

管理类专业学位硕士研究生入学统一考试

# 英语

## 管理类联考

考试大纲

适用于MBA、MPA、MPAcc、MEM



# 全国硕士研究生招生考试

## 英语（二）考试大纲（非英语专业）

### I 考试性质

英语（二）考试主要是为高等院校和科研院所招收专业学位硕士研究生而设置的具有选拔性质的全国统一招生考试科目。其目的是科学、公平、有效地测试考生对英语语言的运用能力，评价的标准是高等学校非英语专业本科毕业生所能达到的及格或及格以上水平，以保证被录取者具有一定的英语水平，并有利于各高等院校和科研院所在专业上择优选拔。

### II 考查目标

#### （一）语言知识

考生应掌握词汇、语法、语篇和语用等方面的语言知识，并能在特定情境下的语言活动中加以有效运用。

##### 1. 词汇

考生应掌握 5 500 个左右的单词及相关附表中的内容。

词汇表仅包含单词的基本词形，未包含单词的读音、词性、意义和形态变化等，考生应在听、说、读、写等语言实践中学习和掌握这些内容。同时，考生应掌握单词的习惯用法，包括搭配、固定表达等，并掌握单词之间的语义关系，如上下义关系、同义关系、反义关系等。

此外，考生还应掌握转化、合成等英语构词法，能根据常用的前缀和后缀进行单词的派生，掌握常见的缩写词。

英语（二）试卷中出现超出词汇表及相关附表的单词时，不会给出中文注释，但会严格控制此类单词的数量。

##### 2. 语法、语篇、语用

语法知识指词、词组、分句、句子等语法单位的类别、构成和功能等，语篇知识指书面和口头语篇的组织结构及上下文的衔接和连贯，语用知识指特定语言运用情境中的言语功能、话语规范及语体、修辞等表达形式。

本大纲不列出语法、语篇、语用知识的具体项目，考生应在听、说、读、写等语言实践中学习和掌握这些内容，提高准确性、丰富性和得体性，能熟练运用于具体语境，有效把握和传递信息，实现特定交际意图。

#### （二）语言技能

考生应掌握理解英语话语意义的能力，包括听力理解能力和阅读理解能力；掌握运用英语表达意义的能力，包括口头表达能力和书面表达能力。英语（二）考试重点考查阅读和写作两种技能。

##### 1. 阅读

考生应能读懂多种话题、多种类型的语言较复杂的文字材料。话题包括科技、经济、教育、社会、历史、文化等，类型包括新闻、评论、报告、论文、专著等。对所读材料，考生应能：

- 1) 概括主旨要义；
- 2) 理解具体信息；
- 3) 根据上下文推断单词和词组的含义；
- 4) 作出判断、推理和引申；
- 5) 理解作者的意图、观点和态度；
- 6) 理解文章结构和上下文逻辑关系；
- 7) 分析文中使用的修辞手法、论证方法等；
- 8) 比较文中事实、观点、态度等的异同。

## 2. 写作

考生应能写多种类型的应用文，包括书信、通知、告示、纪要等，并能写不同功能的文章，包括描述性、叙述性、说明性、论述性文章。写作时，考生应能做到：

- 1) 内容切中题意，按要求完成试题规定的任务；
- 2) 根据任务需求选择较丰富的语法结构和词汇；
- 3) 语言表达规范，用词准确，语法、拼写、标点正确；
- 4) 结构合理，层次清晰，内容连贯，合乎逻辑；
- 5) 根据写作目的和对象，选择恰当的文体和语体。

## III 考试形式、考试内容与试卷结构

### (一) 考试形式

考试形式为笔试。考试时间为 180 分钟。满分为 100 分。

考试使用 1 份试题册和 1 张答题卡。考生应按要求将选择题的答案涂写在答题卡相应题号的选项上，将非选择题的答案书写在答题卡指定位置的边框区域内。

### (二) 考试内容

试题分四部分，包括英语知识运用、阅读理解、翻译和写作，共 48 小题。

#### 第一部分 英语知识运用

该部分考查考生在具体语境中综合运用语言知识的能力。共 20 小题，每题 0.5 分，共 10 分。

在一篇约 350 词的文章中留出 20 个空白，要求考生从每题所给的 4 个选项中选出最佳选项填入空白，使填补后的文章语句通顺、意义连贯。

#### 第二部分 阅读理解

该部分由 A、B 两节组成，考查考生理解书面英语的能力。共 25 小题，每题 2 分，共 50 分。

**A 节（20 小题）：**考查考生概括主旨要义、理解具体信息，作出判断、推理和引申等能力。要求考生根据所提供的 4 篇文章的内容（总长度为 1 500~1 600 词），从每题所给的 4 个选项中选出最佳选项。

**B 节（5 小题）：**考查考生判断、概括、比较等能力。本节有 2 种备选题型，每次考试从这 2 种题型中选择一种进行考查。

备选题型包括：

1) 在一篇 450~550 词的文章后有 7 个判断或概括项，要求考生从这 7 个选项中为 5 个指定的主题分别选出最佳的匹配项。

2) 在一篇 450~550 词的文章前有 7 个小标题，要求考生从这 7 个选项中为文中 5 个指定的语段分别选出最佳的小标题。

### 第三部分 翻译

该部分考查考生理解英语书面材料并将其译成汉语的能力。共 1 小题，共 15 分。

要求考生将长度约 150 词的英语文字译成汉语，译文准确、完整、通顺。

### 第四部分 写作

该部分由 A、B 两节组成，考查考生的书面表达能力。共 2 小题，共 25 分。

**A 节（1 小题）：**要求考生根据规定情景写一篇约 100 词（标点符号不计算在内）的应用文，类型包括书信、通知、告示、纪要等。共 10 分。

**B 节（1 小题）：**要求考生根据提示信息写一篇约 150 词（标点符号不计算在内）的短文。提示信息的形式为文字、图画、图表等。共 15 分。

### （三）试卷结构

部分	节	为考生提供的信息	指导语语言	考查要点	题型	题目数量	计分
I 英语知识运用		1 篇文章 (约 350 词)	英语	综合运用语言知识	完形填空 多项选择 (四选一)	20	10
II 阅读理解	A	4 篇文章 (共 1 500~1 600 词)	英语	概括主旨要义、理解具体信息，作出判断、推理和引申等	多项选择 (四选一)	20	40
	B	1 篇文章 (450~550 词)	英语	判断、概括、比较等	选择搭配	5	10
III 翻译		约 150 词的英语文字	英语	理解英语书面材料并将其译成汉语	英译汉	1	15

部分	节	为考生提供的信息	指导语语言	考查要点	题型	题目数量	计分
IV 写作	A	规定情景	英语	写书信、通知、告示、纪要等	应用文写作 (约 100 词)	1	10
	B	文字、图画、图表等	英语	写描述性、叙述性、说明性、论述性文章	短文写作 (约 150 词)	1	15
总计						48	100

## IV 题型示例、参考答案及评分参考

### 题型示例

#### 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 the ANSWER SHEET. (10 points)

In our contemporary culture, the prospect of communicating with—or even looking at — a stranger is virtually unbearable. Everyone around us seems to agree by the way they cling to their phones, even without a 1 on a subway.

It's a sad reality — our desire to avoid interacting with other human beings — because there's 2 to be gained from talking to the stranger standing by you. But you wouldn't know it, 3 into your phone. This universal protection sends the 4: "Please don't approach me."

What is it that makes us feel we need to hide 5 our screens?

One answer is fear, according to Jon Wortmann, an executive mental coach. We fear rejection, or that our innocent social advances will be 6 as "weird." We fear we'll be 7. We fear we'll be disruptive.

Strangers are inherently 8 to us, so we are more likely to feel 9 when communicating with them compared with our friends and acquaintances. To avoid this uneasiness, we 10 to our phones. "Phones become our security blanket," Wortmann says. "They are our happy glasses that protect us from what we perceive is going to be more 11."

But once we rip off the band-aid, tuck our smartphones in our pockets and look up, it doesn't 12 so bad. In one 2011 experiment, behavioral scientists Nicholas Epley and Juliana Schroeder asked commuters to do the unthinkable: Start a 13. They had Chicago train commuters talk to their fellow 14. "When Dr. Epley and Ms. Schroeder asked other people in the same train station to 15 how they would feel after talking to a stranger, the commuters thought their



\_\_\_16\_\_\_ would be more pleasant if they sat on their own," *The New York Times* summarizes. Though the participants didn't expect a positive experience, after they \_\_\_17\_\_\_ with the experiment, "not a single person reported having been embarrassed."

\_\_\_18\_\_\_, these commutes were reportedly more enjoyable compared with those without communication, which makes absolute sense, \_\_\_19\_\_\_ human beings thrive off of social connections. It's that \_\_\_20\_\_\_: Talking to strangers can make you feel connected.

- |                     |                   |                   |                   |
|---------------------|-------------------|-------------------|-------------------|
| 1. A. signal        | B. permit         | C. ticket         | D. record         |
| 2. A. nothing       | B. little         | C. another        | D. much           |
| 3. A. beaten        | B. plugged        | C. guided         | D. brought        |
| 4. A. message       | B. code           | C. notice         | D. sign           |
| 5. A. under         | B. beyond         | C. behind         | D. from           |
| 6. A. misapplied    | B. misinterpreted | C. misadjusted    | D. mismatched     |
| 7. A. judged        | B. fired          | C. replaced       | D. delayed        |
| 8. A. unreasonable  | B. ungrateful     | C. unconventional | D. unfamiliar     |
| 9. A. comfortable   | B. confident      | C. anxious        | D. angry          |
| 10. A. attend       | B. turn           | C. take           | D. point          |
| 11. A. dangerous    | B. mysterious     | C. violent        | D. boring         |
| 12. A. bend         | B. resist         | C. hurt           | D. decay          |
| 13. A. lecture      | B. debate         | C. conversation   | D. negotiation    |
| 14. A. trainees     | B. employees      | C. researchers    | D. passengers     |
| 15. A. reveal       | B. choose         | C. predict        | D. design         |
| 16. A. voyage       | B. flight         | C. walk           | D. ride           |
| 17. A. went through | B. did away       | C. caught up      | D. put up         |
| 18. A. In turn      | B. In fact        | C. In particular  | D. In consequence |
| 19. A. unless       | B. whereas        | C. if             | D. since          |
| 20. A. funny        | B. simple         | C. logical        | D. rare           |

## Section II Reading Comprehension

### Part A

#### Directions:

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

#### Text 1

With the global population predicted to hit close to 10 billion by 2050, and forecasts that agricultural production in some regions will need to nearly double to keep pace, food security is increasingly making headlines. In the UK, it has become a big talking point recently too, for a rather particular reason: Brexit.

Brexit is seen by some as an opportunity to reverse a recent trend towards the UK importing food. The country produces only about 60 per cent of the food it eats, down from almost three-quarters in the late 1980s. A move back to self-sufficiency, the argument goes, would boost the

farming industry, political sovereignty and even the nation's health. Sounds great — but how feasible is this vision?

According to a report on UK food production from the University of Leeds, UK, 85 per cent of the country's total land area is associated with meat and dairy production. That supplies 80 per cent of what is consumed, so even covering the whole country in livestock farms wouldn't allow us to cover all our meat and dairy needs.

There are many caveats to those figures, but they are still grave. To become much more self-sufficient, the UK would need to drastically reduce its consumption of animal foods, and probably also farm more intensively — meaning fewer green fields, and more factory-style production.

But switching to a mainly plant-based diet wouldn't help. There is a good reason why the UK is dominated by animal husbandry: most of its terrain doesn't have the right soil or climate to grow crops on a commercial basis. Just 25 per cent of the country's land is suitable for crop-growing, most of which is already occupied by arable fields. Even if we converted all the suitable land to fields of fruit and veg — which would involve taking out all the nature reserves and removing thousands of people from their homes — we would achieve only a 30 per cent boost in crop production.

Just 23 per cent of the fruit and vegetables consumed in the UK are currently home-grown, so even with the most extreme measures we could meet only 30 per cent of our fresh produce needs. That is before we look for the space to grow the grains, sugars, seeds and oils that provide us with the vast bulk of our current calorie intake.

21. Some people argue that food self-sufficiency in the UK would \_\_\_\_\_.  
A. be hindered by its population growth  
B. contribute to the nation's well-being  
C. become a priority of the government  
D. pose a challenge to its farming industry
22. The report by the University of Leeds shows that in the UK \_\_\_\_\_.  
A. farmland has been inefficiently utilized  
B. factory-style production needs reforming  
C. most land is used for meat and dairy production  
D. more green fields will be converted for farming
23. Crop-growing in the UK is restricted due to \_\_\_\_\_.  
A. its farming technology  
B. its dietary tradition  
C. its natural conditions  
D. its commercial interests
24. It can be learned from the last paragraph that British people \_\_\_\_\_.  
A. rely largely on imports for fresh produce  
B. enjoy a steady rise in fruit consumption  
C. are seeking effective ways to cut calorie intake  
D. are trying to grow new varieties of grains

25. The author's attitude to food self-sufficiency in the UK is \_\_\_\_\_.

- A. defensive
- B. doubtful
- C. tolerant
- D. optimistic

### Text 2

American farmers have been complaining of labor shortages for several years. The complaints are unlikely to stop without an overhaul of immigration rules for farm workers.

Congress has obstructed efforts to create a more straightforward visa for agricultural workers that would let foreign workers stay longer in the U.S. and change jobs within the industry. If this doesn't change, American businesses, communities, and consumers will be the losers.

Perhaps half of U.S. farm laborers are undocumented immigrants. As fewer such workers enter the country, the characteristics of the agricultural workforce are changing. Today's farm laborers, while still predominantly born in Mexico, are more likely to be settled rather than migrating and more likely to be married than single. They're also aging. At the start of this century, about one-third of crop workers were over the age of 35. Now more than half are. And picking crops is hard on older bodies. One oft-debated cure for this labor shortage remains as implausible as it's been all along: Native U. S. workers won't be returning to the farm.

Mechanization isn't the answer, either — not yet, at least. Production of corn, cotton, rice, soybeans, and wheat has been largely mechanized, but many high-value, labor-intensive crops, such as strawberries, need labor. Even dairy farms, where robots do a small share of milking, have a long way to go before they're automated.

As a result, farms have grown increasingly reliant on temporary guest workers using the H-2A visa to fill the gaps in the workforce. Starting around 2012, requests for the visas rose sharply; from 2011 to 2016 the number of visas issued more than doubled.

The H-2A visa has no numerical cap, unlike the H-2B visa for nonagricultural work, which is limited to 66,000 a year. Even so, employers complain they aren't given all the workers they need. The process is cumbersome, expensive, and unreliable. One survey found that bureaucratic delays led the average H-2A worker to arrive on the job 22 days late. The shortage is compounded by federal immigration raids, which remove some workers and drive others underground.

In a 2012 survey, 71 percent of tree-fruit growers and almost 80 percent of raisin and berry growers said they were short of labor. Some western farmers have responded by moving operations to Mexico. From 1998 to 2000, 14.5 percent of the fruit Americans consumed was imported. Little more than a decade later, the share of imports was 25.8 percent.

In effect, the U.S. can import food or it can import the workers who pick it.

26. What problem should be addressed according to the first two paragraphs?

- A. Decline of job opportunities in U.S. agriculture.
- B. Discrimination against foreign workers in the U.S.
- C. Biased laws in favor of some American businesses.



- D. Flaws in U.S. immigration rules for farm workers.
27. One trouble with U.S. agricultural workforce is \_\_\_\_\_.  
A. the aging of immigrant farm workers  
B. the rising number of illegal immigrants  
C. the high mobility of crop workers  
D. the lack of experienced laborers
28. What is the much-argued solution to the labor shortage in U. S. farming?  
A. To strengthen financial support for farmers.  
B. To attract younger laborers to farm work.  
C. To get native U.S. workers back to farming.  
D. To use more robots to grow high-value crops.
29. Agricultural employers complain about the H-2A visa for its \_\_\_\_\_.  
A. control of annual admissions  
B. slow granting procedures  
C. limit on duration of stay  
D. tightened requirements
30. Which of the following could be the best title for this text?  
A. Manpower vs. Automation?  
B. U.S. Agriculture in Decline?  
C. Import Food or Labor?  
D. America Saved by Mexico?

### Text 3

Madrid was hailed as a public health guiding light last November when it rolled out ambitious restrictions on the most polluting cars. Seven months and one election day later, a new conservative city council suspended enforcement of the clean air zone, a first step toward its possible termination. Mayor José Luis Martínez-Almeida made opposition to the zone a centrepiece of his election campaign, despite its success in improving air quality. A judge has now overruled the city's decision to stop levying fines, ordering them restored. But with legal battles ahead, the zone's future looks uncertain at best.

Madrid's back and forth on clean air is a pointed reminder of the limits to the patchwork, city-by-city approach that characterises efforts on air pollution across Europe, Britain very much included.

Among other weaknesses, the measures cities must employ when left to tackle dirty air on their own are politically controversial, and therefore vulnerable. That's because they inevitably put the costs of cleaning the air on to individual drivers — who must pay fees or buy better vehicles — rather than on to the car manufacturers whose cheating is the real cause of our toxic pollution. It's not hard to imagine a similar reversal happening in London. The new ultra-low emission zone (Ulez) is likely to be a big issue in next year's mayoral election. And if Sadiq Khan wins and extends it to the North and South Circular roads in 2021 as he intends, it is sure to spark intense opposition from the far larger number of motorists who will then be affected.

It's not that measures such as London's Ulez are useless. Far from it. Local officials are using the levers that are available to them to safeguard residents' health in the face of a serious threat. The zones do deliver some improvements to air quality, and the science tells us that means real health benefits.

But mayors and councillors can only do so much about a problem that is far bigger than any one city or town. They are acting because national governments — Britain's and others across Europe — have failed to do so.

Restrictions that keep highly polluting cars out of certain areas — city centres, "school streets", even individual roads — are a response to the absence of a larger effort to properly enforce existing regulations and require auto companies to bring their vehicles into compliance. Wales has introduced special low speed limits to minimise pollution. We're doing everything but insist that manufacturers clean up their cars.

31. Which of the following is true about Madrid's clean air zone?
- A. Its effects are questionable.
  - B. It has been opposed by a judge.
  - C. It needs tougher enforcement.
  - D. Its fate is yet to be decided.
32. What is considered a weakness of the city-level measures to tackle dirty air?
- A. They put the burden on individual motorists.
  - B. They prove impractical for city councils.
  - C. They are deemed too mild by politicians.
  - D. They are biased against car manufacturers.
33. The author believes that the extension of London's Ulez will\_\_\_\_\_.
- A. ensure Khan's electoral success
  - B. arouse strong resistance
  - C. improve the city's traffic
  - D. discourage car manufacturing
34. Who does the author think should have addressed the problem?
- A. Local residents.
  - B. National governments.
  - C. Councillors.
  - D. Mayors.
35. It can be learned from the last paragraph that auto companies\_\_\_\_\_.
- A. will raise low-emission car production
  - B. will upgrade the design of their vehicles
  - C. should be forced to follow regulations
  - D. should be put under public supervision

#### Text 4

We're fairly good at judging people based on first impressions, thin slices of experience ranging from a glimpse of a photo to a five-minute interaction, and deliberation can be not only extraneous but intrusive. In one study of the ability she called "thin slicing," the late psychologist Nalini Ambady asked participants to watch silent 10-second video clips of professors and to rate the instructor's overall effectiveness. Their ratings correlated strongly with students' end-of-semester ratings. Another set of participants had to count backward from 1,000 by nines as they watched the clips, occupying their conscious working memory. Their ratings were just as accurate, demonstrating the intuitive nature of the social processing.

Critically, another group was asked to spend a minute writing down reasons for their judgment, before giving the rating. Accuracy dropped dramatically. Ambady suspected that deliberation focused them on vivid but misleading cues, such as certain gestures or utterances, rather than letting the complex interplay of subtle signals form a holistic impression. She found similar interference when participants watched 15-second clips of pairs of people and judged whether they were strangers, friends, or dating partners.

Other research shows we're better at detecting deception from thin slices when we rely on intuition instead of reflection. "It's as if you're driving a stick shift," says Judith Hall, a psychologist at Northeastern University, "and if you start thinking about it too much, you can't remember what you're doing. But if you go on automatic pilot, you're fine. Much of our social life is like that."

Thinking too much can also harm our ability to form preferences. College students' ratings of strawberry jams and college courses aligned better with experts' opinions when the students weren't asked to analyze their rationale. And people made car-buying decisions that were both objectively better and more personally satisfying when asked to focus on their feelings rather than on details, but only if the decision was complex — when they had a lot of information to process.

Intuition's special powers are unleashed only in certain circumstances. In one study, participants completed a battery of eight tasks, including four that tapped reflective thinking ( discerning rules, comprehending vocabulary ) and four that tapped intuition and creativity ( generating new products or figures of speech ). Then they rated the degree to which they had used intuition ( "gut feelings," "hunches," "my heart" ). Use of their gut hurt their performance on the first four tasks, as expected, and helped them on the rest. Sometimes the heart is smarter than the head.

36. Nalini Ambady's study deals with\_\_\_\_\_.

- A. the reliability of first impressions
- B. people's ability to influence others
- C. instructor-student interaction
- D. the power of people's memory

37. In Ambady's study, rating accuracy dropped when participants

- A. discussed with one another
- B. gave the rating in limited time
- C. watched shorter video clips
- D. focused on specific details

38. Judith Hall mentions driving to show that\_\_\_\_\_.
- A. deception is difficult to detect
  - B. memory may be selective
  - C. social skills must be cultivated
  - D. reflection can be distracting
- 39 When you are making complex decisions, it is advisable to\_\_\_\_\_.
- A. collect enough data
  - B. list your preferences
  - C. follow your feelings
  - D. seek expert advice
40. What can we learn from the last paragraph?
- A. Intuition may affect reflective tasks.
  - B. Generating new products takes time.
  - C. Vocabulary comprehension needs creativity.
  - D. Objective thinking may boost inventiveness.

## Part B

### Sample One

#### Directions:

Read the following text and match each of the numbered items in the left column to its corresponding information in the right column. There are two extra choices in the right column. Mark your answers on the ANSWER SHEET. (10 points)

#### **How seriously should parents take kids' opinions when searching for a home?**

In choosing a new home, Camille McClain's kids have a single demand : a backyard.

McClain's little ones aren't the only kids who have an opinion when it comes to housing, and in many cases youngsters' views weigh heavily on parents' real estate decisions, according to a 2018 Harris Poll survey of more than 2,000 U.S. adults.

While more families buck an older-generation proclivity to leave kids in the dark about real estate decisions, realty agents and psychologists have mixed views about the financial, personal and long-term effects kids' opinions may have.

The idea of involving children in a big decision is a great idea because it can help them feel a sense of control and ownership in what can be an overwhelming process, said Ryan Hooper, a clinical psychologist in Chicago.

"Children may face serious difficulties in coping with significant moves, especially if it removes them from their current school or support system," he said.

Greg Jaroszewski, a real estate broker with Gagliardo Realty Associates, said he's not convinced that kids should be involved in selecting a home — but their opinions should be considered in regards to proximity to friends and social activities, if possible.

Younger children should feel like they're choosing their home — without actually getting a choice in the matter, said Adam Bailey, a real estate attorney based in New York.

Asking them questions about what they like about the backyard of a potential home will make them feel like they're being included in the decision-making process, Bailey said.

Many of the aspects of homebuying aren't a consideration for children, said Tracey Hampson, a real estate agent based in Santa Clarita, Calif. And placing too much emphasis on their opinions can ruin a fantastic home purchase.

"Speaking with your children before you make a real estate decision is wise, but I wouldn't base the purchasing decision solely on their opinions," Hampson said.

The other issue is that many children — especially older ones — may base their real estate knowledge on HGTV shows, said Aaron Norris of The Norris Group in Riverside, Calif.

"They love Chip and Joanna Gaines just as much as the rest of us," he said. "HGTV has seriously changed how people view real estate. It's not shelter, it's a lifestyle. With that mindset change come some serious money consequences."

Kids tend to get stuck in the features and the immediate benefits to them personally, Norris said.

Parents need to remind their children that their needs and desires may change over time, said Julie Gurner, a real estate analyst with FitSmallBusiness.com.

"Their opinions can change tomorrow," Gurner said. "Harsh as it may be to say, that decision should likely not be made contingent on a child's opinions, but rather made for them with great consideration into what home can meet their needs best — and give them an opportunity to customize it a bit and make it their own."

This advice is more relevant now than ever before, even as more parents want to embrace the ideas of their children, despite the current housing crunch.

	A. remarks that significant moves may pose challenges to children.
41. Ryan Hooper	B. says that it is wise to leave kids in the dark about real estate decisions.
42. Adam Bailey	C. advises that home purchases should not be based only on children's opinions.
43. Tracey Hampson	D. thinks that children should be given a sense of involvement in homebuying decisions.
44. Aaron Norris	E. notes that aspects like children's friends and social activities should be considered upon homebuying.
45. Julie Gurner	F. believes that homebuying decisions should be based on children's needs rather than their opinions.
	G. assumes that many children's views on real estate are influenced by the media.

## Sample Two

### Directions:

Read the following text and answer the questions by choosing the most suitable subheading from the list A—G for each of the numbered paragraphs (41—45). There are two extra subheadings which you do not need to use. Mark your answers on the ANSWER SHEET. (10 points)

- A. Stay calm.
- B. Stay humble.
- C. Be realistic about the risks.
- D. Identify a shared goal.
- E. Decide whether to wait.
- F. Ask permission to disagree.
- G. Don't make judgments.

### How to Disagree with Someone More Powerful Than You

Your boss proposes a new initiative you think won't work. Your senior colleague outlines a project timeline you believe is unrealistic. What do you say when you disagree with someone who has more power than you do? How do you decide whether it's worth speaking up? And if you do, what exactly should you say? Here's how to disagree with someone more powerful than you.

41. \_\_\_\_\_

You may decide it's best to hold off on voicing your opinion. Maybe you haven't finished thinking the problem through to get a or you want clearer sense of what the group thinks. If you think other people are going to disagree, too, you might want to gather your army first. People can contribute experience or information to your thinking — all the things that would make the disagreement stronger or more valid. It's also a good idea to delay the conversation if you're in a meeting or other public space. Discussing the issue in private will make the powerful person feel less threatened.

42. \_\_\_\_\_

Before you share your thoughts, think about what the powerful person cares about — it may be the credibility of their team or getting a project done on time. You're more likely to be heard if you can connect your disagreement to a higher purpose. State it overtly, contextualizing your statements so that you're seen not as a disagreeable subordinate but as a colleague who's trying to advance a common objective. The discussion will then become more like a chess game than a boxing match.

43. \_\_\_\_\_

This step may sound overly deferential, but it's a smart way to give the powerful person psychological safety and control. You can say something like, "I know we seem to be moving toward a first-quarter commitment here. I have reasons to think that won't work. I'd like to lay out my reasoning. Would that be OK?" This gives the person a choice, allowing him to verbally opt in. And, assuming he says yes, it will make you feel more confident about voicing your disagreement.

44. \_\_\_\_\_

You might feel your heart racing or your face turning red, but do whatever you can to remain neutral in both your words and actions. When your body language communicates reluctance or



anxiety, it undercuts the message. It sends a mixed message, and your counterpart gets to choose what signals to read. Deep breaths can help, as can speaking more slowly and deliberately. When we feel panicky, we tend to talk louder and faster. Simply slowing the pace and talking in an even tone helps the other person cool down and does the same for you. It also makes you seem confident, even if you aren't.

45. \_\_\_\_\_

Emphasize that you're only offering your opinion, not gospel truth. It may be a well-informed, well-researched opinion, but it's still an opinion, so talk tentatively and slightly understate your confidence. Instead of saying, "If we set an end-of-quarter deadline, we'll never make it," say, "This is just my opinion, but I don't see how we will make that deadline." Having asserted your position (as a position, not as a fact), demonstrate equal curiosity about other views. Remind the person that this is your point of view, and then invite critique. Be open to hearing other opinions.

### Section III Translation

#### 46. Directions:

Translate the following text into Chinese. Write your translation on the ANSWER SHEET. (15 points)

The supermarket is designed to lure customers into spending as much time as possible within its doors. The reason for this is simple: The longer you stay in the store, the more stuff you'll see, and the more stuff you see, the more you'll buy. And supermarkets contain a lot of stuff. The average supermarket, according to the Food Marketing Institute, carries some 44,000 different items, and many carry tens of thousands more. The sheer volume of available choice is enough to send shoppers into a state of information overload. According to brain-scan experiments, the demands of so much decision-making quickly become too much for us. After about 40 minutes of shopping, most people stop struggling to be rationally selective, and instead begin shopping emotionally — which is the point at which we accumulate the 50 percent of stuff in our cart that we never intended buying.

### Section IV Writing

#### Part A

#### 47. Directions:

Suppose you are planning a tour of a historical site for a group of international students. Write them an email to

- 1) tell them about the site, and
- 2) give them some tips for the tour.

You should write about 100 words on the ANSWER SHEET.

**Do not** use your own name. Use "Li Ming" instead. (10 points)

## Part B

### Sample One

#### 48. Directions:

Read the following excerpt from an article and write an essay. In your essay, you should explain whether or to what extent you agree with the author. Support your argument with reasons and relevant examples.

Write your answer in about 150 words on the ANSWER SHEET. (15 points)

Studies in the U. S. and the U. K. consistently show that children have lost the right to wander. This is why many of our youth turn to technology. They aren't addicted to the computer; they're addicted to interaction, and being around their friends. Children, and especially teenagers, don't want to only socialize with parents and siblings; they want to play with their peers. That's how they make sense of the world. And we've robbed them of that opportunity. We're raising our children in captivity and they turn to technology to socialize, learn and relax. Why are we blaming the screens?

### Sample Two

#### 48. Directions:

Write an essay based on the picture below. In your essay, you should

- 1) describe and interpret the picture, and
- 2) give your comments.

Write your answer in about 150 words on the ANSWER SHEET. (15 points)



手机时代的聚会

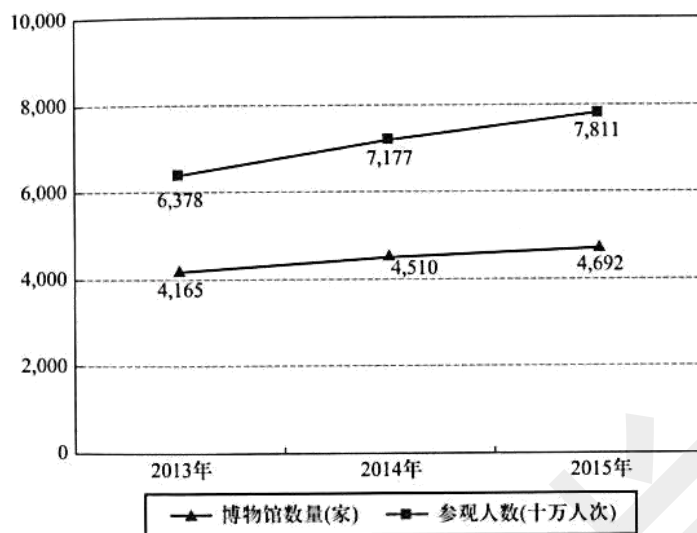
### Sample Three

#### 48. Directions:

Write an essay based on the chart below. In your essay, you should

- 1) describe and interpret the chart, and
- 2) give your comments.

Write your answer in about 150 words on the ANSWER SHEET. (15 points)



2013—2015 年我国博物馆数量和参观人数

### 参考答案及评分参考

#### I. 英语知识运用 (20 小题, 每题 0.5 分, 共 10 分)

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 1. A  | 2. D  | 3. B  | 4. A  | 5. C  |
| 6. B  | 7. A  | 8. D  | 9. C  | 10. B |
| 11. A | 12. C | 13. C | 14. D | 15. C |
| 16. D | 17. A | 18. B | 19. D | 20. B |

#### II. 阅读理解 (共 60 分)

##### A 节 (20 小题, 每题 2 分, 共 40 分)

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 21. B | 22. C | 23. C | 24. A | 25. B |
| 26. D | 27. A | 28. C | 29. B | 30. C |
| 31. D | 32. A | 33. B | 34. B | 35. C |
| 36. A | 37. D | 38. D | 39. C | 40. A |

##### B 节 (5 小题, 每题 2 分, 共 10 分)

##### Sample One

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 41. A | 42. D | 43. C | 44. G | 45. F |
|-------|-------|-------|-------|-------|

##### Sample Two

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 41. E | 42. D | 43. F | 44. A | 45. B |
|-------|-------|-------|-------|-------|

#### III. 翻译 (1 小题, 共 15 分)

46. 超市的设计就是要诱使顾客尽可能久地待在店内。其理由很简单: 你在店里逗留越久, 看到的東西就越多, 看到的東西越多, 买的就越多。而超市里的东西多得很。按食品营销研究院所说, 普通超市售卖约 44 000 种各式货品, 而且许多超市的货品还要多出成千上万种。单是可供选择的货品数量就足以让购物者陷入信息超负荷的状态。根据大脑扫描实验, 如此之大的决策量带来的负担会很快令我们无法承受。购物约 40 分钟后, 大多数人就不再费心去理性选购, 而是开始冲动购物了——就是从这一刻起, 我们把本来根本没打算买的那一半东西推进了购物车。

### 一般评分标准:

第四档 (13~15 分): 很好地完成了试题规定的任务。理解准确无误; 表达通顺清楚; 没有错译、漏译。

第三档 (9~12 分): 基本完成了试题规定的任务。理解基本准确; 表达比较通顺; 没有重大错译、漏译。

第二档 (5~8 分): 未能按要求完成试题规定的任务。理解原文不够准确; 表达欠通顺; 有明显错译、漏译。

第一档 (0~4 分): 未完成试题规定的任务。不能理解原文; 表达不通顺; 文字支离破碎。

## IV. 写作 (共 25 分)

### A 节 (1 小题, 共 10 分)

47. (略)

### B 节 (1 小题, 共 15 分)

48. (略)

#### (一) 评分原则和方法

(1) 一般评分标准适用于 A、B 两节。但根据两节不同的考查要点, 评分时应有不同的侧重点。

A 节作文的评分重点在于内容要点的覆盖、文章的组织连贯性、语言的准确性、文体格式和语体的恰当性。对语法结构和词汇多样性的要求将根据具体试题做调整。

B 节作文的评分重点在于内容要点的覆盖和阐述、文章的组织连贯性、语法结构和词汇的多样性及语言的准确性。

允许在作文中使用指导语或提示信息中的个别关键词语, 但使用其中部分或整个语句的, 将被酌情扣分。

(2) 评分时, 先根据文章的内容和语言确定其所属档次, 然后按该档次的要求来给分。

(3) A 节作文的词数要求是 100 词左右; B 节作文的词数要求是 150 词左右。文章长度不符合要求的, 酌情扣分。

(4) 拼写与标点符号是反映语言准确性的一个方面。评分时, 要视其对交际的影响程度予以考虑。英、美拼写及词汇用法均可接受。

(5) 如书写较差, 以致影响读者理解, 将分数降低一个档次。

#### (二) 一般评分标准

第五档	很好地完成了试题规定的任务:
A 节	• 包含并有效阐述所有内容要点;
(9~10 分)	• 使用了丰富的语法结构和词汇;
B 节	• 语法结构和词汇准确, 错误极少;
(13~15 分)	• 有效地使用了多种衔接手段, 内容连贯、流畅, 层次清晰;

	<ul style="list-style-type: none"> <li>• 文体格式和语体恰当贴切。</li> </ul> <p>对目标读者完全产生了预期的效果。</p>
<p>第四档</p> <p>A 节 (7~8 分)</p> <p>B 节 (10~12 分)</p>	<p>较好地完成了试题规定的任务：</p> <ul style="list-style-type: none"> <li>• 包含所有内容要点，少数要点未能有效阐述；</li> <li>• 使用了较丰富的语法结构和词汇；</li> <li>• 语言基本准确，只有在试图使用较复杂结构或较高级词汇时才有个别错误；</li> <li>• 比较有效地使用了一些衔接手段，内容较连贯，层次较清晰；</li> <li>• 文体格式和语体较恰当。</li> </ul> <p>对目标读者产生了预期的效果。</p>
<p>第三档</p> <p>A 节 (5~6 分)</p> <p>B 节 (7~9 分)</p>	<p>基本完成了试题规定的任务：</p> <ul style="list-style-type: none"> <li>• 虽漏掉一些内容，但包含多数内容要点；</li> <li>• 语法结构和词汇基本满足任务的需求；</li> <li>• 存在一些语法结构或词汇错误，但基本不影响理解；</li> <li>• 使用了简单的衔接手段，内容基本连贯，层次基本清晰；</li> <li>• 文体格式和语体基本合理。</li> </ul> <p>对目标读者基本产生了预期的效果。</p>
<p>第二档</p> <p>A 节 (3~4 分)</p> <p>B 节 (4~6 分)</p>	<p>未能按要求完成试题规定的任务：</p> <ul style="list-style-type: none"> <li>• 漏掉或未能有效阐述一些内容要点，写了一些无关内容；</li> <li>• 语法结构单调，词汇有限；</li> <li>• 存在较多语法结构或词汇错误，影响理解；</li> <li>• 未采用必要的衔接手段，内容缺乏连贯性；</li> <li>• 文体格式和语体不恰当。</li> </ul> <p>未能清楚地把信息传达给读者。</p>
<p>第一档</p> <p>A 节 (1~2 分)</p> <p>B 节 (1~3 分)</p>	<p>未完成试题规定的任务：</p> <ul style="list-style-type: none"> <li>• 明显遗漏主要内容，写了许多不相关的内容；</li> <li>• 语法结构很单调，词汇很有限；</li> <li>• 语言错误很多，内容很难理解；</li> <li>• 未使用任何衔接手段，内容不连贯，缺少组织、分段；</li> <li>• 无文体格式和语体概念。</li> </ul> <p>未能把信息传达给读者。</p>
<p>零档 (0 分)</p>	<p>所传达的信息或所用语言太少，无法评价；内容与要求无关或无法辨认。</p>