

2019 年全国硕士研究生入学统一考试  
管理类专业学位联考  
英语（二）[3A]



▽ 考生注意事项 ▽

- 1. 答题前，考生须在试题册指定位置上填写考生编号和考生姓名；在答题卡指定位置上填写报考单位、考生姓名和考生编号，并涂写考生编号信息点。
- 2. 考生须把试题册上的“试卷条形码”粘贴条取下，粘贴在答题卡的“试卷条形码粘贴位置”框中。不按规定粘贴条形码而影响评卷结果的，责任由考生自负。
- 3. 选择题的答案必须涂写在答题卡相应题号的选项上，非选择题的答案必须书写在答题卡指定位置的边框区域内。超出答题区域书写的答案无效；在草稿纸、试题册上答题无效。
- 4. 填（书）写部分必须使用黑色字迹签字笔书写，字迹工整、笔迹清楚；涂写部分必须使用 2B 铅笔填涂。
- 5. 考试结束，将答题卡和试题册按规定交回。

（以下信息考生必须认真填写）

考生编号															
考生姓名															

# 2019 年全国硕士研究生入学统一考试

## 管理类专业学位联考

### 英语（二）[3A]

#### 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)

For the past several decades, it seems there's been a general consensus on how to get ahead in America: Get a college education, find a 1 job, and buy your own home. But do Americans still believe in that path, and if they do, is it 2 ?

The most recent National Journal poll asked 3 about the American dream, what it takes to achieve their goals, and whether or not they felt a significant amount of 4 over their ability to be successful. Overwhelmingly, the results show that today, the idea of the American dream—and what it takes to 5 it—looks quite 6 than it did in the late 20<sup>th</sup> century.

7, people felt that their actions and hard work—not 8 forces—were the 9 factor in how their lives turned out. But respondents had decidedly 10 feelings about what actions make for a better life in the current economy.

In the last seven years, Americans have grown more 11 about the power of education to lead to success. 12 they see going to college as a fairly achievable goal, a majority—52 percent—think that young people do not need a four-year college education in order to be 13.

Miguel Maeda, 42, who has a master's degree and works in public health, was the 14 in his family to go to college, which has allowed him to achieve a sense of financial 15 his parents and grandparents never did.

While some, like Maeda, emphasized the value of the degree 16 the education itself, others still see college as a way to gain new 17 and life experiences.

Sixty-year-old Will Fendley, who had a successful career in the military and never earned a 18 degree, thinks “personal drive” is far more important than just going to college. To Fendley, a sense of 19 and purpose, as well as an effective high-school education, and basic life skills, like 20 a checkbook, are the necessary ingredients for a successful life in America.

- |                      |                 |                  |                 |
|----------------------|-----------------|------------------|-----------------|
| 1. [A] responsible   | [B] recoverable | [C] reliable     | [D] removable   |
| 2. [A] attainable    | [B] workable    | [C] believable   | [D] rational    |
| 3. [A] partners      | [B] subjects    | [C] objects      | [D] respondents |
| 4. [A] obsession     | [B] control     | [C] wealth       | [D] time        |
| 5. [A] achieve       | [B] finish      | [C] conquer      | [D] assume      |
| 6. [A] different     | [B] similar     | [C] dangerous    | [D] impossible  |
| 7. [A] As far        | [B] As usual    | [C] As a result  | [D] As a whole  |
| 8. [A] inside        | [B] outside     | [C] individual   | [D] self        |
| 9. [A] trivial       | [B] deciding    | [C] indecisive   | [D] enormous    |
| 10. [A] moaning      | [B] optimistic  | [C] mixed        | [D] objective   |
| 11. [A] prominent    | [B] pessimistic | [C] perspective  | [D] persistent  |
| 12. [A] Since        | [B] Moreover    | [C] Even though  | [D] However     |
| 13. [A] meaningful   | [B] significant | [C] reliable     | [D] successful  |
| 14. [A] unique       | [B] only        | [C] last         | [D] first       |
| 15. [A] status       | [B] station     | [C] stability    | [D] stimulation |
| 16. [A] along with   | [B] as well as  | [C] instead      | [D] rather than |
| 17. [A] perseverance | [B] promises    | [C] perspectives | [D] promotions  |
| 18. [A] college      | [B] master      | [C] doctoral     | [D] high-school |
| 19. [A] drive        | [B] means       | [C] dignity      | [D] aim         |
| 20. [A] balancing    | [B] filling     | [C] opening      | [D] paying      |

## Section II Reading Comprehension

### Part A

#### Directions:

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

### Text 1

For many middle- and high-school students, giving an in-class presentation was a rite of passage. Though it was often nerve-racking, many people claim it helped turn them into more confident public speakers. According to a recent survey by the Association of American Colleges and Universities, oral communication is one of the most sought-after skills in the workplace, with over 90 percent of hiring managers saying it's important. But in the past few years, students have started calling out in-class presentations as discriminatory to those with anxiety, demanding that teachers offer alternative options. This week, a tweet posted by a 15-year-old high-school student declaring "Stop forcing students to present in front of the class and give them a choice not to" garnered more than 130,000 retweets and nearly half a million likes.

Students who support abolishing in-class presentations argue that forcing students with anxiety to present in front of their peers is not only unfair because they are bound to underperform and receive a lower grade, but it can also cause long-term stress and harm. Being a high schooler in 2018 is more stressful than ever. Academic demands on students are high, kids participate in more extracurricular activities than in the past, and they are saddled with extra hours of homework. These stressors and more have led to an unprecedented level of anxiety in their generation. Anxiety is increasing at a faster rate than depression as the leading mental-health issue affecting teenagers. Throwing things like in-class presentations on top of other stressors kids are dealing with, teens say, can be unbearable.

Students who have been successful in the campaign to end in-class presentations credit social media. Unlike previous generations, high schoolers today are able to have a direct impact on their educational system by having their voices heard all together online. Teenagers, most of whom are extremely adept at social media, say that platforms like Twitter and Instagram have allowed them to meet more kids at other schools and see how other school districts run things. They can then wage campaigns for changes at their own school, sometimes partnering with teens in other districts to make their voice louder.

But when it comes to abolishing in-class presentations, not everyone is convinced. "We need to stop preaching to get rid of public speaking and we need to start preaching for better mental health support and more accessible alternatives for students who are unable to complete presentations/classwork/etc. due to health reasons," one man tweeted. Some educators agree. "My thoughts are that we are in the business of preparing students for college, career, and civic life. Public speaking is a piece of that preparation," says Ryan Jones, a high-school history teacher in Connecticut. "Now, some kids (many) are deathly afraid to do it, but pushing outside

of comfort zones is also a big part of what we do.”

21. The tweet posted by a 15-year-old high-schooler is mentioned to show that \_\_\_\_\_.  
 [A] young people adore social media and love to express themselves on that platform  
 [B] oral communication is also an important skill for socializing with new media  
 [C] in-class presentations can be of great help for the development of the most sought-after skills  
 [D] presentations in front of class can be unfair for some students and there should be other choices
22. Which of the following is the strongest argument against in-class presentations?  
 [A] They are not as important as oral communication skills in the workplace.  
 [B] It is unfair for those students who support the abolishment of this stressor.  
 [C] They can lead to overwhelming pressure and anxious state of mind in the long run.  
 [D] They might trigger long-term depression and mental illness among teenagers.
23. What can students do with social media platforms in the campaigns to put a stop to the disputable in-class presentations?  
 [A] Students can put these platforms in use to make themselves well heard on the internet.  
 [B] Students can decide how to run their schools by joining more kids from other schools.  
 [C] Students can cooperate with other kids from different schools and demonstrate their resentment.  
 [D] Students can create some alternatives for in-class presentations online.
24. What can we learn from the last paragraph?  
 [A] Public speaking skill is inevitable for a successful career.  
 [B] In-class presentations should not be abandoned as long as there are relevant support and reasonable choices.  
 [C] Students unable to complete presentations because of their mental illnesses should be provided with other options.  
 [D] We should push kids who are afraid of public speaking outside their classrooms.
25. What is the most appropriate title for this passage?  
 [A] In-Class Presentations is A Big Stressor for Kids  
 [B] Teens Are Protesting In-Class Presentations  
 [C] The Most Sought-after Skill: Public Speaking

## [D] Comfort Zone: We Shall Push Harder

## Text 2

“Usually when we walk through the rain forest we hear a soft sound from all the moist leaves and organic debris on the forest floor,” says ecologist Daniel Nepstad. “Now we increasingly get rustle and crunch. That’s the sound of a dying forest.”

Predictions of the collapse of the tropical rain forests have been around for years. Yet until recently the worst forecasts were almost exclusively linked to direct human activity, such as clear-cutting and burning for pastures or farms. Left alone, it was assumed, the world’s rain forests would not only flourish but might even rescue us from disaster by absorbing the excess carbon dioxide and other planet-warming greenhouse gases. Now it turns out that may be wishful thinking. Some scientists believe that the rise in carbon levels means that the Amazon and other rain forests in Asia and Africa may go from being assets in the battle against rising temperatures to liabilities. Amazon plants, for instance, hold more than 100 billion metric tons of carbon, equal to 15 years of tailpipe and chimney emissions. If the collapse of the rain forests speeds up dramatically, it could eventually release 3.5-5 billion metric tons of carbon into the atmosphere each year — making forests the leading source of greenhouse gases.

Uncommonly severe droughts brought on by global climate changes have led to forest-eating wildfires from Australia to Indonesia, but nowhere more acutely than in the Amazon. Some experts say that the rain forest is already at the brink of collapse.

Extreme weather and reckless development are plotting against the rain forest in ways that scientists have never seen. Trees need more water as temperatures rise, but the prolonged droughts have robbed them of moisture, making whole forests easily cleared of trees and turned into farmland. The picture worsens with each round of El Niño, the unusually warm currents in the Pacific Ocean that drive up temperatures and invariably presage (预示) droughts and fires in the rain forest. Runaway fires pour even more carbon into the air, which increases temperatures, starting the whole vicious cycle all over again.

More than paradise lost, a perishing rain forest could trigger a domino effect — sending winds and rains kilometers off course and loading the skies with even greater levels of greenhouse gases — that will be felt far beyond the Amazon basin. In a sense, we are already getting a glimpse of what’s to come. Each burning season in the Amazon, fires deliberately set by frontier settlers and developers hurl up almost half a billion metric tons of carbon a year, placing Brazil among the top five contributors to greenhouse gases in the world.

26. We learn from the first paragraph that \_\_\_\_\_.  
 [A] dead leaves and tree debris make the same sound  
 [B] trees that are dying usually give out a soft moan  
 [C] organic debris echoes the sounds in a rain forest  
 [D] the sound of a forest signifies its health condition
27. In the second paragraph, the author challenges the view that \_\_\_\_\_.  
 [A] the collapse of rain forests is caused by nothing but direct human interference  
 [B] carbon emissions are the leading cause of current global warming  
 [C] the condition of rain forests has been rapidly deteriorating  
 [D] rain forests should not be converted into pastures or farms
28. The author argues that the rising carbon levels in rain forests may \_\_\_\_\_.  
 [A] turn them into a major source of greenhouse gases  
 [B] change the weather patterns throughout the world  
 [C] pose a threat to wildlife  
 [D] accelerate their collapse
29. What has made it easier to turn some rain forests into farmland?  
 [A] Rapid rise in carbon levels.  
 [B] Reckless land development.  
 [C] Lack of rainfall resulting from global warming.  
 [D] The unusual warm currents in the Pacific Ocean.
30. What makes Brazil one of the world's top five contributors to greenhouse gases?  
 [A] The domino effect triggered by the perishing rain forests.  
 [B] Its practice of burning forests for settlement and development.  
 [C] The changed patterns of winds and rains in the Amazon area.  
 [D] Its inability to curb the carbon emissions from industries.

### Text 3

What a waste of money! In return for an average of £44,000 of debt, students get an average of only 14 hours of lecture and tutorial time a week in Britain. Annual fees have risen from £1,000 to £9,000 in the last decade, but contact time at university has barely risen at all. And graduating doesn't even provide any guarantee of a decent job: six in ten graduates today are in non-graduate jobs.

No wonder it has become fashionable to denounce many universities as little more than

elaborate con-tricks (骗术). There's a lot for students to complain about: the repayment threshold for paying back loans will be frozen for five years, meaning that lower-paid graduates have to start repaying their loans; and maintenance grants have been replaced by loans, meaning that students from poorer backgrounds face higher debt than those with wealthier parents.

Yet it still pays to go to university. If going to university doesn't work out, students pay very little—if any—of their tuition fees back: you only start repaying when you are earning £21,000 a year. Almost half of graduates--those who go on to earn less--will have a portion of their debt written off.

It's not just the lectures and tutorials that are important. Education is the sum of what students teach each other in between lectures and seminars. Students do not merely benefit while at university; studies show they go on to be healthier and happier than non-graduates, and also far more likely to vote.

Whatever your talents, it is extraordinarily difficult to get a leading job in most fields without having been to university. Recruiters circle elite universities like vultures (兀鹰). Many top firms will not even look at applications from those who lack an upper-second class degree from an elite university. Students at university also meet those likely to be in leading jobs in the future, forming contacts for life. This might not be right, but school-leavers who fail to acknowledge as much risk making the wrong decision about going to university.

Perhaps the reason why so many universities offer their students so little is they know studying at a top university remains a brilliant investment even if you don't learn anything. Studying at university will only become less attractive if employers shift their focus away from where someone went to university--and there is no sign of that happening anytime soon. School leavers may moan, but they have little choice but to embrace university and the student debt that comes with it.

31. What does the author say about the employment situation of British university graduates?

- [A] Few of them are satisfied with the jobs they are offered.
- [B] It usually takes a long time for them to find a decent job.
- [C] Graduates from elite universities usually can get decent jobs.
- [D] More than half of them take jobs which don't require a college degree.

32. What is important for university students besides classroom instruction according to the author?

- [A] Making sure to obtain an upper-second class degree.



- [B] Practical skills they will need in their future careers.
  - [C] Interactions among themselves outside the classroom.
  - [D] Developing independent and creative thinking abilities.
33. What is said to be an advantage of going to university?
- [A] Learning how to take risks in an ever-changing world.
  - [B] Meeting people who will be helpful to you in the future.
  - [C] Having opportunities of playing a leading role in society.
  - [D] Gaining up-to-date knowledge in science and technology.
34. What can we infer from the last paragraph?
- [A] It is natural for students to make complaints about university education.
  - [B] Few students are willing to bear the burden of debt incurred at university.
  - [C] University education is becoming attractive to students who can afford it.
  - [D] The status of the university influences employers' recruitment decisions.
35. What is the author's opinion of going to university?
- [A] It is worthwhile after all.
  - [B] It is simply a waste of time.
  - [C] It is hard to say whether it is good or bad.
  - [D] It is too expensive for most young people.

#### Text 4

“Depression” is more than a serious economic downturn. What distinguishes a depression from a harsh recession is paralyzing fear — fear of the unknown so great that it causes consumers, businesses, and investors to retreat and panic. They save up cash and desperately cut spending. They sell stocks and other assets. A shattering loss of confidence inspires behavior that overwhelms the normal self-correcting mechanisms that usually prevent a recession from becoming deep and prolonged: a depression.

Comparing 1929 with 2007-09, Christina Romer, the head of President Obama's Council of Economic Advisers, finds the initial blow to confidence far greater now than then. True, stock prices fell a third from September to December 1929, but fewer Americans then owned stocks. Moreover, home prices barely dropped. From December 1928 to December 1929, total household wealth declined only 3%. By contrast, the loss in household wealth between December 2007 and December 2008 was 17%. Both stocks and homes, more widely held, dropped more. Thus traumatized (受到创伤), the economy might have gone into a free fall ending in depression. Indeed, it did go into free fall. Shoppers refrained from buying cars,

appliances, and other big-ticket items. Spending on such “durables” dropped at a 12% annual rate in 2008’s third quarter, a 20% rate in the fourth. And businesses shelved investment projects.

That these huge declines didn’t lead to depression mainly reflects, as Romer argues, countermeasures taken by the government. Private markets for goods, services, labor, and securities do mostly self-correct, but panic feeds on itself and disarms these stabilizing tendencies. In this situation, only government can protect the economy as a whole, because most individuals and companies are involved in the self-defeating behavior of self-protection.

Government’s failure to perform this role in the early 1930s transformed recession into depression. Scholars will debate which interventions this time — the Federal Reserve’s support of a failing credit system, guarantees of bank debt, Obama’s “stimulus” plan and bank “stress test” — counted most in preventing a recurrence. Regardless, all these complex measures had the same psychological purpose: to reassure people that the free fall would stop and, thereby, curb the fear that would perpetuate (使持久) a free fall.

All this improved confidence. But the consumer sentiment index remains weak, and all the rebound has occurred in Americans’ evaluation of future economic conditions, not the present. Unemployment(9.8%) is abysmal (糟透的), the recovery’s strength unclear. Here, too, there is an echo from the 1930s. Despite bottoming out in 1933, the Depression didn’t end until World War II. Some government policies aided recovery; some hindered it. The good news today is that the bad news is not worse.

36. Why do consumers, businesses and investors retreat and panic in times of depression?
  - [A] They suffer great losses in stocks, property and other assets.
  - [B] They find the self-correcting mechanisms still functioning.
  - [C] They are afraid the normal social order will be paralyzed.
  - [D] They don’t know what is going to happen in the future.
37. What does Christina Romer say about the current economic recession?
  - [A] Its severity is no match for the Great Depression of 1929.
  - [B] Its blow to confidence far exceeded that of 1929.
  - [C] It has affected house owners more than stock holders.
  - [D] It has resulted in a free fall of the prices of commodities.
38. Why didn’t the current recession turn into a depression according to Christina Romer?
  - [A] The government intervened effectively.
  - [B] Private markets corrected themselves.

- [C] People refrained from buying durables and big-ticket items.
- [D] Individuals and companies adopted self-protection measures.
39. What is the chief purpose of all the countermeasures taken?
- [A] To create job opportunities.
- [B] To control the fear of a lasting free fall.
- [C] To stimulate domestic consumption.
- [D] To rebuild the credit system.
40. What does the author think of today's economic situation?
- [A] It may worsen without further stimulation.
- [B] It will see a rebound sooner or later.
- [C] It has not gone from bad to worse.
- [D] It does not give people reason for pessimism.

## Part B

### Directions:

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

#### How Safe Is Your Cell Phone?

It takes a little extra work to get in touch with Andrea Boland. The Maine state representative answers e-mails and lists her business and home phone numbers on the Web. But unlike many politicians surgically attached to their BlackBerrys, she keeps her cell switched off unless she's expecting a call. In March, Maine's legislature will begin debating a bill she submitted that would require manufacturers to put a warning label on every cell phone sold in the state declaring, "This device emits electromagnetic(电磁的) radiation, exposure to which may cause brain cancer." Her warning would continue, "Users, especially children and pregnant women, should keep this device away from the head and body."

For those of you now eyeing your cell phones suspiciously, it's worth noting that both the National Cancer Institute and the World Health Organization say there isn't evidence to support the assertion that cell phones are a public-health threat. But a number of scientists are worried that there has been a dangerous rush to declare cell phones safe, using studies they feel are inadequate and too often weighted toward the wireless industry's interests. An analysis published by University of Washington neurologist Henry Lai determined that far more

independent studies than industry-funded studies have found at least some type of biological effect from cell-phone exposure.

Several countries — including Finland, Israel and France — have issued guidelines for cell-phone use. And San Francisco Mayor Gavin Newsom, who began researching the issue when his wife was expecting their first child, is hoping his city will adopt legislation that would have manufacturers print radiation information on cell-phone packaging and manuals and require retailers to display the data on the sales floor.

With 270 million Americans and 4 billion people around the world using cell phones — and more signing up every day — a strong link between mobiles and cancer could have major public-health implications. As cell phones make and take calls, they emit low-level radio-frequency(RF) radiation. Stronger than FM radio signals, these RF waves are still a billionth the intensity of known carcinogenic (致癌的) radiation like X-rays.

The wireless industry contends that RF radiation lacks the strength to alter molecules in the human body; the Federal Communications Commission(FCC) maximum for cell-phone-signal exposure is intended to prevent RF radiation from heating tissue to the point that cells are damaged. Cell-phone RF radiation’s “effect on the body, at least at this time, appears to be insufficient to produce genetic damage typically associated with developing cancer,” Dr. Robert Hoover, director of the National Cancer Institute’s Epidemiology and Biostatistics Program, testified at a 2008 congressional hearing.

But the body of research is far from conclusive. In 1995, Lai co-wrote a study showing that a single two-hour exposure of RF radiation — at levels considered safe by U.S. standards — produced the sort of genetic damage in rats’ brain cells that can lead to cancer. Though subsequent researchers — often funded in part by the wireless industry — failed to replicate Lai’s results, a 2004 European Union-funded study reported similar findings.

Dariusz Leszczynski, a research professor at Finland’s Radiation and Nuclear Safety Authority in Helsinki, has done studies indicating that RF radiation may create a stress reaction in the cells that line blood vessels, leading to a dangerous breach in the blood-brain barrier. “Mobile-phone radiation may be able to indirectly hurt cells, perhaps by interfering with their ability to repair normal DNA damage,” he says. “Given the scientific uncertainty, it’s premature to say the use of cell phones is safe.”

	[A] argues that independent studies have found some type of biological effect as a result of cell phone exposure.
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41. Andrea Boland	[B] believes that radiation's effect on the body is inadequate to bring about cancer-related genetic damage.
42. Henry Lai	[C] talks about his concern of the scientific uncertainty and a possible opening in blood-brain wall due to a stress reaction by RF radiation.
43. Gavin Newsom	[D] agrees with the study result that a two-hour exposure of RF radiation produced genetic brain damage in rats.
44. Dr. Robert Hoover	[E] warns kids and pregnant women to keep their mobiles away.
45. Dariusz Leszczynski	[F] observes a strong link between mobiles and cancer.
	[G] tries to have cell phone manufacturers and retailers to display some data concerning radiation.

### Section III Translation

#### 46. Directions:

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

In 1943, Konrad Lorenz, one of the founding fathers of animal behavior, proposed that features like a rounded head, small size, and big eyes—what are called baby-animal characteristics—promote parental care. This nurturing response can serve to enhance offspring survival, and has been described as a fundamental function of human social cognition.

Interestingly, some research suggests that we don't just think that small things are cute, but also that cute things are smaller than their actual size. For instance, mothers misperceive their youngest kids as much shorter than they are in reality, an illusion that may result in their allocating greater care and resources to the last-born child.

Cuteness motivates us to protect the object of our affection, turning us into focused, gentle caretakers. In a 2009 study, scientists reported that participants that viewed very cute images of puppies and kittens performed better in the children's game than participants that saw less cute images of dogs and cats.

## Section IV Writing

### Part A

#### 47. Directions:

Dr. Smith is an expert in AI and its application in e-commerce and online payment. Your business school would like to invite him for the annual academic conference. Write him an e-mail to

- 1) invite Dr. Smith to deliver a speech at the conference, and
- 2) explain that other details of the conference will be provided later.

You should write about 100 words on the ANSWER SHEET.

**Do not** use your own name. Use “Zhang Wei” instead.

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

### Part B

#### 48. Directions:

Describe the following picture. You should

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

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

