

全国硕士研究生招生考试

考研英语一阅读 B

主讲：格格老师

英语二

题型	题目数量、分值	建议时长 (min)
Section I 完型填空	$20 \times 0.5' = 10'$	15-20
Section II 阅读	Part A: $20 \times 2' = 40'$	70-75
	Part B: $5 \times 2' = 10'$	20
Section III 翻译	$1 \times 15' = 15'$	20-25
Section IV 作文	Part A: $1 \times 10' = 10'$	15
	Part B: $1 \times 15' = 15'$	35
合计	100'	180

英语二—阅读理解B

英语（二）	文量	题量	题型	建议时长（min）
Part B	1篇文章	1篇文章， 5道题目	多项对应【5】 标题对应【6】	20

英语二—阅读理解B

考查目标:

1.题目分值

阅读理解B，设有5个题目，每题目2分，共10分。

2.考查形式

本部分有两种备选题型，多项对应和标题对应。每次考试从两种题型中选择其中一种形式。该部分只有一篇文章，长度为450~550词。（B比A长）

3.题型

- (1) Matching——信息匹配
- (2) Heading——小标题对应

7选5

Part B-Matching

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)

The decline in American manufacturing is a common refrain, particularly from Donald Trump. "We don't make anything anymore," he told Fox News, while defending his own made-in-Mexico clothing line.

Without question, manufacturing has taken a significant hit during recent decades, and further trade deals raise questions about whether new shocks could hit manufacturing.

But there is also a different way to look at the data.

Across the country, factory owners are now grappling with a new challenge: Instead of having too many workers, they may end up with too few. Despite trade competition and outsourcing, American manufacturing still needs to replace tens of thousands of retiring boomers every year. Millennials may not be that interested in taking their place. Other industries are recruiting them with similar or better pay.

For factory owners, it all adds up to stiff competition for workers-and upward pressure on wages. "They're harder to find and they have job offers," says Jay Dunwell, president of Wolverine Coil Spring, a family-owned firm, "They may be coming [into the workforce], but they've been plucked by other industries that are also doing as well as manufacturing." Mr. Dunwell has begun bringing high school juniors to the factory so they can get exposed to its culture.

At RoMan Manufacturing, a maker of electrical transformers and welding equipment that his father cofounded in 1980, Robert Roth keeps a close eye on the age of his nearly 200 workers. Five are retiring this year. Mr. Roth has three community-college students enrolled in a work-placement program, with a starting wage of \$13 an hour that rises to \$17 after two years.

At a worktable inside the transformer plant, young Jason Stenquist looks flustered by the copper coils he's trying to assemble and the arrival of two visitors. It's his first week on the job. Asked about his choice of career, he says at high school he considered medical school before switching to electrical engineering. "I love working with tools. I love creating," he says.

But to win over these young workers, manufacturers have to clear another major hurdle: parents, who lived through the worst US economic downturn since the Great Depression, telling them to avoid the factory. Millennials "remember their father and mother both were laid off. They blame it on the manufacturing recession," says Birgit Klohs, chief executive of The Right Place, a business development agency for western Michigan.

These concerns aren't misplaced: Employment in manufacturing has fallen from 17 million in 1970 to 12 million in 2015. When the recovery began, worker shortages first appeared in the high-skilled trades. Now shortages are appearing at the mid-skill levels.

"The gap is between the jobs that take no skills and those that require a lot of skill," says Rob Spohr, a business professor at Montcalm Community College. "There're enough people to fill the jobs at McDonalds and other places where you don't need to have much skill. It's that gap in between, and that's where the problem is."

Julie Parks of Grand Rapids Community College points to another key to luring Millennials into manufacturing: a work/life balance. While their parents were content to work long hours, young people value flexibility. "Overtime is not attractive to this generation. They really want to live their lives," she says.

	A. says that he switched to electrical engineering because he loves working with tools.
41.Jay Dunwell	B. points out that there are enough people to fill the jobs that don't need much skill.
42.Jason Stenquist	C. points out that the US doesn't manufacture anything anymore.
43.Birgit Klohs	D. believes that it is important to keep a close eye on the age of his workers.
44.Rob Spohr	E. says that for factory owners, workers are harder to find because of stiff competition.
45.Julie Parks	F. points out that a work/life balance can attract young people into manufacturing.
	G. says that the manufacturing recession is to blame for the lay-off of the young people's parents.

1. The decline in American manufacturing is a common refrain, particularly from Donald Trump."We don't make anything anymore,"he told Fox News, while defending his own made-in-Mexico clothing line.

2. Without question, manufacturing has taken a significant hit during recent decades, and further trade deals raise questions about whether new shocks could hit manufacturing.

3. But there is also a different way to look at the data.

4. Across the country, factory owners are now grappling with a new challenge: Instead of having too many workers, they may end up with too few. Despite trade competition and outsourcing, American manufacturing still needs to replace tens of thousands of retiring boomers every year. Millennials may not be that interested in taking their place. Other industries are recruiting them with similar or better pay.

41.Jay Dunwell

42.Jason Stenquist

43.Birgit Klohs

44.Rob Spohr

45.Julie Parks

5. For factory owners, it all adds up to stiff competition for workers-and upward pressure on wages."They' re harder to find and they have job offers,"says **Jay Dunwell**, president of Wolverine Coil Spring,a family-owned firm,"They may be coming [into the workforce], but they've been plucked by other industries that are also doing as well as manufacturing."Mr. Dunwell has begun bringing high school juniors to the factory so they can get exposed to its culture.

6. At RoMan Manufacturing, a maker of electrical transformers and welding equipment that his father cofounded in 1980, Robert Roth keeps a close eye on the age of his nearly 200 workers. Five are retiring this year. Mr. Roth has three community-college students enrolled in a work-placement program, with a starting wage of \$13 an hour that rises to \$17 after two years.

41.Jay Dunwell

42.Jason Stenquist

43.Birgit Klohs

44.Rob Spohr

45.Julie Parks

41.Jay Dunwell

5. For factory owners, it all adds up to stiff competition for workers-and upward pressure on wages."They' re harder to find and they have job offers,"says **Jay Dunwell**, president of Wolverine Coil Spring,a family-owned firm,"They may be coming [into the workforce], but they've been plucked by other industries that are also doing as well as manufacturing."Mr. Dunwell has begun bringing high school juniors to the factory so they can get exposed to its culture.

【A】 says that he switched to electrical engineering because he loves working with tools.

【B】 points out that there are enough people to fill the jobs that don't need much skill.

【C】 points out that the US doesn't manufacture anything anymore.

【D】 believes that it is important to keep a close eye on the age of his workers.

【E】 says that for factory owners, workers are harder to find because of stiff competition.

【F】 points out that a work/life balance can attract young people into manufacturing.

【G】 says that the manufacturing recession is to blame for the lay-off of the young people's parents.

41.Jay Dunwell

5. For factory owners, it all adds up to stiff competition for workers-and upward pressure on wages."They' re harder to find and they have job offers,"says Jay Dunwell, president of Wolverine Coil Spring,a family-owned firm,"They may be coming [into the workforce], but they've been plucked by other industries that are also doing as well as manufacturing."Mr. Dunwell has begun bringing high school juniors to the factory so they can get exposed to its culture.

【A】 says that he switched to electrical engineering because he loves working with tools.

【B】 points out that there are enough people to fill the jobs that don't need much skill.

【C】 points out that the US doesn't manufacture anything anymore.

【D】 believes that it is important to keep a close eye on the age of his workers.

【E】 says that for factory owners, workers are harder to find because of stiff competition.

【F】 points out that a work/life balance can attract young people into manufacturing.

【G】 says that the manufacturing recession is to blame for the lay-off of the young people's parents.

41.Jay Dunwell 【E】

5. For factory owners, it all adds up to stiff competition for workers-and upward pressure on wages."They' re harder to find and they have job offers,"says Jay Dunwell, president of Wolverine Coil Spring,a family-owned firm,"They may be coming [into the workforce], but they've been plucked by other industries that are also doing as well as manufacturing."Mr. Dunwell has begun bringing high school juniors to the factory so they can get exposed to its culture.

【A】 says that he switched to electrical engineering because he loves working with tools.

【B】 points out that there are enough people to fill the jobs that don't need much skill.

【C】 points out that the US doesn't manufacture anything anymore.

【D】 believes that it is important to keep a close eye on the age of his workers.

【E】 says that for factory owners, workers are harder to find because of stiff competition.

【F】 points out that a work/life balance can attract young people into manufacturing.

【G】 says that the manufacturing recession is to blame for the lay-off of the young people's parents.

5. For factory owners, it all adds up to stiff competition for workers-and upward pressure on wages."They' re harder to find and they have job offers,"says Jay Dunwell, president of Wolverine Coil Spring,a family-owned firm,"They may be coming [into the workforce], but they've been plucked by other industries that are also doing as well as manufacturing."Mr. Dunwell has begun bringing high school juniors to the factory so they can get exposed to its culture.

6. At RoMan Manufacturing, a maker of electrical transformers and welding equipment that his father cofounded in 1980, Robert Roth keeps a close eye on the age of his nearly 200 workers. Five are retiring this year. Mr. Roth has three community-college students enrolled in a work-placement program, with a starting wage of \$13 an hour that rises to \$17 after two years.

~~41.Jay Dunwell~~

42.Jason Stenquist

43.Birgit Klohs

44.Rob Spohr

45.Julie Parks

7. At a worktable inside the transformer plant, young Jason Stenquist looks flustered by the copper coils he's trying to assemble and the arrival of two visitors. It's his first week on the job. Asked about his choice of career, he says at high school he considered medical school before switching to electrical engineering. "I love working with tools. I love creating," he says.

8. But to win over these young workers, manufacturers have to clear another major hurdle: parents, who lived through the worst US economic downturn since the Great Depression, telling them to avoid the factory. Millennials "remember their father and mother both were laid off. They blame it on the manufacturing recession," says Birgit Klohs, chief executive of The Right Place, a business development agency for western Michigan.

~~41. Jay Dunwell~~

42. Jason Stenquist

43. Birgit Klohs

44. Rob Spohr

45. Julie Parks

7. At a worktable inside the transformer plant, young **Jason Stenquist** looks flustered by the copper coils he's trying to assemble and the arrival of two visitors. It's his first week on the job. Asked about his choice of career, he says at high school he considered medical school before switching to electrical engineering. "I love working with tools. I love creating," he says.

8. But to win over these young workers, manufacturers have to clear another major hurdle: parents, who lived through the worst US economic downturn since the Great Depression, telling them to avoid the factory. Millennials "remember their father and mother both were laid off. They blame it on the manufacturing recession," says Birgit Klohs, chief executive of The Right Place, a business development agency for western Michigan.

~~41. Jay Dunwell~~

42. Jason Stenquist

43. Birgit Klohs

44. Rob Spohr

45. Julie Parks

42. Jason Stenquist

5. At a worktable inside the transformer plant, young **Jason Stenquist** looks flustered by the copper coils he's trying to assemble and the arrival of two visitors. It's his first week on the job. Asked about his choice of career, he says at high school he considered medical school before switching to electrical engineering. "I love working with tools. I love creating," he says.

【A】 says that he switched to **electrical engineering** because he **loves working with tools**.

【B】 points out that there are **enough people** to **fill the jobs** that **don't need much skill**.

【C】 points out that the **US** doesn't **manufacture** anything anymore.

【D】 believes that it is important to keep a **close eye** on the **age** of his **workers**.

~~【E】 says that for factory owners, workers are harder to find because of stiff competition.~~

【F】 points out that **a work/life balance** can attract **young people** into **manufacturing**.

【G】 says that the **manufacturing recession** is to blame for the lay-off of the **young people's parents**.

42. Jason Stenquist

5. At a worktable inside the transformer plant, young **Jason Stenquist** looks flustered by the copper coils he's trying to assemble and the arrival of two visitors. It's his first week on the job. Asked about his choice of career, he says at high school he considered medical school before switching to **electrical engineering**. "I **love working with tools**. I love creating," he says.

【A】 says that he switched to **electrical engineering** because he **loves working with tools**.

【B】 points out that there are **enough people** to **fill the jobs** that **don't need much skill**.

【C】 points out that the **US** doesn't **manufacture** anything anymore.

【D】 believes that it is important to keep a **close eye** on the **age** of his **workers**.

~~【E】 says that for factory owners, workers are harder to find because of stiff competition.~~

【F】 points out that **a work/life balance** can attract **young people** into **manufacturing**.

【G】 says that the **manufacturing recession** is to blame for the lay-off of the **young people's parents**.

42.Jason Stenquist 【A】

5. At a worktable inside the transformer plant, young **Jason Stenquist** looks flustered by the copper coils he's trying to assemble and the arrival of two visitors. It's his first week on the job. Asked about his choice of career, he says at high school he considered medical school before switching to **electrical engineering**. "I **love working with tools**. I love creating," he says.

【A】 says that he switched to **electrical engineering** because he **loves working with tools**.

【B】 points out that there are **enough people** to **fill the jobs** that **don't need much skill**.

【C】 points out that the **US** doesn't **manufacture** anything anymore.

【D】 believes that it is important to keep a **close eye** on the **age** of his **workers**.

~~【E】 says that for factory owners, workers are harder to find because of stiff competition.~~

【F】 points out that **a work/life balance** can attract **young people** into **manufacturing**.

【G】 says that the **manufacturing recession** is to blame for the lay-off of the **young people's parents**.

7. At a worktable inside the transformer plant, young **Jason Stenquist** looks flustered by the copper coils he's trying to assemble and the arrival of two visitors. It's his first week on the job. Asked about his choice of career, he says at high school he considered medical school before switching to electrical engineering. "I love working with tools. I love creating," he says.

8. But to win over these young workers, manufacturers have to clear another major hurdle: parents, who lived through the worst US economic downturn since the Great Depression, telling them to avoid the factory. Millennials "remember their father and mother both were laid off. They blame it on the manufacturing recession," says Birgit Klohs, chief executive of The Right Place, a business development agency for western Michigan.

~~41. Jay Dunwell~~

~~42. Jason Stenquist~~

43. Birgit Klohs

44. Rob Spohr

45. Julie Parks

7. At a worktable inside the transformer plant, young **Jason Stenquist** looks flustered by the copper coils he's trying to assemble and the arrival of two visitors. It's his first week on the job. Asked about his choice of career, he says at high school he considered medical school before switching to electrical engineering. "I love working with tools. I love creating," he says.

8. But to win over these young workers, manufacturers have to clear another major hurdle: parents, who lived through the worst US economic downturn since the Great Depression, telling them to avoid the factory. Millennials "remember their father and mother both were laid off. They blame it on the manufacturing recession," says **Birgit Klohs**, chief executive of The Right Place, a business development agency for western Michigan.

~~41. Jay Dunwell~~

~~42. Jason Stenquist~~

43. Birgit Klohs

~~44. Rob Spohr~~

~~45. Julie Parks~~

43. Birgit Klohs

8. But to win over these young workers, manufacturers have to clear another major hurdle: parents, who lived through the worst US economic downturn since the Great Depression, telling them to avoid the factory. Millennials "remember their father and mother both were laid off. They blame it on the manufacturing recession," says **Birgit Klohs**, chief executive of The Right Place, a business development agency for western Michigan.

~~【A】 says that he switched to electrical engineering because he loves working with tools.~~

【B】 points out that there are **enough people** to **fill the jobs** that **don't need much skill**.

【C】 points out that the **US** doesn't **manufacture** anything anymore.

【D】 believes that it is important to keep a **close eye** on the **age** of his **workers**.

~~【E】 says that for factory owners, workers are harder to find because of stiff competition.~~

【F】 points out that **a work/life balance** can attract **young people** into **manufacturing**.

【G】 says that the **manufacturing recession** is to blame for the lay-off of the **young people's parents**.

43. Birgit Klohs

8. But to win over these young workers, manufacturers have to clear another major hurdle: **parents**, who lived through the worst **US** economic downturn since the Great Depression, telling them to avoid the factory. Millennials "remember their **father and mother** both were **laid off**. They **blame** it on the **manufacturing recession**," says **Birgit Klohs**, chief executive of The Right Place, a business development agency for western Michigan.

~~【A】 says that he switched to electrical engineering because he loves working with tools.~~

【B】 points out that there are **enough people** to **fill the jobs** that **don't need much skill**.

【C】 points out that the **US** doesn't **manufacture** anything anymore.

【D】 believes that it is important to keep a **close eye** on the **age** of his **workers**.

~~【E】 says that for factory owners, workers are harder to find because of stiff competition.~~

【F】 points out that **a work/life balance** can attract **young people** into **manufacturing**.

【G】 says that the **manufacturing recession** is to **blame** for the **lay-off** of the **young people's parents**.

43. Birgit Klohs 【G】

8. But to win over these young workers, manufacturers have to clear another major hurdle: **parents**, who lived through the worst **US** economic downturn since the Great Depression, telling them to avoid the factory. Millennials "remember their **father and mother** both were **laid off**. They **blame** it on the **manufacturing recession**," says **Birgit Klohs**, chief executive of The Right Place, a business development agency for western Michigan.

~~【A】 says that he switched to electrical engineering because he loves working with tools.~~

【B】 points out that there are **enough people** to **fill the jobs** that **don't need much skill**.

【C】 points out that the **US** doesn't **manufacture** anything anymore.

【D】 believes that it is important to keep a **close eye** on the **age** of his **workers**.

~~【E】 says that for factory owners, workers are harder to find because of stiff competition.~~

【F】 points out that **a work/life balance** can attract **young people** into **manufacturing**.

【G】 says that the **manufacturing recession** is to **blame** for the **lay-off** of the **young people's parents**.

9. These concerns aren't misplaced: Employment in manufacturing has fallen from 17 million in 1970 to 12 million in 2015. When the recovery began, worker shortages first appeared in the high-skilled trades. Now shortages are appearing at the mid-skill levels.

10. "The gap is between the jobs that take no skills and those that require a lot of skill," says Rob Spohr, a business professor at Montcalm Community College. "There're enough people to fill the jobs at McDonalds and other places where you don't need to have much skill. It's that gap in between, and that's where the problem is."

11. Julie Parks of Grand Rapids Community College points to another key to luring Millennials into manufacturing: a work/life balance. While their parents were content to work long hours, young people value flexibility. "Overtime is not attractive to this generation. They really want to live their lives," she says.

~~41. Jay Dunwell~~

~~42. Jason Stenquist~~

~~43. Birgit Klohs~~

44. Rob Spohr

45. Julie Parks

9. These concerns aren't misplaced: Employment in manufacturing has fallen from 17 million in 1970 to 12 million in 2015. When the recovery began, worker shortages first appeared in the high-skilled trades. Now shortages are appearing at the mid-skill levels.

10. "The gap is between the jobs that take no skills and those that require a lot of skill," says **Rob Spohr**, a business professor at Montcalm Community College. "There're enough people to fill the jobs at McDonalds and other places where you don't need to have much skill. It's that gap in between, and that's where the problem is."

11. Julie Parks of Grand Rapids Community College points to another key to luring Millennials into manufacturing: a work/life balance. While their parents were content to work long hours, young people value flexibility. "Overtime is not attractive to this generation. They really want to live their lives," she says.

~~41. Jay Dunwell~~

~~42. Jason Stenquist~~

~~43. Birgit Klohs~~

44. Rob Spohr

45. Julie Parks

44. Rob Spohr

10. "The gap is between the jobs that take no skills and those that require a lot of skill," says **Rob Spohr**, a business professor at Montcalm Community College. "There're enough people to fill the jobs at McDonalds and other places where you don't need to have much skill. It's that gap in between, and that's where the problem is."

~~—[A] says that he switched to electrical engineering because he loves working with tools.~~

[B] points out that there are **enough people** to **fill the jobs** that **don't need much skill**.

[C] points out that the **US** doesn't **manufacture** anything anymore.

[D] believes that it is important to keep a **close eye** on the **age** of his **workers**.

~~—[E] says that for factory owners, workers are harder to find because of stiff competition.~~

[F] points out that **a work/life balance** can attract **young people** into **manufacturing**.

~~—[G] says that the manufacturing recession is to blame for the lay-off of the young people's parents.~~

44. Rob Spohr

10. "The gap is between the jobs that take no **skills** and those that require a lot of **skill**," says **Rob Spohr**, a business professor at Montcalm Community College. "There're **enough people** to **fill the jobs** at McDonalds and other places where you **don't need to have much skill**. It's that gap in between, and that's where the problem is."

~~—[A] says that he switched to electrical engineering because he loves working with tools.~~

[B] points out that there are **enough people** to **fill the jobs** that **don't need much skill**.

[C] points out that the **US** doesn't **manufacture** anything anymore.

[D] believes that it is important to keep a **close eye** on the **age** of his **workers**.

~~—[E] says that for factory owners, workers are harder to find because of stiff competition.~~

[F] points out that **a work/life balance** can attract **young people** into **manufacturing**.

~~—[G] says that the manufacturing recession is to blame for the lay-off of the young people's parents.~~

44. Rob Spohr [B]

10. "The gap is between the jobs that take no **skills** and those that require a lot of **skill**," says **Rob Spohr**, a business professor at Montcalm Community College. "There're **enough people** to **fill the jobs** at McDonalds and other places where you **don't need to have much skill**. It's that gap in between, and that's where the problem is."

~~—[A] says that he switched to electrical engineering because he loves working with tools.~~

[B] points out that there are **enough people** to **fill the jobs** that **don't need much skill**.

[C] points out that the **US** doesn't **manufacture** anything anymore.

[D] believes that it is important to keep a **close eye** on the **age** of his **workers**.

~~—[E] says that for factory owners, workers are harder to find because of stiff competition.~~

[F] points out that **a work/life balance** can attract **young people** into **manufacturing**.

~~—[G] says that the manufacturing recession is to blame for the lay-off of the young people's parents.~~

9. These concerns aren't misplaced: Employment in manufacturing has fallen from 17 million in 1970 to 12 million in 2015. When the recovery began, worker shortages first appeared in the high-skilled trades. Now shortages are appearing at the mid-skill levels.

10. "The gap is between the jobs that take no skills and those that require a lot of skill," says Rob Spohr, a business professor at Montcalm Community College. "There're enough people to fill the jobs at McDonalds and other places where you don't need to have much skill. It's that gap in between, and that's where the problem is."

11. **Julie Parks** of Grand Rapids Community College points to another key to luring Millennials into manufacturing: a work/life balance. While their parents were content to work long hours, young people value flexibility. "Overtime is not attractive to this generation. They really want to live their lives," she says.

~~41. Jay Dunwell~~

~~42. Jason Stenquist~~

~~43. Birgit Klohs~~

~~44. Rob Spohr~~

45. Julie Parks

45. Julie Parks

11. Julie Parks of Grand Rapids Community College points to another key to luring Millennials into **manufacturing: a work/life balance**. While their parents were content to work long hours, **young people** value flexibility. "Overtime is not attractive to this generation. They really want to live their lives," she says.

~~—[A] says that he switched to electrical engineering because he loves working with tools.~~

~~—[B] points out that there are enough people to fill the jobs that don't need much skill.~~

[C] points out that the **US** doesn't **manufacture** anything anymore.

[D] believes that it is important to keep a **close eye** on the **age** of his **workers**.

~~—[E] says that for factory owners, workers are harder to find because of stiff competition.~~

[F] points out that **a work/life balance** can attract **young people** into **manufacturing**.

~~—[G] says that the manufacturing recession is to blame for the lay-off of the young people's parents.~~

45. Julie Parks 【F】

11. Julie Parks of Grand Rapids Community College points to another key to luring Millennials into **manufacturing: a work/life balance**. While their parents were content to work long hours, **young people** value flexibility. "Overtime is not attractive to this generation. They really want to live their lives," she says.

~~【A】 says that he switched to electrical engineering because he loves working with tools.~~

~~【B】 points out that there are enough people to fill the jobs that don't need much skill.~~

【C】 points out that the **US** doesn't **manufacture** anything anymore.

【D】 believes that it is important to keep a **close eye** on the **age** of his **workers**.

~~【E】 says that for factory owners, workers are harder to find because of stiff competition.~~

【F】 points out that **a work/life balance** can attract **young people** into **manufacturing**.

~~【G】 says that the manufacturing recession is to blame for the lay-off of the young people's parents.~~

2017 Part B

41.Jay Dunwell 【E】

42.Jason Stenquist 【A】

43.Birgit Klohs 【G】

44.Rob Spohr 【B】

45.Julie Parks 【F】

[A]says that he switched to electrical engineering because he loves working with tools.

[B]points out that there are enough people to fill the jobs that don't need much skill.

[C]points out that the US doesn't manufacture anything anymore.

[D]believes that it is important to keep a close eye on the age of his workers.

[E]says that for factory owners, workers are harder to find because of stiff competition.

[F]points out that a work/life balance can attract young people into manufacturing.

[G]says that the manufacturing recession is to blame for the lay-off of the young

The decline in American manufacturing is a common refrain, particularly from Donald Trump. "We don't make anything anymore," he told Fox News, while defending his own made-in-Mexico clothing line.

Without question, manufacturing has taken a significant hit during recent decades, and further trade deals raise questions about whether new shocks could hit manufacturing.

But there is also a different way to look at the data.

Across the country, factory owners are now grappling with a new challenge: Instead of having too many workers, they may end up with too few. Despite trade competition and outsourcing, American manufacturing still needs to replace tens of thousands of retiring boomers every year. Millennials may not be that interested in taking their place. Other industries are recruiting them with similar or better pay.

For factory owners, it all adds up to stiff competition for workers-and upward pressure on wages. "They're harder to find and they have job offers," says **Jay Dunwell**, president of Wolverine Coil Spring, a family-owned firm. "They may be coming [into the workforce], but they've been plucked by other industries that are also doing as well as manufacturing." Mr. Dunwell has begun bringing high school juniors to the factory so they can get exposed to its culture.

At RoMan Manufacturing, a maker of electrical transformers and welding equipment that his father cofounded in 1980, Robert Roth keeps a close eye on the age of his nearly 200 workers. Five are retiring this year. Mr. Roth has three community-college students enrolled in a work-placement program, with a starting wage of \$13 an hour that rises to \$17 after two years.

At a worktable inside the transformer plant, young **Jason Stenquist** looks flustered by the copper coils he's trying to assemble and the arrival of two visitors. It's his first week on the job. Asked about his choice of career, he says at high school he considered medical school before switching to electrical engineering. "I love working with tools. I love creating," he says.

But to win over these young workers, manufacturers have to clear another major hurdle: parents, who lived through the worst US economic downturn since the Great Depression, telling them to avoid the factory. Millennials "remember their father and mother both were laid off. They blame it on the manufacturing recession," says **Birgit Klohs**, chief executive of The Right Place, a business development agency for western Michigan.

These concerns aren't misplaced: Employment in manufacturing has fallen from 17 million in 1970 to 12 million in 2015. When the recovery began, worker shortages first appeared in the high-skilled trades. Now shortages are appearing at the mid-skill levels.

"The gap is between the jobs that take no skills and those that require a lot of skill," says **Rob Spohr**, a business professor at Montcalm Community College. "There're enough people to fill the jobs at McDonalds and other places where you don't need to have much skill. It's that gap in between, and that's where the problem is."

Julie Parks of Grand Rapids Community College points to another key to luring Millennials into manufacturing: a work/life balance. While their parents were content to work long hours, young people value flexibility. "Overtime is not attractive to this generation. They really want to live their lives," she says.

	A. says that he switched to electrical engineering because he loves working with tools.
41.Jay Dunwell	B. points out that there are enough people to fill the jobs that don't need much skill.
42.Jason Stenquist	C. points out that the US doesn't manufacture anything anymore.
43.Birgit Klohs	D. believes that it is important to keep a close eye on the age of his workers.
44.Rob Spohr	E. says that for factory owners, workers are harder to find because of stiff competition.
45.Julie Parks	F. points out that a work/life balance can attract young people into manufacturing.
	G. says that the manufacturing recession is to blame for the lay-off of the young people's parents.

1 "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 not.

2 Suddenly, Britain looks to have fallen out with its favourite 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 forefathers and more interested in feeling their pain.Today, we want empathy, not inspiration.

3 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 virtues (or virtue)of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top.This was the biographical tradition which Niccole Machiavelli turned on its head.In The Prince,the championed cunning, ruthlessness,and boldness,rather than virtue,mercy and justice,as the skills of successful leaders.

4 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 Samual Smiles wrote Self-Help as a catalogue of the worthy lives of engineers,industrialists and explores."The valuable examples which they furnish of the power of self-help,if patient purpose,resolute working and steadfast integrity,issuing in the formulation of truly noble and many characters,exhibit,"wrote Smiles."What it is in the power of each to accomplish for himself."His biographies of James Walt, Richard Arkwright and Josiah Wedgwood were held up as beacons to guide the working man through his difficult life.

5 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.

6 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.

	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 engineer industrialists and explorers.

1. "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 not.

2. Suddenly, Britain looks to have fallen out with its favourite 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 forefathers and more interested in feeling their pain. Today, we want empathy, not inspiration.

41. Petrarch

42. Niccolo Machiavelli

43. Samuel Smiles

44. Thomas Carlyle

45. Marx and Engels

3. 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 virtues (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.

41. Petrarch

42. Niccolò Machiavelli

43. Samuel Smiles

44. Thomas Carlyle

45. Marx and Engels

3. 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 virtues (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.

41. Petrarch

42. Niccolò Machiavelli

43. Samuel Smiles

44. Thomas Carlyle

45. Marx and Engels

41.Petrarch

3. 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 virtues (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.

[A] emphasized the virtue of classical heroes.

[B] highlighted the public glory of the leading artists.

[C] focused on epochal figures whose lives were hard to imitate.

[D] opened up new realms of understanding the great men in history.

[E] held that history should be the story of the masses and their record of struggle.

[F] dismissed virtue as unnecessary for successful leaders.

[G] depicted the worthy lives of engineer industrialists and explorers.

41.Petrarch

3. 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 virtues (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.

[A] emphasized the virtue of classical heroes.

[B] highlighted the public glory of the leading artists.

[C] focused on epochal figures whose lives were hard to imitate.

[D] opened up new realms of understanding the great men in history.

[E] held that history should be the story of the masses and their record of struggle.

[F] dismissed virtue as unnecessary for successful leaders.

[G] depicted the worthy lives of engineer industrialists and explorers.

41.Petrarch 【A】

3. 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 virtues (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.

[A] emphasized the virtue of classical heroes.

[B] highlighted the public glory of the leading artists.

[C] focused on epochal figures whose lives were hard to imitate.

[D] opened up new realms of understanding the great men in history.

[E] held that history should be the story of the masses and their record of struggle.

[F] dismissed virtue as unnecessary for successful leaders.

[G] depicted the worthy lives of engineer industrialists and explorers.

3. 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 virtues (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.

41. Petrarch

42. Niccolò Machiavelli

43. Samuel Smiles

44. Thomas Carlyle

45. Marx and Engels

3. 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 virtues (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top. / This was the biographical tradition which **Niccolo 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.

41. Petrarch

42. Niccolo Machiavelli

43. Samuel Smiles

44. Thomas Carlyle

45. Marx and Engels

42.Niccole Machiavelli

3. 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 virtues (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top. This was the biographical tradition which **Niccole 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.

~~[A] emphasized the virtue of classical heroes.~~

[B] highlighted the public glory of the leading artists.

[C] focused on epochal figures whose lives were hard to imitate.

[D] opened up new realms of understanding the great men in history.

[E] held that history should be the story of the masses and their record of struggle.

[F] dismissed virtue as unnecessary for successful leaders.

[G] depicted the worthy lives of engineer industrialists and explorers.

42.Niccole Machiavelli

3. 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 virtues (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top./ This was the biographical tradition which **Niccole 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**.

~~[A] emphasized the virtue of classical heroes.~~

[B] highlighted **the public glory** of the **leading artists**.

[C] focused on **epochal figures** whose lives were **hard to imitate**.

[D] opened up new **realms** of understanding the **great men** in **history**.

[E] held that **history** should be the **story** of the **masses** and their **record of struggle**.

[F] dismissed **virtue** as unnecessary for **successful leaders**.

[G] depicted the worthy lives of **engineer industrialists and explorers**.

42.Niccole Machiavelli 【F】

3. 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 virtues (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top./ This was the biographical tradition which **Niccole Machiavelli** turned on its head. In *The Prince*, the championed cunning, ruthlessness, and boldness, **rather than virtue**, mercy and justice, as the skills of **successful leaders**.

~~【A】emphasized the virtue of classical heroes.~~

【B】highlighted **the public glory** of the **leading artists**.

【C】focused on **epochal figures** whose lives were **hard to imitate**.

【D】opened up new **realms** of understanding the **great men** in **history**.

【E】held that **history** should be the **story** of the **masses** and their **record of struggle**.

【F】dismissed **virtue** as unnecessary for **successful leaders**.

【G】depicted the worthy lives of **engineer industrialists and explorers**.

4. 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, if patient purpose, resolute working and steadfast integrity, issuing in the formulation of truly noble and many characters, 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.

~~41. Petrarch~~

~~42. Niccolò Machiavelli~~

43. Samuel Smiles

44. Thomas Carlyle

45. Marx and Engels

4. 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 **Samual Smiles** wrote Self-Help as a catalogue of the worthy lives of engineers, industrialists and explores. "The valuable examples which they furnish of the power of self-help, if patient purpose, resolute working and steadfast integrity, issuing in the formulation of truly noble and many characters, 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.

~~41. Petrarch~~

~~42. Niccolo Machiavelli~~

43. Samuel Smiles

44. Thomas Carlyle

45. Marx and Engels

43. Samuel Smiles

4. 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 **Samual Smiles** wrote *Self-Help* as a catalogue of the worthy lives of engineers, industrialists and explores. "The valuable examples which they furnish of the power of self-help, if patient purpose, resolute working and steadfast integrity, issuing in the formulation of truly noble and many characters, 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.

~~[A] emphasized the virtue of classical heroes.~~

[B] highlighted the public glory of the leading artists.

[C] focused on epochal figures whose lives were hard to imitate.

[D] opened up new realms of understanding the great men in history.

[E] held that history should be the story of the masses and their record of struggle.

~~[F] dismissed virtue as unnecessary for successful leaders.~~

[G] depicted the worthy lives of engineer industrialists and explorers.

43. Samuel Smiles

4. 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 **Samual Smiles** wrote *Self-Help* as a catalogue of the worthy lives of **engineers, industrialists and explores**. "The valuable examples which they furnish of the power of self-help, if patient purpose, resolute working and steadfast integrity, issuing in the formulation of truly noble and many characters, 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.

~~[A] emphasized the virtue of classical heroes.~~

[B] highlighted **the public glory** of the **leading artists**.

[C] focused on **epochal figures** whose lives were **hard to imitate**.

[D] opened up new **realms** of understanding the **great men** in **history**.

[E] held that **history** should be the **story** of the **masses** and their **record of struggle**.

~~[F] dismissed virtue as unnecessary for successful leaders.~~

[G] depicted the worthy lives of **engineer industrialists and explorers**.

43. Samuel Smiles [G]

4. 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 **Samual Smiles** wrote *Self-Help* as a catalogue of the worthy lives of **engineers, industrialists and explores**. "The valuable examples which they furnish of the power of self-help, if patient purpose, resolute working and steadfast integrity, issuing in the formulation of truly noble and many characters, 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.

~~[A] emphasized the virtue of classical heroes.~~

[B] highlighted **the public glory** of the **leading artists**.

[C] focused on **epochal figures** whose lives were **hard to imitate**.

[D] opened up new **realms** of understanding the **great men** in **history**.

[E] held that **history** should be the **story** of the **masses** and their **record of struggle**.

~~[F] dismissed virtue as unnecessary for successful leaders.~~

[G] depicted the worthy lives of **engineer industrialists and explorers**.

5. 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.

~~41. Petrarch~~

~~42. Niccolò Machiavelli~~

~~43. Samuel Smiles~~

44. Thomas Carlyle

45. Marx and Engels

5. 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.

~~41. Petrarch~~

~~42. Niccolò Machiavelli~~

~~43. Samuel Smiles~~

44. Thomas Carlyle

45. Marx and Engels

44. Thomas Carlyle

5. 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.

~~[A] emphasized the virtue of classical heroes.~~

~~[B] highlighted the public glory of the leading artists.~~

~~[C] focused on epochal figures whose lives were hard to imitate.~~

~~[D] opened up new realms of understanding the great men in history.~~

~~[E] held that history should be the story of the masses and their record of struggle.~~

~~[F] dismissed virtue as unnecessary for successful leaders.~~

~~[G] depicted the worthy lives of engineer industrialists and explorers.~~

44. Thomas Carlyle

5. 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.

~~[A] emphasized the virtue of classical heroes.~~

~~[B] highlighted the public glory of the leading artists.~~

~~[C] focused on epochal figures whose lives were hard to imitate.~~

~~[D] opened up new realms of understanding the great men in history.~~

~~[E] held that history should be the story of the masses and their record of struggle.~~

~~[F] dismissed virtue as unnecessary for successful leaders.~~

~~[G] depicted the worthy lives of engineer industrialists and explorers.~~

44. Thomas Carlyle [C]

5. 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.

~~[A] emphasized the virtue of classical heroes.~~

~~[B] highlighted the public glory of the leading artists.~~

~~[C] focused on epochal figures whose lives were hard to imitate.~~

~~[D] opened up new realms of understanding the great men in history.~~

~~[E] held that history should be the story of the masses and their record of struggle.~~

~~[F] dismissed virtue as unnecessary for successful leaders.~~

~~[G] depicted the worthy lives of engineer industrialists and explorers.~~

6. 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.

~~41.Petrarch~~

~~42.Niccolo Machiavelli~~

~~43.Samuel Smiles~~

~~44.Thomas Carlyle~~

45.Marx and Engels

6. 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.

~~41.Petrarch~~

~~42.Niccolo Machiavelli~~

~~43.Samuel Smiles~~

~~44.Thomas Carlyle~~

45.Marx and Engels

45. Marx and Engels

6. 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.

~~[A] emphasized the virtue of classical heroes.~~

~~[B] highlighted the public glory of the leading artists.~~

~~[C] focused on epochal figures whose lives were hard to imitate.~~

~~[D] opened up new realms of understanding the great men in history.~~

~~[E] held that history should be the story of the masses and their record of struggle.~~

~~[F] dismissed virtue as unnecessary for successful leaders.~~

~~[G] depicted the worthy lives of engineer industrialists and explorers.~~

45. Marx and Engels

6. 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.

~~[A] emphasized the virtue of classical heroes.~~

~~[B] highlighted the public glory of the leading artists.~~

~~[C] focused on epochal figures whose lives were hard to imitate.~~

~~[D] opened up new realms of understanding the great men in history.~~

~~[E] held that history should be the story of the masses and their record of struggle.~~

~~[F] dismissed virtue as unnecessary for successful leaders.~~

~~[G] depicted the worthy lives of engineer industrialists and explorers.~~

45. Marx and Engels 【E】

6. 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.

~~[A] emphasized the virtue of classical heroes.~~

~~[B] highlighted the public glory of the leading artists.~~

~~[C] focused on epochal figures whose lives were hard to imitate.~~

~~[D] opened up new realms of understanding the great men in history.~~

~~[E] held that history should be the story of the masses and their record of struggle.~~

~~[F] dismissed virtue as unnecessary for successful leaders.~~

~~[G] depicted the worthy lives of engineer industrialists and explorers.~~

1 "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 not.

2 Suddenly, Britain looks to have fallen out with its favourite 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 forefathers and more interested in feeling their pain.Today, we want empathy, not inspiration.

3 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 virtues (or virtue)of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top.This was the biographical tradition which Niccole Machiavelli turned on its head.In The Prince,the championed cunning, ruthlessness,and boldness,rather than virtue,mercy and justice,as the skills of successful leaders.

4 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 explores."The valuable examples which they furnish of the power of self-help,if patient purpose,resolute working and steadfast integrity,issuing in the formulation of truly noble and many characters,exhibit,"wrote Smiles."What it is in the power of each to accomplish for himself."His biographies of James Walt, Richard Arkwright and Josiah Wedgwood were held up as beacons to guide the working man through his difficult life.

5 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.

6 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.

2012 Part B	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 engineer industrialists and explorers.

Part B-Heading

Directions:

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

The hugely popular blog the Skint Foodie chronicles how Tony balances his love of good food with living on benefits. After bills, Tony has £60 a week to spend, £40 of which goes on food, but 10 years ago he was earning £130,000 a year working in corporate communications and eating at London's best restaurants at least twice a week. Then his marriage failed, his career burned out and his drinking became serious. "The community mental health team saved my life. And I felt like that again, to a certain degree, when people responded to the blog so well. It gave me the validation and confidence that I'd lost. But it's still a day-by-day thing." Now he's living in a council flat and fielding offers from literary agents. He's feeling positive, but he'll carry on blogging - not about eating as cheaply as you can - "there are so many people in a much worse state, with barely any money to spend on food" - but eating well on a budget. Here's his advice for economical foodies.

41. _____

Impulsive spending isn't an option, so plan your week's menu in advance, making shopping lists for your ingredients in their exact quantities. I have an Excel template for a week of breakfast, lunch and dinner. Stop laughing: it's not just cost effective but helps you balance your diet. It's also a good idea to shop daily instead of weekly, because, being human, you'll sometimes change your mind about what you fancy.

42. _____

This is where supermarkets and their anonymity come in handy. With them, there's not the same embarrassment as when buying one carrot in a little greengrocer. And if you plan properly, you'll know that you only need, say, 350g of shin of beef and six rashers of bacon, not whatever weight is pre-packed in the supermarket chiller.

43. _____

You may proudly claim to only have frozen peas in the freezer - that's not good enough. Mine is filled with leftovers, bread, stock, meat and fish. Planning ahead should eliminate wastage, but if you have surplus vegetables you'll do a vegetable soup, and all fruits threatening to "go off" will be cooked or juiced.

44. _____

Everyone says this, but it really is a top tip for frugal eaters. Shop at butchers, delis and fish-sellers regularly, even for small things, and be super friendly. Soon you'll feel comfortable asking if they've any knuckles of ham for soups and stews, or beef bones, chicken carcasses and fish heads for stock which, more often than not, they'll let you have for free.

45. _____

You won't be eating out a lot, but save your pennies and once every few months treat yourself to a set lunch at a good restaurant - £1.75 a week for three months gives you £21 - more than enough for a three-course lunch at Michelin-starred Arbutus. It's £16.95 there - or £12.99 for a large pizza from Domino's: I know which I'd rather eat.

[A] Live like a peasant

[B] Balance your diet

[C] Shopkeepers are your friends

[D] Remember to treat yourself

[E] Stick to what you need

[F] Planning is everything

[G] Waste not, want not

41.-----

Impulsive spending isn't an option, so plan your week's menu in advance, making shopping lists for your ingredients in their exact quantities. I have an Excel template for a week of breakfast, lunch and dinner. Stop laughing: it's not just cost effective but helps you balance your diet. It's also a good idea to shop daily instead of weekly, because, being human, you'll sometimes change your mind about what you fancy.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

[E]Stick to what you need

[F]Planning is everything

[G]Waste not, want not

41.-----

Impulsive spending isn't an option, so plan your week's menu in advance, making shopping lists for your ingredients in their exact quantities. I have an Excel template for a week of breakfast, lunch and dinner. Stop laughing: it's not just cost effective **but** helps you balance your diet. It's also a good idea to shop daily instead of weekly, because, being human, you'll sometimes change your mind about what you fancy.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

[E]Stick to what you need

[F]Planning is everything

[G]Waste not, want not

41.-----

Impulsive spending isn't an option, **so plan your week's menu** in advance, **making shopping lists** for your ingredients in their exact quantities. I have an Excel template for a week of breakfast, lunch and dinner. Stop laughing: it's not just cost effective **but** helps you balance your diet. It's also a good idea to shop daily instead of weekly, because, being human, you'll sometimes change your mind about what you fancy.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

[E]Stick to what you need

[F]Planning is everything

[G]Waste not, want not

41.[F]Planning is everything

Impulsive spending isn't an option, **so plan your week's menu** in advance, **making shopping lists** for your ingredients in their exact quantities. I have an Excel template for a week of breakfast, lunch and dinner. Stop laughing: it's not just cost effective **but** helps you balance your diet. It's also a good idea to shop daily instead of weekly, because, being human, you'll sometimes change your mind about what you fancy.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

[E]Stick to what you need

[F]Planning is everything

[G]Waste not, want not

42. _____

This is where supermarkets and their anonymity come in handy. With them, there's not the same embarrassment as when buying one carrot in a little greengrocer. And if you plan properly, you'll know that you only need, say, 350g of shin of beef and six rashers of bacon, not whatever weight is pre-packed in the supermarket chiller.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

[E]Stick to what you need

~~[F]Planning is everything~~

[G]Waste not, want not

42. _____

This is where supermarkets and their anonymity come in handy. With them, there's not the same embarrassment as when buying one carrot in a little greengrocer. And if you plan properly, you'll know that you only need, say, 350g of shin of beef and six rashers of bacon, not whatever weight is pre-packed in the supermarket chiller.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

[E]Stick to what you need

~~[F]Planning is everything~~

[G]Waste not, want not

42.[E]Stick to what you need

This is where supermarkets and their anonymity come in handy. With them, there's not the same embarrassment as when buying one carrot in a little greengrocer. And if you plan properly, you'll know that you only need, say, 350g of shin of beef and six rashers of bacon, not whatever weight is pre-packed in the supermarket chiller.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

[E]Stick to what you need

~~[F]Planning is everything~~

[G]Waste not, want not

43. _____

You may proudly claim to only have frozen peas in the freezer-that's not good enough. Mine is filled with leftovers, bread, stock, meat and fish. Planning ahead should eliminate wastage, **but** if you have surplus vegetables you'll do a vegetable soup, and all fruits threatening to "go off" will be cooked or juiced.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

~~[E]Stick to what you need~~

~~[F]Planning is everything~~

[G]Waste not, want not

43. _____

You may proudly claim to only have frozen peas in the freezer-that's not good enough. Mine is filled with leftovers, bread, stock, meat and fish. Planning ahead should eliminate **wastage**, **but** if you have surplus vegetables you'll do a vegetable soup, and all fruits threatening to "go off" will be cooked or juiced.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

~~[E]Stick to what you need~~

~~[F]Planning is everything~~

[G]Waste not, want not

43.[G]Waste not, want not

You may proudly claim to only have frozen peas in the freezer-that's not good enough. Mine is filled with leftovers, bread, stock, meat and fish. Planning ahead should eliminate **wastage**, **but** if you have surplus vegetables you'll do a vegetable soup, and all fruits threatening to "go off" will be cooked or juiced.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

~~[E]Stick to what you need~~

~~[F]Planning is everything~~

[G]Waste not, want not

44.-----

Everyone says this, but it really is a top tip for frugal eaters. Shop at butchers, delis and fish-sellers regularly, even for small things, and be super friendly. Soon you'll feel comfortable asking if they've any knuckles of ham for soups and stews, or beef bones, chicken carcasses and fish heads for stock which, more often than not, they'll let you have for free.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

~~[E]Stick to what you need~~

~~[F]Planning is everything~~

[G]Waste not, want not

44.-----

Everyone says this, but it really is a top tip for frugal eaters. Shop at butchers, delis and fish-sellers regularly, even for small things, and be **super friendly**. Soon you'll feel comfortable asking if they've any knuckles of ham for soups and stews, or beef bones, chicken carcasses and fish heads for stock which, more often than not, they'll let you have for free.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

~~[E]Stick to what you need~~

~~[F]Planning is everything~~

[G]Waste not, want not

44.[C]Shopkeepers are your friends

Everyone says this, but it really is a top tip for frugal eaters. Shop at butchers, delis and fish-sellers regularly, even for small things, and be **super friendly**. Soon you'll feel comfortable asking if they've any knuckles of ham for soups and stews, or beef bones, chicken carcasses and fish heads for stock which, more often than not, they'll let you have for free.

[A]Live like a peasant

[B]Balance your diet

[C]Shopkeepers are your friends

[D]Remember to treat yourself

~~[E]Stick to what you need~~

~~[F]Planning is everything~~

[G]Waste not, want not

45. _____

You won't be eating out a lot, but save your pennies and once every few months treat yourself to a set lunch at a good restaurant—— £ 1.75 a week for three months gives you £ 21——more than enough for a three——course lunch at Michelin——starred Arbutus. It's £ 16.95 there——or £ 12.99 for a large pizza from Domino's: I know which I'd rather eat.

[A]Live like a peasant

[B]Balance your diet

~~[C]Shopkeepers are your friends~~

[D]Remember to treat yourself

~~[E]Stick to what you need~~

~~[F]Planning is everything~~

[G]Waste not, want not

45.-----

You won't be eating out a lot, **but** save your pennies and once every few months **treat yourself** to a set lunch at a good restaurant—— £ 1.75 a week for three months gives you £ 21——more than enough for a three——course lunch at Michelin——starred Arbutus. It's £ 16.95 there——or £ 12.99 for a large pizza from Domino's: I know which I'd rather eat.

[A]Live like a peasant

[B]Balance your diet

~~[C]Shopkeepers are your friends~~

[D]Remember to treat yourself

~~[E]Stick to what you need~~

~~[F]Planning is everything~~

[G]Waste not, want not

45.[D]Remember to treat yourself

You won't be eating out a lot, **but** save your pennies and once every few months **treat yourself** to a set lunch at a good restaurant—— £ 1.75 a week for three months gives you £ 21——more than enough for a three——course lunch at Michelin——starred Arbutus. It's £ 16.95 there——or £ 12.99 for a large pizza from Domino's: I know which I'd rather eat.

[A]Live like a peasant

[B]Balance your diet

~~[C]Shopkeepers are your friends~~

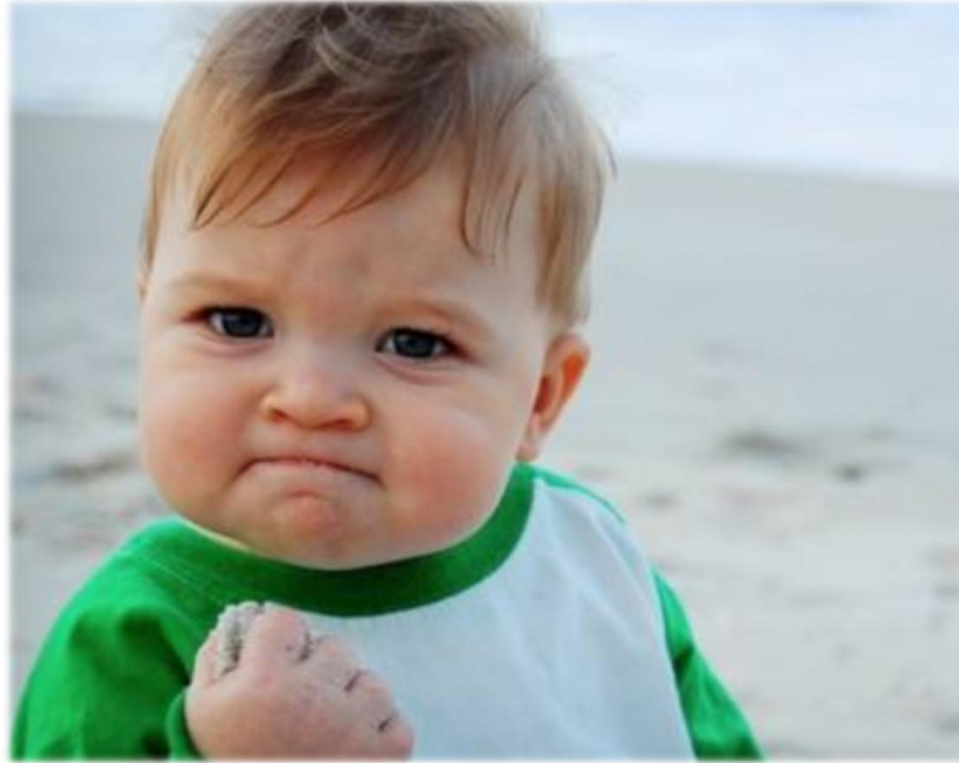
[D]Remember to treat yourself

~~[E]Stick to what you need~~

~~[F]Planning is everything~~

[G]Waste not, want not

英语（二）	文量	题量	题型	建议时长（min）
Part A	4篇文章， 总：1500 词左右 （平均 375词/篇）	1篇文章， 5道题目， 共20题，2 分/题，共 40分。	细节题【62】 判断题【18】 推断题【35】 例证题【12】 态度题【13】 主旨题【16】 篇章结构题【1】 原因分析题【83】	70-75/18-1篇
Part B	1篇文章	1篇文章， 5道题目	多项对应【5】 标题对应【6】 正误判断【1】	20



Action speak louder than Words.

行动胜于言语！

感谢各位同学观看

主讲：格格老师