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2009 年广东外语外贸大学  
硕士研究生入学考试初试笔试试题

科目代码：601

科目名称：英语专业水平考试

英语专业水平考试试题

I. Cloze (30 points, 1 point for each)

Read the following passage and choose a proper word from the Word List to fill in each of the blanks in the passage. Each word can be used only once. Write the words you choose for each blank on YOUR ANSWER SHEET in the following way:

Example

I. Cloze

1. paper                      2. continuously                      3. ...

Now, do the Cloze.

WORD LIST

stay	form	fictional	there	Begun	classics
novel	whose	published	of	One	related
away	In	After	When	with	most
disliked	until	hide	aboard	destroying	against
But	then	finished	who	Rebellion	on

Most of Mark Twain's books bubbled out 1 him like water out of a fountain. 2 of his gifts was the capacity to take a scene and fill it 3 every sparkling detail of nature and of human action, to put in every spoken word and accompanying gesture, and to slowly exaggerate the successive moments 4 the whole episode reached a climax of joyous, sidesplitting laughter. 5 he had trouble weaving his incidents into meaningful plot patterns. *The Adventures of Huckleberry Finn*, Mark Twain's masterpiece, came into 6 slowly. 7 in 1876, immediately after he

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had dashed off *The Adventures of Tom Sawyer*, he wrote 400 manuscript pages quickly and 8 stalled; in disgust he meditated 9 the work. 10 the winter of 1879-1880 he penned further sections; again the spark of enthusiasm died. 11 taking a journey down the Mississippi River in April, 1882, he quickly completed *Lift on the Mississippi* (1883) and with unabated zest 12 the novel. The trip had reawakened his boyhood memories and suggested new episodes; the two books became 13, the weaker travel account serving as scaffolding for the great edifice.

14 *The Adventures of Huckleberry Finn* was 15 in 1884, it met a mixed reception. A Brooklyn lady protested 16 its presence in the children's room of the public library; the librarian reshelved the volume in the adult area to 17 Huck's and Tom's "mischievous and deceitful practices which made them poor examples for youth." Today the novel is among the world's 18 and vies with Nathaniel Hawthorne's *The Scarlet Letter* (1850) for the position of American's 19 artistic work of fiction.

The reader is reminded at the outset that in 1850 Huck Finn had been a playmate of Tom Sawyer in St. Petersburg, Missouri, the 20 name of Mark Twain's native village of Hannibal. For three months Huck had lived with the lady 21 life he had saved, the Widow Douglas, "fair, smart, and forty"; her hill mansion was "the only palace in the town, and the most hospitable and much the most lavish in the matter of festivities" that the town could boast. The lad 22 had run away from elegance was again a candidate for the major role in a rags-to-riches tale. Huck wanted it otherwise. Like Tom, whose name turns up throughout the 23. Huck wanted adventure. For six months Huck endured starched clothes and virtual imprisonment within the mansion. When Pap returned on April 1 and took Huck 24 from the Widow, Huck came to prefer his slovenly island home. 25 against Pap's cruelty led Huck to plan his own "murder" and to decamp about two months later. He discovered Jim 26 June 4 and started the rafting trip down the river on June 22. On July 7 he reached the Grangerfords and stayed 27 about a month. On August 10 the Duke and Dauphin came 28 the raft; their shenanigans ended at Pikeville on September 18. The 29 at Aunt Sally's lasted twenty-six days, until October 15. Then Huck decided to light out for Indian Territory and forever depart from a "civilization" that he 30.

## II. Proofreading and Error Correction (30 points, 2 points for each)

*The following passage contains fifteen errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. Correct the errors and write the answers on YOUR ANSWER SHEET in the following way:*

For a wrong word, write the correct one on Your Answer Sheet.

For a missing word, write the missing word with a "∧" sign before it on Your Answer

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Sheet.

For an unnecessary word, write the unnecessary word with a deleting line on it on Your Answer Sheet.

### Example

When ~~a~~ art museum wants a new exhibit, it 31. \_\_\_\_\_  
~~never~~ buys things in finished form and hangs 32. \_\_\_\_\_  
them on the wall. When a natural history museum  
wants an exhibition, it must often build it. 33. \_\_\_\_\_

*Write on your Answer Sheet:*

### II. Proofreading and Error Correction

31. ~~a~~ an      32. ~~never~~      33. exhibit

*Now, do the Proofreading and Error Correction.*

Scientists claim that air pollution causes a decline in the world average air temperature. In order to prove that theory, [31] \_\_\_\_\_ ecologists have turned to historical datum in relation to [32] \_\_\_\_\_ especially huge volcanic eruptions. They suspect that volcanoes affect weather changes that are similar to air pollution. [33] \_\_\_\_\_

One source of informations is the effect of the eruption [34] \_\_\_\_\_ of Tambora, a volcano in Sumbawa, the Dutch East Indies, in April 1815. The largest recorded volcano eruption, Tambora [35] \_\_\_\_\_ threw 150 million tons of fine ash into the stratosphere. The ash from a volcano spreads around worldwide in a few days [36] \_\_\_\_\_ or remains in the air for years. Its effect is to turn incoming [37] \_\_\_\_\_ solar radiation into the space and thus cool the earth. For [38] \_\_\_\_\_ example, records of weather in England shows that between [39] \_\_\_\_\_ April and November 1815, the average temperature had fallen 4.5° F. During the next twenty-four months, England suffered one of the coldest periods of their history. Farmers' records [40] \_\_\_\_\_ from April 1815 to December 1818 indicate frost throughout the spring and summer and sharp decreases at crop and [41] \_\_\_\_\_ livestock markets. Since there was a time lag of several years between cause and effect, by the time the world agricultural commodity community had deteriorated, no one realizes the [42] \_\_\_\_\_ cause.

Ecologists today warn that we face a twofold menace. The

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ever-present possibility of volcanic eruptions, such as those [43]\_\_\_\_  
of Mt. St. Helens in Washington, added man's pollution of [44]\_\_\_\_  
the atmosphere with oil, gas, coal, and other polluting  
substances, may bring us increasingly colder weather. [45]\_\_\_\_

### III. Gap-filling (30points, 2 points for each)

*Fill in the following banks with the correct words and the correct forms of the words given according the meanings of the sentences. Write the answers on YOUR ANSWER SHEET in the following way:*

#### Example

46. prolong, refuse, delay, postpone, lengthen  
I hope the \_\_\_\_\_ of the appointment will not cause you much inconvenience.

*Write on your Answer Sheet:*

#### III. Gap-filling

46. postponement      47. ...      48. ...

*Now, do the Gap-filling.*

#### 46. **affect, influence, effect, impact**

We have tried our best to \_\_\_\_\_ a reconciliation between the two parties.

#### 47. **attain, acquire, obtain, gain, secure, procure**

Chrysler, including sales of newly \_\_\_\_\_ American Motors, delivered 1.01 million cars, down 17.7 percent and amounting to 9.6 percent of the market.

#### 48. **ensure, assure, guarantee**

The Labor Department issued guidelines to \_\_\_\_\_ equal job opportunities for women on work paid for by federal funds.

#### 49. **ability, capability, competence, capacity, aptitude**

Researchers using the new measuring technique found the skull to have a \_\_\_\_\_ of only about 515 cubic centimeters (about 31 cubic inches).

#### 50. **take part in, attend, participate in, enter for, join**

To the amazement of the organizing committee, so many professional singers

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\_\_\_\_\_ the singing competition to be held next month.

**51. insist on, persist in, stick/adhere to, persevere in**

Due to the bankruptcy of the company, they failed to \_\_\_\_\_ the original agreement.

**52. stable, secure, steady, firm, durable**

Political \_\_\_\_\_ and wars in many sub-Saharan countries have also contributed to poverty. As a result of such factors, the number of people living in extreme poverty in sub-Saharan Africa grew from 217 million in 1987 to more than 300 million in 1998.

**53. manager, director, headmaster, proprietor, governor**

As one of the four \_\_\_\_\_ of the company, he often had to attend Board meetings.

**54. permit, allow, approve, accept, consent, endorse**

Eligible paper, as defined in 1951, is a negotiable note, draft, or bill bearing the \_\_\_\_\_ of the member bank, the proceeds of which have been or are to be used in producing, purchasing, carrying, or marketing goods in one or more steps of the process of production, manufacture, or distribution

**55. income, wages, dividend, salary, earnings, pension**

Now that he has retired, he lived partly on his \_\_\_\_\_ and partly on the interest on his post office savings account.

**56. complain, grieve, reclaim, grumble**

The peasants' many \_\_\_\_\_ resulting from ill-treatment by their landlords led finally to rebellion.

**57. renew, renovate, refresh, recreate**

He had been completely exhausted but felt considerably \_\_\_\_\_ after a meal and a good rest.

**58. view, scene, scenery, sight, nature**

Switzerland is well-known for its impressive mountainous \_\_\_\_\_.

**59. nevertheless, accordingly, however, yet, eventually**

He has impressed his employer considerably and \_\_\_\_\_ he is soon to be promoted.

**60. gap, pause, space, interruption, interval**

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During the \_\_\_\_\_, the audience strolled and chatted in the foyer.

#### IV. Reading Comprehension (60 points, 2 points for each)

*In this section, there are six reading passages followed by a total of thirty multiple-choice questions. Read the passages carefully and then write your answers on YOUR ANSWER SHEET.*

#### Example

*Write on your Answer Sheet:*

IV. Reading Comprehension

61. A      62. B      63. ...

*Now, do the Reading Comprehension.*

#### Text A

Tommy Albelin, a Devils defenseman, was the team's most effective performer the night the Stanley Cup champions played their best game of the young season. Playing left wing instead of defense against the Detroit Red Wings last Thursday night, Albelin scored the second goal of the game and made the pass that set up the fourth one.

Albelin played so well in the 4-2 victory that Coach Jacques Lemaire said, "Tommy, you lost your job."

"I was kind of surprised," Albelin said today. "When he saw the look on my face, he said very quickly 'as a defenseman' and I knew then he was joking."

Lemaire had Albelin right back on defense in the next game, last Saturday's 4-1 triumph over the Ottawa Senators. Albelin responded just as well, making the pass for the winning goal.

With Brian Rolston leaving today's practice because of a foot problem and ready to join Bobby Holik and Bob Carpenter as injured Devils, look for Albelin to return to left wing when New Jersey plays the Vancouver Canucks Wednesday night at the Meadowlands.

This season, the 31-year-old Albelin has played left wing three times and defenseman four. In addition, because Albelin is so adept at skating and puck-handling, Lemaire has been using him for penalty killing and the power play.

"It's a big advantage to have a player like him," Lemaire said after today's practice. "When you don't have the necessary player to play against a player, you can use Abbey because he adjusts very well. He listens to all the things I tell the

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defensemen and all the things I tell the forwards. “

Lemaire’s decision to shuttle Albelin is not prompted by a desire to find the best position for him. Rather, it is testimony to Albelin’s versatility.

Albelin was used as a left wing for the first time by Herb Brooks, the man whom Lemaire replaced after Brooks resigned three summers ago, but he played only a handful of games in that position.

The Devils changed coaches frequently in Albelin’s early years with the team. As a result, Albelin contemplated returning home to Sweden several times. But he said today he was glad he never did.

Albelin came to the Devils from Quebec in 1988 and has been a solid player. Year after year, despite coaching changes, injuries and the presence of marquee names like Scott Stevens, Slava Fetisov, Stephane Richer and Claude Lemeux, Albelin’s dedication and consummate professionalism have made him an integral part of the team.

“My philosophy has always been to play where the team needs me,” Albelin said. “I don’t question the decisions by the coaches. As long as I’m out there on the ice, I don’t care what position I play.”

Albelin has performed effectively at wing and on defense despite the different responsibilities. Judging by the way Albelin described them, it is clear he prefers to play defense.

“There are a lot of adjustments you have to make as a forward,” Albelin said, “You have to be a little more creative, do more things with the puck. Improvise somewhat, but to a point. As a defenseman, you can get by most of the time by giving the puck to your forwards and support the play.”

Albelin said today that the uncertainty over whether he will play defense or offense on any given night was not much of a concern in terms of preparing himself.

“I don’t mind as long as I know before the warm-ups,” he said.

61. Tommy Albelin is \_\_\_\_\_ defenseman.
- A. Red Wings
  - B. Canucks
  - C. Devils
  - D. Brooks
62. Albelin has played defenseman \_\_\_\_\_ this season.
- A. three times
  - B. four times
  - C. two times
  - D. five times
63. Coach Lemaire shuttles Albelin because he \_\_\_\_\_.
- A. is versatile
  - B. is a solid player

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- C. is very dedicated  
D. is docile
64. The Devils changed coaches frequently \_\_\_\_\_.
- A. in the late 1980s  
B. in Albelin's years with the team  
C. as many of them resigned  
D. during Albelin's stay in the team
65. Albelin prefers to play \_\_\_\_\_.
- A. forward  
B. left wing  
C. defense  
D. offense
66. Among the following titles, \_\_\_\_\_ is suitable for the article.
- A. The Defenseman Albelin in Red Wings  
B. The Best Player in Devils  
C. The Versatile Albelin in Canucks  
D. Versatile Albelin Brings Devil Victories

### Text B

The effect of any writing on the public mind is mathematically measurable by its depth of thought. How much water does it draw? If it awakes you to think, if it lifts you from your feet with the great voice of eloquence, then the effect is to be wide, slow, permanent, over the minds of men; if the pages instruct you not, they will die like flies in the hour. The way to speak and write what shall not go out of fashion is, to speak and write sincerely. The argument which has not power to reach my own practice, I may well doubt, will fail to reach yours. But take Sidney's maxim: — "Look in thy heart, and write." He that writes to himself writes to an eternal public. That statement only is fit to be made public, which you have come at in attempting to satisfy your own curiosity. The writer who takes his subject from his ear, and not from his heart, should know that he has lost as much as he seems to have gained, and when the empty book has gathered all its praise, and half the people say, "What poetry! What genius!" it still needs fuel to make fire. That only profits which is profitable. Life alone can impart life; and though we should burst, we can only be valued as we make ourselves valuable. There is no luck in literary reputation. They who make up the final verdict upon every book are not the partial and noisy readers of the hour when it appears; but a court as of angels, a public not to be bribed, not to be entreated, and not to be overawed, decides upon every man's title to fame. Only those books come down which deserve to last. Gilt edges, vellum, and morocco, and presentation-copies to all the libraries, will not preserve a book in circulation beyond



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its intrinsic date. It must go with all Walpole's *Noble and Royal Authors* to its fate. Blackmore, Kotzebue, or Pollok may endure for a night, but Moses and Homer stand forever. There are not in the world at any one time more than a dozen persons who read and understand Plato: — never enough to pay for an edition of his works; yet to every generation these come duly down, for the sake of those few persons, as if God brought them in his hand. "No book," said Bentley, "was ever written down by any but itself." The permanence of all books is fixed by no effort friendly or hostile, but by their own specific gravity, or the intrinsic importance of their contents to the constant mind of man. "Do not trouble yourself too much about the light on your statue," said Michelangelo to the young sculptor; "the light of the public square will test its value."

In like manner the effect of every action is measured by the depth of the sentiment from which it proceeds. The great man knew not that he was great. It took a century or two for that fact to appear. What he did, he did because he must; it was the most natural thing in the world, and grew out of the circumstances of the moment. But now, every thing he did, even to the lifting of his finger or the eating of bread, looks large, all-related, and is called an institution.

67. The following statements are wrong EXCEPT \_\_\_\_\_.
- A. Only the thing that is profitable profits.
  - B. If the pages do not instruct you, they will not die like flies in the hour.
  - C. Only the statement, which you have come at in attempting to satisfy your reader's curiosity, is fit to be made public.
  - D. He that writes by himself writes to an eternal public.
68. "How much water does it draw?" means \_\_\_\_\_.
- A. How much content does it have?
  - B. How much influence does it exert?
  - C. How much value does it have?
  - D. How important is it?
69. A writer's fame is decided upon by \_\_\_\_\_.
- A. partial and noisy readers
  - B. a court of angels
  - C. an angel-like public not to be bribed
  - D. a public to be bribed
70. At any time in the world Plato's work are read and understood by \_\_\_\_\_.
- A. less than a dozen persons
  - B. more than a dozen persons
  - C. many people
  - D. no one

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71. The permanence of all books is fixed by\_\_\_\_\_.

- A. no effort
- B. friendly effort
- C. hostile effort
- D. their own specific gravity

### Text C

Psychologists study memory and learning with both animal and human subjects. The two experiments reviewed here show how short-term memory has been studied.

Hunter studied short-term memory in rats. He used a special apparatus which had a cage for the rat and three doors. There was a light in each door. First the rat was placed in the closed cage. Next one of the lights was turned on and then off. There was food for the rat only at this door. After the light was turned off, the rat had to wait a short time before it was released from its cage. Then, if it went to the correct door, it was rewarded with the food that was there. Hunters did this experiment many times. He always turned on the lights in a random order. The rat had to wait different intervals before it was released from the cage. Hunter found that if the rat had to wait more than ten seconds, it could not remember the correct door. Hunter's results show that rats have a short-term memory of about ten seconds.

Henning studied how students who are learning English as a second language remember vocabulary. The subjects in his experiment were 75 students at the University of California in Los Angeles. They represented all levels of ability in English: beginning, intermediate, advanced, and native-speaking students.

To begin, the subjects listened to a recording of a native speaker reading a paragraph in English. Following the recording, the subjects took a 15-question test to see which words they remembered. Each question had four choices. The subjects had to circle the word they had heard in the recording. Some of the questions had four choices that sound alike. For example, weather, whether, wither, and wetter are four words that sound alike. Some of the questions had four choices that have the same meaning. Method, way, manner, and system would be four words with the same meaning. Some of them had four unrelated choices. For instance, weather, method, love, result could be used as four unrelated words. Finally the subjects took a language proficiency test.

Henning found that students with a lower proficiency in English made more of their mistakes on words that sound alike; students with a higher proficiency made more of their mistakes on words that have the same meaning. Henning's results suggest that beginning students hold the sound of words in their short-term memory, and advanced students hold the meaning of words in their shot-term memory.

72. In hunter's experiment, the rat had to remember\_\_\_\_\_.

- A. where the food was

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- B. how to leave the cage  
C. how big the cage was  
D. which light was turned on
73. Hunter found that rats\_\_\_\_\_.
- A. can remember only where their food is  
B. cannot learn to go to the correct door  
C. have no short-term memory  
D. have a short-term memory of one-sixth a minute
74. Henning tested the students' memory of \_\_\_\_\_.
- A. words copied several times  
B. words explained  
C. words heard  
D. words seen
75. Henning concluded that beginning and advanced students\_\_\_\_\_.
- A. have no difficulty holding words in their short-term memory  
B. differ in the way they retain words  
C. have much difficulty holding words in their short-term memory  
D. hold words in their short-term memory in the same way
76. The following statements are wrong EXCEPT\_\_\_\_\_.
- A. The rat could find the correct door when the light of the next door was turned off  
B. The rat could find the correct door to get the food whenever it was released from its cage  
C. Each of the three doors had a light that was turned on  
D. The rat could remember where to find the food if it waited for less than ten seconds

#### Text D

A Frenchman, the psychologist Alfred Binet, published the first standardized test of human intelligence in 1905. But it was an American, Lewis Terman, a psychology professor at Stanford, who thought to divide a test taker's "mental age", as revealed by that score, by his or her chronological age to derive a number that he called the "intelligence quotient", or IQ. It would be hard to think of a pop-scientific coinage that has had a greater impact on the way people think about themselves and others.

No country embraced the IQ – and the application of IQ testing to restructure society – more thoroughly than the U.S. Every year millions of Americans have their IQ measured, many with a direct descendant of Binet's original test, the Stanford-Binet, although not necessarily for the purpose Binet intended. He developed his test as a way of identifying public school students who needed extra help in learning, and that is still one of its leading uses.

But the broader and more controversial use of IQ testing has its roots in a theory of intelligence – part science, part sociology – that developed in the late 19<sup>th</sup> century,

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before Binet's work and entirely separate from it. Championed first by Charles Darwin's cousin Francis Galton, it held that intelligence was the most valuable human attribute, and that if people who had a lot of it could be identified and put in leadership positions, all of society would benefit.

Terman believed IQ tests should be used to conduct a great sorting out of the population, so that young people would be assigned on the basis of their scores to particular levels in the school system, which would lead to corresponding socioeconomic destinations in adult life. The beginning of the IQ-testing movement overlapped with the eugenics movement – hugely popular in America and Europe among the “better sort” before Hitler gave it a bad name – which held that intelligence was mostly inherited and that people deficient in it should be discouraged from reproducing. The state sterilization that Justice Oliver Wendell Holmes notoriously endorsed in a 1927 Supreme Court decision was done with an IQ score as justification.

The American IQ promoters scored a great coup during World War I when they persuaded the Army to give IQ tests to 1.7 million inductees. It was the world's first mass administration of an intelligence test, and many of the standardized tests in use today can be traced back to it: the now ubiquitous and obsessed-over SAT (Study Ability Test); the Wechsler, taken by several million people a year, according to its publisher; and Terman's own National Intelligence Test, originally used in tracking elementary school children. All these tests took from the Army the basic technique of measuring intelligence mainly by asking vocabulary questions (synonyms, antonyms, analogies, reading comprehension).

77. According to Terman's theory, a twelve-year-old boy's mental age is 10, then his IQ number is about \_\_\_\_\_.
- A. 0.8                      B. 0.9                      C. 1.0                      D. 1.2
78. IQ test is originally used to \_\_\_\_\_.
- A. find out the students who need extra help in learning  
B. assign young people to different majors  
C. select the acceptable recruits for army  
D. select the leaders for society
79. The viewpoint that intelligence was mostly inherited and people deficient in intelligence should be discouraged from reproducing was held by \_\_\_\_\_.
- A. IQ-testing movement  
B. Eugenic movement  
C. Hitler  
D. both IQ-testing and Eugenic movements
80. What does the author probably mean by “scored a great coup” (see Para. 5)?
- A. Failed                      B. Succeeded  
C. Criticized                      D. Advocated

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### Text E

Historical developments of the past half century and the invention of modern telecommunication and transportation technologies have created a world economy. Effectively the American economy has died and been replaced by a world economy.

In the future, there is no such thing as being an American manager. Even someone who spends an entire management career in Kansas City is in international management. He or she will compete with foreign firms, buy from foreign firms, sell to foreign firms, or acquire financing from foreign banks.

The globalization of the world's capital markets that has occurred in the past 10 years will be replicated right across the economy in the next decade. An international perspective has become central to management. Without it managers are operating in ignorance and cannot understand what is happening to them and their firms.

Partly because of globalization and partly because of demography, the work forces of the next century are going to be very different from those of the last century. Most firms will be employing more foreign nationals. More likely than not, you and your boss will not be of the same nationality. Demography and changing social mores mean that white males will become a small fraction of the work force as women and minorities grow in importance. All of these factors will require changes in the traditional methods of managing the work force.

In addition, the need to produce goods and services at quality levels previously thought impossible to obtain in mass production and the spreading use of participatory management techniques will require a work force with much higher levels of education and skills. Production workers must be able to do statistical quality control; production workers must be able to do just in-time inventories. Managers are increasingly shifting from a "don't think, do what you are told" to a "think, I am not going to tell you what to do" style of management.

This shift is occurring not because today's managers are more enlightened than yesterday's managers but because the evidence is rapidly mounting that the second style of management is more productive than the first style of management. But this means that problems of training and motivating the work force both become more central and require different modes of behaviour.

In the word of tomorrow managers cannot be technologically illiterate regardless of their functional tasks within the firm. They don't have to be scientists or engineers inventing new technologies, but they have to be managers who understand when to bet and when not to bet on new technologies. If they don't understand what is going on and technology effectively becomes a black box, they will fail to make the changes that those who do understand what is going on inside the black box make. They will be losers, not winners.

Today's CEOs are those who solved the central problems facing their companies 20 years ago. Tomorrow's CEOs will be those who solve central problems facing their companies today. Sloan hopes to produce a generation of managers who will be





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- C. this makes no difference between a man and an animal  
D. this decreases the quantity of food supply for the starving animal
88. According to the author, the main reason why poverty occurs in developing countries is that \_\_\_\_\_.
- A. developing countries fail to receive enough relief from developed countries  
B. children in developing countries cannot afford expensive education  
C. developed countries do not help developing countries in a sincere manner  
D. developing countries cannot produce enough food themselves
89. It could be inferred from the last four paragraphs that \_\_\_\_\_.
- A. Third World countries are very conservative  
B. Third World countries lack education fund  
C. developed countries are reluctant to take a risk in investing in Third World countries  
D. developed countries are expected to give more help to Third World countries
90. In this passage, the author is intended to \_\_\_\_\_.
- A. expose the essence of poverty  
B. launch criticism on the developed countries  
C. emphasize the importance of education  
D. reveal the poverty nature and criticize the developed countries