

2014年MBA、MPA、MPAcc
管理类联考

英语模拟试卷

(英语二)

郭崇兴 马鹏 顾巍 等编著

完全依据最新考试大纲编写

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管理类专业学位联考入学考试辅导教材



机械工业出版社
China Machine Press

(英语二)

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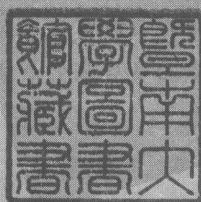
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本套试题由 10 套全真模拟试卷组成, 试题严格按照 2013 年 MBA、MPA、MPAcc 联考英语 (二) 的最新考纲要求和命题趋势编写。题型分布和试题难度均准确体现了 2014 年联考的命题要求, 并对以往的知识进行了系统的梳理, 配有完整的答案和解析。

通过使用本套试题, 考生可以对自己的知识掌握水平有一个完整客观的评价, 并能够及时发现自己学习中存在的漏洞, 同时起到考前热身的效果。

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管理类联考



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前言

本书主要供准备参加2014年管理类联考英语(二)考试的考生复习备考使用。在本书的编写过程中,编写组本着精益求精、对考生负责的原则,对模拟试卷中的每一道试题均从命题概率、难度、题型分布和分值等角度进行反复论证、推敲,以保证本套试卷对考生具有较高的参考价值。全书由10套模拟试卷组成,每套试卷均附有参考答案和详细的解析,便于考生对自己的答题结果进行准确的评估。

为了使广大MBA、MPA、MPAcc考生最有效地使用本书,快速提升自己的综合应试能力,在考试中考出理想的成绩,本书将10套试卷分为三个部分,分别为基础篇、提高篇和实战篇。其中,基础篇侧重培养考生对基本题型和基础答题思路的熟悉;提高篇侧重培养考生对较难或较为灵活题目的答题思路,提升应试水平;实战篇侧重为考生提供全真的模拟笔试演练环境,使考生获得真实的笔试实战机会,全面评估自己的备考实力和提升自己的笔试实战能力。通过以上三个环节的试卷模拟,考生将大幅提高自身的解题能力和应试水平。

通过使用本书,考生可以达到以下目标:

1. 把握管理类联考英语(二)的命题规律,熟悉基本题型,做到对考试“心中有数”,起到考前热身的效果,消除对考试的陌生感和紧张感,从容应对考试,获得理想的分数。
2. 通过对本书各套试卷的解答,考生可以充分掌握常用的解题思路和答题技巧。
3. 通过使用本书,考生可以锻炼自己的应试能力,使自己的现有知识水平在考试中得到最大限度的发挥。

最后,预祝准备参加2014年管理类联考英语(二)考试的全体考生获得理想的成绩,步入我国高等学府MBA、MPA、MPAcc的学术殿堂,揭开自己人生道路上的美好篇章。

编者

2013年9月于北京清华园

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基础篇

Section 2 Use of English

Directions: Fill in the following gaps with ONE of the four words in each numbered box.

A, B, C or D on ANSWER SHEET 1. (10 points)

The idea that some groups of people may be more intelligent than others is not

第一篇

基础篇

This is a difficult question. It is not clear whether the answer is A, B, C or D. The question is not clear.

has a complicated history. It is the intellectual and cultural life of the West, as the

is called. It is a social movement, and it is not clear whether the answer is A, B, C or D.

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绝密★启用前

2014 年全国攻读管理类硕士学位 研究生入学考试

英语（二）模拟试卷一

考生须知

1. 选择题的答案须用 2B 铅笔填涂在答题卡上，其他笔填涂的或做在试卷或其他类型答题卡上的答案无效。
2. 其他题一律用蓝色或黑色钢笔或圆珠笔在答题纸上按规定要求作答，凡做在试卷上或未做在指定位置的答案无效。
3. 交卷时，请配合监考人员验收，并请监考人员在准考证相应位置签字（作为考生交卷的凭据）。否则，所产生的一切后果由考生自负。

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)

The idea that some groups of people may be more intelligent than others is one of those hypotheses that dare not speak its name. But Gregory Cochran is 1 to say it anyway. He is that 2 bird, a scientist who works independently 3 any institution. He helped popularize the idea that some diseases not 4 thought to have a bacterial cause were actually infections, which aroused much controversy when it was first suggested.

5 he, however, might tremble at the 6 of what he is about to do. Together with another two scientists, he is publishing a paper which not only 7 that one group of humanity is more intelligent than the others, but explains the process that has brought this about. The group in 8 are a particular people originated from central Europe. The process is natural selection.

This group generally do well in IQ test, 9 12-15 points above the 10 value of 100, and have contributed 11 to the intellectual and cultural life of the West, as the 12 of their elites, including several world renowned scientists, 13. They also suffer more often than most people from a number of nasty genetic diseases, such as breast cancer. These facts, 14, have previously been thought unrelated. The former has been 15 to social effects, such as a strong tradition of 16 education. The latter was seen as a (an) 17 of genetic isolation. Dr. Cochran suggests that the intelligence and diseases are intimately 18. His argument is that the unusual history of these people has 19 them to unique evolutionary pressures that have resulted in this 20 state of affairs.

1. [A] selected [B] prepared [C] obliged [D] pleased
2. [A] unique [B] particular [C] special [D] rare
3. [A] of [B] with [C] in [D] against
4. [A] subsequently [B] presently [C] previously [D] lately
5. [A] Only [B] So [C] Even [D] Hence
6. [A] thought [B] sight [C] cost [D] risk
7. [A] advises [B] suggests [C] protests [D] objects
8. [A] progress [B] fact [C] need [D] question
9. [A] attaining [B] scoring [C] reaching [D] calculating
10. [A] normal [B] common [C] mean [D] total
11. [A] unconsciously [B] disproportionately [C] indefinitely [D] unaccountably
12. [A] missions [B] fortunes [C] interests [D] careers
13. [A] affirm [B] witness [C] observe [D] approve
14. [A] moreover [B] therefore [C] however [D] meanwhile

15. [A] given up [B] got over [C] carried on [D] put down
 16. [A] assessing [B] supervising [C] administering [D] valuing
 17. [A] development [B] origin [C] consequence [D] instrument
 18. [A] linked [B] integrated [C] woven [D] combined
 19. [A] limited [B] subjected [C] converted [D] directed
 20. [A] paradoxical [B] incompatible [C] inevitable [D] continuous

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

The United States is a country made up of many different races. Usually they are mixed together and can't be told from one another. But many of them still talk about where their ancestors came from. It is something they are proud of.

The original Americans, of course were the Indians. The so-called white men who then came were mostly from England. But many came from other countries like Germany and France.

One problem the United States has always had is discrimination. As new groups came to the United States they found they were discriminated against. First it was the Irish and Italians. Later it was the blacks. Almost every group has been able to finally escape this discrimination. The only immigrants who have not are the blacks. Surprisingly enough the worst discrimination today is shown towards the Indians.

One reason the Indians are discriminated against is that they have tried so hard to keep their identity. Of course they are not the only ones who have done so. The Japanese have their Little Tokyo in Los Angeles and the Chinese a Chinatown in New York. The Dutch settlement in Pennsylvania also stays separate from other people. Their towns are like something from the 19th century. They have a different reason from the other groups for staying separately. They live separately for religious reasons rather than keep together in a racial group.

Although some groups have kept themselves separate and others have been discriminated against, all groups have helped make the United States a great country. There is no group that has not helped in some way. And there is no group that can say they have done the most to make it a great country.

Many people still come from other countries to help the United States grow. A good example is the American project that let a man walk on the moon. It was a scientist from Germany who was most responsible for doing that. It is certain that in the future the United States will still need the help of people from all racial groups to remain a great country.

21. Which of the following statements can best describe the main idea of this passage?
- [A] The United States is a country made up of many different races
- [B] Discrimination is the most serious problem in the United States
- [C] All races in the United States have helped make the country a great one
- [D] The prosperity of the United States is mainly due to the hard work of the most discriminated races
22. In the first paragraph the word "told" means ____.
- [A] separated [B] distinguished
- [C] revealed [D] made known
23. This passage implies that discrimination is a problem which ____.
- [A] many races in the United States have experienced
- [B] will still be very serious in the United States in the future
- [C] has already been solved in the United States
- [D] is strongly opposed by many different races in the United States
24. The main reason why the Indians are most discriminated against is that ____.
- [A] they have tried hard to keep their religions
- [B] they have tried hard to live together to keep their Indian customs
- [C] they are the only ones who have tried to keep their identity
- [D] they discriminate many other races
25. The Dutch live separately in Pennsylvania ____.
- [A] to escape discrimination [B] to keep together in a racial group
- [C] to enjoy themselves in their own towns [D] for religious reasons

Text 2

The simple act of surrendering a telephone number to a store clerk may not seem harmful—so much so that many consumers do it with no questions asked. Yet that one action can set in motion a cascade of silent events, as that data point is acquired, analyzed, categorized, stored and sold over and over again. Future attacks on your privacy may come from anywhere, from anyone with money to purchase that phone number you surrendered. If you doubt the multiplier effect, consider your E-mail inbox. If it's loaded with spam, it's undoubtedly because at some point in time you unknowingly surrendered your E-mail to the wrong Web site.

Do you think your telephone number or address is handled differently? A cottage industry of small companies with names you've probably never heard of—like Acxiom or Merlin—buy and sell your personal information the way other commodities like corn or cattle futures are bartered. You may think your cell phone is unlisted, but if you've ever ordered a pizza, it might not be. Merlin is one of many commercial data brokers that advertises sale of unlisted phone numbers compiled from various sources—including pizza delivery companies. These unintended, unpredictable consequences that flow from

simple actions make privacy issues difficult to grasp, and grapple with.

In a larger sense, privacy also is often cast as a tale of “Big Brother”—the government is watching you or a big corporation is watching you. But privacy issues don’t necessarily involve large faceless institutions: A spouse takes a casual glance at her husband’s Blackberry, a co-worker looks at E-mail over your shoulder or a friend glances at a cell phone text message from the next seat on the bus. While very little of this is news to anyone—people are now well aware there are video cameras and Internet cookies everywhere—there is abundant evidence that people live their lives ignorant of the monitoring, assuming a mythical level of privacy. People write E-mails and type instant messages they never expect anyone to see. Just ask Mark Foley or even Bill Gates, whose E-mails were a cornerstone of the Justice Department’s antitrust case against Microsoft.

And polls and studies have repeatedly shown that Americans are indifferent to privacy concerns. The general defense for such indifference is summed up a single phrase: “I have nothing to hide.” If you have nothing to hide, why shouldn’t the government be able to peek at your phone records, your wife see your E-mails or a company send you junk mails? It’s a powerful argument, one that privacy advocates spend considerable time discussing and strategizing over.

It is hard to deny, however, that people behave differently when they’re being watched. And it is also impossible to deny that Americans are now being watched more than at any time in history.

26. In the first paragraph, the telephone number is cited to show _____.

- [A] many customers didn’t keep their privacy confidential
- [B] it is harmful to give a store clerk a telephone number
- [C] careless disposal of personal information can be harmful
- [D] customers should inquire its use when giving telephone numbers to others

27. What do companies like Acxiom and Merlin do?

- [A] Compile telephone directories for businessmen
- [B] Collect and sell personal information to make a profit
- [C] Trade commodities like corn on the market
- [D] Crack down crimes like stealing private information

28. From Paragraph 3, we learn that _____.

- [A] cases of privacy intrusion happen only in large institutions
- [B] people are quite aware of how their privacy is intruded
- [C] it is not privacy intrusion when a wife glances at her husband’s cell phone
- [D] Bill Gates’ email messages were cited as evidence against him

29. It can be inferred from the fourth paragraph that the author thinks _____.

- [A] Americans are actually concerned about privacy issues
- [B] Americans are indifferent to privacy concerns

- [C] Americans are very frank about privacy concerns
 - [D] Americans are puzzled about privacy concerns
30. Which of the following is the author's viewpoint?
- [A] Never give your private information to anyone
 - [B] People should pay more attention to their privacy issues
 - [C] Do not surrender your email to any website
 - [D] It does no good saying "I have nothing to hide"

Text 3

You've now heard it so many times, you can probably repeat it in your sleep. President Obama will no doubt make the point publicly when he gets to Beijing: the Chinese need to consume more; they need—believe it or not—to become more like Americans, for the sake of the global economy.

And it's all true. But the other side of that equation is that the U. S. needs to save more. For the moment, American households actually are doing so. After the personal-savings rate dipped to zero in 2005, the shock of the economic crisis last year prompted people to snap shut their wallets.

In China, the household-savings rate exceeds 20%. It is partly for policy reasons. As we've seen, wage earners are expected to care for not only their children but their aging parents. And there is, to date, only the flimsiest (脆弱的) of publicly-funded health care and pension systems, which increases incentives for individuals to save while they are working. But China is a society that has long esteemed personal financial prudence (谨慎). There is no chance that will change anytime soon, even if the government creates a better social safety net and successfully encourages greater consumer spending.

Why does the U. S. need to learn a little frugality (节俭)? Because healthy savings rates are one of the surest indicators of a country's long-term financial health. High savings lead, over time, to increased investment, which in turn generates productivity gains, innovation and job growth. In short, savings are the seed corn of a good economic harvest.

The U. S. government thus needs to act as well. By running constant deficits, it is dis-saving, even as households save more. Peter Orszag, Obama's Budget Director, recently called the U. S. budget deficits unsustainable and he's right. To date, the U. S. has seemed unable to see the consequences of spending so much more than is taken in. That needs to change. And though Hu Jintao and the rest of the Chinese leaderships aren't inclined to lecture visiting Presidents, he might gently hint that Chinese government is getting a little nervous about the value of the dollar—which has fallen 15% since March, in large part because of increasing fears that America's debt load is becoming unmanageable.

That's what happens when you're the world's biggest creditor: you get to drop hints like that, which would be enough by themselves to create international economic chaos if they were ever leaked. (Every time any official in Beijing deliberates publicly about seeking an alternative to the U. S. dollar for

the \$2.1 trillion China holds in reserve, currency traders have a heart attack.) If Americans saved more and spent less, consistently over time, they wouldn't have to worry about all that.

31. How did the economic crisis affect Americans?
 - [A] They had to tighten their belts
 - [B] Their bank savings rate dropped to zero
 - [C] Their leadership in the global economy was shaken
 - [D] They became concerned about China's financial policy
32. What should be done to encourage Chinese people to consume?
 - [A] Changing their traditional way of life
 - [B] Providing fewer incentives for saving
 - [C] Improving China's social security system
 - [D] Cutting down the expenses on child-rearing
33. What does the author mean by saying "savings are the seed corn of a good economic harvest" (Line 4, Para. 4)?
 - [A] The more one saves, the more returns one will reap
 - [B] A country's economy hinges on its savings policy
 - [C] Those who keep saving will live an easy life in the end
 - [D] A healthy savings rate promotes economic prosperity
34. In what circumstances do currency traders become scared?
 - [A] When Chinese government allows its currency exchange rates to float
 - [B] When China starts to reduce its current foreign reserves
 - [C] When China talks about switching its dollar reserves to other currencies
 - [D] When Chinese government mentions in public the huge debts America owes China
35. What is the author's purpose of writing the passage?
 - [A] To urge the American government to cut deficits
 - [B] To encourage Chinese people to spend more
 - [C] To tell Americans not to worry about their economy
 - [D] To promote understanding between China and America

Text 4

At the fall 2001 Social Science History Association convention in Chicago, the Crime and Justice network sponsored a forum on the history of gun ownership, gun use, and gun violence in the United States. Our purpose was to consider how social science history might contribute to the public debate over gun control and gun rights. To date, we have had little impact on that debate. It has been dominated by mainstream social scientists and historians, especially scholars such as Gary Kleck, John Lott, and Michael Bellesiles, whose work, despite profound flaws, is politically congenial to either opponents or

proponents of gun control. Kleck and Mark Gertz, for instance, argue on the basis of their widely cited survey that gun owners prevent numerous crimes each year in the United States by using firearms to defend themselves and their property. If their survey respondents are to be believed, American gun owners shot 100,000 criminals in 1994 in self-defense—a preposterous number. Lott claims on the basis of his statistical analysis of recent crime rates that laws allowing private individuals to carry concealed firearms to deter murders, rapes, and robberies, because criminals are afraid to attack potentially armed victims. However, he biases his results by confining his analysis to the year between 1977 and 1992, when violent crime rates had peaked and varied little from year to year. He reports only regression models that support his thesis and neglects to mention that each of those models find a positive relationship between violent crime and real income, and inverse relationship between violent crime and unemployment.

Contrary to Kleck and Lott, Bellesiles insists that guns and America's "gun culture" are responsible for America's high rate of murder. In Belleville's opinion, relatively few Americans owned guns before the 1850s or know how to use, maintain, or repair them. As a result, he says, guns contributed little to the homicide rate, especially among Whites, which was low everywhere, even in the South and on the frontier, where historians once assumed gun and murder went hand in hand. According to Bellesiles, these patterns changed dramatically after the Mexican War and especially after the Civil War, when gun ownership became widespread and cultural changes encouraged the use of handguns to command respect and resolve personal and political disputes. The result was an unprecedented wave of gun-related homicides that never truly abated. To this day, the United States has the highest homicide rate of any industrial democracy. Bellesile's low estimates of gun ownership in early America conflict, however, with those of every historian who has previously studied the subject and has thus far proven irreproducible. Every homicide statistic he presents is either misleading or wrong.

Given the influence of Kleck, Lott, Bellesiles and other partisan scholars on the debate over gun control and gun rights, we felt a need to pull together what social science historians have learned to date about the history of gun ownership and gun violence in America, and to consider what research methods and projects might increase our knowledge in the near future.

36. Which of the following statements is TRUE about the public debate over gun ownership?

- [A] It has little influence on the forum sponsored by the Crime and Justice network
- [B] Neither supporters nor opponents of gun control cite the works of scholars
- [C] The works of mainstream social scientists have great impact on it
- [D] Many social science historians have so far failed to take part in it

37. The author mentions Kleck, Lott, and Bellesiles mainly to _____.

- [A] illustrate the influence they have on the issue of gun control
- [B] refute the claim that private ownership of firearms will deter violent crimes

- [C] support the thesis that gun ownership leads to more violence
- [D] demonstrate why research methods should be improved in the study of the gun ownership history
38. The author's main criticism of John Lott is that he ____.
- [A] advocates private ownership of firearms
- [B] is not objective in his analysis
- [C] has analyzed a wrong period
- [D] has cited dubious statistics
39. With which of the following will Bellesiles most probably agree?
- [A] Gun control should be tightened
- [B] Guns have little to do with murder
- [C] "Gun culture" was the result of high homicide rates in America
- [D] The statistics that earlier historians produced of gun ownership is reliable
40. The passage is primarily concerned with ____.
- [A] resolving a public dispute over gun control
- [B] describing the effects of earlier studies on gun control
- [C] analyzing the flaws in the previous theories about gun control
- [D] summarizing the recent development in the studies of gun control

Part B

Directions: You are going to read a list of headings and a text about leadership. Choose a heading from the list A-F that best fits the meaning of each numbered part of the text (1~5). The first and last paragraphs of the text are not numbered. There is one extra heading which you do not need to use. (10 points)

- [A] Thinks Positively.
- [B] Knows That Principles Are More Important than Rules.
- [C] Possesses a Sense of Humor.
- [D] Communicates Facts That Are Hard to Take.
- [E] Cares for Others and Their Well-being.
- [F] Has Integrity and Authenticity.
- [G] Order Is Important.

Much has been written about the tasks of leaders and the skills required for leadership. There has been considerable debate about the question of whether leaders are born or made. Likely behind these arguments is the difference between personal characteristics that some people have at birth and skills that one can acquire through education and practice. But the important personal characteristics, while they may seem innate in some people, can be cultivated, and indeed, require cultivation in all of us. For unless they are strengthened through conscious attention and cultivation, they can, for example, easily

be forgotten or ignored in the craziness of activity often associated with leadership. What are some of these characteristics? One could make many lists, but here are five personal traits that seem especially important. A good leader:

41. _____ An effective leader is “genuine”, internally and externally consistent. A good leader is one of whom it can be said, “What you see is what you get” —there is never any wonder as to whether the image, the “person” presented to the world, really reflects the person. Such a leader has honesty—he/she says what he/she means, means what he/she says. A good leader has a consistency of purpose, operates out of discernible principles, and “stands for” something worthwhile and detectable. Honesty and reliability require self-reflection, the ability to understand oneself honestly, the capacity to assess one’s strengths and weaknesses accurately, and acceptance of one’s self.

42. _____ A good leader takes responsibility seriously but never takes himself seriously. Such a leader can help people relax and get through tough situations in good spirits.

43. _____ A good leader understands that nothing except a great work of art can be done by one person alone—that something of lasting value is almost always the result of a group effort. But even more than that, a good leader genuinely is concerned with and interested in others. Such concerning means that a good leader is collegial, building a sense of group identity and purpose. A good leader “brings out the best” in each of those who follow, seeks the development and advancement of each member of the group, and delights in each person’s growth in ability and of character. A good leader rejoices in the success of group members without announcement of jealousy. A good leader is deliberative, involving the group in decisions wherever possible and encourages, supports, and applauds the members of the group.

44. _____ One of the primary roles of the leader is to inspire hope, even in a difficult situation. This is not the same as being blindly optimistic. We think, for example, of Franklin Roosevelt’s “We have nothing to fear but fear itself” or of Desmond Tutu’s observation about apartheid in South Africa that since “it is difficult to be optimistic, one must have hope.” Such a leader empowers followers, making them believe that they can accomplish worthwhile but very difficult things. He actually creates energy for the group by being active without becoming unrealistic.

45. _____ A good leader understands that order is important to a group but that rigidity destroys the followers’ emotion state. Lasting, empowering order comes more from trust and the development of group norms than from regulations imposed by a leader.

Doubtless, everyone would develop a somewhat different, and in many cases, a longer list of personal characteristics. But a leader who is conscious of such a list, who questions the extent to which he or she lives and acts in accord with these traits, and who deliberately cultivates these characteristics is likely to be a successful and appreciated leader.

Section III Translation

46. **Directions:** In this section there is a text in English. Translate it into Chinese. Write your translation