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众凯教育

2017 年 12 月份管理类联考英语（二）试卷

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, and 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 addiction __9__ poorly-educated, middle-aged people is a 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 malaise. 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 squandering 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]warming | [B]denying | [C]boasting | [D]ensuring |
| 2.[A]unreliability | [B]uncertainty | [C]inequality | [D]instability |
| 3.[A]policy | [B]prediction | [C]resolution | [D]guideline |
| 4.[A]balanced | [B]divided | [C]characterized | [D]measured |

- | | | | |
|---------------------|------------------|------------------|-----------------|
| 5.[A]wisdom | [B]freedom | [C]glory | [D]meaning |
| 6.[A]Instead | [B]Nevertheless | [C]Thus | [D]Indeed |
| 7.[A]working | [B]urban | [C]rich | [D]educated |
| 8.[A]compensation | [B]requirement | [C]explanation | [D]substitute |
| 9.[A]under | [B]among | [C]alongside | [D]beyond |
| 10.[A]worry about | [B]make up | [C]leave behind | [D]set aside |
| 11.[A]necessarily | [B]occasionally | [C]statistically | [D]economically |
| 12.[A]chances | [B]principles | [C]benefits | [D]downsides |
| 13.[A]face | [B]height | [C]absence | [D]course |
| 14.[A]disturb | [B]yield | [C]exclude | [D]restore |
| 15.[A]virtue | [B]practice | [C]model | [D]hardship |
| 16.[A]tricky | [B]scarce | [C]mysterious | [D]length |
| 17.[A]qualities | [B]standards | [C]demands | [D]threats |
| 18.[A]ignored | [B]starved | [C]confuse | [D]tired |
| 19.[A]off | [B]into | [C]behind | [D]against |
| 20.[A]technological | [B]interpersonal | [C]educational | [D]professional |

Section II Reading Comprehension

Part A

Directions:

Read the following four passages. 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. promote sport participation
C. improve the city’s image
D. increase sport hours in schools
23. Parkrun is different from Olympics games in that it _____.
- A. aims at discovering talents
B. focus on mass competition
C. does not attract first-timers
D. does not emphasize elitism

24. With regard to mass sports, the author holds that governments should _____.
- A. increase funds for sports clubs
B. supervise local sports associations
C. invest in public sports facilities
D. organize “grassroots” sports event
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. distract children's attention
C. reduces mother-child communication
D. slows down babies' verbal development
28. Radesky cites the "still face experiment" to show that _____.
A. it is easy for children to get used to blank expressions
B. parents need to respond to children's emotional need
C. verbal expressions are unnecessary for emotional exchange
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 choice. 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 themselves listing one major on their college applications, 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. keep students from being unrealistic
- B. lower risks in choosing careers
- C. ease freshmen’s financial burdens
- D. relieve freshmen of pressures

33. The word “acclimation” (Line 8, Para. 3) is closest in meaning to _____.

- A. Adaptation
- B. application
- C. motivation
- D. competition

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

- A. avoid academic failures
- B. establish long-term goals
- C. switch to another college
- D. decide on the right major

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. Exhausted unprecedented management efforts
- B. Consumed a record-high percentage of budget
- C. Severely damaged the ecology of western states
- D. Caused a huge rise of infrastructure expenditure

37. Moritz calls for the use of "a magnifying glass" to _____.

- A. raise more funds for fire-prone areas
- B. avoid the redirection of federal money
- C. find wildfire-free parts of the landscape
- 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. fire-fighting conditions are improving
- C. Other factors should not be overlooked
- D. A shift in the view of fire has taken place

39. The overly simplified view Moritz mentions is a result of failing to _____.

- A. Discover the fundamental makeup of nature
- B. Explore the mechanism of the human systems
- C. Maximize the role of landscape in human life
- D. Understand the interrelations of man and nature

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 test and answer questions by finding information from the right column that corresponds to each of the marked details given in the left column. There are two extra choices in the left column. Mark your answer on the **ANSWER SHEET. (10 points)**

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

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

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

Across the country.factory owners are now grappling with a new challenge:

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

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

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

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

But to win over these young workers, manufacturers have to clear another major hurdle: parents, who lived through the worst US economic downturn since the Great Depression, telling them to avoid the factory. Millennials” remember their father and mother both were laid off. They blame it on the

manufacturing recession,” says Birgit Klohs, chief executive of The Right Place, a business development agency for western Michigan.

The 2008-09 recession was another blow. And advances in computing and robotics offer new ways for factory owners to increase productivity using fewer workers. “The gap is between the jobs that take no skills and those that require a lot of skill,” says Rob Spohr, a business professor at Montcalm Community College an hour from Grand Rapids. “There’s enough people to fill the jobs at McDonalds and other places where you don’t need to have much skill. It’s that gap in between, and that’s where the problem is.”

When the recovery began, worker shortages first appeared in the high-skilled trades. Electricians, plumbers, and pipe fitters are in in short supply across Michigan and elsewhere; vocational schools and union-run apprenticeships aren’t keeping pace with demand and older tradespeople are leaving the workforce. Now shortages are appearing at the mid-skill levels.

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

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

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

Section III Translation

46. Directions:

In this section there is a passage in English. Translate the following passage into Chinese and 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 graduation 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 realize 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 apply 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 notice the course” Fashion Media & Promotion”.

Section IV Writing

47. Directions:

Suppose you are invited by Professor Williams to give a presentation about Chinese cultural to the international students. Now you would give a reply

accept the presentation

Introduce the key points of your presentation

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)

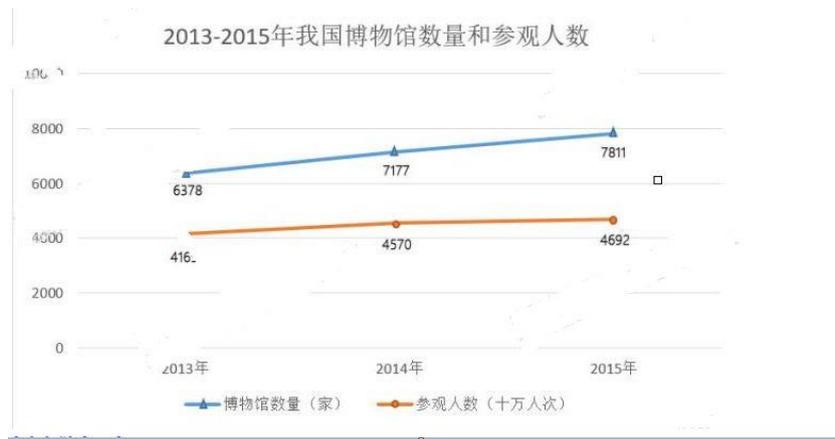
48. Directions:

In this section, you are asked to write an essay based on the following bar charts. In your essay, you should

(1) Describe the graph;

(2) Make comments.

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



2018 年 12 月份管理类联考英语（二）试卷

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).

Why do people read negative Internet comments and do other things that will obviously be painful? Because humans have an inherent need to __1__ uncertainty, according to a recent study in Psychological Science. The new research reveals that the need to know is so strong that people will __2__ to satisfy their curiosity even when it is clear the answer will __3__.

In a series of four experiments, behavioral scientists at the University of Chicago and the Wisconsin School of Business tested students' willingness to __4__ themselves to unpleasant stimuli in an effort to satisfy curiosity. For one __5__, each participant was shown a pile of pens that the researcher claimed were from a previous experiment. The twist? Half of the pens would __6__ an electric shock when clicked.

Twenty-seven students were told which pens were electrified; another twenty-seven were told only that some were electrified. __7__ left alone in the room, the students who did not know which ones would shock them clicked more pens and incurred more shocks than the students who knew what would __8__. Subsequent experiments reproduced this effect with other stimuli, __9__ the sound of fingernails on a chalkboard and photographs of disgusting insects.

The drive to __10__ is deeply rooted in humans, much the same as the basic drives for __11__ or shelter, says Christopher Hsee of the University of Chicago. Curiosity is often considered a good instinct--it can __12__ new scientific advances, for instance--but sometimes such __13__ can backfire. The insight that curiosity can drive you to do __14__ things is a profound one.

Unhealthy curiosity is possible to __15__, however. In a final experiment, participants who were encouraged to __16__ how they would feel after viewing an unpleasant picture were less likely to __17__ to see such an image. These results suggest that imagining the __18__ of following through on one's curiosity ahead of time can help determine __19__ it is worth the endeavor, "Thinking about long-term __20__ is key to reducing the possible negative effects of curiosity," Hsee says. In other words, don't read online comments.

- | | | | |
|--------------------------|------------------|-------------------|--------------------|
| 1. [A] resolve | [B] protect | [C] discuss | [D] ignore |
| 2. [A] refuse | [B] wait | [C] seek | [D] regret |
| 3. [A] rise | [B] last | [C] mislead | [D] hurt |
| 4. [A] alert | [B] tie | [C] expose | [D] treat |
| 5. [A] message | [B] trial | [C] review | [D] concept |
| 6. [A] remove | [B] weaken | [C] deliver | [D] interrupt |
| 7. [A] Unless | [B] If | [C] Though | [D] When |
| 8. [A] happen | [B] continue | [C] disappear | [D] change |
| 9. [A] rather than | [B] such as | [C] regardless of | [D] owing to |
| 10. [A] disagree | [B] forgive | [C] forget | [D] discover |
| 11. [A] pay | [B] marriage | [C] food | [D] schooling |
| 12. [A] begin with | [B] rest on | [C] learn from | [D] lead to |
| 13. [A] withdrawal | [B] inquiry | [C] persistence | [D] diligence |
| 14. [A] self-destructive | [B] self-reliant | [C] self-evident | [D] self-deceptive |
| 15. [A] resist | [B] define | [C] replace | [D] trace |
| 16. [A] predict | [B] overlook | [C] design | [D] conceal |
| 17. [A] remember | [B] choose | [C] promise | [D] pretend |
| 18. [A] relief | [B] plan | [C] outcome | [D] duty |
| 19. [A] whether | [B] why | [C] where | [D] how |
| 20. [A] limitations | [B] investments | [C] strategies | [D] consequences |

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 **ANSWER SHEET. (40 points)**

Text 1

It is curious that Stephen Koziatek feels almost as though he has to justify his efforts to give his students a better future.

Mr. Koziatek is part of something pioneering. He is a teacher at a New Hampshire high school where learning is not something of books and tests and mechanical memorization, but practical. When did it become accepted wisdom that students should be able to name the 13th president of the United States but

be utterly overwhelmed by a broken bike chain?

As Koziatek knows, there is learning in just about everything. Nothing is necessarily gained by forcing students to learn geometry at a graffitied desk stuck with generations of discarded chewing gum. They can also learn geometry by assembling a bicycle.

But he's also found a kind of insidious prejudice. Working with your hands is seen as almost a mark of inferiority. Schools in the family of vocational education "have that stereotype...that it's for kids who can't make it academically," he says.

On one hand, that viewpoint is a logical product of America's evolution. Manufacturing is not the economic engine that it once was. The job security that the US economy once offered to high school graduates has largely evaporated. More education is the new principle. We want more for our kids, and rightfully so.

But the headlong push into bachelor's degrees for all --- and the subtle devaluing of anything less -- misses an important point: That's not the only thing the American economy needs. Yes, a bachelor's degree opens more doors. But even now, 54 percent of the jobs in the country are middle-skill jobs, such as construction and high-skill manufacturing. But only 44 percent of workers are adequately trained.

In other words, at a time when the working class has turned the country on its political head, frustrated that the opportunity that once defined America is vanishing, one obvious solution is staring us in the face. There is a gap in working-class jobs, but the workers who need those jobs most aren't equipped to do them. Koziatek's Manchester, School of Technology High School is trying to fill that gap.

Koziatek's school is a wake-up call. When education becomes one-size-fits-all, it risks overlooking a nation's diversity of gifts.

21 .A broken bike chain is mentioned to show students' lack of _____.

- A.mechanical memorization B.academic training
C.practical ability D.pioneering spirit

22 .There exists the prejudice that vocational education is for kids who _____.

- A. are financially disadvantaged B. are not academically successful
C.have no stereotyped mind D. have no career motivation

23. We can infer from Paragraph 5 that high school graduates _____.
- A. are entitled to more educational privileges B. are reluctant to work in manufacturing
C. used to have more job opportunities D. used to have big financial concerns
24. The headlong push into bachelor's degrees for all _____.
- A. helps create a lot of middle-skill jobs
B. may narrow the gap in working-class jobs
C. is expected to yield a better-trained workforce
D. indicates the overvaluing of higher education
25. The author's attitude toward Koziatek's school can be described as _____.
- A. supportive B. disappointed C. tolerant D. cautious

Text2

While fossil fuels---coal,oil,gas--- still generate roughly 85 percent of the world's energy supply, it's clearer than ever that the future belongs to renewable sources such as wind and solar. The move to renewables is picking up momentum around the world: They now account for more than half of new power sources going on line.

Some growth stems from a commitment by governments and farsighted businesses to fund cleaner energy sources. But increasingly the story is about the plummeting prices of renewable, especially wind and solar. The cost of solar panels has dropped by 80 percent and the cost of wind turbines by close to one-third in the past eight years.

In many parts of the world renewable energy is already a principle energy source. In Scotland,for example,wind turbines provide enough electricity to power 95 percent of homes. While the rest of the world takes the lead, notably China and Europe, the United states is also seeing a remarkable shift. In March, for the first time, wind and solar power accounted for more than 10 percent of the power generated in the US, reported the US Energy Information Administration .

President Trump has underline fossil fuels ---especially coal---as the path to economic growth. In a recent speech in Iowa, he dismissed wind power as an unreliable energy source. But that message did not

play well with many in Iowa, where wind turbines dot the fields and provide 36 percent of the state's electricity generation---and where tech giants like Microsoft are being attracted by the availability of clean energy to power their data centers.

The question “what happens when the wind doesn't blow or the sun doesn't shine?” has provided a quick put-down for skeptics. But a boost in the storage capacity of batteries is making their ability to keep power flowing around the clock more likely.

The advance is driven in part by vehicle manufacturers, who are placing big bets on battery -powered electric vehicles. Although electric cars are still a rarity on roads now, this massive investment could change the picture rapidly in coming years.

While there's a long way to go, the trend lines for renewable are spiking. The pace of change in energy sources appears to be speeding up---perhaps just in time to have a meaningful effect in slowing climate change. What Washington does---or doesn't do---to promote alternative energy may mean less and less at a time of a global shift in thought.

26. The word “plummeting”(Line3,Para2) is closest in meaning to _____.

- A.stabilizing B.changing C.falling D.rising

27. According to Paragraph3, the use of renewable energy in America _____.

- A.is progressing notably B.is as extensive as in Europe
C.faces many challenges D.has proved to be impractical

28. It can be learned that in Iowa, _____.

- A. wind is a widely used energy source
B. wind energy has replaced fossil fuels
C. tech giants are investing in clean energy
D. there is a shortage of clean energy supply

29. which of the following or true about clean energy according to paragraphs 5 & 6?

- A. Its application has boosted battery storage.
B. It is commonly used in car manufacturing.
C. Its continuous supply is becoming a reality.

D. Its sustainable exploitation will remain difficult.

30. it can be inferred from the last paragraph that renewable energy _____.

A. will bring the US closer to other countries

B. will accelerate global environmental change

C. is not really encouraged by the US government

D. is not competitive enough with regard to its cost

Text 3

The power and ambition of the giants of the digital economy is astonishing—Amazon has just announced the purchase of the upmarket grocery chain Whole Foods for \$13.5bn, but two years ago Facebook paid even more than that to acquire the WhatsApp messaging service, which doesn't have any physical product at all. What WhatsApp offered Facebook was an intricate and finely detailed web of its users' friendships and social lives.

Facebook promised the European commission then that it would not link phone numbers to Facebook identities, but it broke the promise almost as soon as the deal went through. Even without knowing what was in the messages, the knowledge of who sent them and to whom was enormously revealing and still could be. What political journalist, what party whip, would not want to know the makeup of the WhatsApp groups in which Theresa May's enemies are currently plotting? It may be that the value of Whole Foods to Amazon is not so much the 460 shops it owns, but the records of which customers have purchased what.

Competition law appears to be the only way to address these imbalances of power. But it is clumsy. For one thing, it is very slow compared to the pace of change within the digital economy. By the time a problem has been addressed and remedied it may have vanished in the marketplace, to be replaced by new abuses of power. But there is a deeper conceptual problem, too. Competition law as presently interpreted deals with financial disadvantage to consumers and this is not obvious when the users of these services don't pay for them. The users of their services are not their customers. That would be the people who buy advertising from them---and Facebook and Google, the two virtual giants, dominate digital advertising to the disadvantage of all other media and entertainment companies.

The product they're selling is data, and we, the users, convert our lives to data for the benefit of the digital giants. Just as some ants farm the bugs called aphid for the honeydew they produce when they feed,

so Google farms us for the data that our digital lives yield. Ants keep predatory insects away from where their aphids feed; Gmail keeps the spammers out of our inboxes. It doesn't feel like a human or democratic relationship, even if both sides benefit.

31. According to Paragraph 1. Facebook acquired WhatsApp for its _____.
A.digital products B.user information C.physical assets D.quality service
32. Linking phone numbers to Facebook identities may _____.
A.worsen political disputes B.mess up customer records
C.pose a risk to Facebook users D.mislead the European commission
33. According to the author,competition law _____.
A.should serve the new market powers
B.may worsen the economic imbalance
C.should not provide just one legal solution
D.cannot keep pace with the changing market
34. Competition law as presently interpreted can hardly protect Facebook users because _____.
A.they are not defined as customers
B.they are not financially reliable
C.the services are generally digital
D.the services are paid for by advertisers
35. The ants analogy is used to illustrate _____.
A.a win-win business model between digital giants
B.a typical competition pattern among digital giants
C.the benefits provided for digital giants' customers
D.the relationship between digital giants and their users

Text 4

To combat the trap of putting a premium on being busy, Cal Newport, author of *Deep Work: Rules*

for *Focused Success in a Distracted World*, recommends building a habit of “deep work” –the ability to focus without distraction.

There are a number of approaches to mastering the art of deep work – be it lengthy retreats dedicated to a specific task; developing a daily ritual; or taking a “journalistic” approach to seizing moments of deep work when you can throughout the day. Whichever approach, the key is to determine your length of focus time and stick to it.

Newport also recommends “deep scheduling” to combat constant interruptions and get more done in less time. “At any given point, I should have deep work scheduled for roughly the next month. Once on the calendar, I protect this time like I would a doctor’s appointment or important meeting,” he writes.

Another approach to getting more done in less time is to rethink how you prioritise your day---in particular how we craft our to-do lists. Tim Harford, author of *Messy: The power of Disorder to Transform Our Lives*, points to a study in the early in the early 1980s that divided undergraduates into two groups: some were advised to set out monthly goals and study activities; others were told to plan activities and goals in much more detail, day by day.

While the researchers assumed that well-structured daily plans would be most effective when it came to the execution of tasks, they were wrong: the detailed daily plans demotivated students. Harford argues that inevitable distractions often render the daily to-do list ineffective, while leaving room for improvisation in such a list can reap the best results.

In order to make the most of our focus and energy, we also need to embrace downtime, or as Newport suggests, “be lazy.”

Idleness is not just a vacation, an indulgence or a vice; it is as indispensable to the brain as vitamin D is to the body... [idleness] is, paradoxically, necessary to getting any work done. "he argues.

Srini Pillay, an assistant professor of psychiatry at Harvard Medical School, believes this counterintuitive link between downtime and productivity may be due to the way our brains operate. When our brains switch between being focused and unfocused on a task , they tend to be more efficient.

“What people don’ t realise is that in order to complete these tasks they need to use both the focus and unfocus circuits in their brain,” says Pillay.

36. The key to mastering the art of deep work is to _____.

A. seize every minute to work

- B. list you immediate tasks
C. make specific daily plans
D. keep to your focus time
37. The study in the early 1980s cited by Harford shows that _____.
A. students are hardly motivated by monthly goals
B. detailed plans may not be as fruitful as expected
C. distractions may actually increase efficiency
D. daily schedules are indispensable to studying
38. According to Newport, idleness is _____.
A. a desirable mental state for busy people
B. a major contributor to physical health
C. an effective way to save time and energy
D. an essential factor in accomplishing any work
39. Pillay believes that our brain's shift between being focused and unfocused _____.
A. can bring about greater efficiency
B. can result in psychological well-being
C. is driven by task urgency
D. is aimed at better balance in work
40. This text is mainly about _____.
A. approaches to getting more done in less time
B. ways to relieve the tension of busy life
C. the key to eliminating distractions
D. the cause of the lack of focus time

Directions:

Read the following text and answer the question by choosing the most suitable subheading from the

list A-G for each of the numbered paragraphs(41-45). There are two extra subheading which you do not need to use. Mark your answers on the **ANSWER SHEET.(10 points)**

- A. Be present
- B. Just say it
- C. Ask for an opinion
- D. Find the“me too”s
- E. Name, places, things
- F. Skip the small talk
- G. Pay a unique compliment

Five ways to make conversation with anyone

Conversation are links, which means when you have a conversation with a new person a link gets formed and every conversation you have after that moment will strengthen the link.

You meet new people every day: the grocery worker, the cab driver, new people at work or the security guard at the door. Simply starting a conversation with them will form a link.

Here are five simple ways that you can make the first move and start a conversation with strangers.

41. _____.

Suppose you are in a room with someone you don't know and something within you say "I want to talk with this person"---this is something that mostly happens with all of you. You wanted to say something --the first word --but it just won't come out, it feels like it is stuck somewhere. I know the feeling and here is my advice: just get it out.

Just think: what is the worst that could happen? They won't talk with you? Well, they are not talking with you now!

I truly believe that once you get that first word out everything else will just flow. So keep it simple:“Hi”,“Hey”or“Hello”---do the best you can to gather all of the enthusiasm and energy you can, put on a big smile and say“Hi”.

42. _____.

It's a problem all of us faces; you have limited time with the person that you want to talk with and you want to make this talk memorable.

Honestly, if we got stuck in the rut of “hi”,”hello”,”how are you?”and “what's going on?”, you will

fail to give the initial jolt to the conversation that can make it so memorable.

So don't be afraid to ask more personal questions. Trust me, you'll be surprised to see how much people are willing to share if you just ask.

43. _____.

When you meet a person for the first time, make an effort to find the things which you and that person have in common so that you can build the conversation from that point. When you start conversation from there and then move outwards, you'll find all of a sudden that conversation becomes a lot easier.

44. _____.

Imagine you are pouring your heart out to someone and they are just busy on their phone, and if you ask for their attention you get the response "I can multitask".

So when someone tries to communicate with you, just be in that communication wholeheartedly. Make eye contact. Trust me, eye contact is where all the magic happens. When you make eye contact, you can feel the conversation.

45. _____.

You all came into a conversation where you first met the person, but after some time you may have met again and have forgotten their name. Isn't that awkward!

So, remember the little details of the people you met or you talked with; perhaps the places they have been to, the places they want to go, the things they like, the things they hate---whatever you talk about.

When you remember such things you can automatically become investor in their wellbeing. So they feel a responsibility to you to keep that relationship going.

That's it. Five amazing ways that you can make conversation with almost anyone. Every person is a really good book to read, or to have a conversation with!

Section III Translation

46. Directions:

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

A fifth grader gets a homework assignment to select his future career path from a list of occupations. He ticks "astronaut" but quickly adds "scientist" to the list and selects it as well. The boy is

convinced that if he reads enough, he can explore as many career paths as he likes. And so he reads--- everything from encyclopedias to science fiction novels. He reads so passionately that his parents have to institute a “no reading policy” at the dinner table.

That boy was Bill Gates, and he hasn't stopped reading yet---not even after becoming one of the most successful people on the planet. Nowadays, his reading material has changed from science fiction and reference books: recently, he revealed that he reads at least 50 nonfiction books a year. Gates chooses nonfiction titles because they explain how the world works. “Each book opens up new avenues of knowledge,” Gates says.

Section IV Writing

Part A

47. Directions:

Suppose you have to cancel your travel plan and will not be able to visit Professor Smith. Write him an email to

- 1) apologize and explain the situation, and
- 2) suggest a future meeting.

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

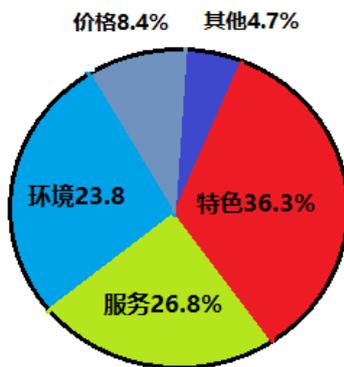
48. Directions:

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

- 1) Interpret the chart, and
- 2) give your comments.

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

2017 年某市消费者选择餐厅时的关注因素



2019 年 12 月份管理类联考英语 (二) 试卷

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).

Weighing yourself regularly is a wonderful way to stay aware of any significant weight fluctuations. 1, when done too often, this habit can sometimes hurt more than it 2.

As for me, weighing myself every day caused me to shift my focus from being generally healthy and physically active to focusing 3 on the scale. That was bad to my overall fitness goals. I had gained weight in the form of muscle mass, but thinking only of 4 the number on the scale, I altered my training program. That conflicted with how I needed to train to 5 my goals.

I also found that weighing myself daily did not provide an accurate 6 of the hard work and progress I was making in the gym. It takes about three weeks to a month to notice any significant changes in your weight 7 altering your training program. The most 8 changes will be observed in skill level, strength and inches lost.

For these 9, I stopped weighing myself every day and switched to a bimonthly weighing schedule 10. Since weight loss is not my goal, it is less important for me to 11 my weight each week. Weighing every other week allows me to observe and 12 any significant weight change. That tells me whether I need to 13 my training program.

I use my bimonthly weigh-in 14 to get information about my nutrition as well. If my training intensity remains the same, but I'm constantly 15 and dropping weight, this is a 16 that I need to increase my daily caloric intake.

The 17 to stop weighing myself every day has done wonders for my overall health, fitness and well-being. I'm experiencing increased zeal for working out since I no longer carry the burden of a 18 morning weigh-in. I've also experienced greater success in achieving my specific fitness goals, 19 I'm training according to those goals, not the numbers on a scale.

Rather than 20 over the scale, turn your focus to how you look, feel, how your clothes fit and your overall energy level.

- | | | | |
|---------------------|-----------------|----------------|------------------|
| 1. A. Therefore | B. Otherwise | C. However | D. Besides |
| 2. A. cares | B. warns | C. reduces | D. helps |
| 3. A. solely | B. occasionally | C. formally | D. initially |
| 4. A. lowering | B. explaining | C. accepting | D. recording |
| 5. A. set | B. review | C. reach | D. modify |
| 6. A. depiction | B. distribution | C. prediction | D. definition |
| 7. A. regardless of | B. aside from | C. along with | D. due to |
| 8. A. rigid | B. precise | C. immediate | D. orderly |
| 9. A. judgments | B. reasons | C. methods | D. claims |
| 10. A. though | B. again | C. indeed | D. instead |
| 11. A. track | B. overlook | C. conceal | D. report |
| 12. A. approve of | B. hold onto | C. account for | D. depend on |
| 13. A. share | B. adjust | C. confirm | D. prepare |
| 14. A. features | B. rules | C. tests | D. results |
| 15. A. anxious | B. hungry | C. sick | D. bored |
| 16. A. secret | B. belief | C. sign | D. principle |
| 17. A. necessity | B. decision | C. wish | D. request |
| 18. A. surprising | B. restricting | C. consuming | D. disappointing |
| 19. A. because | B. unless | C. until | D. if |
| 20. A. dominating | B. puzzling | C. triumphing | D. obsessing |

Section II Reading Comprehension

Part A

Direction:

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

Text 1

Unlike so-called basic emotions such as sadness, fear, and anger, guilt emerges a little later, in conjunction with a child's growing grasp of social and moral norms. Children aren't born knowing how to say "I'm sorry"; rather, they learn over time that such statements appease parents and friends-and their

own consciences. This is why researchers generally regard so-called moral guilt, in the right amount to be a good thing.

In the popular imagination, of course, guilt still gets a bad rap. It is deeply uncomfortable-it's the emotional equivalent of wearing a jacket weighted with stones, Yet this understanding is outdated. "There has been a kind of revival or a rethinking about what guilt is and what role guilt can serve," says Amrisha Vaish, a psychology researcher at the University of Virginia, adding that this revival is part of a larger recognition that emotions aren't binary-feelings that may be advantageous in one context may be harmful in another. Jealousy and anger, for example, may have evolved to alert us to important inequalities. Too much happiness can be destructive.

And guilt, by prompting us to think more deeply about our goodness, can encourage humans to make up for errors and fix relationships. Guilt, in other words, can help hold a cooperative species together. It is a kind of social glue.

Viewed in this light, guilt is an opportunity. Work by Tina Malti, a psychology professor at the University of Toronto, suggests that guilt may compensate for an emotional deficiency. In a number of studies, Malti and others have shown that guilt and sympathy may represent different pathways to cooperation and sharing. Some kids who are low in sympathy may make up for that shortfall by experiencing more guilt, which can rein in their nastier impulses. And vice versa :High sympathy can substitute for low guilt.

In a 2014 study, for example, Malti looked at 244 children. Using caregiver assessments and the children's self-observations, she rated each child's overall sympathy level and his or her tendency to feel negative emotions after moral transgressions. Then the kids were handed chocolate coins, and given a chance to share them with an anonymous child. For the low-sympathy kids, how much they shared appeared to turn on how inclined they were to feel guilty. The guilty-prone ones shared more, even though they hadn't magically become more sympathetic to the other child's deprivation.

"That's good news," Malti says. "We can be prosocial because we caused harm and we feel regret."

21. Researchers think that guilt can be a good thing because it may help_____.

- A. regulate a child's basic emotions
- B. improve a child's intellectual ability
- C. intensify a child's positive feelings

D. foster a child's moral development

22. According to Paragraph 2, many people still consider guilt to be _____.

- A. deceptive
- B. addictive
- C. burdensome
- D. Inexcusable

23. Vaish holds that the rethinking about guilt comes from an awareness that _____.

- A. an emotion can play opposing roles
- B. emotions are socially constructive
- C. emotional stability can benefit health
- D. emotions are context-independent

24. Malti and others have shown that cooperation and sharing _____.

- A. may help correct emotional deficiencies
- B. can bring about emotional satisfaction
- C. can result from either sympathy or guilt
- D. may be the outcome of impulsive acts

25. The word "transgressions" (Line 4, Para.5) is closest in meaning to _____.

- A. wrongdoings
- B. discussions
- C. restrictions
- D. teachings

Text 2

Forests give us shade, quite and one of the harder challenges in the fight against climate change. Even as we humans count on forests to soak up a good share of the carbon dioxide we produce, we are threatening their ability to do so. The climate change we are hastening could one day leave us with forests that emit more carbon than they absorb.

Thankfully there is a way out of this trap-but it involves striking a subtle balance.Helping forests flourish as valuable “carbon sinks” long into the future may require reducing their capacity to absorb carbon now.California is leading the way, as it does on so many climate efforts, in figuring out the details.

The state’s proposed Forest Carbon Plan aims to double efforts to thin out young trees and clear brush in parts of the forest. This temporarily lowers carbon-carrying capacity.But the remaining trees draw a greater share of the available moisture,so they grow and thrive,restoring the forest’s capacity to pull carbon from the air.Healthy trees are also better able to fend off insects. The landscape is rendered less easily burnable. Even in the event of a fire,fewer trees are consumed.

The need for such planning is increasingly urgent. Already, since 2010, drought and insects have killed over 100 million trees in California, most of them in 2016 alone, and wildfires have burned hundreds of thousands of acres.

California plans to treat 35,000 acres of forest a year by 2020, and 60,000 by 2030- financed from the proceeds of the state’s emissions-permit auctions.That’s only a small share of the total acreage that could benefit, about half a million acres in all ,so it will be vital to prioritize areas at greatest risk of fire or drought.

The strategy also aims to ensure that carbon in woody material removed from the forests is locked away in the form of solid lumber or burned as biofuel in vehicles that would otherwise run on fossil fuels.New research on transportation biofuels is already under way.

State governments are well accustomed to managing forests,but traditionally they’ve focused on wildlife, watersheds and opportunities for recreation. Only recently have they come to see the vital part forests will have to play in storing carbon.California’s plan, which is expected to be finalized by the government next year, should serve as a model.

26. By saying "one of the harder challenges" the author implies that _____.

- A. forests may become a potential threat
- B. people may misunderstand global warming
- C. extreme weather conditions may arise
- D. global climate change may get out of control

27. To maintain forests as valuable “carbon sinks," we may need to _____.

- A. lower their present carbon-absorbing capacity

- B. accelerate the growth of young trees
- C. strike a balance among different plants
- D. preserve the diversity of species in them

28. California's Forest Carbon Plan endeavors to _____.

- A. cultivate more drought-resistant trees
- B. find more effective ways to kill insects
- C. reduce the density of some of its forests
- D. restore its forests quickly after wildfires

29. What is essential to California's plan according to Paragraph 5?

- A. To carry it out before the year of 2020.
- B. To handle the areas in serious danger first.
- C. To perfect the emissions-permit auctions.
- D. To obtain enough financial support.

30. The author's attitude to California's plan can best be described as _____.

- A. ambiguous
- B. tolerant
- C. cautious
- D. supportive

Text 3

American farmers have been complaining of labor shortages for several years. The complaints are unlikely to stop without an overhaul of immigration rules for farm workers.

Congress has obstructed efforts to create a more straightforward visa for agricultural workers that would let foreign workers stay longer in the U.S. and change jobs within the industry. If this doesn't change, American businesses, communities, and consumers will be the losers.

Perhaps half of U.S. farm laborers are undocumented immigrants. As fewer such workers enter the country, the characteristics of the agricultural workforce are changing. Today's farm laborers, while still predominantly born in Mexico, are more likely to be settled rather than migrating and more likely to

be married than single. They're also aging. At the start of this century, about one-third of crop workers were over the age of 35. Now more than half are. And picking crops is hard on older bodies. One oft-debated cure for this labor shortage remains as implausible as it's been all along: Native U.S. workers won't be returning to the farm.

Mechanization isn't the answer, either-not yet, at least. Production of corn, cotton, rice, soybean, and wheat has been largely mechanized, but many high-value, labor-intensive crops, such as strawberries, need labor. Even dairy farms, where robots do a small share of milking, have a long way to go before they're automated.

As a result, farms have grown increasingly reliant on temporary guest workers using the H-2A visa to fill the gaps in the workforce. Starting around 2012, requests for the visas rose sharply; from 2011 to 2016 the number of visas issued more than doubled

The H-2A visa has no numerical cap, unlike the H-2B visa for non-agricultural work, which is limited to 66,000 a year. Even so, employers complain they aren't given all the workers they need. The process is cumbersome, expensive, and unreliable. One survey found that bureaucratic delays led the average H-2A worker to arrive on the job 22 days late. The shortage is compounded by federal immigration raids, which remove some workers and drive others underground.

In a 2012 survey, 71 percent of tree-fruit growers and almost 80 percent of raisin and berry growers said they were short of labor. Some western farmers have responded by moving operations to Mexico. From 1998 to 2000, 14.5 percent of the fruit Americans consumed was imported. Little more than a decade later, the share of imports was 25.8 percent. In effect, the U.S. can import food or it can import the workers who pick it.

31. What problem should be addressed according to the first two paragraphs?

- A. Discrimination against foreign workers in the U.S.
- B. Biased laws in favor of some American businesses.
- C. Flaws in U.S. immigration rules for farm workers.
- D. Decline of job opportunities in U.S. agriculture.

32. One trouble with U.S. agricultural workforce is _____.

- A. the rising number of illegal immigrants
- B. The high mobility of crop workers

- C. The lack of experienced laborers
- D. The aging of immigrant farm workers
33. What is the much-argued solution to the labor shortage in U.S. farming?
- A. To attract younger laborers to farm work.
- B. To get native U.S. workers back to farming.
- C. To use more robots to grow high-value crops.
- D. To strengthen financial support for farmers.
34. Agricultural employers complain about the H-2A visa for its _____.
- A. slow granting procedures
- B. limit on duration of stay
- C. tightened requirements
- D. control of annual admissions
35. Which of the following could be the best title for this text?
- A. U.S. Agriculture in Decline?
- B. Import Food or Labor?
- C. America Saved by Mexico?
- D. Manpower vs. Automation?

Text 4

Arnold Schwarzenegger, Dia Mirza and Adrian Grenier have a message for you : It's easy to beat plastic. They're part of a bunch of celebrities starring in a new video for World Environment Day - encouraging you, the consumer, to swap out your single-use plastic staples to combat the plastics crisis.

The key messages that have been put together for World Environment Day do include a call for governments to enact legislation to curb single-use plastics. But the overarching message is directed at individuals.

My concern with leaving it up to the individual, however, is our limited sense of what needs to be achieved. On their own, taking our own bags to the grocery store or quitting plastic straws, for example, will accomplish little and require very little of us. They could even be harmful, satisfying a need to have

“done our bit” without ever progressing onto bigger, bolder, more effective actions- a kind of “moral licensing” that eases our concerns and stops us doing more and asking more of those in charge.

While the conversation around our environment and our responsibility toward it remains centered on shopping bags and straws, we're ignoring the balance of power that implies that as "consumers" we must shop sustainably, rather than as "citizens" hold our governments and industries to account to push for real systemic change.

It's important to acknowledge that the environment isn't everyone's priority-or even most people's. We shouldn't expect it to be. In her latest book, *Why Good People Do Bad Environmental Things*, Elizabeth R. DeSombre argues that the best way to collectively change the behavior of large numbers of people is for the change to be structural.

This might mean implementing policy such as a plastic tax that adds a cost to environmentally problematic action, or banning single-use plastics altogether. India has just announced it will “eliminate all single-use plastic in the country by 2022.” There are also incentive-based ways of making better environmental choices easier, such as ensuring recycling is at least as easy as trash disposal.

DeSombre isn't saying people should stop caring about the environment. It's just that individual actions are too slow, she says, for that to be the only, or even primary, approach to changing widespread behavior.

None of this is about writing off the individual. It's just about putting things into perspective. We don't have time to wait. We need progressive policies that shape collective action, alongside engaged citizens pushing for change.

36. Some celebrities star in a new video to _____.

- A. demand new laws on the use of plastics
- B. urge consumers to cut the use of plastics
- C. invite public opinion on the plastics crisis
- D. disclose the causes of the plastics crisis

37. The author is concerned that “moral licensing” may _____.

- A. mislead us into doing worthless things
- B. prevent us from making further efforts

- C. weaken our sense of accomplishment
- D. suppress our desire for success
38. By pointing out our identity as "citizens," the author indicates that _____.
- A. our focus should be shifted to community welfare
- B. our relationship with local industries is improving
- C. we have been actively exercising our civil rights
- D. we should press our governments to lead the combat
39. DeSombre argues that the best way for a collective change should be _____.
- A. A win-win arrangement
- B. a self-driven mechanism
- C. a cost-effective approach
- D. A top-down process
40. The author concludes that individual efforts _____.
- A. can be too aggressive
- B. can be too inconsistent
- C. are far from sufficient
- D. are far from rational

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 seriously should parents take kids' opinions when searching for a home?

In choosing a new home, Camille McClain's kids have a single demand: a backyard.

McClain's little ones aren't the only kids who have an opinion when it comes to housing, and in many cases youngsters' views weigh heavily on parents' real estate decisions, according to a 2018 Harris Poll survey of more than 2,000 U.S. adults.

While more families buck an older-generation proclivity to leave kids in the dark about real estate

decisions, realty agents and psychologists have mixed views about the financial, personal and long-term effects kids' opinions may have.

The idea of involving children in a big decision is a great idea because it can help them feel a sense of control and ownership in what can be an overwhelming process, said Ryan Hooper, a clinical psychologist in Chicago.

“Children may face serious difficulties in coping with significant moves, especially if it removes them from their current school or support system,” he said.

Greg Jaroszewski, a real estate broker with Gagliardo Realty Associates, said he's not convinced that kids should be involved in selecting a home - but their opinions should be considered in regards to proximity to friends and social activities, if possible.

Younger children should feel like they're choosing their home-without actually getting a choice in the matter, said Adam Bailey, a real state attorney based in New York.

Asking them questions about what they like about the backyard of a potential home will make them feel like agent they're being included in the decision-making process, Bailey said.

Many of the aspects of home buying aren't a consideration for children, said Tracey Hampson, a real estate agent based in Santa Clarita, Calif. And placing too much emphasis on their opinions can ruin a fantastic home purchase.

“Speaking with your children before you make a real estate decision is wise, but I wouldn't base the purchasing decision solely on their opinions,” Hampson said.

The other issue is that many children - especially older ones - may base their real estate knowledge on HGTV shows, said Aaron Norris of The Norris Group in Riverside, Calif.

“They love Chip and Joanna Gaines just as much as the rest of us,” he said. “HGTV has seriously changed how people view real estate. It's not shelter, it's a lifestyle. With that mindset change come some serious money consequences.”

Kids tend to get stuck in the features and the immediate benefits to them personally, Norris said.

Parents need to remind their children that their needs and desires may change over time, said Julie Gurner, a real estate analyst with Fit Small Business.com.

“Their opinions can change tomorrow, Gurner said. “Harsh as it may be to say, that decision should likely not be made contingent on a child's opinions, but rather made for them with great consideration into what home can meet their needs best - and give them an opportunity to customize it a bit and make it

their own.”

This advice is more relevant now than ever before, even as more parents want to embrace the ideas of their children, despite the current housing crunch.

	A. notes that aspects like children's friends and social activities should be considered upon homebuying
41. Ryan Hooper	B. believes that homebuying decisions should be based on children's needs rather than their opinions.
42. Adam Bailey	C. assumes that many children's views on real estate are influenced by the media.
43. Tracey Hampson	D. remarks that significant moves may pose challenges to children.
44. Aaron Norris	E. says that it is wise to leave kids in the dark about real estate decisions.
45. Julie Gurner	F. advises that home purchases should not be based only on children's opinions.
	G. thinks that children should be given a sense of involvement in homebuying decisions.

Section III Translation

46. Directions:

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

It is easy to underestimate English writer James Herriot. He had such a pleasant, readable style that one might think anyone could imitate it. How many times have I heard people say, "I could write a book, I just haven't the time." Easily said. Not so easily done. James Herriot, contrary to popular opinion, did not find it easy in his early days of, as he put it, "having a go at the writing game." While he obviously had an abundance of natural talent, the final, polished work that he gave to the world was the result of years of practising, re-writing and reading. Like the majority of authors, he had to suffer many disappointments and rejections along the way, but these made him all the more determined to succeed. Everything he achieved in life was earned the hard way and his success in the literary field was no exception.

Section IV Writing

Part A

47. Directions:

- 1) Suppose Professor Smith asked you to plan a debate on the theme of city traffic. Write him an email to him with your reasons, and
- 2) tell him about your arrangements.

You should write about 100 words on the ANSWER SHEET.

DO NOT use your own name. Use "Li Ming" instead. (10 points)

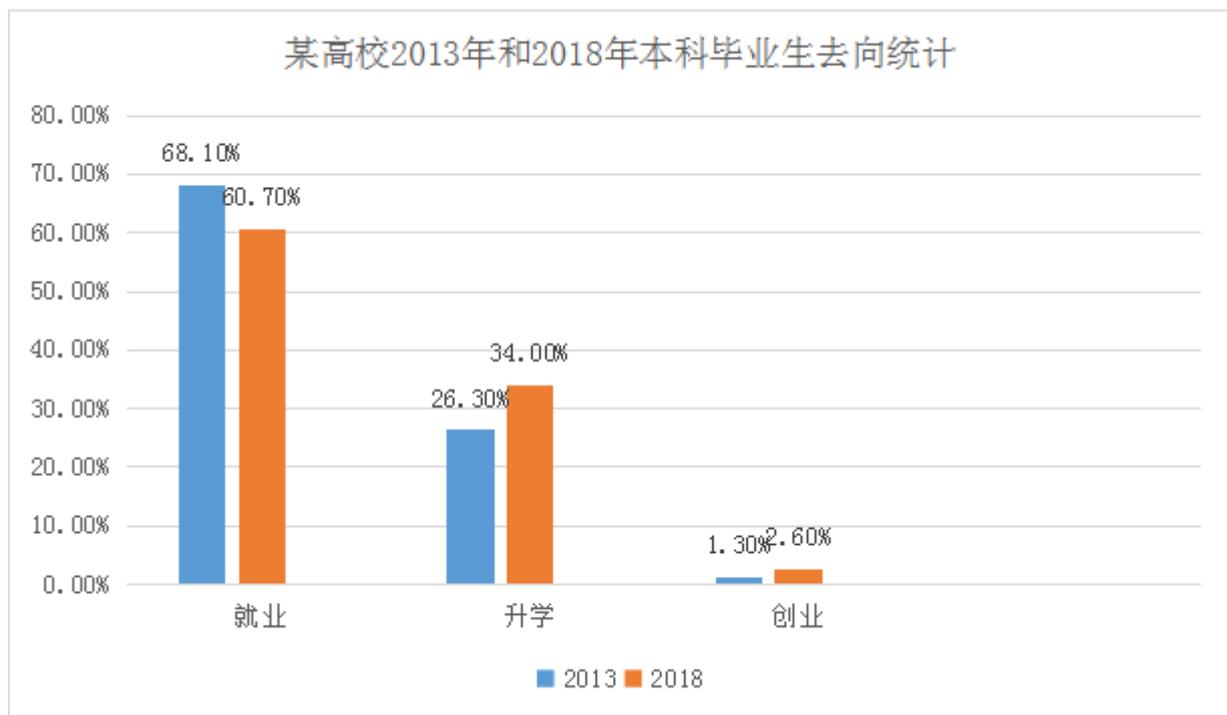
Part B

48. Directions:

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

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

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





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