be taken | B. to take | C. taking | D. being taken |

Passage 5

With 950 million people, India ranks second to China among the most populous countries. But since China 1 a family planning program in 1971, India has been closing the gap. Indians have reduced their birth rate but not nearly 2 the Chinese have. If current growth rates continue, India's population will pass China's around the year 2028 at about 1.7 billion.

Should that happen, it won't be the 3 of the enlightened women of Kerala, a state in southern India. 4 India as a whole adds almost 20 million people a year, Kerala's population is virtually stable. The reason is no mystery: nearly two-thirds of

Kerala women practice birth control, compared with about 40% in the entire nation.

The difference 5 the emphasis put on health programs, including birth control, by the state authorities, 6 in 1957 became India's first elected Communist government. And an educational tradition and matrilineal (母系的) customs in parts of Kerala help girls and boys get equally good schooling. While one in three Indian women is 7, 90% of those in Kerala can read and write.

Higher literacy rates 8 family planning. "Unlike our parents, we know that we can do more for our children if we have fewer of them," says Laial Cherian, 33, who lives in the village of Kudamaloar. She has limited herself 9 three children—one below the national 10 of four. That kind of restraint will keep Kerala from putting added pressure on world food supplies.

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|-------------------|---------------|---------------|-----------------|
| 1. A. discovered | B. circulated | C. launched | D. transmitted |
| 2. A. as many as | B. as well as | C. as soon as | D. as much as |
| 3. A. force | B. fight | C. false | D. fault |
| 4. A. While | B. Since | C. Because | D. Suppose |
| 5. A. lies in | B. shows off | C. results in | D. departs from |
| 6. A. that | B. since | C. what | D. which |
| 7. A. cultural | B. literate | C. native | D. responsible |
| 8. A. foster | B. hamper | C. reform | D. advocate |
| 9. A. in | B. at | C. as | D. to |
| 10. A. statistics | B. average | C. tendency | D. category |

Passage 6

In every cultivated language there are two great classes of words which, taken together, comprise the whole vocabulary. Firstly, there are those words 1 which we become acquainted in daily conversation, which we 2, that is to say, from the members of our own family and from our familiar associates, and 3 we should know and use even if we could not read or write. They concern the common things of life, and are the stock in trade of all who 4 the language. Such words may be called "popular", since they belong to the people at large and are not the exclusive possession of a limited class.

On the other hand, our language 5 a multitude of words which are comparatively seldom used in ordinary conversation. Their meanings are known to every educated person, but there is little 6 to use them at home or in the marketplace. Our first acquaintance with them comes not from our mother's 7 or from the talk of our schoolmates, but from books that we read, lectures that we 8, or the more formal conversation of highly educated speakers who are discussing some particular 9 in style appropriately elevated above the habitual level of everyday life. Such words are called "learned", and the 10 between them and "popular" words is of great importance to a right understanding of linguistic process.

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|-------------------|-------------|---------------|----------------|
| 1. A. by | B. with | C. through | D. at |
| 2. A. imitate | B. simulate | C. study | D. learn |
| 3. A. that | B. which | C. why | D. when |
| 4. A. speak | B. practice | C. say | D. apply |
| 5. A. excludes | B. includes | C. comprises | D. evolves |
| 6. A. way | B. prospect | C. necessity | D. occasion |
| 7. A. tongue | B. words | C. mouth | D. lips |
| 8. A. hear | B. listen | C. hear of | D. attend to |
| 9. A. question | B. theme | C. topic | D. problem |
| 10. A. comparison | B. contrast | C. similarity | D. distinction |

Passage 7

Changes in residence and jobs place a tremendous amount of stress and pressure on people 1 they try to adjust themselves to new people and places. Yet transient relationships are not 2 only to people and places. Objects move in and out of our lives at an astonishing rate. America, the “consumer society”, has also 3 the name “the throw away society”. Every year we throw away incredible quantities of bottles, cans, paper, and on and on. Buildings are torn 4 around us, and new ones take their places; they are cheaper to replace than to repair. With every major change, our places feel less familiar. Our lives become filled with a sense of impermanence and uncertainty.

The rate at which new and sometimes contradictory information comes at us 5 contributes to our feelings of instability and transience. It's estimated that 90 percent of all scientists who ever lived are alive today. New scientific discoveries are being made every day of the week, 6 unlike in other ages, new ideas are quickly applied in practical ways. The 7 of new technology on our lives is felt almost immediately.

As we look back on history, we think in terms of large periods of time, from the ten thousand years of the agricultural revolution to the three hundred years of the industrial 8. Today time feels like it's accelerating. We now 9 to think of change in terms of centuries, or rather in terms of decades: the 1960s, 1970s and 1980s. The day may come when we think of great 10 of historical change in terms of years, even months.

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|---------------|---------------|------------|--------------|
| 1. A. so that | B. as | C. until | D. since |
| 2. A. limited | B. adapted | C. applied | D. referred |
| 3. A. taken | B. called | C. earned | D. given |
| 4. A. down | B. off | C. up | D. away |
| 5. A. farther | B. even | C. further | D. ever |
| 6. A. but | B. so | C. or | D. for |
| 7. A. affect | B. impression | C. force | D. influence |
| 8. A. age | B. day | C. date | D. time |

9. A. manage B. incline C. tend D. intend
10. A. times B. periods C. portions D. deals

Passage 8

In the modern world, it is important to be well-informed. Success in many fields 1 on getting the latest information. There are many means of obtaining information which enable us to 2 what is going on in the world. And we are so accustomed to reading almost every week newspaper reports about new discoveries being made by man that we tend to 3 the progress and benefit of scientific research for granted. We 4 that science must continue to achieve its many miracles which become merely commonplace as soon as they are replaced by greater ones. Astronauts have made journeys through space, a 5 that once upon a time would have been considered as unbelievable. Yet there are few people today who feel anything but a mild interest in the discoveries that are being made by scientists. Industrialists and engineers are busy taking 6 of the mineral deposits available, regardless of the fact that this ruthless exploitation is harmful. Nature is 7 their descendants altogether of these resources 8 we so carelessly squander on providing ourselves with the luxuries and not merely the necessities of life. We 9 to realize that we are 10 for the generations after ourselves, and even those who are aware of this rarely take these responsibilities seriously enough.

1. A. count B. focus C. draw D. dwell
2. A. put up with B. catch up with C. take up with D. keep up with
3. A. make B. achieve C. take D. obtain
4. A. assume B. assure C. resume D. convince
5. A. phenomenon B. invention C. discovery D. procession
6. A. care B. charge C. hold D. advantage
7. A. protecting B. accusing C. depriving D. isolating
8. A. which B. what C. so that D. if
9. A. manage B. fail C. strive D. start
10. A. ready B. ripe C. stern D. responsible

Passage 9

Another cultural difference has to do with the much greater emphasis that Chinese people have traditionally placed on 1, on form (as distant from content), and on being polite. Americans, in contrast, in their daily interaction, do not often talk or think about 2 face, gaining face, or giving face. Americans are concerned about reputations and they do think about “looking good” and making others “looking good.” 3, in daily interaction they tend to focus more on the substance (content) of the interaction and not on whether or not a particular action will result in someone losing or gaining face. Such issues as 4 status, which are important in Chinese 5 of face, are less important to American and less likely to enter their minds when thinking about