2019年全国硕士研究生入学统一考试英语 (一) 试题

**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 Don the ANSWER SHEET. (10 poi~~n~~ts)

Today we live in a world ~~w~~here GPS systems, digital maps, and other navigation

apps are available on our sm~~a~~rtphones. 1\_ of us just walk straight i~~n~~to the woods without a phone. B~~u~~t phones 2\_\_on batteries, and batteries can die faster than we realize. 3\_ you get lost without a phone or a compass, and you 4\_ c~~an~~'t find north, we have a few tricks to help you navigate\_\_\_5 to civilization, one of which is to follow the land.

When you find yourself well 6 a trail, b~~u~~t not in a completely 7 area, you have to answer two ~~q~~uestions: Which \_\_\_8 is downhill, in this particular area?

And where is the ne~~ar~~est water source? Hum~~an~~s overwhelmingly live in valleys, and

on s~~u~~pplies of fresh water. 9\_\_, if you head do~~w~~nhill, and follow any H20 you find, you should \_\_lQ\_ see signs of people.

If you've e~~x~~plored the area before, keep an eye o~~u~~t for familiar sights - you may be 11 how quickly identifying a distinctive rock or tree can restore your bearings.

Another 12 : Climb high and look for signs of human habitation. 13

even in dense forest, you should be able to 14 gaps in the tree line due to roads, train tracks, and other paths people carve \_\_\_lL the woods. Head toward these

16\_ to find a way out. At night, scan the horizon for 17 light sources, such as fires

and streetlights, then walk toward the glow of light pollution.

18 , assuming you're lost in ~~an ar~~ea humans tend to fre~~q~~uent, look for the 19 we leave on the landscape. Trail blazes, tire tracks, and other features can \_1Q\_ you to civilization.

1. [A] Some [B] Most [C] Few [D] All

2. [A] put [B] take [C] ~~run~~ [D] come

3. [A] Since [B] If [C] Though [D] Until

4. [A] formally [B] relatively [C] gradually [D] literally

5. [A] back [B] next [C] ~~aroun~~d [D] away

6. [A] onto [B] off [C] across [D] alone

7. [A] unattractive [B] uncrowded [C] unchanged [D] u~~n~~famili~~ar~~

8. [A] site [B] point [C] way [D] place

9. [A] So [B] Yet [C] Instead [D] Besides

10. [A] immediately [B] intentionally [C] une~~x~~pectedly [D] eventually

11. [A] surprised [B] ~~ann~~oyed [C] frightened [D] confused

12. [A] problem [B] option [C] view [D] result

13. [A] Above all [B] In contrast [C] On average [D] For example

14. [A] bridge [B] avoid [C] spot [D] separate

15. [A] from [B] through [C] beyond [D] under

16. [A] posts [B] links [C] shades [D] breaks

17. [A] artificial [B] ~~m~~ysterious [C] hidden [D] limited

18. [A] Finally [B] Conse~~quen~~tly [C] Incide~~n~~tally [D] Generally

19. [A] memories [B] marks [C] notes [D] belongings

20. [A] restrict [B] adopt [C] lead [D] ex~~p~~ose

**Section II Reading Comprehension**

**Part A**

**Directions:**

Read the following fou~~r~~ 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**

Financial regulators in Britain have imposed a rather unusual rule on the bosses of big banks. Starting next year, any guaranteed bon~~u~~s of top exec~~u~~tives could be delayed 10 years if their banks are under in~~v~~estigation for wrongdoing. The main purpose of this "clawback" rule is to hold bankers accountable for harmful risk-taking and to restore public trust in financial instit~~u~~tions. Yet officials also hope for a much larger benefit: more long-term decisionmaking, not only by banks b~~u~~t by all corporations, to build a stronger economy for future generations.

"Short-termism" or the desire for quick profits, has worsened in publicly traded companies, s~~a~~ys the Bank of England's top economist, Andrew Haldane. He quotes a giant of classical economics, Alfred Marshall, in describing this financial impatience as acting like "children who pick the plums out of their pudding to e~~a~~t them at once"

rather than putting them aside to be e~~a~~ten last.

The average time for holding a stock in both the United States and Britain, he notes, has dropped from seven years to seven months in recent decades. Transient

investors, who dem~~an~~d high quarterly profits from co~~mpan~~ies, can hinder a firm's

efforts to invest in long-term research or to build ~~u~~p customer loyalty. This has been dubbed "quarterly capitalism."

In addition, new digital technologies have allowed more rapid trading of equities, quicker use of information, and thus shorter attention spans in financial markets.

"There seems to be a predominance of short-term thinking at the e~~x~~pense of long-

term investing," said Commissioner D~~an~~iel Gallagher of the US Securities and

Exchange Commission in a speech this week.

In the US, the Sarbanes-Oxley Act of 2002has pushed most public companies to defer performance bonuses for senior executives by about a year, slightly helping reduce "short-termism." In its latest survey of CEO pay, The Wall Street Journal finds that "a substantial p~~a~~rt" of executive pay is now tied to performance.

Much more could be done to encourage "long-termism," such as changes in the tax code and quicker disclosure of stock acquisitions. In France, shareholders who hold onto a company investment for at least two years can sometimes earn more voting rights in a company.

Within companies, the right compensation design can provide incentives for exec~~u~~tives to think beyond their own time at the company and on behalf of all stakeholders. Britain's new rule is a reminder to bankers that society has an interest in their performance, not just for the short term b~~u~~t for the long term.

21. According to Paragraph 1, one motive in imposing the new rule is to [A] enhance bankers' sense ofresponsibility.

[B] help corporations achieve l~~ar~~ger profits.

[q build a new system of fin~~an~~cial regulation.

[D] guarantee the bo~~n~~uses of top executives.

22. Alfred Marshall is quoted to indicate

[A] the conditions for generating quick profits.

[B] gove~~rnmen~~ts' impatience indecision-making.

[q the solid structure of publicly traded companies.

[D] "short-termism" in economic activities.

23. It is argued that the influence of transient in~~v~~estment on p~~u~~blic companies can be [A] indirect.

[B] adverse.

[q minimal.

[D] temporary.

24. The US and France examples are used to illustrate [A] the obstacles to preventing "short-termism".

[B] the significance of long-term thinking.

[q the approaches to promoting "long-termism".

[D] the prevalence of short-term thinking.

25. Which of the following would be the best title for the text?

[A] Fail~~u~~re of Quarterly Capitalism

[B] Patience as a Corpo~~ra~~te Virtue

[q Decisiveness Required of Top Executives

[D] Frustration of Risk-taking Bankers

**Text 2**

Grade inflation - the gradual increase in average GPAs (grade-point averages) over the past few decades - is often considered a product of a consumer era in higher education, in which students are treated like customers to be pleased. But another, related force - a policy often buried de~~e~~p in cou~~r~~se c~~a~~talogs called "grade forgiveness" - is helping raise GPAs.

Grade forgiveness allows students to retake a cou~~r~~se in which they received a low grade, and the most rece~~n~~t grade or the highest grade is the only one that cou~~n~~ts in calculating a stude~~n~~t's overall GPA.

The use of this little-known practice has accele~~ra~~ted in recent years, as colleges co~~ntin~~ue to do their utmost to keep stude~~n~~ts in school (and paying tuition) ~~an~~d improve their graduation rates. When this practice first started decades ago, it was usually limited to freshmen, to give them a second chance to take a class in their first year if they struggled in their transition to college-level courses. But now most colleges, save for m~~an~~y selective ca~~mp~~uses, allow all undergraduates, and even graduate students, to get their low grades forgiven.

College officials tend to emphasize that the goal of grade forgiveness is less about the grade itself and more about encouraging students to retake courses critical to their degree program and graduation without incurring a big penalty. "Ultimately," said Jack Miner, Ohio State University's registrar, "we see students achieve more success because they retake a course and do better in subsequent courses or master the content that allows them to graduate on time."

That said, there is a way in which grade forgiveness satisfies colleges' own needs as well. For public institutions, state funds are sometimes tied partly to their success on metrics such as graduation rates and student retention - so better grades can, by boosting figures like those, mean more money. And anything that raises GPAs will likely make students- who, at the end of the day, are paying the bill - feel they've gotten a better value for their tuition dollars, which is another big concern for colleges.

Indeed, grade forgiveness is just another way that universities are responding to consumers' expectations for higher education. Since students and parents expect a college degree to lead to a job, it is in the best interest of a school to turn out graduates who are as qualified as possible - or at least appear to be. On this, students' and colleges' incentives seem to be aligned.

26. What is commonly regarded as the cause of grade inflation? [A] The change of course catalogs.

[B] Students' indifference to GPAs.

[q Colleges' neglect ofGPAs.

[D] The influence of consumer culture.

27. What was the original purpose of grade forgiveness?

[A] To help freshmen adapt to college learning.

[B] To maintain colleges' graduation rates.

[q To prepare graduates for a challenging future.

[D] To increase universities' income from t~~u~~ition.

28. According to Paragr~~ap~~h 5, grade forgiveness enables colleges to

[A] obtain more fin~~an~~cial su~~p~~port.

[B] boost their stude~~nt enro~~llments.

[q improve their teaching quality.

[D] meet local governments'needs.

29. What does the phrase "to be aligned" (Line 5, Para. 6) most probably mean? [A] To counterbalance each other.

[B] To co~~mp~~leme~~n~~t each other.

[q Tobe ide~~n~~tical with each other.

[D] Tobe contradictory to each other.

30. The author examines the practice of grade forgiveness by [A] assessing its feasibility.

[B] analyzing the causes behind it.

[q comparing different views on it.

[D] listing its long-run effects.

**Text 3**

This year marks exactly two centuries since the public~~a~~tion of "F~~ran~~kenstein; or, The Modern Prometheus," by Mary Shelley. Even before the invention of the electric light bulb, the author produced a remarkable work of speculative fiction that would foreshadow many ethical questions to be raised by technologies yet to come.

Today the rapid growth of artificial intelligence (AI) raises fundamental questions: "What is intelligence, identity, or consciousness? What makes humans humans? "

What is being called artificial general intelligence, machines that would imitate the way humans think, conti~~n~~ues to evade scie~~n~~tists. Yet hum~~an~~s remain fascinated by the idea of robots that would look, move, and respond like humans, similar to those recently depicted on popular sci-fi TV series such as "Westworld" and "Humans."

Just how people think is still far too complex to be understood, let alone reproduced, says David Eagleman, a Stanford University neuroscientist. "We are just in a situation where there are no good theories explaining what consciousness actually is and how you could ever build a machine to get there."

But that doesn't mean crucial ethical issues involving AI aren't at hand. The coming use of autonomous vehicles, for example, poses thorny ethical questions. Human drivers sometimes must make split-second decisions. Their reactions may be a complex combination of instant reflexes, input from past driving experiences, and what their eyes and ears tell them in that moment. AI "vision" today is not nearly as sophisticated as that of humans. And to anticipate every imaginable driving situation is a difficult programming problem.

Whenever decisions are based on masses of data, "you quickly get into a lot of ethical questions," notes Tan Kiat How, chief executive of a Singapore-based agency that is helping the government develop a voluntary code for the ethical use of AI. Along with Singapore, other governments and mega-corporations are beginning to establish their own guidelines. Britain is setting up a data ethics center. India released its AI ethics strategy this spring.

On June 7 Google pledged not to "design or deploy AI" that would cause "overall harm," or to develop AI-directed weapons or use AI for surveillance that would violate international norms. It also pledged not to deploy AI whose use would violate international laws or human rights.

While the statement is vague, it represents one starting point. So does the idea that decisions made by AI systems should be explainable, transparent, and fair.

To put it another way: How can we make sure that the thinking of intelligent machines reflects humanity's highest values? Only then will they be useful servants and not Frankenstein's out-of-control monster.

31. Mary Shelley's novel F~~ra~~nkenstein is mentioned bec~~a~~use it

[A] fascinates AI scientists all over the world.

[B] has remained popul~~ar~~ for as long as 200 years. [q involves some concerns raised by AI today.

[D] has sparked serious ethical controversies.

32. In David Eagleman's opi~~n~~ion, ou~~r~~ curre~~n~~t knowledge of consciousness [A] helps explain artificial intelligence.

[B] can be misleading to robot making.

[q inspires popular sci-fi TV series.

[D] is too limited for us to reproduce it.

33. The solution to the ethical issues brought by autonomous vehicles

[A] can hardly ever be fou~~n~~d.

[B] is still beyond our c~~ap~~acity.

[q causes little p~~u~~blic concern.

[D] has aroused much curiosity.

34. The author's attitude toward Google's pledges is one of [A] affirmation.

[B] skepticism.

[q contempt.

[D] respect.

35. Which of the following would be the best title for the text?

[A] AI's Future: In the Hands of Tech Giants

[B] Frankenstein, the Novel Predicting the Age ofAI

[q The Conscience of AI: Complex B~~u~~t Inevitable [D] AI Shall Be Killers Once Out of Control

**Text 4**

States wi11 be ab1e to force more peop1e to pay sa1es tax when they make on1ine purchases under a Supreme Court decision Thursday that wi11 1eave shoppers with 1ighter wa11ets but is a big financia1 win for states.

The Supreme Court's opinion Thursday overru1ed a pair of decades-o1d decisions that states said cost them bi11ions ofdo11ars in 1ost revenue annua1ly. The decisions made it more difficu1t for states to co11ect sa1es tax on certain on1ine purchases.

The cases the court overturned said that if a business was shipping a customer's purchase to a state where the business didn't have a physica1 presence such as a warehouse or office, the business didn't have to co11ect sa1es tax for the state. Customers were genera11y responsib1e for paying the sa1es tax to the state themse1ves if they weren't charged it, but most didn't rea1ize they owed it and few paid.

Justice Anthony Kennedy wrote that the previous decisions were flawed. "Each year the physica1 presence ru1e becomes further removed from economic rea1ity and resu1ts in significant revenue 1ossesto the States,"he wrote in an opinionjoined by four otherjustices. Kennedy wrote that the ru1e "1imited states' abi1ity to seek 1ong-term prosperity and has prevented market participants from competing on an even p1aying fie1d."

The ru1ing is a victory for big chains with a presence in many states, since they usua11y co11ect sa1es tax on on1ine purchases a1ready. Now, riva1s wi11 be charging sa1es tax where they hadn't before. Big chains have been co11ecting sa1es tax nationwide because they typica11y have physica1 stores in whatever state a purchase is being shipped to. Amazon.com, with its network of warehouses, a1so co11ects sa1es tax in every state that charges it, though third-party se11ers who use the site don't have to.

Unti1 now, many se11ers that have a physica1 presence in on1y a sing1e state or a few states have been ab1e to avoid charging sa1es taxes when they ship to addresses outside those states. Se11ers that use eBay and Etsy, which provide p1atforms for sma11er se11ers, a1so haven't been co11ecting sa1es tax nationwide. Under the ru1ing

Thursday, states can pass 1aws re~~q~~uiring out-of-state se11ers to co11ect the state's sa1es tax from customers and send it to the state.

Retai1 trade groups praised the ru1ing, saying it 1eve1s the p1aying fie1d for 1oca1 and on1ine businesses. The 1osers, said retai1 ana1yst Nei1 Saunders, are on1ine-on1y

retai1ers, especia11y sma11er ones. Those retai1ers may face headaches comp1ying with

various state sa1es tax 1aws. The Sma11 Business & Entrepreneurship Counci1

advocacy group said in a statement, "Sma11 businesses and internet entrepreneurs ~~ar~~e

not we11 served at a11 by this decision."

36. The Su~~p~~reme Court decision Thu~~rsda~~y will

[A] better businesses' rel~~a~~tions with states.

[B] put most online businesses in a dilemma.

[q make more online shoppers pay sales tax.

[D] force some states to cut sales tax.

37. It can be le~~arn~~ed from paragraphs 2 and 3that the overruled decisions [A] have led to the dominance of e-commerce.

[B] have cost consumers a lot over the ye~~ar~~s.

[q were widely criticized by online p~~u~~rchasers. [D] were considered unfavorable by states.

38. According to Justice Anthony Kennedy, the physical presence rulehas [A] hindered economic development.

[B] brought prosperity to the cou~~n~~try.

[q harmed fair market competition.

[D] boosted growth in states'revenue.

39. Who are most likely to welcome the Su~~p~~reme Court ruling?

[A] Internet entreprene~~u~~rs.

[B] Big-chain owners.

[q Third-party sellers.

[D] Small retailers.

40. In dealing with the Su~~p~~reme Court decision Thursday, the author

[A] gives a factual accou~~n~~t of it ~~an~~d discusses its consequences.

[B] describes the long and co~~mplica~~ted process of its making. [q presents its main points with conflicting views on them.

[D] cites some cases related to it and anal~~y~~zes their implications.

**Part B**

**Directions:**

The following paragraphs are given in a wrong order. For Questions 41-45, you ~~ar~~e required to reorganize these paragraphs into a coherent text by choosing from the list

A-G and filling them into the numbered boxes. **Paragraphs C and F** have been

correctly placed. Mark your answers on the ANSWER SHEET. (10 points)

[A] These tools can help you win every argument - not in the unhelpful sense of beating your opponents but in the better sense of learning about the issues that divide people. Leaming why they disagree with us and learning to talk and work together with them. If we readjust our view of arguments - from a verbal fight or tennis game to a reasoned exchange through which we all gain mutual respect, and understanding - then we change the very nature of what it means to ''win" an argument.

[B] Of course, man~~y~~ discussions are not so successful. Still, we need to be careful not to accuse opponents of bad arguments too quickly. We need to learn how to

evalu~~a~~te them properly. A large part of evaluation is calling out bad arguments, but we also need to admit good arguments by opponents and to apply the same

critical standards to ourselves. Humility req~~u~~ires you to recognize weakness in

yo~~ur ow~~n arguments and sometimes also to accept reasons on the opposite side.

[q None of these will be easy but you can start even if others refuse to. Next time

you state your position, fo~~rm~~ulate an argument for what you claim ~~an~~d honestly

ask yo~~u~~rself ~~w~~hether your argument is any good. Next time you talk with someone who takes a stand, ask them to give you a reason for their view. Spell

out their argument fully ~~an~~d charitably. Assess its strength impartially. Raise objections and listen carefully to their replies.

[D] Carnegie would be right if arguments were fights, ~~w~~hich is how we often think of

them. Like ph~~y~~sical fights, verbal fights can leave both sides bloodied. Even

~~w~~hen you win, you end ~~u~~p no better off. Your prospects would be almost as

dismal if arguments were even just competitions - like, sa~~y~~, tennis games. Pairs

of opponents hit the ball back ~~an~~d forth u~~n~~til one wi~~nn~~er emerges from all who

entered. Eve~~r~~ybody else loses. This kind of thinking is why so many pe~~o~~ple t~~r~~y to

avoid arguments, e~~s~~pecially about politics ~~an~~d religion.

[EJ In his 1936 work How to Win Friends and Influence People, Dale Carnegie wrote: "There is only one way...to get the best of an argument - and that is to avoid it."

This a~~v~~ersion to arguments is common, but it depends on a mistaken view of

~~arg~~ume~~n~~ts that causes profou~~n~~d problems for ou~~r~~ personal ~~an~~d social lives - ~~an~~d

in many w~~a~~ys misses the poi~~n~~t of arguing in the first place.

[\_F] These views of arguments also ~~u~~ndermine reason. If you see a conversation as a

fight or competition, you c~~an~~ win by cheating as long as you don't get caught.

You will be happy to convince people with bad ~~ar~~guments. You can call their

views stu~~p~~id, or joke about how ignorant they are. None of these tricks will help

you understand them, their positions or the issues that divide you, b~~u~~t they can

help you win - in one wa~~y~~.

[GJ There is a better way to win ~~ar~~gume~~n~~ts. Imagine that you favor increasing the

mini~~mum~~ wage in our state, and I do not. If you yell, "Yes," and I yell, "No,"

neither of us learns anything. We neither understand nor respect each other, and

we ha~~v~~e no basis for compromise or cooperation. In contrast, s~~u~~ppose you give a

reasonable argument: that full-time workers should not have to live in povert~~y~~.

Then I cou~~n~~ter with another reasonable argument: that a higher mini~~m~~um wage

will force businesses to e~~mp~~loy fewer people for less time. Now we can

understand each other's positions ~~an~~d recognize our ~~shar~~ed values, since we both

care about needy workers.

41. 1→1 42. 1→CIJ→1 43. 1→1 44. 1→1 C 1→1 45.

**Directions:**

Read the followin~~g~~ text carefully and then translate the underlined segments into Chinese.

Your translation should be written neatly on the ANSWER SHEET. (10 points)

It was only after I started to write a weekly column about the medical journals, and began to read scientific papers from beginning to end, that I realised just how bad much of the medical literature frequently was. I came to recognise various signs of a bad paper: the kind of paper that purports to show that people who eat more than one kilo of broccoli a week were 1.17 times more likely than those who eat less to suffer late in life from pernicious anaemia. (46) There is a great deal of this kind of nonsense in the medical journals which2 when taken up by broadcasters and the lay 卫ress2 generates both health scares and short-lived dietary enthusiasms.

Why is so much bad science published? A recent paper, titled "The Natural Selection of Bad Science", published on the Royal Society's open science website, atte四ts to answer this intriguing and important question. It says that the problem is not merely that people do bad science, but that our current system of career advancement positively encourages it. What is important is not truth, but publication, which has become almost an end in itself. There has been a kind of inflationary process at work: (47) nowadays anyone ap卫lying for a research 卫ost has to have 卫ublished twice the number of 卫apers that would have been reguired for the same 卫ost only 10 years ago. Never mind the quality, then, count the number.

(48) Attempts have been made to curb this tendency2 for exam卫le2 by trying to incorporate some measure of quality as well as quantity into the assessment of an applicant's 卫apers. This is the ﬁamed citation index, that is to say the number of times a paper has been quoted elsewhere in the scientific literature, the assumption being that an i四ortant paper will be cited more often than one of small account. (49) This would be reasonable if it were not for the fact that scientists can easily arrange to cite themselves in their future 卫ublications2 or get associates to do so for them in return for similar favours.

Boiling down an individual's output to simple metrics, such as number of publications or journal impacts, entails considerable savings in time, energy and ambiguity. Unfortunately, the long-term costs of using simple quantitative metrics to assess researcher merit are likely to be quite great. (50) If we are serious about ensuring that our science is both meaningful and re卫roducible2 we must ensure that our institutions encourage that kind of science.

**Section III Writing**

**Part A**

**51. Directions:**

Suppose you are working for the "Aiding Rural Primary School" project of your university. Write an email to answer the inquiry from an international student volunteer, specifying the details of the project.

You should write about 100 words on the ANSWER SHEET.

**Do not** use your own name in the email. Use "LiMing" instead. (10 points)

**Part B**

**52. Directions:**

Write an essay of 160-200 words based on the picture below. In your essay, you should

1) describe the picture briefly,

2) interpret the implied meaning, and

3) give your comments.

You should write neatly on the ANSWER SHEET. (20 points)

