

 考试名家指导

MBA 联考英语专项训练系列

MBA

2010 版

联考英语 阅读理解 100篇精粹

北京大学 曹其军 主编

第8版



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MBA 联考英语专项训练系列

MBA 联考英语阅读理解

100 篇精粹

第 8 版

主 编 曹其军

参 编 瞿应珍 陈本标 李启京



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本书根据 MBA 最新考试大纲编写, 阅读的题型及难度与大纲完全相符。全书选用了 100 篇内容丰富、题材广泛的文章, 涵盖了经济、管理、科普、文化、社会和教育等领域。本书侧重于解题技巧, 对阅读中的各种难点进行了深入浅出的分析, 使得考生易学、易懂、易掌握。本书还增加了长难句解析, 使得考生在提高阅读水平的同时也提高了翻译水平。

本书共分为两个部分, 各 50 篇文章: “阅读记词” 和 “阅读解题”。“阅读记词” 注重的是精讲精练, 以求考生掌握足够的应试技能; 而 “阅读解题” 则注重实战性, 以求考生获得足够的临场经验。两个部分的主要目的是力求使考生能够在短期内突破英语阅读的难关, 并掌握翻译技巧。

本书可作为 MBA 考生英语备考的自学辅导用书, 也可作为 MBA 辅导班的授课用书。

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第 1~6 版作者

主 编 曹其军

参 编 章 杰 赵 杨

吴 梅 王 润

第 7 版作者

主 编 曹其军

参 编 瞿应珍 陈本标 李启京

丛 书 序

这是一套针对 MBA 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、同济大学等几所高校的 MBA 辅导名师和资深命题专家联合编写，分为“MBA 联考英语专项训练”、“MBA 联考同步复习指导”、“MBA 联考模拟试卷”3 个系列，共 12 本。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 辅导名师中精心挑选的。他们多年来一直从事 MBA 考前辅导和命题研究工作，既能把握考生需求与应试精髓，又能洞穿 MBA 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 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 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 联考英语专项训练系列”包括：《MBA 联考英语词汇实战宝典》、《MBA 联考英语阅读理解 100 篇精粹》、《MBA 联考满分翻译与写作》、《MBA 联考英语历年试题精解（阅读理解、翻译、完形填空）》4 本书。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 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》6 本书。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 本。该体系与最新考试大纲相配套，精讲精练，突出应考难点与重点，洞穿历年试题，强化训练提高，应试针对性极强。

“MBA 联考模拟试卷系列”包括：《英语分册》、《综合能力分册》2 本书。严格按照 MBA 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，直击 2008 年 MBA 联考真题。

一套好的 MBA 辅导教材，总要具备四个要素：一是看它是否严格遵循最新考试大纲；二是看它是否具有前瞻性，能否针对正式的考试；三是看它的作者是否真正透彻了解 MBA 联考的要求，内容的难度是否与联考试卷相符或略高；四是看该书能否满足考生的需求，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”。通过对本套丛书的认真阅读和演练,相信考生必将会为顺利考入 MBA 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 联考辅导专家的倾情写作,能够为考生顺利突破 MBA 联考助一臂之力。

丛书编委会

第 8 版前言

MBA 联考英语单科共考查五个部分：词汇选择，完形填空，阅读理解，英译汉，作文。本书针对权重最大的阅读和翻译（占 60%）两个部分而编写。

考虑到最近三年的阅读文章均取材于英美原文杂志，时文性很强，本次修订在前 50 篇“阅读记词”部分增加了时文阅读。同时，对原来的文章进行了重新编排，尽量把内容相近的文章组合在一起，加强词汇的重现频率，帮助考生记忆单词。

使用本书时请注意以下几点：

前 50 篇重在基础知识的讲解，包括重点词汇拓展和难句的理解和翻译。考生应该尽量做到先自己动手翻译，然后对照参考译文校对检查。同时，应熟读每篇文章，争取在语境中记住词汇。后 50 篇重在做题，考生需注意命题者提问的方式以及选择项的识别。

感谢使用过本书前 7 版的 MBA 联考学员，他们每年都能向编者指出本书的不足和缺憾，为此次的修订提供了坚实的保障。

本次修订由曹其军、瞿应珍、陈本标、李启京共同完成。前面的几次修订工作主要由章杰负责，在此一并致谢。

曹其军

2009 年 4 月

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第一部分 阅读记词

基础 20 篇

Passage 1

My surprise over the past few winters has been the personality transformation my parents go through around mid-December as they change from Dad and Mom into Grandpa and Grandma. Yes, they become grandparents and are completely different from the people I know the other eleven and a half months of the year.

The first sign of my parents' change is the delight they take in visiting toy and children's clothing stores. These two people, who usually dislike anything having to do with shopping malls, become crazy consumers. While they tell me to budget my money and shop wisely, they are buying up every doll and dump truck in sight. And this is only the beginning of the holidays!

When my brother's children arrive, Grandpa and Grandma come into full form. First they throw out all ideas about a balanced diet for the grandkids. While we were raised in a house where everyone had to take two bites of corn, beets (甜菜), or liver (foods that appeared quite often on our table despite constant complaining), the grandchildren never have to eat anything that does not appeal to them. Grandma carries chocolate in her pockets to bribe (贿赂) the littlest ones into following her around the house, while Grandpa offers "surprises" of candy and cake to them all day long. Boxes of chocolate-pie disappear while the whole-wheat bread gets hard and stale. The kids love all the sweets, and when the sugar raises their energy levels, Grandma and Grandpa can always decide to leave and do a bit more shopping or go to bed while my brother and sister-in-law try to deal with their highly active kids.

Once the grandchildren have arrived, Grandma and Grandpa also seem to forget all of the responsibility lectures I so often hear in my daily life. If Mickey screams at his sister during dinner, he is "developing his own personality"; if Nancy breaks Grandma's mirror, she is "just a curious child". But, if I track mud into the house while helping to unload groceries, I become "careless"; if I scold one of the grandkids for tearing pages out of my textbook, I am "impatient". If Paula talks back to her mother, Grandma and Grandpa smile at her spirit. If I say one word about all of this excessive love, Mom and Dad reappear to have a talk with me about petty jealousies.

译文与重点词汇扩展

过去几年,我一直感到惊奇(surprise: amazement, astonishment, shock)的是我父母所经

历的个性 (personality: character, identity) 转变 (transformation: change, shift), 当时是大约 12 月中旬, 他们就由父母变成 (change: become) 了祖父母。是的, 他们成了祖父母, 与 11 个半月之前我所熟悉的父母完全不同 (different: distinct) 了。

我父母发生变化的第一个迹象 (sign: mark, token) 就是他们在游览 (visit: sightsee) 玩具与儿童服饰 (clothing: garment) 店 (store: shop) 时所表现出来的喜悦 (delight: joy, pleasure)。这两个通常讨厌 (dislike: hate) 任何与购物 (shop: buy, purchase) 商场 (mall: department store) 有关的东西的人, 现在却变成了疯狂的 (crazy: frantic, mad) 消费者 (consumer: buyer, shopper)。虽然他们叮嘱我要明智地 (wisely: brightly, smartly) 安排 (budget: arrange, organize, schedule) 自己的开支与购物, 但是他们自己却买下了见到的 (in sight: in view, in vision) 所有玩偶 (doll) 和自卸玩具卡车。并且这还只是假期 (holiday: vacation) 的开始 (beginning: start)!

我兄弟的孩子来 (arrive: reach) 玩时, 爷爷和奶奶就会精神百倍 (come into full form: energetic)。首先, 他们会抛弃 (throw out: get rid of, give up) 所有对孙子有益的均衡 (balance) 饮食 (diet: food) 观念 (idea: concept, opinion, thought)。然而, 在我们被抚养 (raise: feed, foster, rear) 成人的家庭, 我们每个人只能吃一两口玉米、甜菜或是猪肝 (尽管我们时常 (constant: continuous, regular) 抱怨 (complain: moan), 但是这些食物经常出现 (appear: emerge, occur, present) 在饭桌上), 但是, 这些孙子们却从来不必吃 (eat: have, take) 那些对他们没有吸引力 (appeal: attraction, charm) 的东西。奶奶的口袋里装着巧克力, 为的是吸引 (bribe: attract) 最小的孙子跟着 (follow: pursue) 她满屋子跑, 而爷爷则整天用糖果和蛋糕给孙子们带来 (offer: bring, provide, supply) “惊喜”。一盒盒的巧克力饼干被吃光了 (disappear: eat up, vanish), 而纯麦面包却变硬 (hard: crisp, firm, rigid)、变质 (stale) 了。孩子们喜欢所有糖果 (sweet: sugar), 并且, 在糖果 (sugar: sweet) 增强 (raise: enhance, reinforce, strengthen) 了孩子们的活力 (energy: force, power) 时, 爷爷和奶奶通常可以决定 (decide: choose, determine) 离开, 去买更多的东西回来, 或是上床休息, 而我的兄弟和嫂子就会尽力照料 (deal with: look after) 他们亢 (highly: very) 奋的 (active: energetic, vigorous) 孩子。

一旦孙子们来了, 爷爷和奶奶也似乎 (seem: appear, look) 忘记 (forget: disremember) 了所有我每天 (daily: everyday) 经常听到的职责 (responsibility: duty, obligation) 训诫 (lecture: discipline)。如果米奇在吃饭 (dinner: meal) 时对他的妹妹尖叫 (scream: cry, shout, yell), 他就被认为是在“培养 (develop: grow) 他自己的个性”; 如果南希打破了奶奶的镜子 (mirror), 她就被认为“只是一个好奇的 (curious) 孩子”。但是, 在我卸 (unload: unburden) 杂货 (grocery) 时, 如果我把泥土 (mud: clay, dirt) 带进 (track: leave) 屋子, 就会被认为“粗心大意 (careless: reckless)”; 如果我因为其中的一个孙子撕 (tear: rip) 了我课本的几页纸而训斥 (scold: blame, criticize, reproach) 他, 就会被认为“没有耐性 (impatient: anxious, intolerant)”。如果保拉与她妈妈顶嘴 (talk back), 爷爷和奶奶就会笑着 (smile) 称赞她的勇气 (spirit: courage)。如果我对这种溺 (excessive: extreme, unreasonable) 爱有半句微词, 我的父母就会再次和我谈论我的嫉妒 (jealousy: envy) 之心。

Passage 2

More surprising, perhaps, than the current difficulties of traditional marriage is the fact that

marriage itself is alive and thriving. As Skolnick notes, Americans are a marrying people: relative to Europeans, more of us marry and we marry at a younger age. Moreover, after a decline in the early 1970s, the rate of marriage in the United States is now increasing. Even the divorce rate needs to be taken in this pro-marriage context: some 80 percent of divorced individuals remarry. Thus, marriage remains, by far, the preferred way of life for the vast majority of people in our society.

What has changed more than marriage is the nuclear family. Twenty-five years ago, the typical American family consisted of a husband, a wife, and two or three children. Now, there are many marriages in which couples have decided not to have any children. And there are many marriages where at least some of the children are from the wife's previous marriage, or the husband's, or both. Sometimes these children spend all of their time with one parent from the former marriage; sometimes they are shared between the two former spouses (配偶).

Thus, one can find the very type of family arrangement. There are marriages without children; marriages with children from only the present marriage; marriages with "full-time" children from the present marriage and "part-time" children from former marriages. There are stepfathers, stepmothers, half-brothers, and half-sisters. It is not all that unusual for a child to have four parents and eight grandparents! These are enormous changes from the traditional nuclear family. But even so, even in the midst of all this, there remains one constant: most Americans spend most of their adult lives married.

译文与重点词汇扩展

也许, 传统的 (traditional: conventional) 婚姻 (marriage) 方式目前出现了危机 (difficulty: trouble), 但比这更令人惊讶的 (surprising: shocking) 是婚姻本身是充满活力 (alive: energetic) 与兴旺 (thriving) 的这一事实。正如史戈尔尼克所述 (note: say, speak), 美国人是喜欢婚配生活的民族: 与欧洲人相比 (relative), 我们中的大多数人结婚, 且结婚的年龄偏小。而且, 经过 20 世纪 70 年代初的一次下降 (decline: drop) 后, 美国的结婚率正在逐步上升。在倾向婚配的情况 (context: condition, situation) 下, 即使将离婚 (divorce) 率也考虑 (take in: consider) 进去, 我们也会发现大约 80% 离过婚的人选择再婚。因此, 到目前为止, 对社会上大多数的人来说, 结婚仍然是人们首选的 (preferred: enjoyable) 生活方式。

比结婚变化更大的是核心 (nuclear) 家庭。25 年前, 典型的 (typical: representative) 美国家庭由丈夫、妻子和两个或三个孩子组成 (consist of: compose of)。现在, 结婚后有许多夫妇决定不要小孩。在许多婚姻中, 至少有些孩子要么是妻子以前结婚生的, 要么是丈夫以前结婚生的, 要么是双方以前各自结婚生的。有时, 这些孩子所有的时间都和以前的父亲或母亲一起生活, 有时候和以前的 (former: previous) 父母亲轮流生活。

因此, 人们可以找到一种合适的家庭组合 (arrangement: rank) 方式。有的婚姻不要小孩; 有的婚姻只要现在结婚生的小孩; 还有的结婚后全部时间和现在结婚生的小孩在一起, 部分时间和以前结婚生的小孩在一起。这些家庭中有继父 (stepfather)、继母和同父异母、同母异父的兄弟姐妹。所以, 一个孩子拥有 4 个父母、8 个祖父母不足为奇 (unusual: abnormal, rare), 这些是传统的核心家庭的巨大 (enormous: tremendous) 变化。但即便如此, 在所有这些变化之中 (midst: middle), 仍然有一个始终不变 (constant: lasting): 大多数美国成年人的时光是在婚姻中度过的。

Passage 3

A person may have an idea about himself that will prevent him from doing good work. He may have the idea that he is not capable of it. A child may think he is stupid because he does not understand how to make the most of his mental faculties, or he may accept another person's mistaken estimate of his ability. Older people may be handicapped by the mistaken belief that they are incapable of learning anything new because of their age.

A person who believes that he is incapable will not make a real effort, because he feels that it would be useless. He won't go at a job with the confidence necessary for success. He is therefore likely to fail, and the failure will strengthen his belief in his incompetence.

Alfred Adler, a famous doctor, had an experience which illustrates this. When he was a small boy he got off to a poor start in arithmetic. His teacher got the idea that he had no ability in arithmetic and told his parents what she thought in order that they would not expect too much of him. In this way, they too developed the idea, "Isn't it too bad that Alfred can't do arithmetic?" He accepted their mistaken estimate of his ability, felt that it was useless to try, and was very poor at arithmetic, just as they expected.

One day Adler succeeded in solving a problem which none of the other students had been able to solve. This gave him confidence. He rejected the idea that he couldn't do arithmetic and was determined to show them that he could. His new found confidence stimulated him to go at arithmetic problems with a new spirit. He now worked with interest, determination, and purpose, and he soon became extraordinarily good at arithmetic.

This experience made him realize that many people have more ability than they think they have, and that lack of success is as often the result of lack of knowledge of how to apply one's ability, lack of confidence, and lack of determination as it is the result of lack of ability.

译文与重点词汇扩展

一个人对自己的认识 (idea: knowledge, opinion) 也许会阻碍 (prevent: stop) 他做好工作。他也许认为自己不能胜任 (capable: competent, qualified)。一个小孩可能认为自己很笨, 因为他不懂如何最大限度地发挥他的智 (mental) 能 (faculties: ability); 或者他可能接受了别人对自己能力的错误 (mistaken: false, wrong) 评价 (estimate: evaluation)。年龄偏大的人可能受挫 (handicap: frustrate), 因为他错误地认为 (belief: idea, thought) 自己的年龄大了, 无力 (incapable: unable) 再学新东西了。

一个认为自己无能的人不可能尽力 (effort: endeavor) 去做事, 因为他觉得那将是徒劳的。于是, 他就不会有信心 (confidence: faith) 地去工作, 而信心又是成功所必需的。因此他可能 (likely: possible) 失败 (fail: defeat), 而失败 (failure) 又将加深 (strengthen: enhance) 他对自己能力缺乏 (incompetence) 的错误认识。

阿尔弗雷德·爱德勒, 一名著名的医生, 曾有段经历可说明 (illustrate: demonstrate,

exemplify) 这一点。他小时候刚开始 (get off: start) 算术 (arithmetic: math) 很差, 他的老师认为他没有算术能力, 并将她的想法告诉了他父母, 以便他们不要对他期望太高。这样, 他们也产生 (develop: create) 了同样的看法, “阿尔弗雷德不会算术, 这难道不是太糟糕的事吗?” 他接受了他们对他的错误评价, 觉得努力也没有用, 因而算术成绩很差, 结果正如他们所料 (expect: anticipate)。

一天, 爱德勒成功地解出 (solve: resolve, tackle) 了一道全班没人能解出的难题, 这给了他信心。他从此不再相信 (reject: discard, get rid of) 自己没有算术能力并决心 (determine: decide) 做给他们看。他重新找到的信心激励 (stimulate: motivate, stir) 他以新的热忱去学习算术。现在他饶有兴趣、满怀信心 (determination: confidence, faith)、目的明确地学习。不久, 他的算术成绩相当 (extraordinarily: extremely, quite) 好了。

这段经历 (experience) 使他认识到 (realize: know, learn): 许多人的能力比他们自己认为的要强。他们之所以成功机会少 (lack) 是因为他们常常不知道如何运用自己的能力, 缺乏信心和决心, 这无异于缺乏能力。



Passage 4

Children live in a world in which science has tremendous importance. During their lifetimes, it will affect them more and more. In time, many of them will work at jobs that depend heavily on science. As voters, they will have a voice in making many decisions that involve science—for example, concerning energy sources, pollution control, highway safety, wilderness conservation, and population growth. As taxpayers, they will pay for scientific research and exploration. And, as consumers, they will be bombarded (受到轰击) by advertising, much of which is said to be based on science.

Therefore, it is important that children, the citizens of the future, become functionally acquainted with science—with the process and spirit of science, as well as with its facts and principles. Fortunately, science has a natural appeal for youngsters. They can relate it to so many things that they encounter—flashlights, tools, echoes, and rainbows.

Besides, science is an excellent medium for teaching far more than content. It can help pupils learn to think logically, to organize and analyze ideas. It can provide practice in communication skills and mathematics. In fact, there is no area of the curriculum to which science cannot contribute, whether it is geography, history, language arts, music, or art!

Above all, good science teaching leads to what might be called a “scientific attitude”. Those who possess it seek answers through observing, experimenting, and reasoning, rather than blindly accepting the pronouncements of others. They weigh evidence carefully and reach conclusions with caution. While respecting the opinions of others, they expect honesty, accuracy, and objectivity and are on guard against hasty judgments and sweeping generalizations. All children should be developing this approach to solving problems, but it cannot be expected to appear automatically with the mere acquisition of information. Continual practice, through guided participation, is needed.