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英语(二)新大纲

考研英语 模拟考场(英语二)

白 洁 韩满玲 唐启明 编著

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2010年硕士研究生入学考试专业学位招生专业增加、规模扩大,选拔方式出现重大改革。外语考试首次设立英语(二),供19个专业类别中部分专业使用。2010年全国硕士研究生入学统一考试英语(二)考试大纲与英语(一)相比,在考查目标、考试形式、考试内容、试卷结构上都有明显区别。

多数专业学位考生在2009年10月份大纲颁发以前都是按照英语(一)大纲进行复习的,因此在剩下的时间内需要快速转变思路,调整复习策略,选取有效的复习资料进行突击。我们针对英语(二)大纲的特点,编写了八套全真模拟试题,帮助广大考生在短期内迅速掌握英语(二)的复习和考试思路,在整体冲刺阶段打好单科基础的同时提高解题技巧。

在这里,请广大考生首先**注意大纲的核心特点,即凸显应用性。**

第一,选材方面,阅读内容明确将经济、管理放在首位,然后是社会、文化、科普等。完形填空、翻译和写作也体现出相同的理念。而本书模拟题所选文章按照大纲要求重点从英美主流报章杂志选取相关资料,考虑到专业学位范围较广,而大纲中工商类文章偏多,我们也适当加入了少量的社会、文化、科普等类文章。

第二,考题类型方面,阅读理解B部分新增句子匹配填空题和正误判断题。这两种题型难度不大,考查的是学生的细心程度,需要认真对照原文,将相关信息进行精确的对比。请注意本书对一些常见的解题技巧的阐述和分析。比如在匹配题中,对原文相关信息点快速定位,准确把握同义词和近义结构在题干和原文中的复现、呼应关系等;在正误判断题中,把握题干各意群与原文对应意群之间的精确对照技巧,重点防范对原文信息进行偷梁换柱的陷阱。

考生还应注意大纲中传统题型出现的新变化。

第一,完形填空。完形填空部分的字数从240~280提高到350左右,题目的密度减小,语境参考信息更为丰富,难度相对降低,选择练习题时要考虑到此因素。解题时要有全局观,不能只看题目所在的句子,要多注意上下文之间信息的呼应。请考生按照本书解析的思路,将选项代入原文后认真研读,揣度选项在句子中,尤其是在上下文语境中的作用。

第二,阅读理解A、B部分。阅读A部分并没有出现英语(一)3%超纲词的规定,但是大纲也指出考生应能够根据语境理解非常见词汇的词义,这就意味着词汇题仍是考查题型。阅读B部分的选文字数为450~550,要求比英语(一)略低。考生在完成本书练习之后,也可以在网上搜索一些以tips、guidelines等为关键词的文章,训练段落的主旨大意概括能力,这对传统阅读的相关题型也将大有帮助。

第三,英译汉。全文翻译取代了独立句子翻译,但句子平均长度变短,句式结构复杂程度降低,整体难度比英语(一)小。但考生要特别注意句子之间的逻辑衔接、代词等信息的呼应等问题。译文要保持整体的连贯性、一致性。请参考本书的解题方法和技巧,尤

其是从句等复杂句式的拆分方法、指代的应用、语境中非常见词义的猜测等技巧。

第四,写作。考虑到应用文与英语(一)重合较多,多数考生准备较充分,本书侧重选择了商务公文相关的应用文,如备忘录、求职信等。首次出现的摘要也非常实用,汉语论文+英语摘要是非英语专业本科生、研究生论文写作必须掌握的技巧。本书半数应用文选取的是论文摘要。大作文方面,字数要求略低,但要说明或论证充分,建议考生写到180词左右。题型方面,应用性很强的图表题要重点关注,本书对表格、曲线图等图表题型也有所侧重。请考生注意参考范文的行文、句式结构和词汇的多样性。

希望本书能给广大考生在最后的冲刺中带来最大的助力,也恳请各位读者、考生能就使用本书中遇到的问题提出意见和建议。最后,预祝所有考生在2010年1月9日考试大捷!

编著者

2009年11月

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全国硕士研究生入学统一考试英语(二)
全真模拟试题一

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C, or D on ANSWER SHEET 1.
(10 points)

People have wondered for a long time how their personalities and behaviors are formed. It is not easy to explain why one person is intelligent and another is not, or why one is cooperative and another is 1.

Social scientists are, 2, extremely interested in these types of questions. They want to 3 why we possess certain characteristics and exhibit certain behaviors. There are no clear answers 4, but two distinct schools of 5 on the matter have developed. 6 one might expect, the two 7 are very different from each other. The 8 is often conveniently referred to as "nature vs. nurture."

Those who support the "nature" side of the conflict believe that our personalities and behavior 9 are largely determined by biological factors. That our environment has little, 10, to do with our abilities, characteristics and behavior is 11 to this theory. Taken to an extreme, this theory 12 that our behavior is predetermined to such a great degree that we are almost completely governed by our instincts.

Those who support the "nurture" theory, that is, they 13 education, are often called behaviorists. They 14 that our environment is more important than our biologically based instincts in determining how we will 15. A behaviorist, B. F. Skinner, sees humans as beings whose behavior is almost completely 16 by their surroundings. The behaviorists maintain that, like machines, humans 17 environmental stimuli as the basis of their behavior.

Let us examine the different explanations about one human characteristic, intelligence, offered by the two theories. Supporters of the "nature" theory insist that we are born with a certain 18 for learning that is biologically determined. Needless to say, they don't believe that factors in the environment have much influence on what is basically a predetermined characteristic. 19, behaviorists argue that our intelligence levels are product of our experience. Behaviorists suggest that the child who is raised in an environment where there are many stimuli which 20 his or her capacity for appropriate response will experience greater intellectual development.

- | | | | |
|----------------------------|-----------------|----------------|-----------------|
| 1. [A] individualistic | [B] independent | [C] particular | [D] competitive |
| 2. [A] as a matter of fact | [B] of course | [C] as usual | [D] as yet |

- | | | | |
|-------------------------|-----------------------|--------------------|--------------------|
| 3. [A] illustrate | [B] inform | [C] explain | [D] confirm |
| 4. [A] yet | [B] however | [C] nevertheless | [D] whatsoever |
| 5. [A] thought | [B] theory | [C] explanation | [D] argument |
| 6. [A] Since | [B] If | [C] As | [D] Now that |
| 7. [A] responses | [B] conclusions | [C] justifications | [D] approaches |
| 8. [A] discrepancy | [B] controversy | [C] focus | [D] interpretation |
| 9. [A] formula | [B] habit | [C] format | [D] patterns |
| 10. [A] if anything | [B] if possible | [C] to be exact | [D] to be frank |
| 11. [A] relevant | [B] indispensable | [C] central | [D] special |
| 12. [A] upholds | [B] maintains | [C] affirms | [D] alleges |
| 13. [A] promote | [B] sponsor | [C] advocate | [D] encourage |
| 14. [A] assume | [B] speculate | [C] assert | [D] claim |
| 15. [A] perform | [B] act | [C] proceed | [D] operate |
| 16. [A] shaped | [B] identified | [C] restricted | [D] confined |
| 17. [A] respond to | [B] result from | [C] dedicate to | [D] abide by |
| 18. [A] potential | [B] capacity | [C] aspiration | [D] qualification |
| 19. [A] On the contrary | [B] On the other hand | [C] By comparison | [D] In opposition |
| 20. [A] heighten | [B] strengthen | [C] reinforce | [D] develop |

Section II Reading Comprehension

Part A

Directions:

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

Text 1

Mobile phones are frequently cited as a good example of technology's ability to transform the fortunes of people in the developing world. In places with bad roads, few trains and parlous land lines, mobile phones replace travel and easily enable traders to reach wider markets and generally make it easier to do business. The mobile phone is also a wonderful example of a "leapfrog" technology: it has enabled developing countries to skip the fixed-line technology of the 20th century and move straight to the mobile technology of the 21st.

There are some other cases of leapfrog technologies promoting development—moving straight to local, small-scale electricity generation based on solar panels or biomass, for example—but there may not be very many.

Indeed, as a recent report from the World Bank notes, it is the presence of a solid foundation of intermediate technology that determines whether the latest technologies can get widely diffused. It is all too easy to forget that in the developed world, the 21st century's gizmos are sustained by infrastructure dating

back to the 20th or even the 19th. Computers and broadband internet access are not of much use without a reliable electrical supply, for example. And despite the smart technical design of the \$100 laptop, which is intended to bring computing within the reach of the world's poorest children, skeptics wonder whether the money might be better spent on schoolrooms, teacher training and books.

The World Bank's researchers looked at 28 examples of new technologies that achieved a market penetration of at least 5% in the developed world, and found that 23 of them went on to manage a penetration of over 50%. Once early adopters latch onto something new and useful, in other words, the rest of the population can quickly follow. The researchers then considered 67 new technologies that had achieved a 5% penetration in the developing world, and found that only six of them went on to reach 50%.

The World Bank concludes that a country's capacity to absorb and benefit from new technology depends on the availability of more basic forms of infrastructure. This has clear implications for development policy. Building a fibre-optic backbone or putting plasma screens into schools may be much more glamorous than building electrical grids, roads, and schools. It would be great if you could always jump straight to the high-tech solution. But with technology, as with education, health care and economic development, such short-cuts are rare. Most of the time, to go high-tech, you need to have gone medium-tech first.

21. In the first paragraph, mobile phones are cited to _____.
[A] demonstrate their impact on people's destiny in backward areas
[B] point out their significance for the developing countries
[C] illustrate how latest technologies changed the developing world
[D] exemplify the influence of latest technologies on the economy
22. Which of the following is true of the World Bank report?
[A] It points out the risk of skipping infrastructure.
[B] It forgets infrastructure sustained modern gizmos.
[C] It criticizes drawbacks of computers and broadband.
[D] It acknowledges the feasibility of the \$100 laptop.
23. The case of the \$100 laptop indicates that _____.
[A] latest technologies might be a waste of money
[B] new technology is less important than infrastructure
[C] new technology plays an essential role in education
[D] high-tech may be less useful without infrastructure
24. According to the text, the new technologies _____.
[A] were not accepted by the developing countries
[B] spread quickly in all the developed countries
[C] attained slight diffusion in the developing world
[D] encouraged people to follow the early adopters
25. What message does the text try to convey to us?
[A] Leapfrog technology will transform the developing countries.
[B] Infrastructure may deserve higher priority than high-tech.

- [C] New technologies depend more on infrastructure in rich countries.
[D] Leapfrog technology is less important than infrastructure.

Text 2

Like other academic institutions, business schools are judged by the quality of the research carried out by their faculties. At the same time they mean to equip their students for the real world, however that is defined. Whether academic research actually produces anything that is useful to the practice of business, or even whether it is its job to do so, are questions that can provoke vigorous arguments on campus.

The debate, which first flared during the 1950s, was reignited in August, 2007, when AACSB International, the most widely recognised global accrediting agency for business schools, announced it would consider changing the way it evaluates research. The news followed rather harsh criticism in 2002 from Jeffrey Pfeffer, a Stanford professor, and Christina Fong of Washington University, which questioned whether business education in its current situation was sustainable. The most controversial recommendation in AACSB's draft report is that the schools be required to show the value of their faculties' research not simply by listing its citations in journals, but by demonstrating the impact it has in the real world.

AACSB justifies its standpoint by saying that it wants schools and faculty to play to their strengths, be they in teaching methods, in the research of practical applications, or in scholarly endeavour. And research of any kind is expensive—AACSB points out that business schools in America alone spend more than \$320m a year on it. So it seems legitimate to ask for what purpose it is undertaken.

On one level, the question is simple to answer. Research in business schools, as anywhere else, is about expanding the boundaries of knowledge; it thrives on answering unasked questions. But it is also about cementing schools “—and professors”—reputations. Schools gain reputations from their faculties' record of publication; which journals publish them, and how often. In some cases, such as with government-funded schools in Britain, it can affect how much money they receive. For professors, the much quoted is “publish or perish”. Their careers depend on being seen in the right journals.

How to proceed from here? If faculty refuse to accept this type of reform, AACSB's proposals are powerless. But there is another, more powerful beast—the MBA rankings. Two of the most important—those published by the *Financial Times* and *Business Week*—now score schools on their contribution to both journals they consider purely “academic” and ones they consider “practitioner” —i. e., ones managers might read.

Business schools inhabit a highly competitive world; no matter what they may say, they care intensely about their rankings. If they find they can improve their positions by pursuing more practical research programmes, their administrators' attitudes may yet change. Whatever the defenders of academic purity may wish, there is hope for the real world yet.

26. The passage suggests that AACSB International _____.

- [A] started the debate concerned in the 1950s
[B] requires that business schools stop listing journal citations
[C] judges the quality of research in business schools
[D] used to evaluate research by its usefulness for business practice

27. AACSB considers it justifiable to ask about business schools' research in that _____.

- [A] it wants business schools to prove their academic capacity
[B] business schools have not demonstrated their strengths
[C] some of the research is not legitimate
[D] conducting academic research is costly
28. It can be inferred from the passage that _____.
[A] MBA rankings may help AACSB's reform
[B] AACSB's proposals are not effective
[C] Business schools prosper on solving unsolved problems
[D] British business professors publish for more government fund
29. What does the word "cementing" (Line 3, Paragraph 4) most probably mean?
[A] Sacrificing. [B] Damaging. [C] Strengthening. [D] Changing.
30. The best title for the passage would be "_____".
[A] Research or Practice? —The New Requirements in Business Schools
[B] Academic or Practical? —The Point of Research in Business Schools
[C] Scholar or Practitioner? —The Training Objective of Business Schools
[D] Academy or Business? —The Role of Business Schools

Text 3

A couple of years ago a group of management scholars from Yale and the University of Pittsburgh tried to discover if there was a link between a company's success and the personality of its boss. To work out what that personality was, they asked senior managers to score their bosses for such traits as an ability to communicate an exciting vision of the future or to stand as a good model for others to follow. When the data were analysed, the researchers found no evidence of a connection between how well a firm was doing and what its boss was like. As far as they could tell, a company could not be judged by its chief executive any better than a book could be judged by its cover.

A few years before this, however, a team of psychologists from Tufts University, led by Nalini Ambady, discovered that when people watched two-second-long film-clips of professors lecturing, they were pretty good at determining how able a teacher each professor actually was. At the end of the study, the perceptions generated by those who had watched only the clips were found to match those of students taught by the same professors for a full semester.

Now, Dr Ambady and her colleague, Nicholas Rule, have taken things a step further. They have shown that even a still photograph can convey a lot of information about competence. They showed 100 undergraduates the faces of the chief executives of the top 25 and the bottom 25 companies in the *Fortune* 1,000 list. Half the students were asked how good they thought the person they were looking at would be at leading a company and half were asked to rate five personality traits on the basis of the photograph. These traits were competence, dominance, likability, facial maturity (whether the individual has an adult-looking face or a baby-face) and trustworthiness.

By a useful (though hardly unexpected) coincidence, all the businessmen were male and all were white, so there were no confusing variables of race or sex. The study even controlled for age, the emotion-

al expression in the photos and the physical attractiveness of the individuals by obtaining separate ratings of these from other students and using statistical techniques to remove their effects.

The results of their study show that both the students' assessments of the leadership potential of the bosses and their ratings for the traits of competence, dominance and facial maturity were significantly related to a company's profits. Sadly, the characteristics of likability and trustworthiness appear to have no link to company profits, suggesting that when it comes to business success, being warm does not matter much (though these traits are not harmful). But this result also suggests yet another thing that stock market analysts might care to take into account when preparing their reports: the looks of the chief executive.

31. Research by scholars from Yale and the University of Pittsburgh discovered that _____.
 [A] the personality of the boss was related to the firm
 [B] a book could not be judged by its cover
 [C] a company's success had nothing to do with the boss's personality
 [D] some personalities helped the success of the firm
32. From the passage, we can infer that Nalini Ambady _____.
 [A] found still photos could be as effective as the video in the studies
 [B] conducted two studies on the boss's looks and performances
 [C] conducted research on professors in response to the Yale studies
 [D] chose businessmen randomly for a better result
33. Which of the following statements is TRUE according to the passage?
 [A] The five personality traits all contributed to the success of a firm.
 [B] Some personality traits are not directly related to a company's performance.
 [C] The leader's potential and personality are equally important for a boss.
 [D] Physical attractiveness has nothing to do with a person's success.
34. Nalini Ambady's study suggests that students' assessments of the bosses _____.
 [A] have considered the effects of other factors
 [B] had little to do with the company's performance
 [C] focused on the bosses' physical appearances
 [D] were affected by age and emotional expressions in the photos
35. By saying "stock market...the looks of the chief executive", the author means _____.
 [A] stock market analysts should consider looks of the bosses in their investment
 [B] the looks of the chief executive determine the performance of the firm
 [C] stock market analysts should put CEO's photos into their reports
 [D] there is a link between the CEO's facial features and the company's profits

Text 4

In the early days of the Internet, the idea that it represented an entirely new and separate realm, distinct from the real world, was seized upon by both advocates and critics of the new technology.

Advocates liked the idea that the virtual world was a placeless datasphere, liberated from constraints and restrictions of the real world, and an opportunity for a fresh start. For instance, John Perry Barlow, an internet activist, issued the "Declaration of the Independence of Cyberspace" in February 1996. He thundered, "Governments of the industrial world, I come from cyberspace, the new home of mind. Cyberspace does not lie within your borders. We are creating a world that all may enter without privilege or prejudice accorded by race, economic power, military force, or station of birth."

Where Mr Barlow and other cyber-Utopians found the separation between the real and virtual worlds exciting, however, critics regarded it as a cause for concern. They worried that people were spending too much time online, communicating with people they had never even met in person in chat rooms, virtual game worlds and, more recently, on social-networking sites such as MySpace and Facebook. A study carried out by the Stanford Institute for the Quantitative Study of Society in 2000, for example, found that heavy internet users spent less time talking to friends and family, and warned that the Internet could be "the ultimate isolating technology".

Both groups were wrong, of course. The Internet has not turned out to be a thing apart. Unpleasant aspects of the real world, such as taxes, censorship, crime and fraud are now features of the virtual world, too. Gamers who make real money selling swords, gold and other items in virtual game worlds may now find that the tax man wants to know about it. Designers of virtual objects in Second Life, an online virtual world, are resorting to real-world lawsuits in order to protect their intellectual property.

At the same time, however, some of the most exciting uses of the Internet rely on coupling it with the real world. Social networking allows people to stay in touch with their friends online, and plan social activities in the real world. The distinction between online and offline chatter ceases to matter.

All these approaches treat the Internet as an extension or an attachment to the physical world, not a separate space. Rather than seeing the real and virtual realms as distinct and conflicting, in short, it makes sense to see them as complementary and connected.

36. According to the first paragraph, internet advocates believed that _____.

- [A] internet stood for progress of the technology
- [B] virtual realm was a world without boundaries
- [C] cyberspace liberated the real world
- [D] cyberspace can be entered by anyone for free

37. Why is John Perry Barlow mentioned in Paragraph 1?

- [A] To criticize governments of industrial countries.
- [B] To show the influence of the Internet.
- [C] To advocate the equality for all.
- [D] To illustrate the advocates' favor of cyberspace.

38. The passage suggests that critics of the new technology _____.

- [A] were concerned about the separation of people from the real world
- [B] worried that friends would never meet in person
- [C] were concerned that people were too engaged in social networks
- [D] would believe the Internet could isolate people online

39. It can be inferred from the passage that _____.
 [A] virtual world is free from the dark sides of the real world
 [B] there is no difference between chatting online and offline now
 [C] people's activities online can also affect their real world activities
 [D] people who make real money in virtual games have to pay taxes
40. From the passage we can conclude that the author _____.
 [A] supports both advocates and critics of the Internet
 [B] believes that the real and virtual worlds are interdependent
 [C] is opposed to the fusion of the Internet with the physical world
 [D] argues that real and virtual worlds are incompatible

Part B

Directions:

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

Most people may drink only two liters of water a day, but they consume about 3,000 liters a day if the water that goes into their food is taken into account. The rich gulp down far more, since they tend to eat more meat, which takes far more water to produce than grains. So as the world's population grows and incomes rise, farmers will need a great deal more water to keep everyone fed: 2,000 more cubic kilometers a year by 2030, according to the International Water Management Institute (IWMI). Yet in many farming regions, water is scarce and likely to get scarcer as global warming worsens. The world is facing not so much a food crisis as a water crisis, argues Colin Chartres, IWMI's director-general.

The solution, Mr Chartres and others contend, is more efficient use of water or, as the sloganeers put it, "more crop per drop". Some 1.2 billion people live in places that are short of water. Farming accounts for roughly 70% of human water consumption. So when water starts to run out, farming tends to offer the best potential for thrift. But governments rarely charge farmers a market price for water. So they are usually more wasteful than other consumers—even though the value they create from the water is often less than households or industry would be willing to pay for it.

The pressing need is to make water go further. Antoine Frérot, the head of the water division of Veolia Environment, promotes recycling of city wastewater to be used in industry or agriculture. This costs less and cuts pollution.

Yet as Mr Frérot himself concedes, there are many even cheaper ways to save water. As much as 70% of water used by farmers never gets to crops, perhaps lost through leaky irrigation channels or by draining into rivers or groundwater. Investment in drip irrigation, or simply repairing the worst leaks, could bring huge savings.

Farmers in poor countries can usually afford such things only if they are growing cash crops, says David Molden of IWMI. Even basic kit such as small rainwater tanks can be lacking. Ethiopia, for example, has only 38 cubic meters of storage capacity per inhabitant, compared to almost 5,000 in Australia. Yet modest

water storage can hugely improve yields in rain-fed agriculture, by smoothing over short dry spells. Likewise, pumping water into natural aquifers for seasonal storage tends to be much cheaper than building a big dam, and prevents the great waste of water through evaporation.

Agronomists are beginning to devise tools to help monitor the efficiency of water use. Some have designed algorithms that use satellite data on surface temperatures to calculate the rate at which plants are absorbing and transpiring water. That allows governments and development agencies to concentrate their efforts on the most prodigal areas.

Raising yields does not always involve greater water consumption, especially when farms are inefficient. It would take little extra water to double cereal output in many parts of Africa, Mr Molden argues. IWMI reckons that some three-quarters of the extra food the world needs could be provided simply by bringing yields in poor countries closer to those of rich ones. That is more realistic than the absolute alternative: giving up meat and other thirsty products altogether.

	[A] cultivating cash crops
41. The world is meeting with challenges more from	[B] leaking irrigation system
42. Farmers waste more water due to	[C] expenses and efficiency
43. Farmers in poor countries can pay for irrigation improvement by	[D] surface temperature data
44. Building big dams is less effective for their	[E] low water price
45. The water use rate of plants is computed with	[F] water shortage
	[G] food crisis

Section III Translation

46. Directions:

In this section there is a text in English. Translate the text into Chinese. Write your translation on ANSWER SHEET 2. (15 points)

A manager's mission is so complex and multidimensional that it demands a wide range of skills. Although some management theorists have proposed for this field a long skill list, the necessary skills for managing a department or an organization can be summarized in three categories: conceptual, human, and technical.

Conceptual skill is the ability to see the organization as a whole and the relationships among its parts, which involves the manager's thinking, information processing, and planning abilities. Human skill is the manager's ability to work with and through other people and to work effectively as a group member. This skill is demonstrated in the way a manager relates to other people, including the ability to motivate, facilitate, coordinate, lead, communicate, and resolve conflicts. Skill in technical aspect is the understanding of and proficiency in the performance of specific tasks. It includes mastery of the methods, techniques, and equipment involved in specific functions such as engineering, manufacturing, or finance.

Section IV Writing

Part A

47. Directions:

Read the following Chinese text and write an abstract of it in 80~100 English words. You should write your abstract on ANSWER SHEET 2. (10 points)

经济全球化的主要原因

20 世纪 50 年代初以来,经济全球化获得迅猛发展。简单归纳,其原因主要包括以下几个方面:

全球化的技术基础。科技进步为全球化快速发展提供了物质基础和技术手段。科技革命是经济全球化发展的最根本的物质基础和动力,历史上历次科技革命都促进了社会生产力的飞跃发展,同时也促进了整个世界的融合。20 世纪 50 年代以电子技术和信息技术等为主要标志的新的科技革命的兴起,使科技日益成为社会生产力发展的先导,成为影响生产力发展的至关重要的因素。科技知识在社会生产的各个领域中得到广泛传播和运用,劳动者的智能和技能得到进一步的开发,创造出越来越多的物质和精神财富,极大地促进了世界生产力的发展,生产社会化程度日益提高,国际分工日益深化,各国经济以此为基础紧密相连,世界经济进入一个全新的繁荣时期。同时,新科技革命使得科技成果积累的速度大大加快,新材料、新产品不断涌现,大量高技术产业不断产生,在世界范围内促进了产业结构的调整和转移,新的产业布局开始形成,以信息技术和产业为主导,以高新技术为基础的新兴产业部门也蓬勃兴起并迅速发展,快速取代了传统产业而逐渐成为经济的主导部门推进的重要动力源。

全球化的经济基础。市场经济体制的强势地位不断增强,跨国公司的突飞发展,国际经济组织的不断完善为经济全球化奠定了坚实的经济基础。

首先,市场经济体制成为世界各国发展经济的首选。20 世纪 80 年代末至 90 年代初,世界形势发生了重大变化,东欧剧变,苏联解体,40 多年的冷战格局最终结束。冷战结束后,国际形势总体上走向缓和。各国纷纷把发展经济列为首要目标,普遍扩大了对对外开放,和平与发展成为当今时代的两大主题。前苏联和东欧国家先后走上了向市场经济过渡的轨道,改行自由市场经济,并积极致力于融入西方经济体系。中国在长期的实践中,也逐渐认识到计划经济的不足和弊端,自 1978 年起开始实行以市场为导向的、全面的经济改革,大力推行对外开放,努力实现同世界经济的接轨,目前已成为世界经济的重要组成部分。这一切都说明,市场经济体制已成为不同制度、不同发展层次国家的共同选择,市场经济已基本实现了全球化,经济全球化是以市场为基础的,没有市场经济就没有生产要素在国际间的自由流动,就谈不上经济全球化。

其次,力量不断壮大的跨国公司成为经济全球化的中坚力量。跨国公司是以本国作为基地,通过对外直接投资,在世界各地设立分支机构和子公司,从事国际化生产和经营的企业。跨国公司凭借其雄厚的经济实力和灵活的经营战略,以全球为工厂,以它所在的各个国家为车间,在全球范围内充分利用各地的优势组织生产和流通,通过自己广泛的经营活动,实现了商品和资本等生产要素在全球范围内的整合,促进了生产在国家间的水平分工和垂直分工,使之密切联系在一起,从而为经济全球化的发展打下了坚实的微观基础,并成为经济全球化的主要推动力量和主要载体。

最后,国际经济组织是经济全球化发展的组织保障。第二次世界大战结束以后,生产力的不断提高,生产力的国际化使得越来越多的商品、资本、劳动进入国际交流,各国的国际分工和相互依赖性不断增强。这种日益增强的经济联系要求突破原有的国家间的障碍,实现全球范围内的更高层次的经济合作,这就要求有超越于国家之外的国际经济组织发挥重要作用。战后,国际经济日益明显,国际经济协作不断加强。在当今国际经济关系中,世行、世贸组织、国际货币基金组织等世界性经济组织的调节作用越来越大,而且还出现出进一步增强的趋势。世贸组织(WTO)所制定的关于贸易、投资等方面的制度和规则,

成为规范全球经济运行,创造自由、公平竞争环境的统一制度和规则,作为世界金融领域的重要国际组织,即国际货币基金组织(IMF)和世界银行(WB)也在国际金融全球化进程中扮演了重要的角色。这些国际经济组织的成立使得国际贸易和国际金融运行有了统一的规则,对成员国的经贸活动和经济行为起着协调和规范作用。这些都为经济全球化的发展起着制度保障作用。

Part B

48. Directions:

Write an essay of at least 150 words based on the following drawing. In your essay, you should

- 1) describe the drawing briefly,
- 2) explain its intended meaning, and then
- 3) give your comments.

You should write neatly on **ANSWER SHEET 2**. (15 points)

