

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）[2A]



▽ 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															

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英语试卷 2A

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)

That people often experience trouble sleeping in a different bed in unfamiliar surroundings is a phenomenon known as the “first night” effect. If a person stays in the same room the following nights they tend to sleep more \_\_\_\_1\_\_\_\_. Yuka Sasaki and her colleagues at Brown University set out to investigate the \_\_\_\_2\_\_\_\_ of this effect.

Dr. Sasaki knew the first-night effect probably has something to do with how humans evolved. The puzzle was what \_\_\_\_3\_\_\_\_ would be gained from it when performance might be affected the following day. She also knew from \_\_\_\_4\_\_\_\_ work conducted on birds and dolphins that these animals put half of their brains to sleep at a time so that they can rest \_\_\_\_5\_\_\_\_ remaining alert enough to avoid predators (捕食者). This led her to \_\_\_\_6\_\_\_\_ if people might be doing the same thing. To take a \_\_\_\_7\_\_\_\_ look, her team studied 35 healthy people as they slept in the \_\_\_\_8\_\_\_\_ environment of the university’s Department of Psychological Sciences. The \_\_\_\_9\_\_\_\_ each slept in the department for two nights and were carefully \_\_\_\_10\_\_\_\_ with techniques that looked at the activity of their brains. Dr. Sasaki found, as \_\_\_\_11\_\_\_\_, the participants slept less well on their first night than they did on their second, taking more than twice as long to fall asleep and sleeping \_\_\_\_12\_\_\_\_ overall. During deep sleep, the participants’ brains behaved in a similar \_\_\_\_13\_\_\_\_ seen in birds and dolphins. On the first night only, the left hemispheres of their brains did not sleep nearly as \_\_\_\_14\_\_\_\_ as their right hemispheres did.

Curious if the left hemispheres were indeed remaining \_\_\_\_15\_\_\_\_ to process information detected in the surrounding environment, Dr. Sasaki re-ran the \_\_\_\_16\_\_\_\_ while presenting

the sleeping participants with a mix of regularly timed beeps (蜂鸣声) of the same tone and \_\_\_\_17\_\_\_\_ beeps of a different tone during the night. She worked out that, if the left hemisphere was staying alert to keep \_\_\_\_18\_\_\_\_ in a strange environment, then it would react to the uneven beeps by stirring people from sleep and would \_\_\_\_19\_\_\_\_ the regularly timed ones. This is \_\_\_\_20\_\_\_\_ what she found.

- |                       |                  |                   |                 |
|-----------------------|------------------|-------------------|-----------------|
| 1. [A] regularly      | [B] soundly      | [C] terribly      | [D] early       |
| 2. [A] origins        | [B] consequences | [C] possibilities | [D] conditions  |
| 3. [A] belief         | [B] effort       | [C] benefit       | [D] fruit       |
| 4. [A] primary        | [B] previous     | [C] primitive     | [D] prompt      |
| 5. [A] instead of     | [B] which        | [C] rather than   | [D] while       |
| 6. [A] wander         | [B] affirm       | [C] wonder        | [D] confirm     |
| 7. [A] quicker        | [B] closer       | [C] opposite      | [D] farther     |
| 8. [A] enclosed       | [B] unfamiliar   | [C] unexpected    | [D] endangered  |
| 9. [A] observers      | [B] objects      | [C] participants  | [D] partners    |
| 10. [A] monitored     | [B] calculated   | [C] pictured      | [D] manipulated |
| 11. [A] expected      | [B] overlooked   | [C] presented     | [D] inspected   |
| 12. [A] better        | [B] more         | [C] later         | [D] less        |
| 13. [A] meaning       | [B] measure      | [C] manner        | [D] movement    |
| 14. [A] quickly       | [B] deeply       | [C] desperately   | [D] difficultly |
| 15. [A] asleep        | [B] acute        | [C] awake         | [D] aroused     |
| 16. [A] experiment    | [B] experience   | [C] environment   | [D] evolution   |
| 17. [A] irreplaceable | [B] inefficient  | [C] inevitable    | [D] irregular   |
| 18. [A] clam          | [B] hook         | [C] pace          | [D] guard       |
| 19. [A] respond       | [B] delete       | [C] ignore        | [D] urge        |
| 20. [A] previously    | [B] preferably   | [C] perceivably   | [D] precisely   |

## 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

Instinct is usually defined as the faculty of acting in such a way as to produce certain ends without foresight of the ends, and without previous education in the performance. That instincts, as thus defined, exist on an enormous scale in the animal kingdom needs no proof. They are the functional correlatives of structure. With the presence of a certain organ goes, one may say, almost a native aptitude for its use.

A very common way of talking about these admirable definite tendencies to act is by naming abstractly the purpose they subserve, such as self-preservation, or defense, or care for eggs and young----and saying the animal has an instinctive fear of death or love of life, or that she has an instinct of self-preservation, or an instinct of maternity and the like. But this represents the animal as obeying abstractions, which not once in a million cases is possible. The strict physiological way of interpreting the facts leads to far clearer results. The actions we call instinctive all conform to the general reflex type; they are called forth by determinate sensory stimuli in contact with the animal's body, or at a distance in his environment. The cat runs after the mouse, runs or shows fight before the dog, avoids falling from walls and trees, shuns fire and water, etc., not because he has any notion either of life or of death, or of self, or of preservation. He has probably attained to no one of those conceptions in such a way as to react definitely upon it. He acts in each case separately, and simply because he cannot help it; being so framed that when that particular running thing called a mouse appears in his field of vision he must pursue; that when that particular barking and obstreperous thing called a dog appears there he must retire, if at a distance, and scratch if close by; that he must withdraw his feet from water and his face from flame, etc. His nervous system is to a great extent a pre-organized bundle of such reactions — they are as fatal as sneezing and as exactly correlated to their special excitants as it is to its own. Although the naturalist may, for his own convenience, class these reactions under general heads, he must not forget that in the animal it is a particular sensation or perception or image which calls them forth.

At first this view surprises us. Can mutual dependence be so intricate and go so far? Is each thing born fitted to particular other things, and to them exclusively, as locks are fitted to their keys? Undoubtedly this must be believed to be so. Each nook and cranny of creation, down to our very skin and entrails, has its living inhabitants, with organs suited to the place, to devour and digest the food it harbors and to meet the dangers it conceals; and the minuteness of

adaptation thus shown in the beautiful way.

21. Why does the author give a definition of instinct at the beginning of the article?
- [A] To ensure the reader knows the meaning.
  - [B] To give the meaning he has chosen to believe.
  - [C] To challenge a commonly held belief.
  - [D] To introduce the topic.
22. Which of the following is NOT the said common purposes that animals' instinctive tendencies might serve?
- [A] Keeping yourself safe or alive.
  - [B] Care for their own eggs or infants.
  - [C] Self-destruction when endangered.
  - [D] Self-defensive deeds.
23. The cat's activities described in Para. 2 are mainly to illustrate \_\_\_\_\_.
- [A] that the instinctive actions are more of the physiological reflex
  - [B] that cats know that dogs might be dangerous
  - [C] that cats have the notion of life and death
  - [D] that intentional choices are behind all the cat's instinctive actions
24. When the author says "they are as fatal as sneezing" in Para. 2, he means \_\_\_\_\_.
- [A] that like sneezing these reactions can be detrimental
  - [B] that like sneezing these reactions can be stopped
  - [C] that like sneezing these reactions are caused by special stimuli
  - [D] that like sneezing these reactions are unique and unrelated to outer stimuli
25. Why is this view of instinct surprising according to the author?
- [A] It goes against the common way of purpose-serving perspective.
  - [B] It negates the mutual dependence theory.
  - [C] It ignores how exclusively each thing is born to fit to other things.
  - [D] It overlooks the minuteness of adaptation.

## Text 2

When the founders leave a tech firm, it's a big moment — a symbol that something important has changed, usually at the heart of the company. This week, as Instagram founders Kevin Systrom and Mike Krieger prepare to leave the popular photo-based social media site,

which Facebook bought for \$1 billion in 2012, there's little doubt that change is coming — and not for the better.

Facebook is widely expected to refashion the firm into a fully integrated sub-unit of Facebook — which, given Facebook's record, suggests minimal privacy and maximized advertising. But it's also clear, in retrospect, that the Instagram acquisition helped reinforce the dominance by Facebook of the social-networking world.

A key question has been lost in coverage of the transition: Just why is Facebook in control of Instagram, its greatest natural competitor, in the first place? Isn't antitrust law supposed to stop companies from buying off their rivals to achieve market dominance? The answer is that we — the Obama administration's antitrust enforcers — blew it. Our standards for assessing mergers, fixated on consumer prices, were a poor match for the tech economy and are effectively obsolete.

A fixation on consumer prices just doesn't work for "attention merchants" — those firms that give away "free" products in exchange for time and attention and resell their audiences to advertisers. If a better analysis is used, it becomes clear that the Facebook acquisition of Instagram was illegal to begin with. Fortunately, it is not too late to fix the error. The antitrust authorities have the power to undo the merger and restore real competition.

What made Instagram especially dangerous to Facebook was that it was strong where Facebook was weak. Instagram was native to mobile; Facebook was struggling on that platform. And photo sharing was incredibly fast and easy on Instagram. As business writer Nicholas Carlson observed, Instagram "allows people to do what they like to do on Facebook easier and faster." Perhaps even more alarming, Instagram appealed to a younger demographic and had a **cachet** that Facebook was starting to lose.

In short, Instagram threatened to do to Facebook what Facebook did to MySpace in the early 2000s — rob it of the young and restless who do so much to drive the future. As tech writer Om Malik wrote at the time, Facebook was scared because it "knew that for first time in its life it arguably had a competitor that could not only eat its lunch, but also destroy its future prospects."

Facebook could have risen to the challenge by improving its product. Instead, it bought its competitor and eliminated the threat. Without Instagram competing for Facebook dollars or taking a serious run at its core user base, Facebook has been free to assert its market power, by piling on more ads for users, jacking up its advertising rates and also invading privacy without fear of people fleeing for an attractive rival — even if it remains "free."

26. What would Instagram look like after Facebook's refashioning?
- [A] It will become as powerful as Facebook.
  - [B] It will follow Facebook's way of less privacy and more advertisement.
  - [C] It will rob MySpace of the young and uneasy.
  - [D] It will change for the better and assert its market share.
27. According to the author, what accounts for the reason that the transaction of Facebook buying Instagram was unchecked and stopped by the anti-trust law?
- [A] The failure of the present antitrust law.
  - [B] Facebook has become dominant figure in the social-networking world.
  - [C] The standards of assessing acquisitions are under modification.
  - [D] Facebook are refreshing Instagram for a better outcome.
28. Which of the following is NOT the reason that Instagram put a real threat on Facebook?
- [A] Instagram was very suitable for mobile usage.
  - [B] Instagram was incredibly fast and efficient in photo-sharing.
  - [C] Instagram was appealing to the young generation.
  - [D] Instagram allowed people to do whatever they want on the internet.
29. The word "cachet" in the 5<sup>th</sup> paragraph is closest in meaning to "\_\_\_\_\_".
- [A] an indicator
  - [B] a seal on a letter
  - [C] a reputation
  - [D] a dominance in the market
30. What is the author's attitude toward Facebook becoming more and more powerful with its constant purchases?
- [A] admiring
  - [B] concerned
  - [C] neutral
  - [D] aggressive

### Text 3

It is unfair to deride millennials as "snowflakes" or to criticize them as overly sensitive, self-centered or ignorant because it is their parents who are at fault, the author Fay Weldon has said.

"We should stop being beastly to the snowflakes since we, their forebears, left them with such a mess to clear up and no tools to deal with it," she said. "Today's young grow up into a

violent, angry, unstable environment, all too likely to end up jobless, homeless and childless, unlikely to reach their full potential. They are probably the most despairing generation ever conceived. The least we can do is not add to their burden by slugging them off.”

In her novel, Weldon refers to “a millennial for whom the past was an irrelevancy”. She blames both parents and the education system, saying: “They’re not taught it, so how can they know? Teachers don’t teach history, or only certain bits of history which they approve of. They know about Hitler. But absolutely nothing about Charles I.” She believes ignorance about the past has led to campaigns to remove monuments of historical figures. “Give them background about the past because they know so little about it. Society was different once upon a time. They don’t realize how different times were, how different values were.”

Weldon also criticized parents who constantly tell their children how beautiful and clever they are in order to give them high self-esteem. Instead it gave them low self-esteem, she said, observing that when children could not live up to such ideals “they get depressed and cut themselves”. She fears that the obsession with social media and selfies is only encouraging young people to focus on themselves. “They see themselves as the center of the universe.”

Weldon teaches creative writing at Bath Spa University and describes millennial students as “really nice and very sensitive”, noting that “they look after each other”. But she added: “I don’t think they like old people. We don’t move fast. We get in their way. We pay with cash. We don’t have smartphones and we criticize them. So it’s a two-way street.”

Acknowledging that younger generations had always resented being told what to do, she said: “But they didn’t despise us for doing it.” In the past, she said, older generations deserved some respect. “Now I don’t think they do.” She pointed to the lack of morality in today’s older generation, with politicians caught fiddling their expenses but refusing to resign and bankers who caused the 2008 financial crash not going to prison. “There’s no punishment for anybody provided they can talk well. They’re building their own morality.”

In her new novel, which takes the reader through the 60s to the millennium and beyond, she writes that millennials “seem to be in denial of anything pre-computer age ... never learn anything by heart, as we used to call it. Perhaps they don’t have hearts in the way we did?”

Asked whether readers could assume that her characters reflect her own views, Weldon said: “Yes, I think you always can ... It’s not actually anti-millennial. It’s just that we deserve the millennials.”

31. The word “snowflakes” in Para. 1 is closest in meaning with \_\_\_\_\_.

[A] white and pure pieces of snow



- [B] oversensitive and ego-centric people  
[C] warm-hearted and sensible people  
[D] beautiful and clever youth
32. According to Fay Weldon, why should the education system be blamed for the unwelcomed millennials?  
[A] History is not regarded as the most important course.  
[B] Monuments and historical figures were encouraged to be removed.  
[C] Selective teaching of historical facts led to the lack of knowledge.  
[D] The society as a whole is not friendly to the millennials.
33. Which of the following statements would probably be agreed by Fay Weldon according to Para. 3 and Para. 4?  
[A] Teachers in present educational system are responsible and provide students with enough historical facts.  
[B] Hitler should not be mentioned in the historical books.  
[C] Constant praise of kids might be counterproductive.  
[D] Social media might help kids to obtain high self-esteem.
34. The 2008 financial crisis is mentioned in Para. 6 to illustrate that \_\_\_\_\_.  
[A] there is a lack of the distinction between good and evil among older generation  
[B] the young stop listening to the older generations in a social-networking world  
[C] the young always resent being told what to do  
[D] the young deny anything that is pre-computer age
35. What did Weldon mean when she said “It’s just that we deserve the millennials.” (last paragraph)?  
[A] We should be proud of the millennials.  
[B] We should try to modify the way the millennials behave.  
[C] We should criticize and despise those millennials for their over-sensitivity.  
[D] We should find fault with the older generations and education system.

#### Text 4

*The world does not revolve around you*, teens are often told. Indeed it doesn’t, as they are reminded every school-day morning when disabling their alarms. The average start time for public high schools, 7:59, requires teens to get up earlier than is ideal for their biological clocks, meaning many teens disrupt their natural sleep patterns every school day.

The world, apparently, does not revolve around parents either. Their lives also tend to be mismatched with school-day schedules, which usually end a good two hours before the typical American workday does. As Kara Voght recently wrote in *The Atlantic*, that leaves a daily gap of unsupervised time for many children, forcing their parents to find affordable care for their kid or to adjust their own working schedule.

It's not entirely clear who the school day *does* revolve around. The schedules that dictate most of American K-12 life descend from times when fewer households had two working parents. The result is a school day that frazzles just about everybody. But a few changes could mitigate that frazzling significantly. "I don't know about making everyone perfectly happy," says Catherine Brown, the vice president of education policy at the Center for American Progress, a left-leaning think tank. "But I think that we could get much closer to optimizing for students, parents, teachers." The school day, Brown says, could be improved in two main ways: It could start later, and it could go longer.

A later start, in both middle and high school, would help with the later sleep cycles that are typical in teenage years. Most teens don't naturally fall asleep until about 11 p.m., and are supposed to get about nine hours of sleep per night. But when class starts before 8:30—as the most recent federal data indicates it does at 87 percent of American public high schools—waking up in time for school cuts into needed sleep. Postponing the start of the school day, researchers have found, does lead middle and high schoolers to get more rest—they don't just stay up later. And then, once better-rested, studies show that teens do better in school, get in fewer car crashes, and are less prone to depression.

The rationale for the second school-day change—go longer, for working parents' sake—is just as straightforward. More than a thousand American schools have extended their school days by an hour and a half, and many charter schools, which have more latitude than normal public ones, have school days that end closer to when work does. But no movement has formed around altering the school day in this way; there's no advocacy group called Make School Longer (a tougher sell to students, probably) and America's respected medical groups seem unlikely to announce a stance on how to make it easier for parents to juggle work and their kids' schooling.

36. According to the passage, American school-day schedule does not cater for both kids and their parents in that \_\_\_\_\_.

[A] it goes against the kids' sports activities arrangements and their parents' natural sleep cycle

- [B] it interrupts teens' natural models for sleeping and forces parents to find ways dealing with the un-supervision of their kids
- [C] it dislocates the focus of teens on their schooling to that of the two-hour extra-curriculum activities before their parents could bring them home
- [D] it should be rescheduled so that the teens can get more time for morning exercises and their parents can leave earlier for work
37. According to the author, what might be the situation when American school-day schedule was originally laid down?
- [A] There were much more single-parent families back then.
- [B] There were so many extended families that the grandparents could help with taking care of the kids.
- [C] There were more single-working-parent families back then.
- [D] There were more family units with one working-parent back then.
38. Which of the following statements is NOT the benefits that postponing starting-time for schools can bring about?
- [A] It helps to respect the biological sleep pattern of teens.
- [B] It helps to alleviate their inclination for depression.
- [C] It provides teens with a reason for staying-up late at nights.
- [D] It increases the possibility of better and safer driving to schools.
39. What can we learn about the second school-day change proposal according to the passage?
- [A] It goes not so well as it would be unwelcoming for students and uncertain for medical groups.
- [B] It goes so well that most schools have extended their school days much longer.
- [C] It is strictly limited within the scope of charter schools since they get more freedom.
- [D] It will become the next focus of an advocacy group called Make School Longer.
40. What's the most appropriate title for this passage?
- [A] The Two Way Road for America's School-Day Schedule
- [B] The Double-edged Sword Effect of America's School-Day Schedule
- [C] The Curse of America's Illogical School-Day Schedule
- [D] The Reformation of America's Irrational School-Day Schedule

## Part B

### Directions:

You are going to read a list of headings and a text about how to improve your culture

**awareness while travelling. Choose a heading from the list A-G that best fits the meaning of each numbered part of the text (41-45). There are two extra headings that you do not need to use. Mark your answers on the ANSWER SHEET. (10 points)**

[A] Find your affinity group on social media

[B] Take a virtual trip

[C] Watch a movie or documentary

[D] Visiting your travel agent

[E] Read a book

[F] Read the rules

[G] Learn a language

Travel literacy falls into two broad categories: understanding how the travel industry works, with its often arcane rules and restrictions; and being aware of other cultures and customs. One is easy to overcome; the other isn't.

I'll start with the first one. At least 95 percent of it is reading the rules — all of them. A vast majority of misunderstandings with airlines, hotels and cruise lines end with travelers admitting they failed to review the terms of their purchase. That's how they ended up with, say, a nonrefundable hotel room or a restrictive timeshare. Most of the remaining 5 percent is fixable with real-world experience.

The more you travel, the more you understand how the system works. It's something you can't learn in a classroom. (Less than 1 percent of the problems involved truly intractable issues that need a professional advocate — and that's what I do.)

So let's talk about the second part of travel literacy, which is looking more like a citizen of the world than someone who's never crossed a county line.

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

The right travel book can educate, inspire and enlighten. "Good writing helps me to look at my surroundings with new eyes," says Martha Merritt, dean of international education at the University of Richmond. Among her favorites: Bill Bryson (her favorite is "Notes From a Small Island") and "The Art of Travel" by Alain de Botton. A book about travel, most travel-literate people tell me, is not necessarily a travel guidebook. It can simply be a book — fiction or nonfiction — about a place.

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

That's what Tiffany Burnette, who runs a design firm in Philadelphia, does between trips. She spends time on Facebook's travel groups connecting with new friends and learning new travel skills. Among her favorites: GoWonder's Female Solo Travel/Women Group Travel page and Weekend Wanderlust. "Many of them are specifically for women travelers, with tons of incredible advice in those groups," she says.

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

"While some movies can have gross misrepresentations of cultures and people, there are still an incredible amount of quality films and documentaries that give an authentic sense of place, context and history to wherever your travels may lead next," says Ashley Blake, founder of Traverse Journeys. She cites the 10-part documentary "The Vietnam War" by Ken Burns and Lynn Novick as an example. The series, she says, "took a deep dive into the complexities of a place to help you appreciate the culture and perspective you'll encounter while there."

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

An app like Duolingo is a great way to brush up on your language skills before you travel. "I spend 15 to 20 minutes each day working on my basic language skills so that I can at least do the minimum to show respect," says Jeff Wilson, the host of "Real Rail Adventures" on PBS. "Phrases like 'please,' 'thank you,' counting and asking basic travel questions. Wilson also likes virtual language immersion sites such as News in Slow Spanish, which helps you learn a second language through current events.

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

Vanessa Valiente, a San Diego fashion consultant, downloads maps of her destination on her phone. "I like to study them to get to know the area before arriving," she says. "I also download the top-rated transit apps of my destination. While planning my trip, I plug in the main addresses I will be using, like the airport to my hotel, or my hotel, and save them to the maps app. For example, London has several free tube apps, including the London Tube map. Paris does, too.

While these tools could make you a smarter traveler, only one thing is guaranteed to improve your travel literacy. You have to get out of your seat. If you're a novice, start with a guided tour. You can start your journey by visiting your travel agent or selecting a tour operator from the United States Tour Operators Association website. A competent tour operator can handle everything from hotel reservations to meals, so you can experience a destination relatively worry-free.

### Section III Translation

#### 46. Directions:

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

People are obsessed with time management. Every single person I have discussed this subject with had a strong opinion. There were fierce debates between those who say nothing works, and those who cannot live without their apps.

When some time-management technique stops working, most people try another app or another technique. There are hundreds out there, from straightforward to-do lists to complicated services with dozens of features. It is its own genre of internet self-help, with countless blogs and videos about it. Most universities in the US and the UK offer some form of time-management training.

The available evidence suggests these tools and strategies work for some people in some settings, but not for others. Still searching for a technique that works leaves many people frustrated, anxious and guilty – the opposite of the ‘stress-free productivity’ that time management is supposed to achieve.

### Section IV Writing

#### Part A

#### 47. Directions:

Write a letter to thank Professor Anthony, who hosted you while you were visiting University of Lancaster in the UK during March. Some necessary details must be included.

- 1) Thank him, and
- 2) Invite him to pay a visit to your university next year to give a lecture as a guest lecturer and try to settle the time with him.

You should write about 100 words on the ANSWER SHEET.

**Do not** sign your own name at the end of the letter, use “ Zhang Wei ” instead.

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

#### Part B

#### 48. Directions:

Describe the following picture. The data come from the Money Morning Staff Research. You should

1) interpret the picture, and

2) give your comments.

You should write at least 150 words.

Write your essay on the ANSWER SHEET. (15 points)

