

# 真题解析 与 模考套卷


管理类专业学位联考

MBA / MPA / MPAcc

英语卷

2019 版

查国生 董宏乐  
马 红 编著

 华东师范大学出版社

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## 内容提要

本书按照管理类专业学位联考(MBA, MPA, MEM, MPAcc, MTA, MLIS, MAud)最新考试大纲的要求,由三位资深辅导专家查国生、董宏乐、马红编写而成,作者对联考以来 2012 年到 2018 年的全部真题进行了汇编,便于考生自我检测,然后对历年真题进行详细解析,帮助考生迅速理清解题思路,找准解题技巧,突出重点、突破难点;最后作者以真题为鉴,精心设计了两套高质量的模拟试卷,全面覆盖联考考点,帮助考生实战演练,有针对性地查漏补缺,提高应试能力。

本书重在揣摩命题动向,传授解题技巧,点拨解题思路,重在提升实战能力和应试技巧,本书适合管理类硕士联考考前冲刺使用。

## MBA-MPA-MPAcc 管理类专业学位联考真题解析与模考套卷(2019 版)

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伴随着时代的进步和三四十年快速的经济的发展,我国已经悄然进入到了信息时代。在这崭新的社会发展阶段里,越来越多的人认识到“脑力比肌肉更强大”(Brain is more powerful than brawn.)。就企业经营和管理而言,仅仅靠拍脑袋显然无法让企业在这竞争日趋激烈的国际舞台上生存的可能。企业的经营者和管理者需要具有宽阔的国际视野,拥有基本的科学素养,通晓现代成功企业的游戏规则。也许正是出于这样的考虑,每年一度的工商管理硕士考试都把英语作为重要的考试科目。

如何在这关键的考试中顺利过关甚至有出色的表现也就成为广大考生关心乃至焦虑的事情了。我们不妨借鉴古代先贤孙子在其《孙子兵法·谋攻篇》给予我们的警示:“知己知彼,百战不殆;不知彼而知己,一胜一负;不知彼,不知己,每战必殆”。这几句话的意思是说,在军事纷争中,既了解敌人,又了解自己,百战都不会有危险;不了解敌人而只了解自己,胜败的可能性各半;既不了解敌人,又不了解自己,则每战必败。坦率地说,在我们这个优质教育资源仍然比较稀缺的国度,MBA教育机会对于很多考生来说完全是需要拼杀才能猎取的结果。如是,广大考生就必须做到“知己知彼”才能“百战不殆”。

为了帮助广大学子实现这个目的,我们三位凭借着与广大考生“同呼吸、共命运”的教学经验,着手整理了2012年以来的MBA、MPA和MPACC管理类联考的英语真题,并对它们逐一进行剖析,内容涵盖完型填充(10%)、阅读理解(50%)、翻译(15%)和写作(25%)四大板块。这样做有助于广大考生充分了解MBA的出题规律,真正让自己的努力有的放矢。

在本书的编写过程中,我们首先是尽可能恢复真题的原貌,克服其他同类书籍中常见的错误,以免误导读者。然后才对试题进行细致、详实和准确的解析。在任务分工上,我们采取发挥各自优势、分头击破的原则,逐一破解英语(二)近7年来真题的几个部分。可以毫不夸张地说,本书的三位作者都是具有多年MBA考试辅导经验的教师,对英语(二)的考纲有着透彻的理解,对MBA联考以来所有的英语试题的广度和难度有着准确的把握。完型填充部分由董宏乐老师负责。这位在往届考生中素有“词汇王”之称的英语语言学博士在剖析完型填充词汇过程中真正把那些考点词汇解析得透彻

易懂,并且不断地揭示原文作者的谋篇思维轨迹,力求让读者既能“知其然,又可知其所以然”。董宏乐老师还承担全书的英语写作部分。他为这些年来真题提供了语言精致、表达道地、思想新颖但又易于效仿的参考答案,还对所给参考范文做出语言和结构上的分析。建议读者清晰地理解和实践本书中作者强调的表达方式和常用句型。我们相信读者读后会克服“不知写什么”以及“不知该怎么写”这两个常见的问题,萌生马上体验英语写作的欲望。难怪有很多参阅本书的考生和聆听董宏乐老师辅导的学员说,备考 MBA,如果不学习董老师的作文指导,真是极大的冒险行为! 阅读部分是由深受学员欢迎、善于破解英语阅读的马红老师承担。她不但把每篇阅读文章的问题答案解析得头头是道,而且把每篇文章的长难句剔出来并做进一步分析,同时提醒读者每篇文章中值得他们额外注意的语言点,真让人顿开茅塞、眼前一亮。翻译部分是由国内 MBA 辅导资历最老的查国生教授负责。阅读本书的读者会发现,查先生的翻译答案真正做到准确、通顺和雅致。他的参考答案纠正了很多同类书籍在真题解析时常犯的错误,并同时帮助读者破解英语原文的复杂句式,帮他们克服害怕英语长难句的心理障碍。

为了便于读者检验自己的备考情况,我们在本书中还添加了两套与真题题型一致、难度相当的模拟试题,并提供了解析和参考答案。如果考生正确利用这一实战演练,就可以找到身临其境的感觉,更好地揣摩命题思路,预测命题方向,迅速提高应试水平。为此,我们建议考生在限时训练后再参阅答案,这样可以更好地查漏补缺,有针对性地巩固提高。事实证明,我们以往所设计的模拟试题具有非常高的前瞻性,让很多考生有一种意想不到的惊喜。

我们在编写本书的过程中华东师范大学出版社皮瑞光编辑也为本书的出版提出了富有建设性的建议并付出了辛勤的劳动,这让我们几位编者充满了难以言表的感激之情。当然,由于我们水平所限,本书难免还会有些疏漏。恳请读者能提出批评,发至电子邮箱 [hldong@fudan.edu.cn](mailto:hldong@fudan.edu.cn),以便我们以后改进和完善。

最后,衷心希望广大考生通过学习本书以后,实现英语高分,联考成功! 若你们还能同时体验到学习英语的快乐,则幸莫大焉!

天行健,君子当自强不息! 让我们以此共勉,成为生活和工作中的强者。

编者于复旦园

2018年1月

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# 第一部分：真题与模拟题

2012年全国硕士研究生入学统一考试

英语(二)真题

## Section I Use of English

**Directions:** Read the following passage. For each numbered blank there are four choices marked A, B, C and D. Choose the best one and mark your answers on ANSWER SHEET 1. (10 points)

Millions of Americans and foreigners see G. I. Joe as a mindless war toy, the symbol of American military adventurism, but that's not how it used to be. To the men and women who 1 in World War II and the people they liberated, the G. I. was the 2 man grown into hero, the pool farm kid torn away from his home, the guy who 3 all the burdens of battle, who slept in cold foxholes, who went without the 4 of food and shelter, who stuck it out and drove back the Nazi reign of murder. This was not a volunteer soldier, not someone well paid, 5 an average guy, up 6 the best trained, best equipped, fiercest, most brutal enemies seen in centuries.

His name is not much. G. I. is just a military abbreviation 7 Government Issue, and it was on all of the articles 8 to soldiers. And Joe? A common name for a guy who never 9 it to the top. Joe Blow, Joe Palooka, Joe Magrac ... a working class name. The United States has 10 had a president or vice-president or secretary of state Joe.

G. I. Joe had a 11 career fighting German, Japanese, and Korean troops. He appears as a character, or a 12 of American personalities, in the 1945 movie *The Story of G. I. Joe*, based on the last days of war correspondent Ernie Pyle. Some of the soldiers Pyle 13 portrayed themselves in the film. Pyle was famous for covering the 14 side of the war, writing about the dirt-snow-and-mud soldiers, not how many miles were 15 or what towns were captured or liberated. His reports 16 the "Willie" cartoons of famed *Stars and Stripes* artist Bill Maulden. Both men 17 the dirt and exhaustion of war, the 18 of civilization that the soldiers shared with each other and the civilians: coffee, tobacco, whiskey, shelter, sleep. 19 Egypt, France, and a dozen more countries, G. I. Joe was any American soldier, 20 the most important person in their lives.

- [A] performed [B] served [C] rebelled [D] betrayed
- [A] actual [B] common [C] special [D] normal

3. [ A ] bore [ B ] eased [ C ] removed [ D ] loaded  
 4. [ A ] necessities [ B ] facilities [ C ] commodities [ D ] properties  
 5. [ A ] and [ B ] nor [ C ] but [ D ] hence  
 6. [ A ] for [ B ] into [ C ] form [ D ] against  
 7. [ A ] meaning [ B ] implying [ C ] symbolizing [ D ] claiming  
 8. [ A ] handed out [ B ] turned over [ C ] brought back [ D ] passed down  
 9. [ A ] pushed [ B ] got [ C ] made [ D ] managed  
 10. [ A ] ever [ B ] never [ C ] either [ D ] neither  
 11. [ A ] disguised [ B ] disturbed [ C ] disputed [ D ] distinguished  
 12. [ A ] company [ B ] collection [ C ] community [ D ] colony  
 13. [ A ] employed [ B ] appointed [ C ] interviewed [ D ] questioned  
 14. [ A ] ethical [ B ] military [ C ] political [ D ] human  
 15. [ A ] ruined [ B ] commuted [ C ] patrolled [ D ] gained  
 16. [ A ] paralleled [ B ] counteracted [ C ] duplicated [ D ] contradicted  
 17. [ A ] neglected [ B ] avoided [ C ] emphasized [ D ] admired  
 18. [ A ] stages [ B ] illusions [ C ] fragments [ D ] advances  
 19. [ A ] With [ B ] To [ C ] Among [ D ] Beyond  
 20. [ A ] on the contrary [ B ] by this means [ C ] from the outset [ D ] at that point

## 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

Homework has never been terribly popular with students and even many parents, but in recent years it has been particularly scorned. School districts across the country, most recently Los Angeles Unified, are revising their thinking on this educational ritual. Unfortunately, L. A. Unified has produced an inflexible policy which mandates that with the exception of some advanced courses, homework may no longer count for more than 10% of a student's academic grade.

This rule is meant to address the difficulty that students from impoverished or chaotic homes might have in completing their homework. But the policy is unclear and contradictory. Certainly, no homework should be assigned that students cannot do without expensive equipment. But if the district is essentially giving a pass to students

who do not do their homework because of complicated family lives, it is going riskily close to the implication that standards need to be lowered for poor children.

District administrators say that homework will still be a part of schooling: teachers are allowed to assign as much of it as they want. But with homework accounting for no more than 10% of their grades, students can easily skip half their homework and see very little difference on their report cards. Some students might do well on state tests without completing their homework, but what about the students who performed well on the tests and did their homework? It is quite possible that the homework helped. Yet rather than empowering teachers to find what works best for their students, the policy imposes a flat, across-the-board rule.

At the same time, the policy addresses none of the truly thorny questions about homework. If the district finds homework to be unimportant to its students' academic achievement, it should move to reduce or eliminate the assignments, not make them count for almost nothing. Conversely, if homework matters, it should account for a significant portion of the grade. Meanwhile, the policy does nothing to ensure that the homework students are not assigning more than they are willing to review and correct.

The homework rules should be put on hold while the school board, which is responsible for setting educational policy, looks into the matter and conducts public hearings. It is not too late for L. A. Unified to do homework right.

21. It is implied in Paragraph 1 that nowadays homework \_\_\_\_\_.
- [ A ] is receiving more criticism
  - [ B ] is no longer an educational ritual
  - [ C ] is not required for advanced courses
  - [ D ] is gaining more preferences
22. L. A. Unified has made the rule about homework mainly because poor students \_\_\_\_\_.
- [ A ] tend to have moderate expectations for their education
  - [ B ] have asked for a different educational standard
  - [ C ] may have problems finishing their homework
  - [ D ] have voiced their complaints about homework
23. According to Paragraph 3, one problem with the policy is that it may \_\_\_\_\_.
- [ A ] discourage students from doing homework
  - [ B ] result in students' indifference to their report cards
  - [ C ] undermine the authority of state tests
  - [ D ] restrict teachers' power in education
24. As mentioned in Paragraph 4, a key question unanswered about homework is whether \_\_\_\_\_.

- [ A ] it should be eliminated
  - [ B ] it counts much in schooling
  - [ C ] it places extra burdens on teachers
  - [ D ] it is important for grades
25. A suitable title for this text could be \_\_\_\_\_.
- [ A ] Wrong Interpretation of an Educational Policy
  - [ B ] A Welcomed Policy for Poor Students
  - [ C ] Thorny Questions about Homework
  - [ D ] A Faulty Approach to Homework

## Text 2

Pretty in pink: adult women do not remember being so obsessed with the color, yet it is pervasive in our young girls' lives. It is not that pink is intrinsically bad, but it is such a tiny slice of the rainbow and, though it may celebrate girlhood in one way, it also repeatedly and firmly fuses girls' identity to appearance. Then it presents that connection, even among two-year-olds, between girls as not only innocent but as evidence of innocence. Looking around, I despaired at the singular lack of imagination about girls' lives and interests.

Girls' attraction to pink may seem unavoidable, somehow encoded in their DNA, but according to Jo Paoletti, an associate professor of American Studies, it is not. Children were not color-coded at all until the early 20th century: in the era before domestic washing machines all babies wore white as a practical matter, since the only way of getting clothes clean was to boil them. What's more, both boys and girls wore what were thought of as gender-neutral dresses. When nursery colors were introduced, pink was actually considered the more masculine color, a pastel version of red, which was associated with strength. Blue, with its intimations of the Virgin Mary, constancy and faithfulness, symbolized femininity. It was not until the mid-1980s when amplifying age and sex differences became a dominant children's marketing strategy that pink fully came into its own, when it began to seem inherently attractive to girls, part of what defined them as female, at least for the first few critical years.

I had not realized how profoundly marketing trends dictated our perception of what is natural to kids, including our core beliefs about their psychological development. Take the toddler. I assumed that phase was something experts developed after years of research into children's behavior: wrong. Turns out, according to Daniel Cook, a historian of childhood consumerism, it was popularized as a marketing trick by clothing manufacturers in the 1930s.

Trade publications counseled department stores that, in order to increase sales, they should create “third stepping stone” between infant wear and older kids’ clothes. It was only after “toddler” became a common shoppers’ term that it evolved into a broadly accepted developmental stage. Splitting kids, or adults, into ever-tinier categories has proved a sure-fire way to boost profits. And one of the easiest ways to segment a market is to magnify gender differences — or invent them where they did not previously exist.

26. By saying “it is . . . the rainbow” (Line 3, Para. 1), the author means pink

- \_\_\_\_\_.
- [A] should not be the sole representation of girlhood
  - [B] should not be associated with girls’ innocence
  - [C] cannot explain girls’ lack of imagination
  - [D] cannot influence girls’ lives and interests

27. According to Paragraph 2, which of the following is true of colors?

- [A] Colors are encoded in girls’ DNA.
- [B] Blue used to be regarded as the color for girls.
- [C] Pink used to be a neutral color in symbolizing genders.
- [D] White is preferred by babies.

28. The author suggests that our perception of children’s psychological development was much influenced by \_\_\_\_\_.

- [A] the marketing of products for children
- [B] the observation of children’s nature
- [C] researches into children’s behavior
- [D] studies of childhood consumption

29. We may learn from Paragraph 4 that department stores were advised to \_\_\_\_\_.

- [A] focus on infant wear and older kids’ clothes
- [B] attach equal importance to different genders
- [C] classify consumers into smaller groups
- [D] create some common shoppers’ terms

30. It can be concluded that girls’ attraction to pink seems to be \_\_\_\_\_.

- [A] clearly explained by their inborn tendency
- [B] fully understood by clothing manufacturers
- [C] mainly imposed by profit-driven businessmen
- [D] well interpreted by psychological experts

### Text 3

In 2010, a federal judge shook America’s biotech industry to its core. Companies

had won patents for isolated DNA for decades — by 2005 some 20% of human genes were patented. But in March 2010 a judge ruled that genes were unpatentable. Executives were violently agitated. The Biotechnology Industry Organization (BIO), a trade group, assured members that this was just a “preliminary step” in a longer battle.

On July 29th they were relieved, at least temporarily. A federal appeals court overturned the prior decision, ruling that Myriad Genetics could indeed hold patents to two genes that help forecast a woman’s risk of breast cancer. The chief executive of Myriad, a company in Utah, said the ruling was a blessing to firms and patients alike.

But as companies continue their attempts at personalized medicine, the courts will remain rather busy. The Myriad case itself is probably not over. Critics make three main arguments against gene patents: a gene is a product of nature, so it may not be patented; gene patents suppress innovation rather than reward it; and patents’ monopolies restrict access to genetic tests such as Myriad’s. A growing number seem to agree. Last year a federal task-force urged reform for patents related to genetic tests. In October the Department of Justice filed a brief in the Myriad case, arguing that an isolated DNA molecule “is no less a product of nature than are cotton fibers that have been separated from cotton seeds.”

Despite the appeals court’s decision, big questions remain unanswered. For example, it is unclear whether the sequencing of a whole genome violates the patents of individual genes within it. The case may yet reach the Supreme Court.

As the industry advances, however, other suits may have an even greater impact. Companies are unlikely to file many more patents for human DNA molecules — most are already patented or in the public domain. Firms are now studying how genes interact, looking for correlations that might be used to determine the causes of disease or predict a drug’s efficacy. Companies are eager to win patents for “connecting the dots”, explains Hans Sauer, a lawyer for the BIO.

Their success may be determined by a suit related to this issue, brought by the Mayo Clinic, which the Supreme Court will hear in its next term. The BIO recently held a convention which included sessions to coach lawyers on the shifting landscape for patents. Each meeting was packed.

31. It can be learned from Paragraph 1 that the biotech companies would like \_\_\_\_\_.

- [ A ] their executives to be active
- [ B ] judges to rule out gene patenting
- [ C ] genes to be patentable
- [ D ] the BIO to issue a warning

32. Those who are against gene patents believe that \_\_\_\_\_.

- [ A ] genetic tests are not reliable

- [ B ] only man-made products are patentable  
 [ C ] patents on genes depend much on innovation  
 [ D ] courts should restrict access to genetic tests
33. According to Hans Sauer, companies are eager to win patents for \_\_\_\_\_.  
 [ A ] establishing disease correlations  
 [ B ] discovering gene interactions  
 [ C ] drawing pictures of genes  
 [ D ] identifying human DNA
34. By saying “Each meeting was packed” (Line 4, Para. 6), the author means that \_\_\_\_\_.  
 [ A ] the Supreme Court was authoritative  
 [ B ] the BIO was a powerful organization  
 [ C ] gene patenting was a great concern  
 [ D ] lawyers were keen to attend conventions
35. Generally speaking, the author’s attitude toward gene patenting is \_\_\_\_\_.  
 [ A ] critical            [ B ] supportive        [ C ] scornful            [ D ] objective

#### Text 4

The great recession may be over, but this era of high joblessness is probably beginning. Before it ends, it will likely change the life course and character of a generation of young adults. And ultimately, it is likely to reshape our politics, our culture, and the character of our society for years.

No one tries harder than the jobless to find silver linings in this national economic disaster. Many said that unemployment, while extremely painful, had improved them in some ways; they had become less materialistic and more financially prudent; they were more aware of the struggles of others. In limited respects, perhaps the recession will leave society better off. At the very least, it has awoken us from our national fever dream of easy riches and bigger houses, and put a necessary end to an era of reckless personal spending.

But for the most part, these benefits seem thin, uncertain, and far off. In *The Moral Consequences of Economic Growth*, the economic historian Benjamin Friedman argues that both inside and outside the U. S. , lengthy periods of economic stagnation or decline have almost always left society more mean-spirited and less inclusive, and have usually stopped or reversed the advance of rights and freedoms. Anti-immigrant sentiment typically increases, as does conflict between races and classes.

Income inequality usually falls during a recession, but it has not shrunk in this one.

Indeed, this period of economic weakness may reinforce class divides, and decrease opportunities to cross them — especially for young people. The research of Till Von Wachter, the economist in Columbia University, suggests that not all people graduating into a recession see their life chances dimmed; those with degrees from elite universities catch up fairly quickly to where they otherwise would have been if they had graduated in better times; it is the masses beneath them that are left behind.

In the Internet age, it is particularly easy to see the resentment that has always been hidden within American society. More difficult, in the moment, is discerning precisely how these lean times are affecting society's character. In many respects, the U. S. was more socially tolerant entering this recession than at any time in its history, and a variety of national polls on social conflict since then have shown mixed results. We will have to wait and see exactly how these hard times will reshape our social fabric. But they certainly will, and all the more so the longer they extend.

36. By saying “to find silver linings” (Line 1, Para. 2) the author suggest that the jobless try to \_\_\_\_\_.
- [ A ] seek subsidies from the government
  - [ B ] explore reasons for the unemployment
  - [ C ] make profits from the troubled economy
  - [ D ] look on the bright side of the recession
37. According to Paragraph 2, the recession has made people \_\_\_\_\_.
- [ A ] realize the national dream
  - [ B ] struggle against each other
  - [ C ] challenge their lifestyle
  - [ D ] reconsider their lifestyle
38. Benjamin Friedman believes that economic recession may \_\_\_\_\_.
- [ A ] impose a heavier burden on immigrants
  - [ B ] bring out more evils of human nature
  - [ C ] promote the advance of rights and freedoms
  - [ D ] ease conflicts between races and classes
39. The research of Till Von Wachter suggests that in recession graduates from elite universities tend to \_\_\_\_\_.
- [ A ] lag behind the others due to decreased opportunities
  - [ B ] catch up quickly with experienced employees
  - [ C ] see their life chances as dimmed as the others'
  - [ D ] recover more quickly than the others
40. The author thinks that the influence of hard times on society is \_\_\_\_\_.
- [ A ] certain
  - [ B ] positive
  - [ C ] trivial
  - [ D ] destructive

## Part B

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

“Universal history, the history of what man has accomplished in this world, is at bottom the History of the Great Men who have worked here,” wrote the Victorian sage Thomas Carlyle. Well, not any more it is.

Suddenly, Britain looks to have fallen out with its favorite historical form. This could be no more than a passing literary craze, but it also points to a broader truth about how we now approach the past: less concerned with learning from our forefathers and more interested in feeling their pain. Today, we want empathy, not inspiration.

From the earliest days of the Renaissance, the writing of history meant recounting the exemplary lives of great men. In 1337, Petrarch began work on his rambling writing *De Viris Illustribus — On Famous Men*, highlighting the *virtus* (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top. This was the biographical tradition which Niccolò Machiavelli turned on its head. In *The Prince*, he championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.

Over time, the attributes of greatness shifted. The Romantics commemorated the leading painters and authors of their day, stressing the uniqueness of the artist’s personal experience rather than public glory. By contrast, the Victorian author Samuel Smiles wrote *Self-Help* as a catalogue of the worthy lives of engineers, industrialists and explorers. “The valuable examples which they furnish of the power of self-help, of patient purpose, resolute working, and steadfast integrity, issuing in the formation of truly noble and manly character, exhibit,” wrote Smiles. “what it is in the power of each to accomplish for himself” His biographies of James Watt, Richard Arkwright and Josiah Wedgwood were held up as beacons to guide the working man through his difficult life.

This was all a bit bourgeois for Thomas Carlyle, who focused his biographies on the truly heroic lives of Martin Luther, Oliver Cromwell and Napoleon Bonaparte. These epochal figures represented lives hard to imitate, but to be acknowledged as possessing higher authority than mere mortals.

Not everyone was convinced by such bombast. “The history of all hitherto existing society is the history of class struggles,” wrote Marx and Engels in *The Communist*

*Manifesto*. For them, history did nothing, it possessed no immense wealth nor waged battles: “It is man, real, living man who does all that.” And history should be the story of the masses and their record of struggle. As such, it needed to appreciate the economic realities, the social contexts and power relations in which each epoch stood. For: “Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given and transmitted from the past.”

This was the tradition which revolutionized our appreciation of the past. In place of Thomas Carlyle, Britain nurtured Christopher Hill, EP Thompson and Eric Hobsbawm. History from below stood alongside biographies of great men. Whole new realms of understanding — from gender to race to cultural studies — were opened up as scholars unpicked the multiplicity of lost societies. And it transformed public history too: downstairs became just as fascinating as upstairs.

	[ A ] emphasized the virtue of classical heroes.
41. Petrarch	[ B ] highlighted the public glory of the leading artists.
42. Niccolo Machiavelli	[ C ] focused on epochal figures whose lives were hard to imitate.
43. Samuel Smiles	[ D ] opened up new realms of understanding the great men in history.
44. Thomas Carlyle	[ E ] held that history should be the story of the masses and their record of struggle.
45. Marx and Engels	[ F ] dismissed virtue as unnecessary for successful leaders.
	[ G ] depicted the worthy lives of engineers, industrialists and explorers.

### **Section III Translation**

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

When people in developing countries worry about migration, they are usually concerned at the prospect of their best and brightest departure to Silicon Valley or to

hospitals and universities in the developed world. These are the kind of workers that countries like Britain, Canada and Australia try to attract by using immigration rules that privilege college graduates.

Lots of studies have found that well-educated people from developing countries are particularly likely to emigrate. A big survey of Indian households in 2004 found that nearly 40% of emigrants had more than a high-school education, compared with around 3.3% of all Indians over the age of 25. This “brain drain” has long bothered policymakers in poor countries. They fear that it hurts their economies, depriving them of much-needed skilled workers who could have taught at their universities, worked in their hospitals and come up with clever new products for their factories to make.

## Section IV Writing

### Part A (10 points)

**Directions:** Suppose you have found something wrong with the electronic dictionary that you bought from an online store the other day. Write an email to the customer service center to

- 1) make a complaint and
- 2) demand a prompt solution.

Do not sign your own name at the end of the letter, Use “Zhang Wei” instead.

You should write about 100 words on **ANSWER SHEET 2**.

### Part B (15 points)

**Directions:** Write an essay based on the following table. In your writing you should

- 1) describe the table, and
- 2) give your comments

You should write at least 150 words on **ANSWER SHEET 2**.

某公司员工工作满意度调查

满意度	满意	不满意	不清楚
年龄			
小于等于 40 岁	16.7%	50%	33.3%
41 岁—50 岁	0	36%	64%
大于 50 岁	40%	50%	10%