**绝密★启用前**

**2019年全国硕士研究生入学统一考试**

**管理类专业硕士学位联考**

**英语（二）试卷**

考生须知

1．考生必须严格遵守各项考场规则。

2．答题前，考生将答题卡上的“姓名”、“考生编号”等信息填写清楚，并与准考证上的一致。

3．选择题的答案须用2B铅笔填涂在答题卡上，其它笔填涂的或做在试卷或其它类型答题卡上的答案无效。

4．其他题一律用蓝色或黑色钢笔或圆珠笔在答题纸上按规定要求作答，凡做在试卷上或未做在指定位置的答案无效。

5．交卷时，请配合监考人员验收，并请监考人员在准考证相应位置签字（作为考生交卷的凭据）。否则，所产生的一切后果由考生自负。

Section I Use of English

**Directions:**

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on the ANSWER SHEET. (10 points)

People have speculated for centuries about a future without work. Today is no different, with academics, writers, and activists once again \_\_1\_\_ that technology is replacing human workers. Some imagine that the coming work-free world will be defined by \_\_2\_\_. A few wealthy people will own all the capital, and the masses will struggle in an impoverished wasteland.

A different and not mutually exclusive \_\_3\_\_ holds that the future will be a wasteland of a different sort, one \_\_4\_\_ by purposelessness: Without jobs to give their lives \_\_5\_\_, people will simply become lazy and depressed. \_\_6\_\_ today’s unemployed don’t seem to be having a great time. One Gallup poll found that 20 percent of Americans who have been unemployed for at least a year report having depression, double the rate for \_\_7\_\_ Americans. Also, some research suggests that the \_\_8\_\_ for rising rates of mortality, mental-health problems, and addicting \_\_9\_\_ poorly-educated middle-aged people is shortage of well-paid jobs. Perhaps this is why many \_\_10\_\_ the agonizing dullness of a jobless future.

But it doesn’t \_\_11\_\_ follow from findings like these that a world without work would be filled with unease. Such visions are based on the \_\_12\_\_ of being unemployed in a society built on the concept of employment. In the \_\_13\_\_ of work, a society designed with other ends in mind could \_\_14\_\_ strikingly different circumstances for the future of labor and leisure. Today, the \_\_15\_\_ of work may be a bit overblown. “Many jobs are boring, degrading, unhealthy, and a waste of human potential,” says John Danaher, a lecturer at the National University of Ireland in Galway.

These days, because leisure time is relatively \_\_16\_\_ for most workers, people use their free time to counterbalance the intellectual and emotional \_\_17\_\_ of their jobs. “When I come home from a hard day’s work, I often feel \_\_18\_\_,” Danaher says, adding, “In a world in which I don’t have to work, I might feel rather different”—perhaps different enough to throw himself \_\_19\_\_ a hobby or a passion project with the intensity usually reserved for \_\_20\_\_ matters.

1. [A] boasting [B] denying [C] warning [D] ensuring

2. [A] inequality [B] instability [C] unreliability [D] uncertainty

3. [A] policy [B] guideline [C] resolution [D] prediction

4. [A] characterized [B] divided [C] balanced [D] measured

5. [A] wisdom [B] meaning [C] glory [D] freedom

6. [A] Instead [B] Indeed [C] Thus [D] Nevertheless

7. [A] rich [B] urban [C] working [D] educated

8. [A] explanation [B] requirement [C] compensation [D] substitute

9. [A] under [B] beyond [C] alongside [D] among

10. [A] leave behind [B] make up [C] worry about [D] set aside

11. [A] statistically [B] occasionally [C] necessarily [D] economically

12. [A] chances [B] downsides [C] benefits [D] principles

13. [A] absence [B] height [C] face [D] course

14. [A] disturb [B] restore [C] exclude [D] yield

15. [A] model [B] practice [C] virtue [D] hardship

16. [A] tricky [B] lengthy [C] mysterious [D] scarce

17. [A] demands [B] standards [C] qualities [D] threats

18. [A] ignored [B] tired [C] confused [D] starved

19. [A] off [B] against [C] behind [D] into

20. [A] technological [B] professional [C] educational [D] interpersonal

Section II Reading Comprehension

**Part A**

**Directions:**

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

**Text 1**

Every Saturday morning, at 9 am, more than 50,000 runners set off to run 5km around their local park. The Parkrun phenomenon began with a dozen friends and has inspired 400 events in the UK and more abroad. Events are free, staffed by thousands of volunteers. Runners range from four years old to grandparents; their times range from Andrew Baddeley’s world record 13 minutes 48 seconds up to an hour.

Parkrun is succeeding where London’s Olympic “legacy” is failing. Ten years ago on Monday, it was announced that the Games of the 30th Olympiad would be in London. Planning documents pledged that the great legacy of the Games would be to lever a nation of sport lovers away from their couches. The population would be fitter, healthier and produce more winners. It has not happened. The number of adults doing weekly sport did rise, by nearly 2 million in the run-up to 2012 – but the general population was growing faster. Worse, the numbers are now falling at an accelerating rate. The opposition claims primary school pupils doing at least two hours of sport a week have nearly halved. Obesity has risen among adults and children. Official retrospections continue as to why London 2012 failed to “inspire a generation.” The success of Parkrun offers answers.

Parkrun is not a race but a time trial: Your only competitor is the clock. The ethos welcomes anybody. There is as much joy over a puffed-out first-timer being clapped over the line as there is about top talent shining. The Olympic bidders, by contrast, wanted to get more people doing sport and to produce more elite athletes. The dual aim was mixed up: The stress on success over taking part was intimidating for newcomers.

Indeed, there is something a little absurd in the state getting involved in the planning of such a fundamentally “grassroots” concept as community sports associations. If there is a role for government, it should really be getting involved in providing common goods – making sure there is space for playing fields and the money to pave tennis and netball courts, and encouraging the provision of all these activities in schools. But successive governments have presided over selling green spaces, squeezing money from local authorities and declining attention on sport in education. Instead of wordy, worthy strategies, future governments need to do more to provide the conditions for sport to thrive. Or at least not make them worse.

21. According to Paragraph 1, Parkrun has \_\_\_\_\_\_.

[A] created many jobs

[B] gained great popularity

[C] become an official festival

[D] strengthened community ties

22. The author believes that London’s Olympic “legacy” has failed to \_\_\_\_\_\_.

[A] boost population growth

[B] improve the city’s image

[C] increase sport hours in schools

[D] promote sport participation

23. Parkrun is different from Olympic games in that it \_\_\_\_\_\_.

[A] aims at discovering talents

[B] focuses on mass competition

[C] does not emphasize elitism

[D] does not attract first-timers

24. With regard to mass sports, the author holds that governments should \_\_\_\_\_\_.

[A] increase funds for sports clubs

[B] invest in public sports facilities

[C] organize “grassroots” sports events

[D] supervise local sports associations

25. The author’s attitude to what UK governments have done for sports is \_\_\_\_\_\_.

[A] critical

[B] tolerant

[C] uncertain

[D] sympathetic

**Text 2**

With so much focus on children’s use of screens, it’s easy for parents to forget about their own screen use. “Tech is designed to really suck you in,” says Jenny Radesky in her study of digital play, “and digital products are there to promote maximal engagement. It makes it hard to disengage, and leads to a lot of bleed-over into the family routine.”

Radesky has studied the use of mobile phones and tablets at mealtimes by giving mother-child pairs a food-testing exercise. She found that mothers who used devices during the exercise started 20 per cent fewer verbal and 39 per cent fewer nonverbal interactions with their children. During a separate observation, she saw that phones became a source of tension in the family. Parents would be looking at their emails while the children would be making excited bids for their attention.

Infants are wired to look at parents’ faces to try to understand their world, and if those faces are blank and unresponsive- as they often are when absorbed in a device- it can be extremely disconcerting for the children. Radesky cites the “still face experiment” devised by developmental psychologist Ed Tronick in the 1970s. In it, a mother is asked to interact with her child in a normal way before putting on a blank expression and not giving them any visual social feedback: The child becomes increasingly distressed as she tries to capture her mother’s attention. “Parents don’t have to be exquisitely present at all times, but there needs to be a balance and parents need to be responsive and sensitive to a child’s verbal or nonverbal expressions of an emotional need,” says Radesky.

On the other hand, Tronick himself is concerned that the worries about kids’ use of screens are born out of an “oppressive ideology that demands that parents should always be interacting” with their children: “It’s based on a somewhat fantasised, very white, very upper-middle-class ideology that says if you’re failing to expose your child to 30,000 words you are neglecting them.” Tronick believes that just because a child isn’t learning from the screen doesn’t mean there’s no value to it - particularly if it gives parents time to have a shower, do housework or simply have a break from their child. Parents, he says, can get a lot out of using their devices to speak to a friend or get some work out of the way. This can make them feel happier, which lets them be more available to their child the rest of the time.

26. According to Jenny Radesky, digital products are designed to \_\_\_\_\_\_.

[A] absorb user attention

[B] increase work efficiency

[C] simplify routine matters

[D] better interpersonal relations

27. Radesky’s food-testing exercise shows that mothers’ use of devices \_\_\_\_\_\_.

[A] takes away babies’ appetite

[B] distracts children’s attention

[C] slows down babies’ verbal development

[D] reduces mother-child communication

28. Radesky cites the “still face experiment” to show that \_\_\_\_\_\_.

[A] it is easy for children to get used to blank expressions

[B] verbal expressions are unnecessary for emotional exchange

[C] parents need to respond to children’s emotional needs

[D] children are insensitive to changes in their parents’ mood

29. The oppressive ideology mentioned by Tronick requires parents to \_\_\_\_\_\_.

[A] protect kids from exposure to wild fantasies

[B] teach their kids at least 30,000 words a year

[C] remain concerned about kids’ use of screens

[D] ensure constant interaction with their children

30. According to Tronick, kids’ use of screens may \_\_\_\_\_\_.

[A] make their parents more creative

[B] give their parents some free time

[C] help them with their homework

[D] help them become more attentive

**Text 3**

Today, widespread social pressure to immediately go to college in conjunction with increasingly high expectations in a fast-moving world often causes students to completely overlook the possibility of taking a gap year. After all, if everyone you know is going to college in the fall, it seems silly to stay back a year, doesn’t it? And after going to school for 12 years, it doesn’t feel natural to spend a year doing something that isn’t academic.

But while this may be true, it’s not a good enough reason to condemn gap years. There’s always a constant fear of falling behind everyone else on the socially perpetuated “race to the finish line,” whether that be toward graduate school, medical school or a lucrative career. But despite common misconceptions, a gap year does not hinder the success of academic pursuits-in fact, it probably enhances it.

Studies from the United States and Australia show that students who take a gap year are generally better prepared for and perform better in college than those who do not. Rather than pulling students back, a gap year pushes them ahead by preparing them for independence, new responsibilities and environmental changes - all things that first-year students often struggle with the most. Gap year experiences can lessen the blow when it comes to adjusting to college and being thrown into a brand new environment, making it easier to focus on academics and activities rather than acclimation blunders.

If you’re not convinced of the inherent value in taking a year off to explore interests, then consider its financial impact on future academic choices. According to the National Center for Education Statistics, nearly 80 percent of college students end up changing their majors at least once. This isn’t surprising, considering the basic mandatory high school curriculum leaves students with a poor understanding of the vast academic possibilities that await them in college. Many students find themselves listing one major on their college application, but switching to another after taking college classes. It’s not necessarily a bad thing, but depending on the school, it can be costly to make up credits after switching too late in the game. At Boston College, for example, you would have to complete an extra year were you to switch to the nursing school from another department. Taking a gap year to figure things out initially can help prevent stress and save money later on.

31. One of the reasons for high-school graduates not taking a gap year is that \_\_\_\_\_\_.

[A] they think it academically misleading

[B] they have a lot of fun to expect in college

[C] it feels strange to do differently from others

[D] It seems worthless to take off-campus courses

32. Studies from the US and Australia imply that taking a gap year helps \_\_\_\_\_\_.

[A] relieve freshmen of pressures

[B] lower risks in choosing careers

[C] ease freshmen’s financial burdens

[D] keep students from being unrealistic

33. The word “acclimation” (Para. 3) is closest in meaning to \_\_\_\_\_\_.

[A] motivation

[B] application

[C] competition

[D] adaptation

34. A gap year may save money for students by helping them \_\_\_\_\_\_.

[A] switch to another college

[B] decide on the right major

[C] avoid academic failures

[D] establish long-term goal

35. The most suitable title for this text would be \_\_\_\_\_\_.

[A] In Favor of the Gap Year

[B] The ABCs of the Gap Year

[C] The Gap Year Comes Back

[D] The Gap Year : A Dilemma

**Text 4**

Though often viewed as a problem for western states, the growing frequency of the wildfires is a national concern because of impact on federal tax dollars, says Professor Max Moritz, a specialist in fire ecology and management.

In 2015, the US Forest Service for the first time spent more than half of its $5.5 billion annual budget fighting fires — nearly double the percentage it spent on such efforts 20 years ago. In effect, fewer federal funds today are going towards the agency’s other work — such as forest conservation, watershed and cultural resources management, and infrastructure upkeep— that affect the lives of all Americans.

Another nationwide concern is whether public funds from other agencies are going into construction in fire-prone districts. As Moritz puts it, how often are federal dollars building homes that are likely to be lost to a wildfire?

“It’s already a huge problem from a public expenditure perspective for the whole country,” he says. “We need to take a magnifying glass to that. Like, ‘Wait a minute, is this OK?’ Do we want instead to redirect those funds to concentrate on lower—hazard parts of the landscape?”

Such a view would require a corresponding shift in the way US society today views fire, researchers say.

For one thing, conversations about wildfires need to be more inclusive. Over the past decade, the focus has been on climate change —how the warming of the Earth from greenhouse gases is leading to conditions that worsen fires.

While climate is a key element, Moritz says, it shouldn’t come at the expense of the rest of the equation.

“The human system and landscapes we live on are linked, and the interactions go both ways,” he says. Falling to recognize that, he notes, leads to “an overly simplified view of what the solutions might be. Our perception of the problem and of what the solution is becomes very limited.”

At the same time, people continue to treat fire as an event that needs to be wholly controlled and unleashed only out of necessity, says Professor Balch at the University of Colorado. But acknowledging fire’s inevitable presence in human life is an attitude crucial to developing the laws, policies, and practices that make it as safe as possible, she says .

“We’ve disconnected ourselves from living with fire,” Balch says. “It is really important to understand and try and tease out what is the human connection with fire today .”

36. More frequent wildfires have become a national concern because in 2015 they \_\_\_\_\_\_.

[A] consumed a record—high percentage of budget

[B] severely damaged the ecology of western states

[C] caused a huge a rise of infrastructure expenditure

[D] exhausted unprecedented management efforts

37. Moritz calls for the use of “a magnifying glass” to \_\_\_\_\_\_

[A] avoid the redirection of federal money

[B] find wildfire-free parts of the landscape

[C] raise more funds for fire-prone areas

[D] guarantee safer spending of public funds

38. While admitting that climate is a key element, Moritz notes that \_\_\_\_\_\_.

[A] public debates have not settled yet

[B] a shift in the view of fire has taken place

[C] other factors should not be overlooked

[D] fire-fighting conditions are improving

39. The overly simplified view Moritz mentions is a result of falling to \_\_\_\_\_\_.

[A] discover the fundamental makeup of nature

[B] explore the mechanism of the human systems

[C] understand the interrelation of man and nature

[D] maximize the role of landscape in human life

40. Professor Balch points out that fire is something man should \_\_\_\_\_\_.

[A] do away with

[B] come to terms with

[C] pay a price for

[D] keep away from

**Part B**

**Directions:**

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

[A] You are not alone

[B] Experience helps you grow

[C] Pave your own unique path

[D] Most of your fears are unreal

[E] Think about the present moment

[F] Don’t fear responsibility for your life

[G] There are many things to be grateful for

Unfortunately, life is not a bed of roses. We are going through life facing sad experiences. Moreover, we are grieving various kinds of loss: a friendship, a romantic relationship or a house. Hard times may hold you down at what usually seems like the most inopportune time, but you should remember that they won’t last forever.

When our time of mourning is over, we press forward, stronger with a greater understanding and respect for life. Furthermore, these losses make us mature and eventually move us toward future opportunities for growth and happiness. I want to share these old truths I’ve learned along the way.

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

Fear is both useful and harmful. This normal human reaction is used to protect us by signaling danger and preparing us to deal with it. Unfortunately, people create inner barriers with a help of exaggerating fears. My favorite actor Will Smith once said, “Fear is not real. It is a product of thoughts you create. Do not misunderstand me. Danger is very real. But fear is a choice.” I do completely agree that fears are just the product of our luxuriant imagination.

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

If you are surrounded by problems and cannot stop thinking about the past, try to focus on the present moment. Many of us are weighed down by the past or anxious about the future. You may feel guilt over your past, but you are poisoning the present with the things and circumstances you cannot change. Value the present moment and remember how fortunate you are to be alive. Enjoy the beauty of the world around and keep the eyes open to see the possibilities before you. Happiness is not a point of future and not a moment from the past, but a mindset that can be designed into the present.

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

Sometimes it is easy to feel bad because you are going through tough times. You can be easily caught up by life problems that you forget to pause and appreciate the things you have. Only strong people prefer to smile and value their life instead of crying and complaining about something.

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

No matter how isolated you might feel and how serious the situation is, you should always remember that you are not alone. Try to keep in mind that almost everyone respects and wants to help you if you are trying to make a good change in your life, especially your dearest and nearest people. You may have a circle of friends who provide constant good humor, help and companionship. If you have no friends or relatives, try to participate in several online communities, full of people who are always willing to share advice and encouragement.

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

Today many people find it difficult to trust their own opinion and seek balance by gaining objectivity from external sources. This way you devalue your opinion and show that you are incapable of managing your own life. When you are struggling to achieve something important you should believe in yourself and be sure that your decision is the best. You live in your skin, think your own thoughts, have your own values and make your own choices.

Section III Translation

**46. Directions:**

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

My dream has always been to work somewhere in an area between fashion and publishing. Two years before graduating from secondary school, I took a sewing and design course thinking that I would move on to a fashion design course. However, during that course I realised I was not good enough in this area to compete with other creative personalities in the future, so I decided that it was not the right path for me. Before applying for university I told everyone that I would study journalism, because writing was, and still is, one of my favourite activities. But, to be honest, I said it, because I thought that fashion and me together was just a dream – I knew that no one could imagine me in the fashion industry at all! So I decided to look for some fashion-related courses that included writing. This is when I noticed the course “Fashion Media & Promotion.”

Section IV Writing

**Part A**

**47. Directions:**

Suppose you have found something wrong with the food that you ordered from a restaurant. Write an email to the owner of this restaurant to

1) make a complaint, and

2) demand a prompt solution.

You should write about 100 words on the ANSWER SHEET.

Do not sign your own name at the end of the letter. Use“Li Ming”instead.

Do not write your address.(10 points)

You should write about 100 words on the ANSWER SHEET.

Do not use your own name. Use “Li Ming” instead.

**Do not** write your address. (10 points)

**Part B**

**48. Directions:**

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

1) interpret the chart, and

2) give your comments.

You should write about 150 words on the ANSWER SHEET. (15 points)

