

## 2010 年全国硕士研究生招生考试

## 英语 (二)

(科目代码: 204)



### ☆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。

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。未按规定粘贴条形码而影响评卷结果的, 责任由考生自负。

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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)

[illegible]

## 2010年全国硕士研究生入学统一考试英语（二）试题

### Section I Use of English

#### Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

The outbreak of swine flu that was first detected in Mexico was declared a global epidemic on June 11, 2009. It is the first worldwide epidemic 1 by the World Health Organization in 41 years.

The heightened alert 2 an emergency meeting with flu experts in Geneva that assembled after a sharp rise in cases in Australia, and rising 3 in Britain, Japan, Chile and elsewhere.

But the epidemic is “4” in severity, according to Margaret Chan, the organization’s director general, 5 the overwhelming majority of patients experiencing only mild symptoms and a full recovery, often in the 6 of any medical treatment.

The outbreak came to global 7 in late April 2009, when Mexican authorities noted an unusually large number of hospitalizations and deaths 8 healthy adults. As much of Mexico City shut down at the height of a panic, cases began to 9 in New York City, the southwestern United States and around the world.

In the United States, new cases seemed to fade 10 warmer weather arrived. But in late September 2009, officials reported there was 11 flu activity in almost every state and that virtually all the 12 tested are the new swine flu, also known as (A) H1N1, not seasonal flu. In the U.S., it has 13 more than one million people, and caused more than 600 deaths and more than 6,000 hospitalizations.

Federal health officials 14 Tamiflu for children from the national stockpile and began 15 orders from the states for the new swine flu vaccine. The new vaccine, which is different from the annual flu vaccine, is 16 ahead of expectations. More than three million doses were to be made available in early October 2009, though most of those 17 doses were of the FluMist nasal spray type, which is not 18 for pregnant women, people over 50 or those with breathing difficulties, heart disease or several other 19. But it was still possible to vaccinate people in other high-risk groups: health care workers, people 20 infants and healthy young people.

- |                     |                |                    |                 |
|---------------------|----------------|--------------------|-----------------|
| 1. [A] criticized   | [B] appointed  | [C] commented      | [D] designated  |
| 2. [A] proceeded    | [B] activated  | [C] followed       | [D] prompted    |
| 3. [A] digits       | [B] numbers    | [C] amounts        | [D] sums        |
| 4. [A] moderate     | [B] normal     | [C] unusual        | [D] extreme     |
| 5. [A] with         | [B] in         | [C] from           | [D] by          |
| 6. [A] progress     | [B] absence    | [C] presence       | [D] favor       |
| 7. [A] reality      | [B] phenomenon | [C] concept        | [D] notice      |
| 8. [A] over         | [B] for        | [C] among          | [D] to          |
| 9. [A] stay up      | [B] crop up    | [C] fill up        | [D] cover up    |
| 10. [A] as          | [B] if         | [C] unless         | [D] until       |
| 11. [A] excessive   | [B] enormous   | [C] significant    | [D] magnificent |
| 12. [A] categories  | [B] examples   | [C] patterns       | [D] samples     |
| 13. [A] imparted    | [B] immersed   | [C] injected       | [D] infected    |
| 14. [A] released    | [B] relayed    | [C] relieved       | [D] remained    |
| 15. [A] placing     | [B] delivering | [C] taking         | [D] giving      |
| 16. [A] feasible    | [B] available  | [C] reliable       | [D] applicable  |
| 17. [A] prevalent   | [B] principal  | [C] innovative     | [D] initial     |
| 18. [A] presented   | [B] restricted | [C] recommended    | [D] introduced  |
| 19. [A] problems    | [B] issues     | [C] agonies        | [D] sufferings  |
| 20. [A] involved in | [B] caring for | [C] concerned with | [D] warding off |

## 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 ANSWER SHEET 1. (40 points)

## Text 1

The longest bull run in a century of art-market history ended on a dramatic note with a sale of 56 works by Damien Hirst, *Beautiful Inside My Head Forever*, at Sotheby's in London on September 15th 2008. All but two pieces sold, fetching more than £70m, a record for a sale by a single artist. It was a last victory. As the auctioneer called out bids, in New York one of the oldest banks on Wall Street, Lehman Brothers, filed for bankruptcy.

The world art market had already been losing momentum for a while after rising bewilderingly since 2003. At its peak in 2007 it was worth some \$65 billion, reckons Clare McAndrew, founder of Arts Economics, a research firm – double the figure five years earlier. Since then it may have come down to \$50 billion. But the market generates interest far beyond its size because it brings together great wealth, enormous egos, greed, passion and controversy in a way matched by few other industries.

In the weeks and months that followed Mr. Hirst's sale, spending of any sort became deeply unfashionable. In the art world that meant collectors stayed away from galleries and salerooms. Sales of contemporary art fell by two-thirds, and in the most overheated sector, they were down by nearly 90% in the year to November 2008. Within weeks the world's two biggest auction houses, Sotheby's and Christie's, had to pay out nearly \$200m in guarantees to clients who had placed works for sale with them.

The current downturn in the art market is the worst since the Japanese stopped buying Impressionists at the end of 1989. This time experts reckon that prices are about 40% down on their peak on average, though some have been far more fluctuant. But Edward Dolman, Christie's chief executive, says: "I'm pretty confident we're at the bottom."

What makes this slump different from the last, he says, is that there are still buyers in the market. Almost everyone who was interviewed for this special report said that the biggest problem at the moment is not a lack of demand but a lack of good work to sell. The three Ds – death, debt and divorce – still deliver works of art to the market. But anyone who does not have to sell is keeping away, waiting for confidence to return.

21. In the first paragraph, Damien Hirst's sale was referred to as "a last victory" because\_\_\_\_\_.
- [A] the art market had witnessed a succession of victories
  - [B] the auctioneer finally got the two pieces at the highest bids
  - [C] *Beautiful Inside My Head Forever* won over all masterpieces
  - [D] it was successfully made just before the world financial crisis
22. By saying "spending of any sort became deeply unfashionable" (Line 1-2, Para. 3), the author suggests that\_\_\_\_\_.
- [A] collectors were no longer actively involved in art-market auctions
  - [B] people stopped every kind of spending and stayed away from galleries
  - [C] art collection as a fashion had lost its appeal to a great extent
  - [D] works of art in general had gone out of fashion so they were not worth buying
23. Which of the following statements is NOT true?
- [A] Sales of contemporary art fell dramatically from 2007 to 2008.
  - [B] The art market surpassed many other industries in momentum.
  - [C] The art market generally went downward in various ways.
  - [D] Some art dealers were awaiting better chances to come.
24. The three Ds mentioned in the last paragraph are\_\_\_\_\_.
- [A] auction houses' favorites
  - [B] contemporary trends
  - [C] factors promoting artwork circulation
  - [D] styles representing Impressionists
25. The most appropriate title for this text could be\_\_\_\_\_.
- [A] Fluctuation of Art Prices
  - [B] Up-to-date Art Auctions
  - [C] Art Market in Decline
  - [D] Shifted Interest in Arts

## Text 2

I was addressing a small gathering in a suburban Virginia living room – a women’s group that had invited men to join them. Throughout the evening, one man had been particularly talkative, frequently offering ideas and anecdotes, while his wife sat silently beside him on the couch. Toward the end of the evening, I commented that women frequently complain that their husbands don’t talk to them. This man quickly nodded in agreement. He gestured toward his wife and said, “She’s the talker in our family.” The room burst into laughter; the man looked puzzled and hurt. “It’s true,” he explained. “When I come home from work I have nothing to say. If she didn’t keep the conversation going, we’d spend the whole evening in silence.”

This episode crystallizes the irony that although American men tend to talk more than women in public situations, they often talk less at home. And this pattern is wreaking havoc with marriage.

The pattern was observed by political scientist Andrew Hacker in the late 1970s. Sociologist Catherine Kohler Riessman reports in her new book *Divorce Talk* that most of the women she interviewed – but only a few of the men – gave lack of communication as the reason for their divorces. Given the current divorce rate of nearly 50 percent, that amounts to millions of cases in the United States every year – a virtual epidemic of failed conversation.

In my own research, complaints from women about their husbands most often focused not on tangible inequities such as having given up the chance for a career to accompany a husband to his, or doing far more than their share of daily life-support work like cleaning, cooking and social arrangements. Instead, they focused on communication: “He doesn’t listen to me.” “He doesn’t talk to me.” I found, as Hacker observed years before, that most wives want their husbands to be, first and foremost, conversational partners, but few husbands share this expectation of their wives.

In short, the image that best represents the current crisis is the stereotypical cartoon scene of a man sitting at the breakfast table with a newspaper held up in front of his face, while a woman glares at the back of it, wanting to talk.

26. What is most wives' main expectation of their husbands?
- [A] Talking to them.
  - [B] Trusting them.
  - [C] Supporting their careers.
  - [D] Sharing housework.
27. Judging from the context, the phrase "wreaking havoc" (Line 3, Para. 2) most probably means\_\_\_\_\_.
- [A] generating motivation
  - [B] exerting influence
  - [C] causing damage
  - [D] creating pressure
28. All of the following are true EXCEPT\_\_\_\_\_.
- [A] men tend to talk more in public than women
  - [B] nearly 50 percent of recent divorces are caused by failed conversation
  - [C] women attach much importance to communication between couples
  - [D] a female tends to be more talkative at home than her spouse
29. Which of the following can best summarize the main idea of this text?
- [A] The moral decaying deserves more research by sociologists.
  - [B] Marriage break-up stems from sex inequalities.
  - [C] Husband and wife have different expectations from their marriage.
  - [D] Conversational patterns between man and wife are different.
30. In the following part immediately after this text, the author will most probably focus on\_\_\_\_\_.
- [A] a vivid account of the new book *Divorce Talk*
  - [B] a detailed description of the stereotypical cartoon
  - [C] other possible reasons for a high divorce rate in the U.S.
  - [D] a brief introduction to the political scientist Andrew Hacker

### Text 3

Over the past decade, many companies had perfected the art of creating automatic behaviors – habits – among consumers. These habits have helped companies earn billions of dollars when customers eat snacks or wipe counters almost without thinking, often in response to a carefully designed set of daily cues.

“There are fundamental public health problems, like dirty hands instead of a soap habit, that remain killers only because we can’t figure out how to change people’s habits,” said Dr. Curtis, the director of the Hygiene Center at the London School of Hygiene & Tropical Medicine. “We wanted to learn from private industry how to create new behaviors that happen automatically.”

The companies that Dr. Curtis turned to – Procter & Gamble, Colgate- Palmolive and Unilever – had invested hundreds of millions of dollars finding the subtle cues in consumers’ lives that corporations could use to introduce new routines.

If you look hard enough, you’ll find that many of the products we use every day – chewing gums, skin moisturizers, disinfecting wipes, air fresheners, water purifiers, health snacks, teeth whiteners, fabric softeners, vitamins – are results of manufactured habits. A century ago, few people regularly brushed their teeth multiple times a day. Today, because of shrewd advertising and public health campaigns, many Americans habitually give their pearly whites a cavity-preventing scrub twice a day, often with Colgate, Crest or one of the other brands.

A few decades ago, many people didn’t drink water outside of a meal. Then beverage companies started bottling the production of far-off springs, and now office workers unthinkingly sip bottled water all day long. Chewing gum, once bought primarily by adolescent boys, is now featured in commercials as a breath freshener and teeth cleanser for use after a meal. Skin moisturizers are advertised as part of morning beauty rituals, slipped in between hair brushing and putting on makeup.

“Our products succeed when they become part of daily or weekly patterns,” said Carol Berning, a consumer psychologist who recently retired from Procter & Gamble, the company that sold \$76 billion of Tide, Crest and other products last year. “Creating positive habits is a huge part of improving our consumers’ lives, and it’s essential to making new products commercially viable.”

Through experiments and observation, social scientists like Dr. Berning have learned that there is power in tying certain behaviors to habitual cues through ruthless advertising. As this new science of habit has emerged, controversies have erupted when the tactics have been used to sell questionable beauty creams or unhealthy foods.

31. According to Dr. Curtis, habits like hand washing with soap\_\_\_\_\_.  
[A] should be further cultivated  
[B] should be changed gradually  
[C] are deeply rooted in history  
[D] are basically private concerns
32. Bottled water, chewing gum and skin moisturizers are mentioned in Paragraph 5 so as to\_\_\_\_\_.  
[A] reveal their impact on people's habits  
[B] show the urgent need of daily necessities  
[C] indicate their effect on people's buying power  
[D] manifest the significant role of good habits
33. Which of the following does NOT belong to products that help create people's habits?  
[A] Tide.  
[B] Crest.  
[C] Colgate.  
[D] Unilever.
34. From the text we know that some of consumers' habits are developed due to\_\_\_\_\_.  
[A] perfected art of products  
[B] automatic behavior creation  
[C] commercial promotions  
[D] scientific experiments
35. The author's attitude toward the influence of advertisement on people's habits is\_\_\_\_\_.  
[A] indifferent  
[B] negative  
[C] positive  
[D] biased

## Text 4

Many Americans regard the jury system as a concrete expression of crucial democratic values, including the principles that all citizens who meet minimal qualifications of age and literacy are equally competent to serve on juries; that jurors should be selected randomly from a representative cross section of the community; that no citizen should be denied the right to serve on a jury on account of race, religion, sex, or national origin; that defendants are entitled to trial by their peers; and that verdicts should represent the conscience of the community and not just the letter of the law. The jury is also said to be the best surviving example of direct rather than representative democracy. In a direct democracy, citizens take turns governing themselves, rather than electing representatives to govern for them.

But as recently as in 1968, jury selection procedures conflicted with these democratic ideals. In some states, for example, jury duty was limited to persons of supposedly superior intelligence, education, and moral character. Although the Supreme Court of the United States had prohibited intentional racial discrimination in jury selection as early as the 1880 case of *Strauder v. West Virginia*, the practice of selecting so-called elite or blue-ribbon juries provided a convenient way around this and other antidiscrimination laws.

The system also failed to regularly include women on juries until the mid-20th century. Although women first served on state juries in Utah in 1898, it was not until the 1940s that a majority of states made women eligible for jury duty. Even then several states automatically exempted women from jury duty unless they personally asked to have their names included on the jury list. This practice was justified by the claim that women were needed at home, and it kept juries unrepresentative of women through the 1960s.

In 1968, the Congress of the United States passed the Jury Selection and Service Act, ushering in a new era of democratic reforms for the jury. This law abolished special educational requirements for federal jurors and required them to be selected at random from a cross section of the entire community. In the landmark 1975 decision *Taylor v. Louisiana*, the Supreme Court extended the requirement that juries be representative of all parts of the community to the state level. The Taylor decision also declared sex discrimination in jury selection to be unconstitutional and ordered states to use the same procedures for selecting male and female jurors.

36. From the principles of the US jury system, we learn that\_\_\_\_\_.  
[A] both literate and illiterate people can serve on juries  
[B] defendants are immune from trial by their peers  
[C] no age limit should be imposed for jury service  
[D] judgment should consider the opinion of the public
37. The practice of selecting so-called elite jurors prior to 1968 showed\_\_\_\_\_.  
[A] the inadequacy of antidiscrimination laws  
[B] the prevalent discrimination against certain races  
[C] the conflicting ideals in jury selection procedures  
[D] the arrogance common among the Supreme Court judges
38. Even in the 1960s, women were seldom on the jury list in some states because\_\_\_\_\_.  
[A] they were automatically banned by state laws  
[B] they fell far short of the required qualifications  
[C] they were supposed to perform domestic duties  
[D] they tended to evade public engagement
39. After the Jury Selection and Service Act was passed,\_\_\_\_\_.  
[A] sex discrimination in jury selection was unconstitutional and had to be abolished  
[B] educational requirements became less rigid in the selection of federal jurors  
[C] jurors at the state level ought to be representative of the entire community  
[D] states ought to conform to the federal court in reforming the jury system
40. In discussing the US jury system, the text centers on\_\_\_\_\_.  
[A] its nature and problems  
[B] its characteristics and tradition  
[C] its problems and their solutions  
[D] its tradition and development

## **Part B**

### **Directions:**

Read the following text and decide whether each of the statements is true or false. Choose T if the statement is true or F if the statement is not true. Mark your answers on ANSWER SHEET 1. (10 points)

### **Copying Birds May Save Aircraft Fuel**

Both Boeing and Airbus have trumpeted the efficiency of their newest aircraft, the 787 and A350 respectively. Their clever designs and lightweight composites certainly make a difference. But a group of researchers at Stanford University, led by Ilan Kroo, has suggested that airlines could take a more naturalistic approach to cutting jet-fuel use and it would not require them to buy new aircraft.

The answer, says Dr. Kroo, lies with birds. Since 1914, scientists have known that birds flying in formation – a V-shape – expend less energy. The air flowing over a bird's wings curls upwards behind the wingtips, a phenomenon known as upwash. Other birds flying in the upwash experience reduced drag, and spend less energy propelling themselves. Peter Lissaman, an aeronautics expert who was formerly at Caltech and the University of Southern California, has suggested that a formation of 25 birds might enjoy a range increase of 71%.

When applied to aircraft, the principles are not substantially different. Dr. Kroo and his team modeled what would happen if three passenger jets departing from Los Angeles, San Francisco and Las Vegas were to assemble over Utah, assume an inverted V-formation, occasionally change places so all could have a turn in the most favourable positions, and proceed to London. They found that the aircraft consumed as much as 15% less fuel (coupled with a reduction in carbon-dioxide output). Nitrogen-oxide emissions during the cruising portions of the flight fell by around a quarter.

There are, of course, knots to be worked out. One consideration is safety, or at least the perception of it. Would passengers feel comfortable travelling in companion? Dr. Kroo points out that the aircraft could be separated by several nautical miles, and would not be in the intimate groupings favoured by display teams like the Red Arrows. A passenger peering out of the window might not even see the other planes. Whether the separation distances involved would satisfy air-traffic-control regulations is another matter, although a working group at the International Civil Aviation Organisation has included the possibility of formation flying in a blueprint for new operational guidelines.

It remains to be seen how weather conditions affect the air flows that make formation flight more efficient. In zones of increased turbulence, the planes' wakes will decay more quickly and the effect will diminish. Dr. Kroo says this is one of the areas his team will investigate further. It might also be hard for airlines to co-ordinate the departure times and destinations of passenger aircraft in a way that would allow them to gain from formation flight. Cargo aircraft, in contrast, might be easier to reschedule, as might routine military flights.

As it happens, America's armed forces are on the case already. Earlier this year the country's Defence Advanced Research Projects Agency announced plans to pay Boeing to investigate formation flight, though the programme has yet to begin. There are reports that some military aircraft flew in formation when they were low on fuel during the Second World War, but Dr. Lissaman says they are unsubstantiated. "My father was an RAF pilot and my cousin the skipper of a Lancaster lost over Berlin," he adds. So he should know.

41. Findings of the Stanford University researchers will promote the sales of new Boeing and Airbus aircraft.
42. The upwash experience may save propelling energy as well as reducing resistance.
43. Formation flight is more comfortable because passengers can not see the other planes.
44. The role that weather plays in formation flight has not yet been clearly defined.
45. It has been documented that during World War II, America's armed forces once tried formation flight to save fuel.

### Section III Translation

#### 46. Directions:

In this section there is a text in English. Translate it into Chinese. Write your translation on ANSWER SHEET 2. (15 points)

“Sustainability” has become a popular word these days, but to Ted Ning, the concept will always have personal meaning. Having endured a painful period of unsustainability in his own life made it clear to him that sustainability-oriented values must be expressed through everyday action and choice.

Ning recalls spending a confusing year in the late 1990s selling insurance. He’d been through the dot-com boom and burst and, desperate for a job, signed on with a Boulder agency.

It didn’t go well. “It was a really bad move because that’s not my passion,” says Ning, whose dilemma about the job translated, predictably, into a lack of sales. “I was miserable. I had so much anxiety that I would wake up in the middle of the night and stare at the ceiling. I had no money and needed the job. Everyone said, ‘Just wait, you’ll turn the corner, give it some time.’”

## Section IV Writing

### Part A

#### 47. Directions:

You have just come back from the U.S. as a member of a Sino-American cultural exchange program. Write a letter to your American colleague to

- 1) express your thanks for his/her warm reception;
- 2) welcome him/her to visit China in due course.

You should write about 100 words on ANSWER SHEET 2.

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

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

### Part B

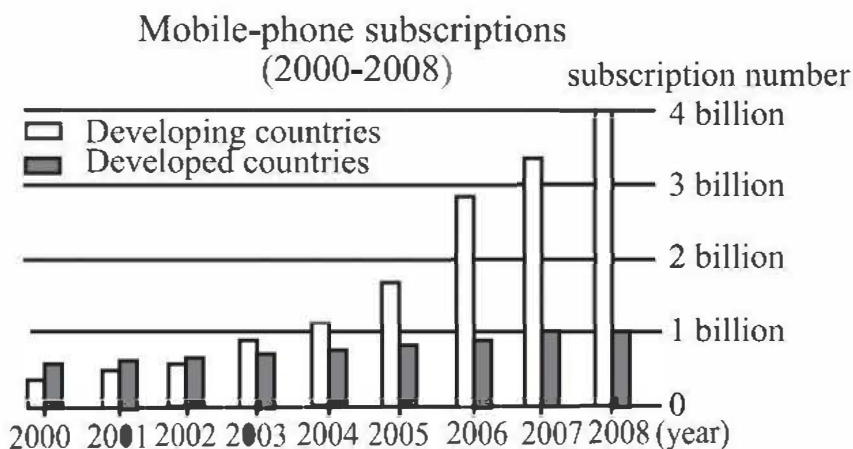
#### 48. Directions:

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

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

You should write at least 150 words.

Write your essay on ANSWER SHEET 2. (15 points)

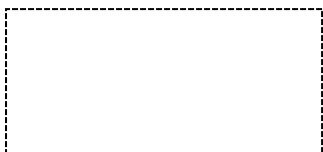




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## 英语 (二)

(科目代码: 204)



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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。
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(以下信息考生必须认真填写)

[illegible]

## 2011年全国硕士研究生入学统一考试英语（二）试题

### Section I Use of English

#### Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

The Internet affords anonymity to its users, a blessing to privacy and freedom of speech. But that very anonymity is also behind the explosion of cyber-crime that has 1 across the Web.

Can privacy be preserved 2 bringing safety and security to a world that seems increasingly 3?

Last month, Howard Schmidt, the nation's cyber-czar, offered the federal government a 4 to make the Web a safer place – a “voluntary trusted identity” system that would be the high-tech 5 of a physical key, a fingerprint and a photo ID card, all rolled 6 one. The system might use a smart identity card, or a digital credential 7 to a specific computer, and would authenticate users at a range of online services.

The idea is to 8 a federation of private online identity systems. Users could 9 which system to join, and only registered users whose identities have been authenticated could navigate those systems. The approach contrasts with one that would require an Internet driver's license 10 by the government.

Google and Microsoft are among companies that already have these “single sign-on” systems that make it possible for users to 11 just once but use many different services.

12, the approach would create a “walled garden” in cyberspace, with safe “neighborhoods” and bright “streetlights” to establish a sense of a 13 community.

Mr. Schmidt described it as a “voluntary ecosystem” in which “individuals and organizations can complete online transactions with 14, trusting the identities of each other and the identities of the infrastructure 15 which the transaction runs.”

Still, the administration's plan has 16 privacy rights activists. Some applaud the approach; others are concerned. It seems clear that such a scheme is an initiative push toward what would 17 be a compulsory Internet “driver's license” mentality.

The plan has also been greeted with 18 by some computer security experts, who worry that the “voluntary ecosystem” envisioned by Mr. Schmidt would still leave much of the Internet 19. They argue that all Internet users should be 20 to register and identify themselves, in the same way that drivers must be licensed to drive on public roads.

- |                    |                  |                   |                 |
|--------------------|------------------|-------------------|-----------------|
| 1. [A] swept       | [B] skipped      | [C] walked        | [D] ridden      |
| 2. [A] for         | [B] within       | [C] while         | [D] though      |
| 3. [A] careless    | [B] lawless      | [C] pointless     | [D] helpless    |
| 4. [A] reason      | [B] reminder     | [C] compromise    | [D] proposal    |
| 5. [A] information | [B] interference | [C] entertainment | [D] equivalent  |
| 6. [A] by          | [B] into         | [C] from          | [D] over        |
| 7. [A] linked      | [B] directed     | [C] chained       | [D] compared    |
| 8. [A] dismiss     | [B] discover     | [C] create        | [D] improve     |
| 9. [A] recall      | [B] suggest      | [C] select        | [D] realize     |
| 10. [A] released   | [B] issued       | [C] distributed   | [D] delivered   |
| 11. [A] carry on   | [B] linger on    | [C] set in        | [D] log in      |
| 12. [A] In vain    | [B] In effect    | [C] In return     | [D] In contrast |
| 13. [A] trusted    | [B] modernized   | [C] thriving      | [D] competing   |
| 14. [A] caution    | [B] delight      | [C] confidence    | [D] patience    |
| 15. [A] on         | [B] after        | [C] beyond        | [D] across      |
| 16. [A] divided    | [B] disappointed | [C] protected     | [D] united      |
| 17. [A] frequently | [B] incidentally | [C] occasionally  | [D] eventually  |
| 18. [A] skepticism | [B] tolerance    | [C] indifference  | [D] enthusiasm  |
| 19. [A] manageable | [B] defensible   | [C] vulnerable    | [D] invisible   |
| 20. [A] invited    | [B] appointed    | [C] allowed       | [D] forced      |

## 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 1. (40 points)

## Text 1

Ruth Simmons joined Goldman Sachs's board as an outside director in January 2000; a year later she became president of Brown University. For the rest of the decade she apparently managed both roles without attracting much criticism. But by the end of 2009 Ms. Simmons was under fire for having sat on Goldman's compensation committee; how could she have let those enormous bonus payouts pass unremarked? By February the next year Ms. Simmons had left the board. The position was just taking up too much time, she said.

Outside directors are supposed to serve as helpful, yet less biased, advisers on a firm's board. Having made their wealth and their reputations elsewhere, they presumably have enough independence to disagree with the chief executive's proposals. If the sky, and the share price is falling, outside directors should be able to give advice based on having weathered their own crises.

The researchers from Ohio University used a database that covered more than 10,000 firms and more than 64,000 different directors between 1989 and 2004. Then they simply checked which directors stayed from one proxy statement to the next. The most likely reason for departing a board was age, so the researchers concentrated on those "surprise" disappearances by directors under the age of 70. They found that after a surprise departure, the probability that the company will subsequently have to restate earnings increases by nearly 20%. The likelihood of being named in a federal class-action lawsuit also increases, and the stock is likely to perform worse. The effect tended to be larger for larger firms. Although a correlation between them leaving and subsequent bad performance at the firm is suggestive, it does not mean that such directors are always jumping off a sinking ship. Often they "trade up," leaving riskier, smaller firms for larger and more stable firms.

But the researchers believe that outside directors have an easier time of avoiding a blow to their reputations if they leave a firm before bad news breaks, even if a review of history shows they were on the board at the time any wrongdoing occurred. Firms who want to keep their outside directors through tough times may have to create incentives. Otherwise outside directors will follow the example of Ms. Simmons, once again very popular on campus.

21. According to Paragraph 1, Ms. Simmons was criticized for\_\_\_\_\_.
- [A] gaining excessive profits
  - [B] failing to fulfill her duty
  - [C] refusing to make compromises
  - [D] leaving the board in tough times
22. We learn from Paragraph 2 that outside directors are supposed to be\_\_\_\_\_.
- [A] generous investors
  - [B] unbiased executives
  - [C] share price forecasters
  - [D] independent advisers
23. According to the researchers from Ohio University, after an outside director's surprise departure, the firm is likely to\_\_\_\_\_.
- [A] become more stable
  - [B] report increased earnings
  - [C] do less well in the stock market
  - [D] perform worse in lawsuits
24. It can be inferred from the last paragraph that outside directors\_\_\_\_\_.
- [A] may stay for the attractive offers from the firm
  - [B] have often had records of wrongdoings in the firm
  - [C] are accustomed to stress-free work in the firm
  - [D] will decline incentives from the firm
25. The author's attitude toward the role of outside directors is\_\_\_\_\_.
- [A] permissive
  - [B] positive
  - [C] scornful
  - [D] critical

## Text 2

Whatever happened to the death of newspapers? A year ago the end seemed near. The recession threatened to remove the advertising and readers that had not already fled to the internet. Newspapers like the *San Francisco Chronicle* were chronicling their own doom. America's Federal Trade Commission launched a round of talks about how to save newspapers. Should they become charitable corporations? Should the state subsidize them? It will hold another meeting soon. But the discussions now seem out of date.

In much of the world there is little sign of crisis. German and Brazilian papers have shrugged off the recession. Even American newspapers, which inhabit the most troubled corner of the global industry, have not only survived but often returned to profit. Not the 20% profit margins that were routine a few years ago, but profit all the same.

It has not been much fun. Many papers stayed afloat by pushing journalists overboard. The American Society of News Editors reckons that 13,500 newsroom jobs have gone since 2007. Readers are paying more for slimmer products. Some papers even had the nerve to refuse delivery to distant suburbs. Yet these desperate measures have proved the right ones and, sadly for many journalists, they can be pushed further.

Newspapers are becoming more balanced businesses, with a healthier mix of revenues from readers and advertisers. American papers have long been highly unusual in their reliance on ads. Fully 87% of their revenues came from advertising in 2008, according to the Organization for Economic Cooperation & Development (OECD). In Japan the proportion is 35%. Not surprisingly, Japanese newspapers are much more stable.

The whirlwind that swept through newsrooms harmed everybody, but much of the damage has been concentrated in areas where newspapers are least distinctive. Car and film reviewers have gone. So have science and general business reporters. Foreign bureaus have been savagely cut off. Newspapers are less complete as a result. But completeness is no longer a virtue in the newspaper business.

26. By saying “Newspapers like ... their own doom” (Lines3-4, Para.1), the author indicates that newspapers\_\_\_\_\_.
- [A] neglected the sign of crisis
  - [B] failed to get state subsidies
  - [C] were not charitable corporations
  - [D] were in a desperate situation
27. Some newspapers refused delivery to distant suburbs probably because\_\_\_\_\_.
- [A] readers threatened to pay less
  - [B] newspapers wanted to reduce costs
  - [C] journalists reported little about these areas
  - [D] subscribers complained about slimmer products
28. Compared with their American counterparts, Japanese newspapers are much more stable because they\_\_\_\_\_.
- [A] have more sources of revenue
  - [B] have more balanced newsrooms
  - [C] are less dependent on advertising
  - [D] are less affected by readership
29. What can be inferred from the last paragraph about the current newspaper business?
- [A] Distinctiveness is an essential feature of newspapers.
  - [B] Completeness is to blame for the failure of newspaper.
  - [C] Foreign bureaus play a crucial role in the newspaper business.
  - [D] Readers have lost their interest in car and film reviews.
30. The most appropriate title for this text would be\_\_\_\_\_.
- [A] American Newspapers: Struggling for Survival
  - [B] American Newspapers: Gone with the Wind
  - [C] American Newspapers: A ThrivingBusiness
  - [D] American Newspapers: A Hopeless Story

### Text 3

We tend to think of the decades immediately following World War II as a time of prosperity and growth, with soldiers returning home by the millions, going off to college on the G. I. Bill and lining up at the marriage bureaus.

But when it came to their houses, it was a time of common sense and a belief that less could truly be more. During the Depression and the war, Americans had learned to live with less, and that restraint, in combination with the postwar confidence in the future, made small, efficient housing positively stylish.

Economic condition was only a stimulus for the trend toward efficient living. The phrase “less is more” was actually first popularized by a German, the architect Ludwig Mies van der Rohe, who like other people associated with the Bauhaus, a school of design, emigrated to the United States before World War II and took up posts at American architecture schools. These designers came to exert enormous influence on the course of American architecture, but none more so than Mies.

Mies’s signature phrase means that less decoration, properly organized, has more impact than a lot. Elegance, he believed, did not derive from abundance. Like other modern architects, he employed metal, glass and laminated wood – materials that we take for granted today but that in the 1940s symbolized the future. Mies’s sophisticated presentation masked the fact that the spaces he designed were small and efficient, rather than big and often empty.

The apartments in the elegant towers Mies built on Chicago’s Lake Shore Drive, for example, were smaller – two-bedroom units under 1,000 square feet – than those in their older neighbors along the city’s Gold Coast. But they were popular because of their airy glass walls, the views they afforded and the elegance of the buildings’ details and proportions, the architectural equivalent of the abstract art so popular at the time.

The trend toward “less” was not entirely foreign. In the 1930s Frank Lloyd Wright started building more modest and efficient houses – usually around 1,200 square feet – than the spreading two-story ones he had designed in the 1890s and the early 20th century.

The “Case Study Houses” commissioned from talented modern architects by California Arts & Architecture magazine between 1945 and 1962 were yet another homegrown influence on the “less is more” trend. Aesthetic effect came from the landscape, new materials and forthright detailing. In his Case Study House, Ralph Rapson may have mispredicted just how the mechanical revolution would impact everyday life – few American families acquired helicopters, though most eventually got clothes dryers – but his belief that self-sufficiency was both desirable and inevitable was widely shared.

31. The postwar American housing style largely reflected the Americans' \_\_\_\_\_.  
[A] prosperity and growth  
[B] efficiency and practicality  
[C] restraint and confidence  
[D] pride and faithfulness
32. Which of the following can be inferred from Paragraph 3 about the Bauhaus?  
[A] It was founded by Ludwig Mies van der Rohe.  
[B] Its designing concept was affected by World War II.  
[C] Most American architects used to be associated with it.  
[D] It had a great influence upon American architecture.
33. Mies held that elegance of architectural design \_\_\_\_\_.  
[A] was related to large space  
[B] was identified with emptiness  
[C] was not reliant on abundant decoration  
[D] was not associated with efficiency
34. What is true about the apartments Mies built on Chicago's Lake Shore Drive?  
[A] They ignored details and proportions.  
[B] They were built with materials popular at that time.  
[C] They were more spacious than neighboring buildings.  
[D] They shared some characteristics of abstract art.
35. What can we learn about the design of the "Case Study Houses"?  
[A] Mechanical devices were widely used.  
[B] Natural scenes were taken into consideration.  
[C] Details were sacrificed for the overall effect.  
[D] Eco-friendly materials were employed.

#### Text 4

Will the European Union make it? The question would have sounded strange not long ago. Now even the project's greatest cheerleaders talk of a continent facing a "Bermuda triangle" of debt, population decline and lower growth.

As well as those chronic problems, the EU faces an acute crisis in its economic core, the 16 countries that use the single currency. Markets have lost faith that the euro zone's economies, weaker or stronger, will one day converge thanks to the discipline of sharing a single currency, which denies uncompetitive members the quick fix of devaluation.

Yet the debate about how to save Europe's single currency from disintegration is stuck. It is stuck because the euro zone's dominant powers, France and Germany, agree on the need for greater harmonisation within the euro zone, but disagree about what to harmonise.

Germany thinks the euro must be saved by stricter rules on borrowing, spending and competitiveness, backed by quasi-automatic sanctions for governments that do not obey. These might include threats to freeze EU funds for poorer regions and EU mega-projects, and even the suspension of a country's voting rights in EU ministerial councils. It insists that economic co-ordination should involve all 27 members of the EU club, among whom there is a small majority for free-market liberalism and economic rigour; in the inner core alone, Germany fears, a small majority favour French interference.

A "southern" camp headed by France wants something different: "European economic government" within an inner core of euro-zone members. Translated, that means politicians intervening in monetary policy and a system of redistribution from richer to poorer members, via cheaper borrowing for governments through common Eurobonds or complete fiscal transfers. Finally, figures close to the French government have murmured, euro-zone members should agree to some fiscal and social harmonisation: e.g., curbing competition in corporate-tax rates or labour costs.

It is too soon to write off the EU. It remains the world's largest trading block. At its best, the European project is remarkably liberal: built around a single market of 27 rich and poor countries, its internal borders are far more open to goods, capital and labour than any comparable trading area. It is an ambitious attempt to blunt the sharpest edges of globalisation, and make capitalism benign.

36. The EU is faced with so many problems that \_\_\_\_\_.  
[A] it has more or less lost faith in markets  
[B] even its supporters begin to feel concerned  
[C] some of its member countries plan to abandon euro  
[D] it intends to deny the possibility of devaluation
37. The debate over the EU's single currency is stuck because the dominant powers \_\_\_\_\_.  
[A] are competing for the leading position  
[B] are busy handling their own crises  
[C] fail to reach an agreement on harmonisation  
[D] disagree on the steps towards disintegration
38. To solve the euro problem, Germany proposed that \_\_\_\_\_.  
[A] EU funds for poor regions be increased  
[B] stricter regulations be imposed  
[C] only core members be involved in economic co-ordination  
[D] voting rights of the EU members be guaranteed
39. The French proposal of handling the crisis implies that \_\_\_\_\_.  
[A] poor countries are more likely to get funds  
[B] strict monetary policy will be applied to poor countries  
[C] loans will be readily available to rich countries  
[D] rich countries will basically control Eurobonds
40. Regarding the future of the EU, the author seems to feel \_\_\_\_\_.  
[A] pessimistic  
[B] desperate  
[C] conceited  
[D] hopeful

## **Part B**

### **Directions:**

Read the following text and answer the 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 right column. Mark your answers on ANSWER SHEET 1. (10 points)

Leading doctors today weigh in on the debate over the government's role in promoting public health by demanding that ministers impose "fat taxes" on unhealthy food and introduce cigarette-style warnings to children about the dangers of a poor diet.

The demands follow comments made last week by the health secretary, Andrew Lansley, who insisted the government could not force people to make healthy choices and promised to free businesses from public health regulations.

But senior medical figures want to stop fast-food outlets opening near schools, restrict advertising of products high in fat, salt or sugar, and limit sponsorship of sports events by fast-food producers such as McDonald's.

They argue that government action is necessary to curb Britain's addiction to unhealthy food and help halt spiraling rates of obesity, diabetes and heart disease. Professor Terence Stephenson, president of the Royal College of Paediatrics and Child Health, said that the consumption of unhealthy food should be seen to be just as damaging as smoking or excessive drinking.

"Thirty years ago, it would have been inconceivable to have imagined a ban on smoking in the workplace or in pubs, and yet that is what we have now. Are we willing to be just as courageous in respect of obesity? I would suggest that we should be," said the leader of the UK's children's doctors.

Lansley has alarmed health campaigners by suggesting he wants industry rather than government to take the lead. He said that manufacturers of crisps and candies could play a central role in the Change4Life campaign, the centrepiece of government efforts to boost healthy eating and fitness. He has also criticised the celebrity chef Jamie Oliver's high-profile attempt to improve school lunches in England as an example of how "lecturing" people was not the best way to change their behaviour.

Stephenson suggested potential restrictions could include banning TV advertisements for foods high in fat, salt or sugar before 9 pm and limiting them on billboards or in cinemas. "If we were really bold, we might even begin to think of high-calorie fast food in the same way as cigarettes – by setting strict limits on advertising, product placement and sponsorship of sports events," he said.

Such a move could affect firms such as McDonald's, which sponsors the youth coaching scheme run by the Football Association. Fast-food chains should also stop offering "inducements" such as toys, cute animals and mobile phone credit to lure young customers, Stephenson said.

Professor Dinesh Bhugra, president of the Royal College of Psychiatrists, said: "If children are taught about the impact that food has on their growth, and that some things can harm, at least information is available up front."

He also urged councils to impose "fast-food-free zones" around schools and hospitals – areas within which takeaways cannot open.

A Department of Health spokesperson said: "We need to create a new vision for public health where all of society works together to get healthy and live longer. This includes creating a new 'responsibility deal' with business, built on social responsibility, not state regulation. Later this year, we will publish a white paper setting out exactly how we will achieve this."

The food industry will be alarmed that such senior doctors back such radical moves, especially the call to use some of the tough tactics that have been deployed against smoking over the last decade.

	[A] "fat taxes" should be imposed on fast-food producers such as McDonald's.
41. Andrew Lansley held that	[B] the government should ban fast-food outlets in the neighborhood of schools.
42. Terence Stephenson agreed that	[C] "lecturing" was an effective way to improve school lunches in England.
43. Jamie Oliver seemed to believe that	[D] cigarette-style warnings should be introduced to children about the dangers of a poor diet.
44. Dinesh Bhugra suggested that	[E] the producers of crisps and candies could contribute significantly to the Change4Life campaign.
45. A Department of Health spokesperson proposed that	[F] parents should set good examples for their children by keeping a healthy diet at home.
	[G] the government should strengthen the sense of responsibility among businesses.

### Section III Translation

#### 46. Directions:

In this section there is a text in English. Translate it into Chinese. Write your translation on ANSWER SHEET 2. (15 points)

Who would have thought that, globally, the IT industry produces about the same volume of greenhouse gases as the world's airlines do – roughly 2 percent of all CO<sub>2</sub> emissions?

Many everyday tasks take a surprising toll on the environment. A Google search can leak between 0.2 and 7.0 grams of CO<sub>2</sub>, depending on how many attempts are needed to get the “right” answer. To deliver results to its users quickly, then, Google has to maintain vast data centres around the world, packed with powerful computers. While producing large quantities of CO<sub>2</sub>, these computers emit a great deal of heat, so the centres need to be well air-conditioned, which uses even more energy.

However, Google and other big tech providers monitor their efficiency closely and make improvements. Monitoring is the first step on the road to reduction, but there is much more to be done, and not just by big companies.

## Section IV Writing

### Part A

#### 47. Directions:

Suppose your cousin Li Ming has just been admitted to a university. Write him/her a letter to

- 1) congratulate him/her, and
- 2) give him/her suggestions on how to get prepared for university life.

You should write about 100 words on ANSWER SHEET 2.

**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

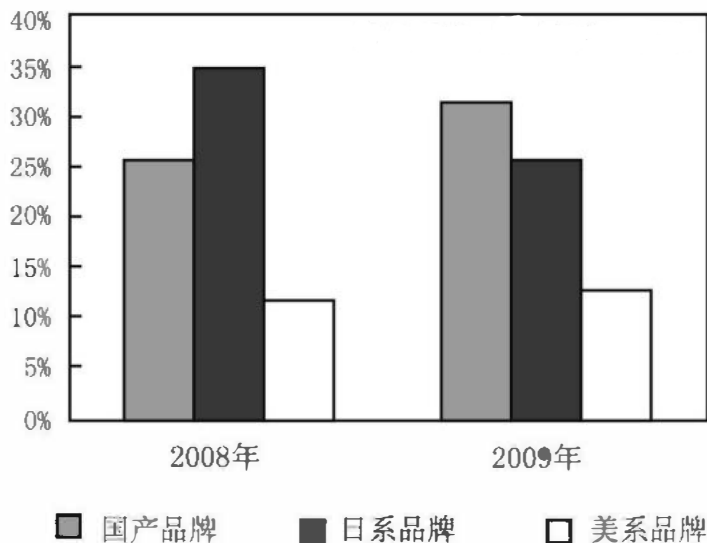
#### 48. Directions:

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

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

You should write at least 150 words.

Write your essay on ANSWER SHEET 2. (15 points)



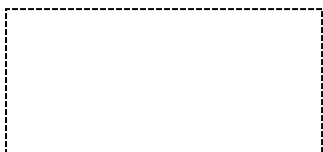
2008、2009年国内轿车市场部分品牌市场份额示意图



## 2012年全国硕士研究生招生考试

## 英语 (二)

(科目代码: 204)



### ☆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。

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。未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)

[illegible]

## 2012年全国硕士研究生入学统一考试英语（二）试题

### Section I Use of English

#### Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

Millions of Americans and foreigners see G.I. Joe as a mindless war toy, the symbol of American military adventurism, but that's not how it used to be. To the men and women who 1 in World War II and the people they liberated, the G.I. was the 2 man grown into hero, the poor farm kid torn away from his home, the guy who 3 all the burdens of battle, who slept in cold foxholes, who went without the 4 of food and shelter, who stuck it out and drove back the Nazi reign of murder. This was not a volunteer soldier, not someone well paid, 5 an average guy, up 6 the best trained, best equipped, fiercest, most brutal enemies seen in centuries.

His name isn't much. *G.I.* is just a military abbreviation 7 Government Issue, and it was on all of the articles 8 to soldiers. And Joe? A common name for a guy who never 9 it to the top. Joe Blow, Joe Palooka, Joe Magrac...a working class name. The United States has 10 had a president or vice-president or secretary of state Joe.

G.I. Joe had a 11 career fighting German, Japanese, and Korean troops. He appears as a character, or a 12 of American personalities, in the 1945 movie *The Story of G.I. Joe*, based on the last days of war correspondent Ernie Pyle. Some of the soldiers Pyle 13 portrayed themselves in the film. Pyle was famous for covering the 14 side of the war, writing about the dirt-snow-and-mud soldiers, not how many miles were 15 or what towns were captured or liberated. His reports 16 the "Willie" cartoons of famed *Stars and Stripes* artist Bill Maulden. Boh men 17 the dirt and exhaustion of war, the 18 of civilization that the soldiers shared with each other and the civilians: coffee, tobacco, whiskey, shelter, sleep. 19 Egypt, France, and a dozen more countries, G.I. Joe was any American soldier, 20 the most important person in their lives.

- |                         |                   |                     |                   |
|-------------------------|-------------------|---------------------|-------------------|
| 1. [A] served           | [B] performed     | [C] rebelled        | [D] betrayed      |
| 2. [A] actual           | [B] common        | [C] special         | [D] normal        |
| 3. [A] loaded           | [B] eased         | [C] removed         | [D] bore          |
| 4. [A] necessities      | [B] facilities    | [C] commodities     | [D] properties    |
| 5. [A] and              | [B] nor           | [C] but             | [D] hence         |
| 6. [A] for              | [B] into          | [C] from            | [D] against       |
| 7. [A] implying         | [B] meaning       | [C] symbolizing     | [D] claiming      |
| 8. [A] handed out       | [B] turned over   | [C] brought back    | [D] passed down   |
| 9. [A] pushed           | [B] got           | [C] made            | [D] managed       |
| 10. [A] ever            | [B] never         | [C] either          | [D] neither       |
| 11. [A] disguised       | [B] disturbed     | [C] disputed        | [D] distinguished |
| 12. [A] company         | [B] community     | [C] collection      | [D] colony        |
| 13. [A] employed        | [B] appointed     | [C] interviewed     | [D] questioned    |
| 14. [A] human           | [B] military      | [C] political       | [D] ethical       |
| 15. [A] ruined          | [B] commuted      | [C] patrolled       | [D] gained        |
| 16. [A] paralleled      | [B] counteracted  | [C] duplicated      | [D] contradicted  |
| 17. [A] neglected       | [B] emphasized    | [C] avoided         | [D] admired       |
| 18. [A] stages          | [B] illusions     | [C] fragments       | [D] advances      |
| 19. [A] With            | [B] To            | [C] Among           | [D] Beyond        |
| 20. [A] on the contrary | [B] by this means | [C] from the outset | [D] at that point |

## 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 1. (40 points)

## Text 1

Homework has never been terribly popular with students and even many parents, but in recent years it has been particularly scorned. School districts across the country, most recently Los Angeles Unified, are revising their thinking on this educational ritual. Unfortunately, L.A. Unified has produced an inflexible policy which mandates that with the exception of some advanced courses, homework may no longer count for more than 10% of a student's academic grade.

This rule is meant to address the difficulty that students from impoverished or chaotic homes might have in completing their homework. But the policy is unclear and contradictory. Certainly, no homework should be assigned that students cannot complete on their own or that they cannot do without expensive equipment. But if the district is essentially giving a pass to students who do not do their homework because of complicated family lives, it is going riskily close to the implication that standards need to be lowered for poor children.

District administrators say that homework will still be a part of schooling; teachers are allowed to assign as much of it as they want. But with homework counting for no more than 10% of their grades, students can easily skip half their homework and see very little difference on their report cards. Some students might do well on state tests without completing their homework, but what about the students who performed well on the tests and did their homework? It is quite possible that the homework helped. Yet rather than empowering teachers to find what works best for their students, the policy imposes a flat, across-the-board rule.

At the same time, the policy addresses none of the truly thorny questions about homework. If the district finds homework to be unimportant to its students' academic achievement, it should move to reduce or eliminate the assignments, not make them count for almost nothing. Conversely, if homework matters, it should account for a significant portion of the grade. Meanwhile, this policy does nothing to ensure that the homework students receive is meaningful or appropriate to their age and the subject, or that teachers are not assigning more than they are willing to review and correct.

The homework rules should be put on hold while the school board, which is responsible for setting educational policy, looks into the matter and conducts public hearings. It is not too late for L.A. Unified to do homework right.

21. It is implied in Paragraph 1 that nowadays homework\_\_\_\_\_.  
[A] is receiving more criticism  
[B] is gaining more preferences  
[C] is no longer an educational ritual  
[D] is not required for advanced courses
22. L.A. Unified has made the rule about homework mainly because poor students \_\_\_\_\_.  
[A] tend to have moderate expectations for their education  
[B] have asked for a different educational standard  
[C] may have problems finishing their homework  
[D] have voiced their complaints about homework
23. According to Paragraph 3, one problem with the policy is that it may\_\_\_\_\_.  
[A] result in students' indifference to their report cards  
[B] undermine the authority of state tests  
[C] restrict teachers' power in education  
[D] discourage students from doing homework
24. As mentioned in Paragraph 4, a key question unanswered about homework is whether\_\_\_\_\_.  
[A] it should be eliminated  
[B] it counts much in schooling  
[C] it places extra burdens on teachers  
[D] it is important for grades
25. A suitable title for this text could be\_\_\_\_\_.  
[A] A Faulty Approach to Homework  
[B] A Welcomed Policy for Poor Students  
[C] Thorny Questions about Homework  
[D] Wrong Interpretations of an Educational Policy

## Text 2

Pretty in pink: adult women do not remember being so obsessed with the colour, yet it is pervasive in our young girls' lives. It is not that pink is intrinsically bad, but it is such a tiny slice of the rainbow and, though it may celebrate girlhood in one way, it also repeatedly and firmly fuses girls' identity to appearance. Then it presents that connection, even among two-year-olds, between girls as not only innocent but as evidence of innocence. Looking around, I despaired at the singular lack of imagination about girls' lives and interests.

Girls' attraction to pink may seem unavoidable, somehow encoded in their DNA, but according to Jo Paoletti, an associate professor of American Studies, it is not. Children were not colour-coded at all until the early 20th century: in the era before domestic washing machines all babies wore white as a practical matter, since the only way of getting clothes clean was to boil them. What's more, both boys and girls wore what were thought of as gender-neutral dresses. When nursery colours were introduced, pink was actually considered the more masculine colour, a pastel version of red, which was associated with strength. Blue, with its intimations of the Virgin Mary, constancy and faithfulness, symbolised femininity. It was not until the mid-1980s, when amplifying age and sex differences became a dominant children's marketing strategy, that pink fully came into its own, when it began to seem inherently attractive to girls, part of what defined them as female, at least for the first few critical years.

I had not realised how profoundly marketing trends dictated our perception of what is natural to kids, including our core beliefs about their psychological development. Take the toddler. I assumed that phase was something experts developed after years of research into children's behaviour: wrong. Turns out, according to Daniel Cook, a historian of childhood consumerism, it was popularised as a marketing trick by clothing manufacturers in the 1930s.

Trade publications counselled department stores that, in order to increase sales, they should create a "third stepping stone" between infant wear and older kids' clothes. It was only after "toddler" became a common shoppers' term that it evolved into a broadly accepted developmental stage. Splitting kids, or adults, into ever-tinier categories has proved a sure-fire way to boost profits. And one of the easiest ways to segment a market is to magnify gender differences – or invent them where they did not previously exist.

26. By saying “it is...the rainbow” (Line 3, Para. 1), the author means pink \_\_\_\_\_.  
[A] cannot explain girls’ lack of imagination  
[B] should not be associated with girls’ innocence  
[C] should not be the sole representation of girlhood  
[D] cannot influence girls’ lives and interests
27. According to Paragraph 2, which of the following is true of colours?  
[A] Colours are encoded in girls’ DNA.  
[B] Blue used to be regarded as the colour for girls.  
[C] White is preferred by babies.  
[D] Pink used to be a neutral colour in symbolising genders.
28. The author suggests that our perception of children’s psychological development was much influenced by \_\_\_\_\_.  
[A] the observation of children’s nature  
[B] the marketing of products for children  
[C] researches into children’s behaviour  
[D] studies of childhood consumption
29. We may learn from Paragraph 4 that department stores were advised to \_\_\_\_\_.  
[A] classify consumers into smaller groups  
[B] attach equal importance to different genders  
[C] focus on infant wear and older kids’ clothes  
[D] create some common shoppers’ terms
30. It can be concluded that girls’ attraction to pink seems to be \_\_\_\_\_.  
[A] fully understood by clothing manufacturers  
[B] clearly explained by their inborn tendency  
[C] mainly imposed by profit-driven businessmen  
[D] well interpreted by psychological experts

### Text 3

In 2010, a federal judge shook America's biotech industry to its core. Companies had won patents for isolated DNA for decades – by 2005 some 20% of human genes were patented. But in March 2010 a judge ruled that genes were unpatentable. Executives were violently agitated. The Biotechnology Industry Organisation (BIO), a trade group, assured members that this was just a “preliminary step” in a longer battle.

On July 29th they were relieved, at least temporarily. A federal appeals court overturned the prior decision, ruling that Myriad Genetics could indeed hold patents to two genes that help forecast a woman's risk of breast cancer. The chief executive of Myriad, a company in Utah, said the ruling was a blessing to firms and patients alike.

But as companies continue their attempts at personalised medicine, the courts will remain rather busy. The Myriad case itself is probably not over. Critics make three main arguments against gene patents: a gene is a product of nature, so it may not be patented; gene patents suppress innovation rather than reward it; and patents' monopolies restrict access to genetic tests such as Myriad's. A growing number seem to agree. Last year a federal task-force urged reform for patents related to genetic tests. In October the Department of Justice filed a brief in the Myriad case, arguing that an isolated DNA molecule “is no less a product of nature...than are cotton fibres that have been separated from cotton seeds.”

Despite the appeals court's decision, big questions remain unanswered. For example, it is unclear whether the sequencing of a whole genome violates the patents of individual genes within it. The case may yet reach the Supreme Court.

As the industry advances, however, other suits may have an even greater impact. Companies are unlikely to file many more patents for human DNA molecules – most are already patented or in the public domain. Firms are now studying how genes interact, looking for correlations that might be used to determine the causes of disease or predict a drug's efficacy. Companies are eager to win patents for “connecting the dots,” explains Hans Sauer, a lawyer for the BIO.

Their success may be determined by a suit related to this issue, brought by the Mayo Clinic, which the Supreme Court will hear in its next term. The BIO recently held a convention which included sessions to coach lawyers on the shifting landscape for patents. Each meeting was packed.

31. It can be learned from Paragraph 1 that the biotech companies would like\_\_\_\_\_.  
[A] genes to be patentable  
[B] the BIO to issue a warning  
[C] their executives to be active  
[D] judges to rule out gene patenting
32. Those who are against gene patents believe that\_\_\_\_\_.  
[A] genetic tests are not reliable  
[B] only man-made products are patentable  
[C] patents on genes depend much on innovation  
[D] courts should restrict access to genetic tests
33. According to Hans Sauer, companies are eager to win patents for\_\_\_\_\_.  
[A] discovering gene interactions  
[B] establishing disease correlations  
[C] drawing pictures of genes  
[D] identifying human DNA
34. By saying “Each meeting was packed” (Line 4, Para. 6), the author means that \_\_\_\_\_.  
[A] the supreme court was authoritative  
[B] the BIO was a powerful organisation  
[C] gene patenting was a great concern  
[D] lawyers were keen to attend conventions
35. Generally speaking, the author’s attitude toward gene patenting is \_\_\_\_\_.  
[A] critical  
[B] supportive  
[C] scornful  
[D] objective

#### Text 4

The great recession may be over, but this era of high joblessness is probably beginning. Before it ends, it will likely change the life course and character of a generation of young adults. And ultimately, it is likely to reshape our politics, our culture, and the character of our society for years.

No one tries harder than the jobless to find silver linings in this national economic disaster. Many said that unemployment, while extremely painful, had improved them in some ways: they had become less materialistic and more financially prudent; they were more aware of the struggles of others. In limited respects, perhaps the recession will leave society better off. At the very least, it has awoken us from our national fever dream of easy riches and bigger houses, and put a necessary end to an era of reckless personal spending.

But for the most part, these benefits seem thin, uncertain, and far off. In *The Moral Consequences of Economic Growth*, the economic historian Benjamin Friedman argues that both inside and outside the U.S., lengthy periods of economic stagnation or decline have almost always left society more mean-spirited and less inclusive, and have usually stopped or reversed the advance of rights and freedoms. Anti-immigrant sentiment typically increases, as does conflict between races and classes.

Income inequality usually falls during a recession, but it has not shrunk in this one. Indeed, this period of economic weakness may reinforce class divides, and decrease opportunities to cross them – especially for young people. The research of Till Von Wachter, the economist at Columbia University, suggests that not all people graduating into a recession see their life chances dimmed: those with degrees from elite universities catch up fairly quickly to where they otherwise would have been if they had graduated in better times; it is the masses beneath them that are left behind.

In the Internet age, it is particularly easy to see the resentment that has always been hidden within American society. More difficult, in the moment, is discerning precisely how these lean times are affecting society's character. In many respects, the U.S. was more socially tolerant entering this recession than at any time in its history, and a variety of national polls on social conflict since then have shown mixed results. We will have to wait and see exactly how these hard times will reshape our social fabric. But they certainly will reshape it, and all the more so the longer they extend.

36. By saying “to find silver linings” (Line 1, Para. 2) the author suggests that the jobless try to\_\_\_\_\_.
- [A] seek subsidies from the government
  - [B] make profits from the troubled economy
  - [C] explore reasons for the unemployment
  - [D] look on the bright side of the recession
37. According to Paragraph 2, the recession has made people \_\_\_\_\_.
- [A] struggle against each other
  - [B] realize the national dream
  - [C] challenge their prudence
  - [D] reconsider their lifestyle
38. Benjamin Friedman believes that economic recessions may \_\_\_\_\_.
- [A] impose a heavier burden on immigrants
  - [B] bring out more evils of human nature
  - [C] promote the advance of rights and freedoms
  - [D] ease conflicts between races and classes
39. The research of Till Von Wachter suggests that in the recession graduates from elite universities tend to\_\_\_\_\_.
- [A] lag behind the others due to decreased opportunities
  - [B] catch up quickly with experienced employees
  - [C] see their life chances as dimmed as the others’
  - [D] recover more quickly than the others
40. The author thinks that the influence of hard times on society is \_\_\_\_\_.
- [A] trivial
  - [B] positive
  - [C] certain
  - [D] destructive

## Part B

### Directions:

Read the following text and answer the questions by finding information from the left column that corresponds to each of the marked details given in the right column. There are two extra choices in the right column. Mark your answers on ANSWER SHEET 1. (10 points)

“Universal history, the history of what man has accomplished in this world, is at bottom the History of the Great Men who have worked here,” wrote the Victorian sage Thomas Carlyle. Well, not any more it is not.

Suddenly, Britain looks to have fallen out with its favorite historical form. This could be no more than a passing literary craze, but it also points to a broader truth about how we now approach the past: less concerned with learning from our forefathers and more interested in feeling their pain. Today, we want empathy, not inspiration.

From the earliest days of the Renaissance, the writing of history meant recounting the exemplary lives of great men. In 1337, Petrarch began work on his rambling writing *De Viris Illustribus – On Famous Men*, highlighting the *virtus* (or virtue) of classical heroes. Petrarch celebrated their greatness in conquering fortune and rising to the top. This was the biographical tradition which Niccolò Machiavelli turned on its head. In *The Prince*, he championed cunning, ruthlessness, and boldness, rather than virtue, mercy and justice, as the skills of successful leaders.

Over time, the attributes of greatness shifted. The Romantics commemorated the leading painters and authors of their day, stressing the uniqueness of the artist’s personal experience rather than public glory. By contrast, the Victorian author Samuel Smiles wrote *Self-Help* as a catalogue of the worthy lives of engineers, industrialists and explorers. “The valuable examples which they furnish of the power of self-help, of patient purpose, resolute working, and steadfast integrity, issuing in the formation of truly noble and manly character, exhibit,” wrote Smiles, “what it is in the power of each to accomplish for himself.” His biographies of James Watt, Richard Arkwright and Josiah Wedgwood were held up as beacons to guide the working man through his difficult life.

This was all a bit bourgeois for Thomas Carlyle, who focused his biographies on the truly heroic lives of Martin Luther, Oliver Cromwell and Napoleon Bonaparte. These epochal figures represented lives hard to imitate, but to be acknowledged as possessing higher authority than mere mortals.

Not everyone was convinced by such bombast. “The history of all hitherto existing society is the history of class struggles,” wrote Marx and Engels in *The*

*Communist Manifesto*. For them, history did nothing, it possessed no immense wealth nor waged battles: “It is man, real, living man who does all that.” And history should be the story of the masses and their record of struggle, As such, it needed to appreciate the economic realities, the social contexts and power relations in which each epoch stood. For: “Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found, given and transmitted from the past.”

This was the tradition which revolutionised our appreciation of the past. In place of Thomas Carlyle, Britain nurtured Christopher Hill, EP Thompson and Eric Hobsbawm. History from below stood alongside biographies of great men. Whole new realms of understanding – from gender to race to cultural studies – were opened up as scholars unpicked the multiplicity of lost societies. And it transformed public history too: downstairs became just as fascinating as upstairs.

	[A] emphasized the virtue of classical heroes.
41. Petrarch	[B] highlighted the public glory of the leading artists.
42. Niccolò Machiavelli	[C] focused on epochal figures whose lives were hard to imitate.
43. Samuel Smiles	[D] opened up new realms of understanding the great men in history.
44. Thomas Carlyle	[E] held that history should be the story of the masses and their record of struggle.
45. Marx and Engels	[F] dismissed virtue as unnecessary for successful leaders.
	[G] depicted the worthy lives of engineers, industrialists and explorers.

### Section III Translation

#### 46. Directions:

Translate the following text from English into Chinese. Write your translation on ANSWER SHEET 2. (15 points)

When people in developing countries worry about migration, they are usually concerned at the prospect of their best and brightest departure to Silicon Valley or to hospitals and universities in the developed world. These are the kind of workers that countries like Britain, Canada and Australia try to attract by using immigration rules that privilege college graduates.

Lots of studies have found that well-educated people from developing countries are particularly likely to emigrate. A big survey of Indian households in 2004 found that nearly 40% of emigrants had more than a high-school education, compared with around 3.3% of all Indians over the age 25. This “brain drain” has long bothered policymakers in poor countries. They fear that it hurts their economies, depriving them of much-needed skilled workers who could have taught at their universities, worked in their hospitals and come up with clever new products for their factories to make.

## Section IV Writing

### Part A

#### 47. Directions:

Suppose you have found something wrong with the electronic dictionary that you bought from an online store the other day. Write an email to the customer service center to

- 1) make a complaint, and
- 2) demand a prompt solution.

You should write about 100 words on ANSWER SHEET 2.

**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:

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

- 1) describe the table, and
- 2) give your comments.

You should write at least 150 words.

Write your essay on ANSWER SHEET 2. (15 points)

某公司员工工作满意度调查

年龄组 \ 满意度	满意	不清楚	不满意
	年龄组		
≤40 岁	16.7%	50.0%	33.3%
41~50 岁	0.0%	36.0%	64.0%
>50 岁	40.0%	50.0%	10.0%



## 2013年全国硕士研究生招生考试

## 英语 (二)

(科目代码: 204)



### ☆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，将答案卡和试题册按规定交回。

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)

[illegible]

## 2013年全国硕士研究生入学统一考试英语（二）试题

### Section I Use of English

#### Directions:

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

Given the advantages of electronic money, you might think that we would move quickly to the cashless society in which all payments are made electronically. 1, a true cashless society is probably not around the corner. Indeed, predictions have been 2 for two decades but have not yet come to fruition. For example, *Business Week* predicted in 1975 that electronic means of payment would soon “revolutionize the very 3 of money itself,” only to 4 itself several years later. Why has the movement to a cashless society been so 5 in coming?

Although electronic means of payment may be more efficient than a payments system based on paper, several factors work 6 the disappearance of the paper system. First, it is very 7 to set up the computer, card reader, and telecommunications networks necessary to make electronic money the 8 form of payment. Second, paper checks have the advantage that they 9 receipts, something that many consumers are unwilling to 10. Third, the use of paper checks gives consumers several days of “float” – it takes several days 11 a check is cashed and funds are 12 from the issuer’s account, which means that the writer of the check can earn interest on the funds in the meantime. 13 electronic payments are immediate, they eliminate the float for the consumer.

Fourth, electronic means of payment may 14 security and privacy concerns. We often hear media reports that an unauthorized hacker has been able to access a computer database and to alter information 15 there. The fact that this is not an 16 occurrence means that dishonest persons might be able to access bank accounts in electronic payments systems and 17 from someone else’s accounts. The 18 of this type of fraud is no easy task, and a new field of computer science is developing to 19 security issues. A further concern is that the use of electronic means of payment leaves an electronic 20 that contains a large amount of personal data. There are concerns that government, employers, and marketers might be able to access these data, thereby violating our privacy.

- |                       |                   |                  |                   |
|-----------------------|-------------------|------------------|-------------------|
| 1. [A] Moreover       | [B] However       | [C] Therefore    | [D] Otherwise     |
| 2. [A] off            | [B] back          | [C] over         | [D] around        |
| 3. [A] power          | [B] concept       | [C] history      | [D] role          |
| 4. [A] reverse        | [B] resist        | [C] resume       | [D] reward        |
| 5. [A] silent         | [B] sudden        | [C] slow         | [D] steady        |
| 6. [A] for            | [B] against       | [C] with         | [D] on            |
| 7. [A] expensive      | [B] imaginative   | [C] sensitive    | [D] productive    |
| 8. [A] similar        | [B] original      | [C] temporary    | [D] dominant      |
| 9. [A] collect        | [B] copy          | [C] provide      | [D] print         |
| 10. [A] give up       | [B] take over     | [C] bring back   | [D] pass down     |
| 11. [A] before        | [B] after         | [C] since        | [D] when          |
| 12. [A] kept          | [B] borrowed      | [C] withdrawn    | [D] released      |
| 13. [A] Unless        | [B] Because       | [C] Until        | [D] Though        |
| 14. [A] hide          | [B] express       | [C] ease         | [D] raise         |
| 15. [A] analyzed      | [B] shared        | [C] stored       | [D] displayed     |
| 16. [A] unsafe        | [B] unnatural     | [C] unclear      | [D] uncommon      |
| 17. [A] steal         | [B] choose        | [C] benefit      | [D] return        |
| 18. [A] consideration | [B] prevention    | [C] manipulation | [D] justification |
| 19. [A] call for      | [B] fight against | [C] adapt to     | [D] cope with     |
| 20. [A] chunk         | [B] chip          | [C] trail        | [D] path          |

## Section II Reading Comprehension

### Part A

#### Directions:

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

## Text 1

In an essay entitled “Making It in America,” the author Adam Davidson relates a joke from cotton country about just how much a modern textile mill has been automated: The average mill has only two employees today, “a man and a dog. The man is there to feed the dog, and the dog is there to keep the man away from the machines.”

Davidson’s article is one of a number of pieces that have recently appeared making the point that the reason we have such stubbornly high unemployment and declining middle-class incomes today is largely because of the big drop in demand because of the Great Recession, but it is also because of the advances in both globalization and the information technology revolution, which are more rapidly than ever replacing labor with machines or foreign workers.

In the past, workers with average skills, doing an average job, could earn an average lifestyle. But, today, average is officially over. Being average just won’t earn you what it used to. It can’t when so many more employers have so much more access to so much more above average cheap foreign labor, cheap robotics, cheap software, cheap automation and cheap genius. Therefore, everyone needs to find their extra – their unique value contribution that makes them stand out in whatever is their field of employment.

Yes, new technology has been eating jobs forever, and always will. But there’s been an acceleration. As Davidson notes, “In the 10 years ending in 2009, [U.S.] factories shed workers so fast that they erased almost all the gains of the previous 70 years; roughly one out of every three manufacturing jobs – about 6 million in total – disappeared.”

There will always be change – new jobs, new products, new services. But the one thing we know for sure is that with each advance in globalization and the I. T. revolution, the best jobs will require workers to have more and better education to make themselves above average.

In a world where average is officially over, there are many things we need to do to support employment, but nothing would be more important than passing some kind of G. I. Bill for the 21<sup>st</sup> century that ensures that every American has access to post-high school education.

21. The joke in Paragraph 1 is used to illustrate\_\_\_\_\_.
- [A] the impact of technological advances
  - [B] the alleviation of job pressure
  - [C] the shrinkage of textile mills
  - [D] the decline of middle-class incomes
22. According to Paragraph 3, to be a successful employee, one has to\_\_\_\_\_.
- [A] work on cheap software
  - [B] ask for a moderate salary
  - [C] adopt an average lifestyle
  - [D] contribute something unique
23. The quotation in Paragraph 4 explains that\_\_\_\_\_.
- [A] gains of technology have been erased
  - [B] job opportunities are disappearing at a high speed
  - [C] factories are making much less money than before
  - [D] new jobs and services have been offered
24. According to the author, to reduce unemployment, the most important is \_\_\_\_\_.
- [A] to accelerate the I. T. revolution
  - [B] to ensure more education for people
  - [C] to advance economic globalization
  - [D] to pass more bills in the 21<sup>st</sup> century
25. Which of the following would be the most appropriate title for the text?
- [A] New Law Takes Effect.
  - [B] Technology Goes Cheap.
  - [C] Average Is Over.
  - [D] Recession Is Bad.

## Text 2

A century ago, the immigrants from across the Atlantic included settlers and sojourners. Along with the many folks looking to make a permanent home in the United States came those who had no intention to stay, and who would make some money and then go home. Between 1908 and 1915, about 7 million people arrived while about 2 million departed. About a quarter of all Italian immigrants, for example, eventually returned to Italy for good. They even had an affectionate nickname, “uccelli di passaggio,” birds of passage.

Today, we are much more rigid about immigrants. We divide newcomers into two categories: legal or illegal, good or bad. We hail them as Americans in the making, or brand them as aliens to be kicked out. That framework has contributed mightily to our broken immigration system and the long political paralysis over how to fix it. We don’t need more categories, but we need to change the way we think about categories. We need to look beyond strict definitions of legal and illegal. To start, we can recognize the new birds of passage, those living and thriving in the gray areas. We might then begin to solve our immigration challenges.

Crop pickers, violinists, construction workers, entrepreneurs, engineers, home health-care aides and physicists are among today’s birds of passage. They are energetic participants in a global economy driven by the flow of work, money and ideas. They prefer to come and go as opportunity calls them. They can manage to have a job in one place and a family in another.

With or without permission, they straddle laws, jurisdictions and identities with ease. We need them to imagine the United States as a place where they can be productive for a while without committing themselves to staying forever. We need them to feel that home can be both here and there and that they can belong to two nations honorably.

Accommodating this new world of people in motion will require new attitudes on both sides of the immigration battle. Looking beyond the culture war logic of right or wrong means opening up the middle ground and understanding that managing immigration today requires multiple paths and multiple outcomes, including some that are not easy to accomplish legally in the existing system.

26. “Birds of passage” refers to those who\_\_\_\_\_.
- [A] stay in a foreign country temporarily
  - [B] leave their home countries for good
  - [C] immigrate across the Atlantic
  - [D] find permanent jobs overseas
27. It is implied in Paragraph 2 that the current immigration system in the US \_\_\_\_\_.
- [A] needs new immigrant categories
  - [B] has loosened control over immigrants
  - [C] should be adapted to meet challenges
  - [D] has been fixed via political means
28. According to the author, today’s birds of passage want\_\_\_\_\_.
- [A] financial incentives
  - [B] a global recognition
  - [C] the freedom to stay and leave
  - [D] opportunities to get regular jobs
29. The author suggests that the birds of passage today should be treated\_\_\_\_\_.
- [A] as faithful partners
  - [B] with legal tolerance
  - [C] with economic favors
  - [D] as mighty rivals
30. The most appropriate title for this text would be\_\_\_\_\_.
- [A] Come and Go: Big Mistake
  - [B] Living and Thriving: Great Risk
  - [C] With or Without: Great Risk
  - [D] Legal or Illegal: Big Mistake

### Text 3

Scientists have found that although we are prone to snap overreactions, if we take a moment and think about how we are likely to react, we can reduce or even eliminate the negative effects of our quick, hard-wired responses.

Snap decisions can be important defense mechanisms; if we are judging whether someone is dangerous, our brains and bodies are hard-wired to react very quickly, within milliseconds. But we need more time to assess other factors. To accurately tell whether someone is sociable, studies show, we need at least a minute, preferably five. It takes a while to judge complex aspects of personality, like neuroticism or open-mindedness.

But snap decisions in reaction to rapid stimuli aren't exclusive to the interpersonal realm. Psychologists at the University of Toronto found that viewing a fast-food logo for just a few milliseconds primes us to read 20 percent faster, even though reading has little to do with eating. We unconsciously associate fast food with speed and impatience and carry those impulses into whatever else we're doing. Subjects exposed to fast-food flashes also tend to think a musical piece lasts too long.

Yet we can reverse such influences. If we know we will overreact to consumer products or housing options when we see a happy face (one reason good sales representatives and real estate agents are always smiling), we can take a moment before buying. If we know female job screeners are more likely to reject attractive female applicants, we can help screeners understand their biases – or hire outside screeners.

John Gottman, the marriage expert, explains that we quickly “thin slice” information reliably only after we ground such snap reactions in “thick sliced” long-term study. When Dr. Gottman really wants to assess whether a couple will stay together, he invites them to his island retreat for a much longer evaluation: two days, not two seconds.

Our ability to mute our hard-wired reactions by pausing is what differentiates us from animals: dogs can think about the future only intermittently or for a few minutes. But historically we have spent about 12 percent of our days contemplating the longer term. Although technology might change the way we react, it hasn't changed our nature. We still have the imaginative capacity to rise above temptation and reverse the high-speed trend.

31. The time needed in making decisions may\_\_\_\_\_.  
[A] predetermine the accuracy of our judgment  
[B] prove the complexity of our brain reaction  
[C] depend on the importance of the assessment  
[D] vary according to the urgency of the situation
32. Our reaction to a fast-food logo shows that snap decisions\_\_\_\_\_.  
[A] can be associative  
[B] are not unconscious  
[C] can be dangerous  
[D] are not impulsive
33. To reverse the negative influences of snap decisions, we should\_\_\_\_\_.  
[A] trust our first impression  
[B] think before we act  
[C] do as people usually do  
[D] ask for expert advice
34. John Gottman says that reliable snap reactions are based on\_\_\_\_\_.  
[A] critical assessment  
[B] “thin sliced” study  
[C] adequate information  
[D] sensible explanation
35. The author’s attitude toward reversing the high-speed trend is\_\_\_\_\_.  
[A] tolerant  
[B] optimistic  
[C] uncertain  
[D] Doubtful

## Text 4

Europe is not a gender-equality heaven. In particular, the corporate workplace will never be completely family-friendly until women are part of senior management decisions, and Europe's top corporate-governance positions remain overwhelmingly male. Indeed, women hold only 14 per cent of positions on European corporate boards.

The European Union is now considering legislation to compel corporate boards to maintain a certain proportion of women – up to 60 per cent. This proposed mandate was born of frustration. Last year, European Commission Vice President Viviane Reding issued a call to voluntary action. Reding invited corporations to sign up for gender balance goals of 40 per cent female board membership. But her appeal was considered a failure: only 24 companies took it up.

Do we need quotas to ensure that women can continue to climb the corporate ladder fairly as they balance work and family?

“Personally, I don't like quotas,” Reding said recently. “But I like what the quotas do.” Quotas get action: they “open the way to equality and they break through the glass ceiling,” according to Reding, a result seen in France and other countries with legally binding provisions on placing women in top business positions.

I understand Reding's reluctance – and her frustration. I don't like quotas either; they run counter to my belief in meritocracy, governance by the capable. But, when one considers the obstacles to achieving the meritocratic ideal, it does look as if a fairer world must be temporarily ordered.

After all, four decades of evidence has now shown that corporations in Europe as well as the US are evading the meritocratic hiring and promotion of women to top positions – no matter how much “soft pressure” is put upon them. When women do break through to the summit of corporate power – as, for example, Sheryl Sandberg recently did at Facebook – they attract massive attention precisely because they remain the exception to the rule.

If appropriate public policies were in place to help all women – whether CEOs or their children's caregivers – and all families, Sandberg would be no more newsworthy than any other highly capable person living in a more just society.

36. In the European corporate workplace, generally\_\_\_\_\_.
- [A] women take the lead
  - [B] men have the final say
  - [C] corporate governance is overwhelmed
  - [D] senior management is family-friendly
37. The European Union's intended legislation is\_\_\_\_\_.
- [A] a reflection of gender balance
  - [B] a response to Reding's call
  - [C] a reluctant choice
  - [D] a voluntary action
38. According to Reding, quotas may help women\_\_\_\_\_.
- [A] get top business positions
  - [B] see through the glass ceiling
  - [C] balance work and family
  - [D] anticipate legal results
39. The author's attitude toward Reding's appeal is one of\_\_\_\_\_.
- [A] skepticism
  - [B] objectiveness
  - [C] indifference
  - [D] approval
40. Women entering top management become headlines due to the lack of\_\_\_\_\_.
- [A] more social justice
  - [B] massive media attention
  - [C] suitable public policies
  - [D] greater "soft pressure"

## Part B

### Directions:

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

- [A] Live like a peasant
- [B] Balance your diet
- [C] Shopkeepers are your friends
- [D] Remember to treat yourself
- [E] Stick to what you need
- [F] Planning is everything
- [G] Waste not, want not

The hugely popular blog the Skint Foodie chronicles how Tony balances his love of good food with living on benefits. After bills, Tony has £ 60 a week to spend, £ 40 of which goes on food, but 10 years ago he was earning £ 130,000 a year working in corporate communications and eating at London's best restaurants at least twice a week. Then his marriage failed, his career burned out and his drinking became serious. "The community mental health team saved my life. And I felt like that again, to a certain degree, when people responded to the blog so well. It gave me the validation and confidence that I'd lost. But it's still a day-by-day thing." Now he's living in a council flat and fielding offers from literary agents. He's feeling positive, but he'll carry on blogging – not about eating as cheaply as you can – "there are so many people in a much worse state, with barely any money to spend on food" – but eating well on a budget. Here's his advice for economical foodies.

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

Impulsive spending isn't an option, so plan your week's menu in advance, making shopping lists for your ingredients in their exact quantities. I have an Excel template for a week of breakfast, lunch and dinner. Stop laughing: it's not just cost effective but helps you balance your diet. It's also a good idea to shop daily instead of

weekly, because, being human, you'll sometimes change your mind about what you fancy.

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

This is where supermarkets and their anonymity come in handy. With them, there's not the same embarrassment as when buying one carrot in a little greengrocer. And if you plan properly, you'll know that you only need, say, 350g of shin of beef and six rashers of bacon, not whatever weight is pre-packed in the supermarket chiller.

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

You may proudly claim to only have frozen peas in the freezer – that's not good enough. Mine is filled with leftovers, bread, stock, meat and fish. Planning ahead should eliminate wastage, but if you have surplus vegetables you'll do a vegetable soup, and all fruits threatening to "go off" will be cooked or juiced.

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

Everyone says this, but it really is a top tip for frugal eaters. Shop at butchers, delis and fish-sellers regularly, even for small things, and be super friendly. Soon you'll feel comfortable asking if they've any knuckles of ham for soups and stews, or beef bones, chicken carcasses and fish heads for stock which, more often than not, they'll let you have for free.

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

You won't be eating out a lot, but save your pennies and once every few months treat yourself to a set lunch at a good restaurant – £ 1.75 a week for three months gives you £ 21 – more than enough for a three-course lunch at Michelin-starred Arbutus. It's £ 16.95 there – or £ 12.99 for a large pizza from Domino's: I know which I'd rather eat.

### Section III Translation

**46. Directions:**

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

I can pick a date from the past 53 years and know instantly where I was, what happened in the news and even the day of the week. I've been able to do this since I was four.

I never feel overwhelmed with the amount of information my brain absorbs. My mind seems to be able to cope and the information is stored away neatly. When I think of a sad memory, I do what everybody does – try to put it to one side. I don't think it's harder for me just because my memory is clearer. Powerful memory doesn't make my emotions any more acute or vivid. I can recall the day my grandfather died and the sadness I felt when we went to the hospital the day before. I also remember that the musical play *Hair* opened on Broadway on the same day – they both just pop into my mind in the same way.

## Section IV Writing

### Part A

#### 47. Directions:

Suppose your class is to hold a charity sale for kids in need of help. Write your classmates an email to

- 1) inform them about the details, and
- 2) encourage them to participate.

You should write about 100 words on the ANSWER SHEET.

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

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

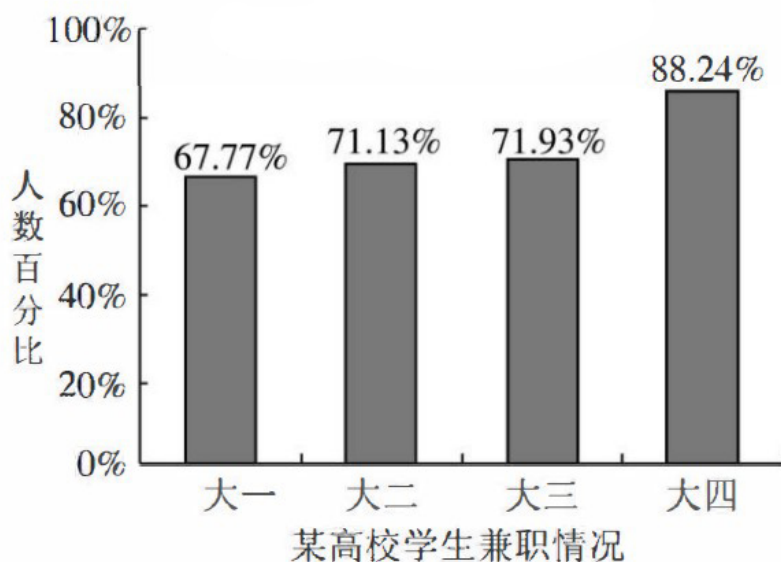
### Part B

#### 48. Directions:

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

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

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

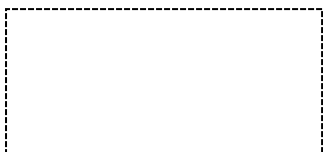




## 2014 年全国硕士研究生招生考试

## 英语 (二)

(科目代码: 204)



### ☆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，将答案卡和试题册按规定交回。

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)

[illegible]

## 2014年全国硕士研究生入学统一考试英语（二）试题

### Section I Use of English

#### Directions:

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

Thinner isn't always better. A number of studies have 1 that normal-weight people are in fact at higher risk of some diseases compared to those who are overweight. And there are health conditions for which being overweight is actually 2. For example, heavier women are less likely to develop calcium deficiency than thin women. 3, among the elderly, being somewhat overweight is often an 4 of good health.

Of even greater 5 is the fact that obesity turns out to be very difficult to define. It is often defined 6 body mass index, or BMI. BMI 7 body mass divided by the square of height. An adult with a BMI of 18 to 25 is often considered to be normal weight. Between 25 and 30 is overweight. And over 30 is considered obese. Obesity, 8, can be divided into moderately obese, severely obese, and very severely obese.

While such numerical standards seem 9, they are not. Obesity is probably less a matter of weight than body fat. Some people with a high BMI are in fact extremely fit, 10 others with a low BMI may be in poor 11. For example, many collegiate and professional football players 12 as obese, though their percentage body fat is low. Conversely, someone with a small frame may have high body fat but a 13 BMI.

Today we have a(n) 14 to label obesity as a disgrace. The overweight are sometimes 15 in the media with their faces covered. Stereotypes 16 with obesity include laziness, lack of will power, and lower prospects for success. Teachers, employers, and health professionals have been shown to harbor biases against the obese. 17 very young children tend to look down on the overweight, and teasing about body build has long been a problem in schools.

Negative attitudes toward obesity, 18 in health concerns, have stimulated a number of anti-obesity 19. My own hospital system has banned sugary drinks from its facilities. Many employers have instituted weight loss and fitness initiatives. Michelle Obama has launched a high-visibility campaign 20 childhood obesity, even claiming that it represents our greatest national security threat.

- |                     |                  |                 |                     |
|---------------------|------------------|-----------------|---------------------|
| 1. [A] denied       | [B] concluded    | [C] doubted     | [D] ensured         |
| 2. [A] protective   | [B] dangerous    | [C] sufficient  | [D] troublesome     |
| 3. [A] Instead      | [B] However      | [C] Likewise    | [D] Therefore       |
| 4. [A] indicator    | [B] objective    | [C] origin      | [D] example         |
| 5. [A] impact       | [B] relevance    | [C] assistance  | [D] concern         |
| 6. [A] in terms of  | [B] in case of   | [C] in favor of | [D] in respects of  |
| 7. [A] measures     | [B] determines   | [C] equals      | [D] modifies        |
| 8. [A] in essence   | [B] in contrast  | [C] in turn     | [D] in part         |
| 9. [A] complicated  | [B] conservative | [C] variable    | [D] straightforward |
| 10. [A] so          | [B] while        | [C] since       | [D] unless          |
| 11. [A] shape       | [B] spirit       | [C] balance     | [D] taste           |
| 12. [A] start       | [B] qualify      | [C] retire      | [D] stay            |
| 13. [A] strange     | [B] changeable   | [C] normal      | [D] constant        |
| 14. [A] option      | [B] reason       | [C] opportunity | [D] tendency        |
| 15. [A] employed    | [B] pictured     | [C] imitated    | [D] monitored       |
| 16. [A] compared    | [B] combined     | [C] settled     | [D] associated      |
| 17. [A] Even        | [B] Still        | [C] Yet         | [D] Only            |
| 18. [A] despised    | [B] corrected    | [C] ignored     | [D] grounded        |
| 19. [A] discussions | [B] businesses   | [C] policies    | [D] studies         |
| 20. [A] for         | [B] against      | [C] with        | [D] without         |

## Section II Reading Comprehension

### Part A

#### Directions:

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

## Text 1

What would you do with \$590m? This is now a question for Gloria MacKenzie, an 84-year-old widow who recently emerged from her small, tin-roofed house in Florida to collect the biggest undivided lottery jackpot in history. If she hopes her new-found fortune will yield lasting feelings of fulfilment, she could do worse than read *Happy Money* by Elizabeth Dunn and Michael Norton.

These two academics use an array of behavioral research to show that the most rewarding ways to spend money can be counterintuitive. Fantasies of great wealth often involve visions of fancy cars and extravagant homes. Yet satisfaction with these material purchases wears off fairly quickly. What was once exciting and new becomes old-hat; regret creeps in. It is far better to spend money on experiences, say Ms Dunn and Mr Norton, like interesting trips, unique meals or even going to the cinema. These purchases often become more valuable with time – as stories or memories – particularly if they involve feeling more connected to others.

This slim volume is packed with tips to help wage slaves as well as lottery winners get the most “happiness bang for your buck.” It seems most people would be better off if they could shorten their commutes to work, spend more time with friends and family and less of it watching television (something the average American spends a whopping two months a year doing, and is hardly jollier for it). Buying gifts or giving to charity is often more pleasurable than purchasing things for oneself, and luxuries are most enjoyable when they are consumed sparingly. This is apparently the reason McDonald’s restricts the availability of its popular McRib – a marketing trick that has turned the pork sandwich into an object of obsession.

Readers of *Happy Money* are clearly a privileged lot, anxious about fulfilment, not hunger. Money may not quite buy happiness, but people in wealthier countries are generally happier than those in poor ones. Yet the link between feeling good and spending money on others can be seen among rich and poor people around the world, and scarcity enhances the pleasure of most things for most people. Not everyone will agree with the authors’ policy ideas, which range from mandating more holiday time to reducing tax incentives for American homebuyers. But most people will come away from this book believing it was money well spent.

21. According to Dunn and Norton, which of the following is the most rewarding purchase?
- [A] A big house.
  - [B] A special tour.
  - [C] A stylish car.
  - [D] A rich meal.
22. The author's attitude toward Americans' watching TV is\_\_\_\_\_.
- [A] critical
  - [B] supportive
  - [C] sympathetic
  - [D] ambiguous
23. McRib is mentioned in Paragraph 3 to show that\_\_\_\_\_.
- [A] consumers are sometimes irrational
  - [B] popularity usually comes after quality
  - [C] marketing tricks are often effective
  - [D] rarity generally increases pleasure
24. According to the last paragraph, *Happy Money*\_\_\_\_\_.
- [A] has left much room for readers' criticism
  - [B] may prove to be a worthwhile purchase
  - [C] has predicted a wider income gap in the US
  - [D] may give its readers a sense of achievement
25. This text mainly discusses how to\_\_\_\_\_.
- [A] balance feeling good and spending money
  - [B] spend large sums of money won in lotteries
  - [C] obtain lasting satisfaction from money spent
  - [D] become more reasonable in spending on luxuries

## Text 2

An article in *Scientific American* has pointed out that empirical research says that, actually, you think you're more beautiful than you are. We have a deep-seated need to feel good about ourselves and we naturally employ a number of self-enhancing strategies to achieve this. Social psychologists have amassed oceans of research into what they call the "above average effect", or "illusory superiority", and shown that, for example, 70% of us rate ourselves as above average in leadership, 93% in driving and 85% at getting on well with others – all obviously statistical impossibilities.

We rose-tint our memories and put ourselves into self-affirming situations. We become defensive when criticised, and apply negative stereotypes to others to boost our own esteem. We stalk around thinking we're hot stuff.

Psychologist and behavioural scientist Nicholas Epley oversaw a key study into self-enhancement and attractiveness. Rather than have people simply rate their beauty compared with others, he asked them to identify an original photograph of themselves from a lineup including versions that had been altered to appear more and less attractive. Visual recognition, reads the study, is "an automatic psychological process, occurring rapidly and intuitively with little or no apparent conscious deliberation". If the subjects quickly chose a falsely flattering image – which most did – they genuinely believed it was really how they looked.

Epley found no significant gender difference in responses. Nor was there any evidence that those who self-enhanced the most (that is, the participants who thought the most positively doctored pictures were real) were doing so to make up for profound insecurities. In fact, those who thought that the images higher up the attractiveness scale were real directly corresponded with those who showed other markers for having higher self-esteem. "I don't think the findings that we have are any evidence of personal delusion," says Epley. "It's a reflection simply of people generally thinking well of themselves." If you are depressed, you won't be self-enhancing.

Knowing the results of Epley's study, it makes sense that many people hate photographs of themselves viscerally – on one level, they don't even recognise the person in the picture as themselves. Facebook, therefore, is a self-enhancer's paradise, where people can share only the most flattering photos, the cream of their wit, style, beauty, intellect and lifestyles. It's not that people's profiles are dishonest, says Catalina Toma of Wisconsin-Madison University, "but they portray an idealised version of themselves."

26. According to the first paragraph, social psychologists have found that\_\_\_\_\_.
- [A] our self-ratings are unrealistically high
  - [B] illusory superiority is a baseless effect
  - [C] our need for leadership is unnatural
  - [D] self-enhancing strategies are ineffective
27. Visual recognition is believed to be people's\_\_\_\_\_.
- [A] rapid matching
  - [B] conscious choice
  - [C] intuitive response
  - [D] automatic self-defence
28. Epley found that people with higher self-esteem tended to\_\_\_\_\_.
- [A] underestimate their insecurities
  - [B] believe in their attractiveness
  - [C] cover up their depressions
  - [D] oversimplify their illusions
29. The word “viscerally” (Line 2, Para.5) is closest in meaning to\_\_\_\_\_.
- [A] instinctively
  - [B] occasionally
  - [C] particularly
  - [D] aggressively
30. It can be inferred that Facebook is a self-enhancer's paradise because people can\_\_\_\_\_.
- [A] present their dishonest profiles
  - [B] define their traditional lifestyles
  - [C] share their intellectual pursuits
  - [D] withhold their unflattering sides

### Text 3

The concept of *man versus machine* is at least as old as the industrial revolution, but this phenomenon tends to be most acutely felt during economic downturns and fragile recoveries. And yet, it would be a mistake to think we are right now simply experiencing the painful side of a boom and bust cycle. Certain jobs have gone away for good, outmoded by machines. Since technology has such an insatiable appetite for eating up human jobs, this phenomenon will continue to restructure our economy in ways we cannot immediately foresee.

When there is rapid improvement in the price and performance of technology, jobs that were once thought to be immune from automation suddenly become threatened. This argument has attracted a lot of attention, via the success of the book *Race Against the Machine*, by Erik Brynjolfsson and Andrew McAfee, who both hail from MIT's Center for Digital Business.

This is a powerful argument, and a scary one. And yet, John Hagel, author of *The Power of Pull* and other books, says Brynjolfsson and McAfee miss the reason why these jobs are so vulnerable to technology in the first place.

Hagel says we have designed jobs in the U.S. that tend to be “tightly scripted” and “highly standardized” ones that leave no room for “individual initiative or creativity”. In short, these are the types of jobs that machines can perform much better at than human beings. That is how we have put a giant target sign on the backs of American workers, Hagel says.

It's time to reinvent the formula for how work is conducted, since we are still relying on a very 20th century notion of work, Hagel says. In our rapidly changing economy, we more than ever need people in the workplace who can take initiative and exercise their imagination “to respond to unexpected events”. That is not something machines are good at. They are designed to perform very predictable activities.

As Hagel notes, Brynjolfsson and McAfee indeed touched on this point in their book. We need to reframe *race against the machine* as *race with the machine*. In other words, we need to look at the ways in which machines can augment human labor rather than replace it. So then the problem is not really about technology, but rather, “how do we innovate our institutions and our work practices?”

31. According to the first paragraph, economic downturns would\_\_\_\_\_.  
[A] ease the competition of man vs. machine  
[B] highlight machines' threat to human jobs  
[C] provoke a painful technological revolution  
[D] outmode our current economic structure
32. The authors of *Race Against the Machine* argue that\_\_\_\_\_.  
[A] technology is diminishing man's job opportunities  
[B] automation is accelerating technological development  
[C] certain jobs will remain intact after automation  
[D] man will finally win the race against machine
33. Hagel argues that jobs in the U.S. are often\_\_\_\_\_.  
[A] performed by innovative minds  
[B] scripted with an individual style  
[C] standardized without a clear target  
[D] designed against human creativity
34. According to the last paragraph, Brynjolfsson and McAfee discussed\_\_\_\_\_.  
[A] the predictability of machine behavior in practice  
[B] the formula for how work is conducted efficiently  
[C] the ways machines replace human labor in modern times  
[D] the necessity of human involvement in the workplace
35. Which of the following could be the most appropriate title for the text?  
[A] How to Innovate Our Work Practices?  
[B] Machines Will Replace Human Labor  
[C] Can We Win the Race Against Machines?  
[D] Economic Downturns Stimulate Innovations

## Text 4

When the government talks about infrastructure contributing to the economy the focus is usually on roads, railways, broadband and energy. Housing is seldom mentioned.

Why is that? To some extent the housing sector must shoulder the blame. We have not been good at communicating the real value that housing can contribute to economic growth. Then there is the scale of the typical housing project. It is hard to shove for attention among multibillion-pound infrastructure projects, so it is inevitable that the attention is focused elsewhere. But perhaps the most significant reason is that the issue has always been so politically charged.

Nevertheless, the affordable housing situation is desperate. Waiting lists increase all the time and we are simply not building enough new homes.

The comprehensive spending review offers an opportunity for the government to help rectify this. It needs to put historical prejudices to one side and take some steps to address our urgent housing need.

There are some indications that it is preparing to do just that. The communities minister, Don Foster, has hinted that George Osborne, Chancellor of the Exchequer, may introduce more flexibility to the current cap on the amount that local authorities can borrow against their housing stock debt. Evidence shows that 60,000 extra new homes could be built over the next five years if the cap were lifted, increasing GDP by 0.6%.

Ministers should also look at creating greater certainty in the rental environment, which would have a significant impact on the ability of registered providers to fund new developments from revenues.

But it is not just down to the government. While these measures would be welcome in the short term, we must face up to the fact that the existing £ 4.5bn programme of grants to fund new affordable housing, set to expire in 2015, is unlikely to be extended beyond then. The Labour party has recently announced that it will retain a large part of the coalition's spending plans if it returns to power. The housing sector needs to accept that we are very unlikely to ever return to the era of large-scale public grants. We need to adjust to this changing climate.

While the government's commitment to long-term funding may have changed, the very pressing need for more affordable housing is real and is not going away.

36. The author believes that the housing sector\_\_\_\_\_.
- [A] has attracted much attention
  - [B] involves certain political factors
  - [C] shoulders too much responsibility
  - [D] has lost its real value in economy
37. It can be learned that affordable housing has\_\_\_\_\_.
- [A] increased its home supply
  - [B] offered spending opportunities
  - [C] suffered government biases
  - [D] disappointed the government
38. According to Paragraph 5, George Osborne may\_\_\_\_\_.
- [A] allow greater government debt for housing
  - [B] stop local authorities from building homes
  - [C] prepare to reduce housing stock debt
  - [D] release a lifted GDP growth forecast
39. It can be inferred that a stable rental environment would\_\_\_\_\_.
- [A] lower the costs of registered providers
  - [B] lessen the impact of government interference
  - [C] contribute to funding new developments
  - [D] relieve the ministers of responsibilities
40. The author believes that after 2015, the government may\_\_\_\_\_.
- [A] implement more policies to support housing
  - [B] review the need for large-scale public grants
  - [C] renew the affordable housing grants programme
  - [D] stop generous funding to the housing sector

## 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)

Emerging in the late Sixties and reaching a peak in the Seventies, Land Art was one of a range of new forms, including Body Art, Performance Art, Action Art and Installation Art, which pushed art beyond the traditional confines of the studio and gallery. Rather than portraying landscape, land artists used the physical substance of the land itself as their medium.

The British land art, typified by Richard Long's piece, was not only more domestically scaled, but a lot quirkier than its American counterpart. Indeed, while you might assume that an exhibition of Land Art would consist only of records of works rather than the works themselves, Long's photograph of his work is the work. Since his "action" is in the past, the photograph is its sole embodiment.

That might seem rather an obscure point, but it sets the tone for an exhibition that contains a lot of black-and-white photographs and relatively few natural objects.

Long is Britain's best-known Land Artist and his Stone Circle, a perfect ring of purplish rocks from Portishead beach laid out on the gallery floor, represents the elegant, rarefied side of the form. The Boyle Family, on the other hand, stand for its dirty, urban aspect. Comprising artists Mark Boyle and Joan Hills and their children, they recreated random sections of the British landscape on gallery walls. Their Olaf Street Study, a square of brick-strewn waste ground, is one of the few works here to embrace the commonplaceness that characterises most of our experience of the landscape most of the time.

Parks feature, particularly in the earlier works, such as John Hilliard's very funny Across the Park, in which a long-haired stroller is variously smiled at by a pretty girl and unwittingly assaulted in a sequence of images that turn out to be different parts of the same photograph.

Generally however British land artists preferred to get away from towns, gravitating towards landscapes that are traditionally considered beautiful such as the Lake District or the Wiltshire Downs. While it probably wasn't apparent at the time, much of this work is permeated by a spirit of romantic escapism that the likes of Wordsworth would have readily understood. Derek Jarman's yellow-tinted film Towards Avebury, a collection of long, mostly still shots of the Wiltshire landscape, evokes a tradition of English landscape painting stretching from Samuel Palmer to Paul Nash.

In the case of Hamish Fulton, you can't help feeling that the Scottish artist has simply found a way of making his love of walking pay. A typical work, such as

Seven Days, consists of a single beautiful black-and-white photograph taken on an epic walk, with the mileage and number of days taken listed beneath. British Land Art as shown in this well selected, but relatively modestly scaled exhibition wasn't about imposing on the landscape, more a kind of landscape-orientated light conceptual art created passing through. It had its origins in the great outdoors, but the results were as gallery-bound as the paintings of Turner and Constable.

	[A] originates from a long walk that the artist took.
41. Stone Circle	[B] illustrates a kind of landscape-orientated light conceptual art.
42. Olaf Street Study	[C] reminds people of the English landscape painting tradition.
43. Across the Park	[D] represents the elegance of the British land art.
44. Towards Avebury	[E] depicts the ordinary side of the British land art.
45. Seven Days	[F] embodies a romantic escape into the Scottish outdoors.
	[G] contains images from different parts of the same photograph.

### Section III Translation

#### 46. Directions:

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

Most people would define optimism as being endlessly happy, with a glass that's perpetually half full. But that's exactly the kind of false cheerfulness that positive psychologists wouldn't recommend. "Healthy optimism means being in touch with reality," says Tal Ben-Shahar, a Harvard professor. According to Ben-Shahar, realistic optimists are those who make the best of things that happen, but not those who believe everything happens for the best.

Ben-Shahar uses three optimistic exercises. When he feels down – say, after giving a bad lecture – he grants himself permission to be human. He reminds himself that not every lecture can be a Nobel winner; some will be less effective than others. Next is reconstruction. He analyzes the weak lecture, learning lessons for the future about what works and what doesn't. Finally, there is perspective, which involves acknowledging that in the grand scheme of life, one lecture really doesn't matter.

## Section IV Writing

### Part A

#### 47. Directions:

Suppose you are going to study abroad and share an apartment with John, a local student. Write him an email to

- 1) tell him about your living habits, and
- 2) ask for advice about living there.

You should write about 100 words on the ANSWER SHEET.

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

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

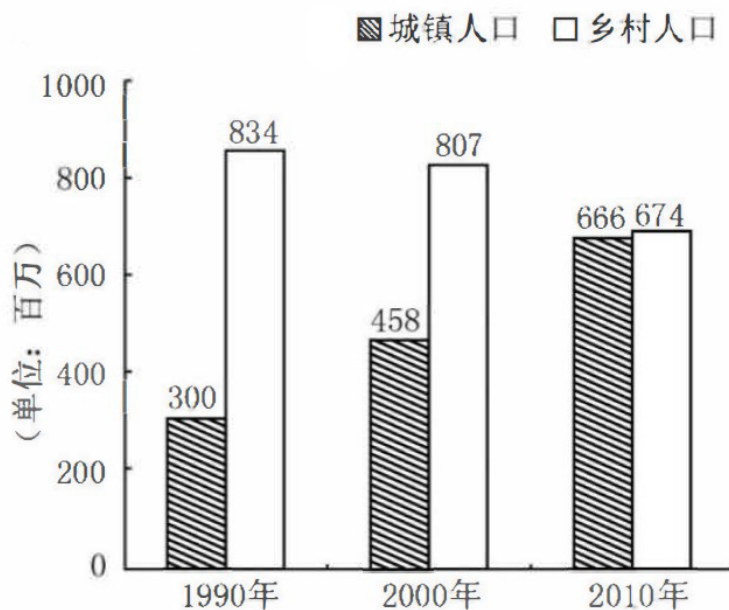
### Part B

#### 48. Directions:

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

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

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



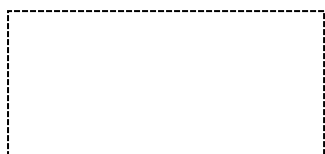
20 年间中国城镇人口与乡村人口变化图



## 2015 年全国硕士研究生招生考试

## 英语 (二)

(科目代码: 204)



### ☆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。

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。未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)

[illegible]

## 2015年全国硕士研究生入学统一考试英语（二）试题

### Section I Use of English

#### Directions:

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

In our contemporary culture, the prospect of communicating with – or even looking at – a stranger is virtually unbearable. Everyone around us seems to agree by the way they cling to their phones, even without a 1 on a subway.

It's a sad reality – our desire to avoid interacting with other human beings – because there's 2 to be gained from talking to the stranger standing by you. But you wouldn't know it, 3 into your phone. This universal protection sends the 4: "Please don't approach me."

What is it that makes us feel we need to hide 5 our screens?

One answer is fear, according to Jon Wortmann, an executive mental coach. We fear rejection, or that our innocent social advances will be 6 as "weird." We fear we'll be 7. We fear we'll be disruptive.

Strangers are inherently 8 to us, so we are more likely to feel 9 when communicating with them compared with our friends and acquaintances. To avoid this uneasiness, we 10 to our phones. "Phones become our security blanket," Wortmann says. "They are our happy glasses that protect us from what we perceive is going to be more 11."

But once we rip off the band-aid, tuck our smartphones in our pockets and look up, it doesn't 12 so bad. In one 2011 experiment, behavioral scientists Nicholas Epley and Juliana Schroeder asked commuters to do the unthinkable: Start a 13. They had Chicago train commuters talk to their fellow 14. "When Dr. Epley and Ms. Schroeder asked other people in the same train station to 15 how they would feel after talking to a stranger, the commuters thought their 16 would be more pleasant if they sat on their own," *The New York Times* summarizes. Though the participants didn't expect a positive experience, after they 17 with the experiment, "not a single person reported having been embarrassed."

18, these commutes were reportedly more enjoyable compared with those without communication, which makes absolute sense, 19 human beings thrive off of social connections. It's that 20: Talking to strangers can make you feel connected.

- |                      |                    |                    |                    |
|----------------------|--------------------|--------------------|--------------------|
| 1. [A] signal        | [B] permit         | [C] ticket         | [D] record         |
| 2. [A] nothing       | [B] little         | [C] another        | [D] much           |
| 3. [A] beaten        | [B] plugged        | [C] guided         | [D] brought        |
| 4. [A] message       | [B] code           | [C] notice         | [D] sign           |
| 5. [A] under         | [B] beyond         | [C] behind         | [D] from           |
| 6. [A] misapplied    | [B] misinterpreted | [C] misadjusted    | [D] mismatched     |
| 7. [A] judged        | [B] fired          | [C] replaced       | [D] delayed        |
| 8. [A] unreasonable  | [B] ungrateful     | [C] unconventional | [D] unfamiliar     |
| 9. [A] comfortable   | [B] confident      | [C] anxious        | [D] angry          |
| 10. [A] attend       | [B] turn           | [C] take           | [D] point          |
| 11. [A] dangerous    | [B] mysterious     | [C] violent        | [D] boring         |
| 12. [A] bend         | [B] resist         | [C] hurt           | [D] decay          |
| 13. [A] lecture      | [B] debate         | [C] conversation   | [D] negotiation    |
| 14. [A] trainees     | [B] employees      | [C] researchers    | [D] passengers     |
| 15. [A] reveal       | [B] choose         | [C] predict        | [D] design         |
| 16. [A] voyage       | [B] flight         | [C] walk           | [D] ride           |
| 17. [A] went through | [B] did away       | [C] caught up      | [D] put up         |
| 18. [A] In turn      | [B] In fact        | [C] In particular  | [D] In consequence |
| 19. [A] unless       | [B] whereas        | [C] if             | [D] since          |
| 20. [A] funny        | [B] simple         | [C] logical        | [D] rare           |

## 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

A new study suggests that contrary to most surveys, people are actually more stressed at home than at work. Researchers measured people's cortisol, which is a stress marker, while they were at work and while they were at home and found it higher at what is supposed to be a place of refuge.

"Further contradicting conventional wisdom, we found that women as well as men have lower levels of stress at work than at home," writes one of the researchers, Sarah Damaske. In fact women even say they feel better at work, she notes. "It is men, not women, who report being happier at home than at work." Another surprise is that the findings hold true for both those with children and without, but more so for nonparents. This is why people who work outside the home have better health.

What the study doesn't measure is whether people are still doing work when they're at home, whether it is household work or work brought home from the office. For many men, the end of the workday is a time to kick back. For women who stay home, they never get to leave the office. And for women who work outside the home, they often are playing catch-up-with-household tasks. With the blurring of roles, and the fact that the home front lags well behind the workplace in making adjustments for working women, it's not surprising that women are more stressed at home.

But it's not just a gender thing. At work, people pretty much know what they're supposed to be doing: working, making money, doing the tasks they have to do in order to draw an income. The bargain is very pure: Employee puts in hours of physical or mental labor and employee draws out life-sustaining moola.

On the home front, however, people have no such clarity. Rare is the household in which the division of labor is so clinically and methodically laid out. There are a lot of tasks to be done, there are inadequate rewards for most of them. Your home colleagues – your family – have no clear rewards for their labor; they need to be talked into it, or if they're teenagers, threatened with complete removal of all electronic devices. Plus, they're your family. You cannot fire your family. You never really get to go home from home.

So it's not surprising that people are more stressed at home. Not only are the tasks apparently infinite, the co-workers are much harder to motivate.

21. According to Paragraph 1, most previous surveys found that home\_\_\_\_\_.  
[A] offered greater relaxation than the workplace  
[B] was an ideal place for stress measurement  
[C] generated more stress than the workplace  
[D] was an unrealistic place for relaxation
22. According to Damaske, who are likely to be the happiest at home?  
[A] Working mothers.  
[B] Childless husbands.  
[C] Working fathers.  
[D] Childless wives.
23. The blurring of working women's roles refers to the fact that\_\_\_\_\_.  
[A] their home is also a place for kicking back  
[B] they are both bread winners and housewives  
[C] there is often much housework left behind  
[D] it is difficult for them to leave their office
24. The word "moola" (Line 4, Para. 4) most probably means\_\_\_\_\_.  
[A] skills  
[B] energy  
[C] earnings  
[D] nutrition
25. The home front differs from the workplace in that\_\_\_\_\_.  
[A] family labor is often adequately rewarded  
[B] home is hardly a cozier working environment  
[C] household tasks are generally more motivating  
[D] division of labor at home is seldom clear-cut

## Text 2

For years, studies have found that first-generation college students – those who do not have a parent with a college degree – lag other students on a range of education achievement factors. Their grades are lower and their dropout rates are higher. But since such students are most likely to advance economically if they succeed in higher education, colleges and universities have pushed for decades to recruit more of them. This has created “a paradox” in that recruiting first-generation students, but then watching many of them fail, means that higher education has “continued to reproduce and widen, rather than close” an achievement gap based on social class, according to the depressing beginning of a paper forthcoming in the journal *Psychological Science*.

But the article is actually quite optimistic, as it outlines a potential solution to this problem, suggesting that an approach (which involves a one-hour, next-to-no-cost program) can close 63 percent of the achievement gap (measured by such factors as grades) between first-generation and other students.

The authors of the paper are from different universities, and their findings are based on a study involving 147 students (who completed the project) at an unnamed private university. First generation was defined as not having a parent with a four-year college degree. Most of the first-generation students (59.1 percent) were recipients of Pell Grants, a federal grant for undergraduates with financial need, while this was true only for 8.6 percent of the students with at least one parent with a four-year degree.

Their thesis – that a relatively modest intervention could have a big impact – was based on the view that first-generation students may be most lacking not in potential but in practical knowledge about how to deal with the issues that face most college students. They cite past research by several authors to show that this is the gap that must be narrowed to close the achievement gap.

Many first-generation students “struggle to navigate the middle-class culture of higher education, learn the ‘rules of the game,’ and take advantage of college resources,” they write. And this becomes more of a problem when colleges don’t talk about the class advantages and disadvantages of different groups of students. “Because US colleges and universities seldom acknowledge how social class can affect students’ educational experiences, many first-generation students lack insight about why they are struggling and do not understand how students ‘like them’ can improve.”

26. Recruiting more first-generation students has\_\_\_\_\_.  
[A] reduced their dropout rates  
[B] narrowed the achievement gap  
[C] missed its original purpose  
[D] depressed college students
27. The authors of the research article are optimistic because\_\_\_\_\_.  
[A] their findings appeal to students  
[B] the recruiting rate has increased  
[C] the problem is solvable  
[D] their approach is costless
28. The study suggests that most first-generation students\_\_\_\_\_.  
[A] are from single-parent families  
[B] study at private universities  
[C] are in need of financial support  
[D] have failed their college
29. The authors of the paper believe that first-generation students\_\_\_\_\_.  
[A] may lack opportunities to apply for research projects  
[B] are inexperienced in handling their issues at college  
[C] can have a potential influence on other students  
[D] are actually indifferent to the achievement gap
30. We may infer from the last paragraph that\_\_\_\_\_.  
[A] universities often reject the culture of the middle-class  
[B] students are usually to blame for their lack of resources  
[C] social class greatly helps enrich educational experiences  
[D] colleges are partly responsible for the problem in question

### Text 3

Even in traditional offices, “the *lingua franca* of corporate America has gotten much more emotional and much more right-brained than it was 20 years ago,” said Harvard Business School professor Nancy Koehn. She started spinning off examples. “If you and I parachuted back to Fortune 500 companies in 1990, we would see much less frequent use of terms like *journey*, *mission*, *passion*. There were goals, there were strategies, there were objectives, but we didn’t talk about *energy*; we didn’t talk about *passion*.”

Koehn pointed out that this new era of corporate vocabulary is very “team”-oriented – and not by coincidence. “Let’s not forget sports – in male-dominated corporate America, it’s still a big deal. It’s not explicitly conscious; it’s the idea that I’m a coach, and you’re my team, and we’re in this together. There are lots and lots of CEOs in very different companies, but most think of themselves as coaches and this is their team and they want to win.”

These terms are also intended to infuse work with meaning – and, as Rakesh Khurana, another professor, points out, increase allegiance to the firm. “You have the importation of terminology that historically used to be associated with non-profit organizations and religious organizations: terms like *vision*, *values*, *passion*, and *purpose*,” said Khurana.

This new focus on personal fulfillment can help keep employees motivated amid increasingly loud debates over *work-life balance*. The “mommy wars” of the 1990s are still going on today, prompting arguments about why women still can’t have it all and books like Sheryl Sandberg’s *Lean In*, whose title has become a buzzword in its own right. Terms like *unplug*, *offline*, *life-hack*, *bandwidth*, and *capacity* are all about setting boundaries between the office and the home. But if your work is your “passion,” you’ll be more likely to devote yourself to it, even if that means going home for dinner and then working long after the kids are in bed.

But this seems to be the irony of office speak: Everyone makes fun of it, but managers love it, companies depend on it, and regular people willingly absorb it. As a linguist once said, “You can get people to think it’s nonsense at the same time that you buy into it.” In a workplace that’s fundamentally indifferent to your life and its meaning, office speak can help you figure out how you relate to your work – and how your work defines who you are.

31. According to Nancy Koehn, office language has become\_\_\_\_\_.  
[A] less strategic  
[B] less energetic  
[C] more objective  
[D] more emotional
32. “Team”-oriented corporate vocabulary is closely related to\_\_\_\_\_.  
[A] sports culture  
[B] gender difference  
[C] historical incidents  
[D] athletic executives
33. Khurana believes that the importation of terminology aims to\_\_\_\_\_.  
[A] revive historical terms  
[B] promote company image  
[C] foster corporate cooperation  
[D] strengthen employee loyalty
34. It can be inferred that *Lean In*\_\_\_\_\_.  
[A] voices for working women  
[B] appeals to passionate workaholics  
[C] triggers debates among mommies  
[D] praises motivated employees
35. Which of the following statements is true about office speak?  
[A] Linguists believe it to be nonsense.  
[B] Regular people mock it but accept it.  
[C] Companies find it to be fundamental.  
[D] Managers admire it but avoid it.

#### **Text 4**

Many people talked of the 288,000 new jobs the Labor Department reported for June, along with the drop in the unemployment rate to 6.1 percent, as good news. And they were right. For now it appears the economy is creating jobs at a decent pace. We still have a long way to go to get back to full employment, but at least we are now finally moving forward at a faster pace.

However, there is another important part of the jobs picture that was largely overlooked. There was a big jump in the number of people who report voluntarily working part-time. This figure is now 830,000 (4.4 percent) above its year ago level.

Before explaining the connection to the Obamacare, it is worth making an important distinction. Many people who work part-time jobs actually want full-time jobs. They take part-time work because this is all they can get. An increase in involuntary part-time work is evidence of weakness in the labor market and it means that many people will be having a very hard time making ends meet.

There was an increase in involuntary part-time in June, but the general direction has been down. Involuntary part-time employment is still far higher than before the recession, but it is down by 640,000 (7.9 percent) from its year ago level.

We know the difference between voluntary and involuntary part-time employment because people tell us. The survey used by the Labor Department asks people if they worked less than 35 hours in the reference week. If the answer is “yes,” they are classified as working part-time. The survey then asks whether they worked less than 35 hours in that week because they wanted to work less than full time or because they had no choice. They are only classified as voluntary part-time workers if they tell the survey taker they chose to work less than 35 hours a week.

The issue of voluntary part-time relates to Obamacare because one of the main purposes was to allow people to get insurance outside of employment. For many people, especially those with serious health conditions or family members with serious health conditions, before Obamacare the only way to get insurance was through a job that provided health insurance.

However, Obamacare has allowed more than 12 million people to either get insurance through Medicaid or the exchanges. These are people who may previously have felt the need to get a full-time job that provided insurance in order to cover themselves and their families. With Obamacare there is no longer a link between employment and insurance.

36. Which part of the jobs picture was neglected?
- [A] The prospect of a thriving job market.
  - [B] The increase of voluntary part-time jobs.
  - [C] The possibility of full employment.
  - [D] The acceleration of job creation.
37. Many people work part-time because they\_\_\_\_\_.
- [A] prefer part-time jobs to full-time jobs
  - [B] feel that is enough to make ends meet
  - [C] cannot get their hands on full-time jobs
  - [D] haven' t seen the weakness of the market
38. Involuntary part-time employment in the US\_\_\_\_\_.
- [A] shows a general tendency of decline
  - [B] is harder to acquire than one year ago
  - [C] satisfies the real need of the jobless
  - [D] is lower than before the recession
39. It can be learned that with Obamacare,\_\_\_\_\_.
- [A] it is no longer easy for part-timers to get insurance
  - [B] full-time employment is still essential for insurance
  - [C] it is still challenging to get insurance for family members
  - [D] employment is no longer a precondition to get insurance
40. The text mainly discusses\_\_\_\_\_.
- [A] employment in the US
  - [B] part-timer classification
  - [C] insurance through Medicaid
  - [D] Obamacare's trouble

## **Part B**

### **Directions:**

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

- [A] You are not alone
- [B] Experience helps you grow
- [C] Pave your own unique path
- [D] Most of your fears are unreal
- [E] Think about the present moment
- [F] Don't fear responsibility for your life
- [G] There are many things to be grateful for

### **Some Old Truths to Help You Overcome Tough Times**

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

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

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

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

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

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

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

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

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

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

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

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

### Section III Translation

#### 46. Directions:

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

Think about driving a route that's very familiar. It could be your commute to work, a trip into town or the way home. Whichever it is, you know every twist and turn like the back of your hand. On these sorts of trips it's easy to lose concentration on the driving and pay little attention to the passing scenery. The consequence is that you perceive that the trip has taken less time than it actually has.

This is the well-travelled road effect: People tend to underestimate the time it takes to travel a familiar route.

The effect is caused by the way we allocate our attention. When we travel down a well-known route, because we don't have to concentrate much, time seems to flow more quickly. And afterwards, when we come to think back on it, we can't remember the journey well because we didn't pay much attention to it. So we assume it was shorter.

## Section IV Writing

### Part A

#### 47. Directions:

Suppose your university is going to host a summer camp for high school students.

Write a notice to

- 1) briefly introduce the camp activities, and
- 2) call for volunteers.

You should write about 100 words on the ANSWER SHEET.

**Do not** use your name or the name of your university.

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

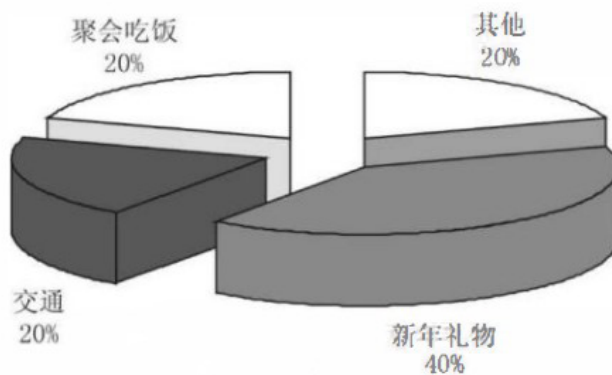
### Part B

#### 48. Directions:

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

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

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



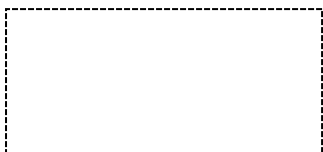
我国某市居民春节假期花销比例



## 2016年全国硕士研究生招生考试

## 英语 (二)

(科目代码: 204)



### ☆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。

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。未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)

[illegible]

## 2016年全国硕士研究生入学统一考试英语（二）试题

### Section I Use of English

#### Directions:

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

Happy people work differently. They're more productive, more creative, and willing to take greater risks. And new research suggests that happiness might influence 1 firms work, too.

Companies located in places with happier people invest more, according to a recent research paper. 2, firms in happy places spend more on R&D (research and development). That's because happiness is linked to the kind of longer-term thinking 3 for making investments for the future.

The researchers wanted to know if the 4 and inclination for risk-taking that come with happiness would 5 the way companies invested. So they compared U.S. cities' average happiness 6 by Gallup polling with the investment activity of publicly traded firms in those areas.

7 enough, firms' investment and R&D intensity were correlated with the happiness of the area in which they were 8. But is it really happiness that's linked to investment, or could something else about happier cities 9 why firms there spend more on R&D? To find out, the researchers controlled for various 10 that might make firms more likely to invest – like size, industry, and sales – and for indicators that a place was 11 to live in, like growth in wages or population. The link between happiness and investment generally 12 even after accounting for these things.

The correlation between happiness and investment was particularly strong for younger firms, which the authors 13 to “less codified decision making process” and the possible presence of “younger and less 14 managers who are more likely to be influenced by sentiment.” The relationship was 15 stronger in places where happiness was spread more 16. Firms seem to invest more in places where most people are relatively happy, rather than in places with happiness inequality.

17 this doesn't prove that happiness causes firms to invest more or to take a longer-term view, the authors believe it at least 18 at that possibility. It's not hard to imagine that local culture and sentiment would help 19 how executives think about the future. “It surely seems plausible that happy people would be more forward-thinking and creative and 20 R&D more than the average,” said one researcher.

- |                      |                   |                 |                   |
|----------------------|-------------------|-----------------|-------------------|
| 1. [A] why           | [B] how           | [C] where       | [D] when          |
| 2. [A] In return     | [B] In particular | [C] In contrast | [D] In conclusion |
| 3. [A] necessary     | [B] famous        | [C] perfect     | [D] sufficient    |
| 4. [A] individualism | [B] realism       | [C] optimism    | [D] modernism     |
| 5. [A] miss          | [B] echo          | [C] spoil       | [D] change        |
| 6. [A] imagined      | [B] measured      | [C] assumed     | [D] invented      |
| 7. [A] Sure          | [B] Odd           | [C] Unfortunate | [D] Often         |
| 8. [A] divided       | [B] advertised    | [C] overtaxed   | [D] headquartered |
| 9. [A] summarize     | [B] overstate     | [C] explain     | [D] emphasize     |
| 10. [A] factors      | [B] stages        | [C] levels      | [D] methods       |
| 11. [A] desirable    | [B] sociable      | [C] reliable    | [D] reputable     |
| 12. [A] resumed      | [B] emerged       | [C] held        | [D] broke         |
| 13. [A] assign       | [B] attribute     | [C] transfer    | [D] compare       |
| 14. [A] serious      | [B] civilized     | [C] ambitious   | [D] experienced   |
| 15. [A] instead      | [B] thus          | [C] also        | [D] never         |
| 16. [A] rapidly      | [B] directly      | [C] regularly   | [D] equally       |
| 17. [A] While        | [B] Until         | [C] After       | [D] Since         |
| 18. [A] arrives      | [B] jumps         | [C] hints       | [D] strikes       |
| 19. [A] share        | [B] rediscover    | [C] simplify    | [D] shape         |
| 20. [A] pray for     | [B] lean towards  | [C] send out    | [D] give away     |

## Section II    Reading Comprehension

### Part A

#### Directions:

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

## Text 1

It's true that high-school coding classes aren't essential for learning computer science in college. Students without experience can catch up after a few introductory courses, said Tom Cortina, the assistant dean at Carnegie Mellon's School of Computer Science.

However, Cortina said, early exposure is beneficial. When younger kids learn computer science, they learn that it's not just a confusing, endless string of letters and numbers – but a tool to build apps, or create artwork, or test hypotheses. It's not as hard for them to transform their thought processes as it is for older students. Breaking down problems into bite-sized chunks and using code to solve them becomes normal. Giving more children this training could increase the number of people interested in the field and help fill the jobs gap, Cortina said.

Students also benefit from learning something about coding before they get to college, where introductory computer-science classes are packed to the brim, which can drive the less-experienced or -determined students away.

The Flatiron School, where people pay to learn programming, started as one of the many coding bootcamps that's become popular for adults looking for a career change. The high-schoolers get the same curriculum, but “we try to gear lessons toward things they're interested in,” said Victoria Friedman, an instructor. For instance, one of the apps the students are developing suggests movies based on your mood.

The students in the Flatiron class probably won't drop out of high school and build the next Facebook. Programming languages have a quick turnover, so the “Ruby on Rails” language they learned may not even be relevant by the time they enter the job market. But the skills they learn – how to think logically through a problem and organize the results – apply to any coding language, said Deborah Seehorn, an education consultant for the state of North Carolina.

Indeed, the Flatiron students might not go into IT at all. But creating a future army of coders is not the sole purpose of the classes. These kids are going to be surrounded by computers – in their pockets, in their offices, in their homes – for the rest of their lives. The younger they learn how computers think, how to coax the machine into producing what they want – the earlier they learn that they have the power to do that – the better.

21. Cortina holds that early exposure to computer science makes it easier to\_\_\_\_\_.  
[A] complete future job training  
[B] remodel the way of thinking  
[C] formulate logical hypotheses  
[D] perfect artwork production
22. In delivering lessons for high-schoolers, Flatiron has considered their\_\_\_\_\_.  
[A] experience  
[B] interest  
[C] career prospects  
[D] academic backgrounds
23. Deborah Seehorn believes that the skills learned at Flatiron will\_\_\_\_\_.  
[A] help students learn other computer languages  
[B] have to be upgraded when new technologies come  
[C] need improving when students look for jobs  
[D] enable students to make big quick money
24. According to the last paragraph, Flatiron students are expected to\_\_\_\_\_.  
[A] bring forth innovative computer technologies  
[B] stay longer in the information technology industry  
[C] become better prepared for the digitalized world  
[D] compete with a future army of programmers
25. The word “coax” (Line 4, Para. 6) is closest in meaning to\_\_\_\_\_.  
[A] persuade  
[B] frighten  
[C] misguide  
[D] challenge

## Text 2

Biologists estimate that as many as 2 million lesser prairie chickens – a kind of bird living on stretching grasslands – once lent red to the often grey landscape of the midwestern and southwestern United States. But just some 22,000 birds remain today, occupying about 16% of the species' historic range.

The crash was a major reason the U.S. Fish and Wildlife Service (USFWS) decided to formally list the bird as threatened. “The lesser prairie chicken is in a desperate situation,” said USFWS Director Daniel Ashe. Some environmentalists, however, were disappointed. They had pushed the agency to designate the bird as “endangered,” a status that gives federal officials greater regulatory power to crack down on threats. But Ashe and others argued that the “threatened” tag gave the federal government flexibility to try out new, potentially less confrontational conservation approaches. In particular, they called for forging closer collaborations with western state governments, which are often uneasy with federal action, and with the private landowners who control an estimated 95% of the prairie chicken's habitat.

Under the plan, for example, the agency said it would not prosecute landowners or businesses that unintentionally kill, harm, or disturb the bird, as long as they had signed a range-wide management plan to restore prairie chicken habitat. Negotiated by USFWS and the states, the plan requires individuals and businesses that damage habitat as part of their operations to pay into a fund to replace every acre destroyed with 2 new acres of suitable habitat. The fund will also be used to compensate landowners who set aside habitat. USFWS also set an interim goal of restoring prairie chicken populations to an annual average of 67,000 birds over the next 10 years. And it gives the Western Association of Fish and Wildlife Agencies (WAFWA), a coalition of state agencies, the job of monitoring progress. Overall, the idea is to let “states remain in the driver's seat for managing the species,” Ashe said.

Not everyone buys the win-win rhetoric. Some Congress members are trying to block the plan, and at least a dozen industry groups, four states, and three environmental groups are challenging it in federal court. Not surprisingly, industry groups and states generally argue it goes too far; environmentalists say it doesn't go far enough. “The federal government is giving responsibility for managing the bird to the same industries that are pushing it to extinction,” says biologist Jay Lininger.

26. The major reason for listing the lesser prairie chicken as threatened is \_\_\_\_\_.  
[A] its drastically decreased population  
[B] the underestimate of the grassland acreage  
[C] a desperate appeal from some biologists  
[D] the insistence of private landowners
27. The “threatened” tag disappointed some environmentalists in that it \_\_\_\_\_.  
[A] was a give-in to governmental pressure  
[B] would involve fewer agencies in action  
[C] granted less federal regulatory power  
[D] went against conservation policies
28. It can be learned from Paragraph 3 that unintentional harm-doers will not be prosecuted if they \_\_\_\_\_.  
[A] agree to pay a sum for compensation  
[B] volunteer to set up an equally big habitat  
[C] offer to support the WAFWA monitoring job  
[D] promise to raise funds for USFWS operations
29. According to Ashe, the leading role in managing the species is \_\_\_\_\_.  
[A] the federal government  
[B] the wildlife agencies  
[C] the landowners  
[D] the states
30. Jay Lininger would most likely support \_\_\_\_\_.  
[A] industry groups  
[B] the win-win rhetoric  
[C] environmental groups  
[D] the plan under challenge

### Text 3

That everyone's too busy these days is a cliché. But one specific complaint is made especially mournfully: There's never any time to read.

What makes the problem thornier is that the usual time-management techniques don't seem sufficient. The web's full of articles offering tips on making time to read: "Give up TV" or "Carry a book with you at all times." But in my experience, using such methods to free up the odd 30 minutes doesn't work. Sit down to read and the flywheel of work-related thoughts keeps spinning – or else you're so exhausted that a challenging book's the last thing you need. The modern mind, Tim Parks, a novelist and critic, writes, "is overwhelmingly inclined toward communication... It is not simply that one is interrupted; it is that one is actually *inclined* to interruption." Deep reading requires not just time, but a special kind of time which can't be obtained merely by becoming more efficient.

In fact, "becoming more efficient" is part of the problem. Thinking of time as a resource to be maximised means you approach it instrumentally, judging any given moment as well spent only in so far as it advances progress toward some goal. Immersive reading, by contrast, depends on being willing to risk inefficiency, goallessness, even time-wasting. Try to slot it in as a to-do list item and you'll manage only goal-focused reading – useful, sometimes, but not the most fulfilling kind. "The future comes at us like empty bottles along an unstoppable and nearly infinite conveyor belt," writes Gary Eberle in his book *Sacred Time*, and "we feel a pressure to fill these different-sized bottles (days, hours, minutes) as they pass, for if they get by without being filled, we will have wasted them." No mind-set could be worse for losing yourself in a book.

So what does work? Perhaps surprisingly, scheduling regular times for reading. You'd think this might fuel the efficiency mind-set, but in fact, Eberle notes, such ritualistic behaviour helps us "step outside time's flow" into "soul time." You could limit distractions by reading only physical books, or on single-purpose e-readers. "Carry a book with you at all times" can actually work, too – providing you dip in often enough, so that reading becomes the default state from which you temporarily surface to take care of business, before dropping back down. On a really good day, it no longer feels as if you're "making time to read," but just reading, and making time for everything else.

31. The usual time-management techniques don't work because\_\_\_\_\_.
- [A] what they can offer does not ease the modern mind
  - [B] what challenging books demand is repetitive reading
  - [C] what people often forget is carrying a book with them
  - [D] what deep reading requires cannot be guaranteed
32. The “empty bottles” metaphor illustrates that people feel a pressure to\_\_\_\_\_.
- [A] update their to-do lists
  - [B] make passing time fulfilling
  - [C] carry their plans through
  - [D] pursue carefree reading
33. Eberle would agree that scheduling regular times for reading helps\_\_\_\_\_.
- [A] encourage the efficiency mind-set
  - [B] develop online reading habits
  - [C] promote ritualistic reading
  - [D] achieve immersive reading
34. “Carry a book with you at all times” can work if\_\_\_\_\_.
- [A] reading becomes your primary business of the day
  - [B] all the daily business has been promptly dealt with
  - [C] you are able to drop back to business after reading
  - [D] time can be evenly split for reading and business
35. The best title for this text could be\_\_\_\_\_.
- [A] How to Enjoy Easy Reading
  - [B] How to Find Time to Read
  - [C] How to Set Reading Goals
  - [D] How to Read Extensively

## Text 4

Against a backdrop of drastic changes in economy and population structure, younger Americans are drawing a new 21st-century road map to success, a latest poll has found.

Across generational lines, Americans continue to prize many of the same traditional milestones of a successful life, including getting married, having children, owning a home, and retiring in their sixties. But while young and old mostly agree on what constitutes the finish line of a fulfilling life, they offer strikingly different paths for reaching it.

Young people who are still getting started in life were more likely than older adults to prioritize personal fulfillment in their work, to believe they will advance their careers most by regularly changing jobs, to favor communities with more public services and a faster pace of life, to agree that couples should be financially secure before getting married or having children, and to maintain that children are best served by two parents working outside the home, the survey found.

From career to community and family, these contrasts suggest that in the aftermath of the searing Great Recession, those just starting out in life are defining priorities and expectations that will increasingly spread through virtually all aspects of American life, from consumer preferences to housing patterns to politics.

Young and old converge on one key point: Overwhelming majorities of both groups said they believe it is harder for young people today to get started in life than it was for earlier generations. While younger people are somewhat more optimistic than their elders about the prospects for those starting out today, big majorities in both groups believe those “just getting started in life” face a tougher climb than earlier generations in reaching such signpost achievements as securing a good-paying job, starting a family, managing debt, and finding affordable housing.

Pete Schneider considers the climb tougher today. Schneider, a 27-year-old auto technician from the Chicago suburbs, says he struggled to find a job after graduating from college. Even now that he is working steadily, he said, “I can’t afford to pay my monthly mortgage payments on my own, so I have to rent rooms out to people to make that happen.” Looking back, he is struck that his parents could provide a comfortable life for their children even though neither had completed college when he was young. “I still grew up in an upper middle-class home with parents who didn’t have college degrees,” Schneider said. “I don’t think people are capable of that anymore.”

36. One cross-generation mark of a successful life is \_\_\_\_\_.  
[A] trying out different lifestyles  
[B] having a family with children  
[C] working beyond retirement age  
[D] setting up a profitable business
37. It can be learned from Paragraph 3 that young people tend to \_\_\_\_\_.  
[A] favor a slower life pace  
[B] hold an occupation longer  
[C] attach importance to pre-marital finance  
[D] give priority to childcare outside the home
38. The priorities and expectations defined by the young will \_\_\_\_\_.  
[A] become increasingly clear  
[B] focus on materialistic issues  
[C] depend largely on political preferences  
[D] reach almost all aspects of American life
39. Both young and old agree that \_\_\_\_\_.  
[A] good-paying jobs are less available  
[B] the old made more life achievements  
[C] housing loans today are easy to obtain  
[D] getting established is harder for the young
40. Which of the following is true about Schneider?  
[A] He found a dream job after graduating from college.  
[B] His parents believe working steadily is a must for success.  
[C] His parents' good life has little to do with a college degree.  
[D] He thinks his job as a technician quite challenging.

## Part B

### Directions:

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

- [A] Be silly
- [B] Have fun
- [C] Ask for help
- [D] Express your emotions
- [E] Don't overthink it
- [F] Be easily pleased
- [G] Notice things

### Act Your Shoe Size, Not Your Age

As adults, it seems that we are constantly pursuing happiness, often with mixed results. Yet children appear to have it down to an art – and for the most part they don't need self-help books or therapy. Instead, they look after their wellbeing instinctively, and usually more effectively than we do as grownups. Perhaps it's time to learn a few lessons from them.

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

What does a child do when he's sad? He cries. When he's angry? He shouts. Scared? Probably a bit of both. As we grow up, we learn to control our emotions so they are manageable and don't dictate our behaviours, which is in many ways a good thing. But too often we take this process too far and end up suppressing emotions, especially negative ones. That's about as effective as brushing dirt under a carpet and can even make us ill. What we need to do is find a way to acknowledge and express what we feel appropriately, and then – again, like children – move on.

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

A couple of Christmases ago, my youngest stepdaughter, who was nine years old at the time, got a Superman T-shirt for Christmas. It cost less than a fiver but she was overjoyed, and couldn't stop talking about it. Too often we believe that a new job, bigger house or better car will be the magic silver bullet that will allow us to finally be content, but the reality is these things have very little lasting impact on our happiness levels. Instead, being grateful for small things every day

is a much better way to improve wellbeing.

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

Have you ever noticed how much children laugh? If we adults could indulge in a bit of silliness and giggling, we would reduce the stress hormones in our bodies, increase good hormones like endorphins, improve blood flow to our hearts and even have a greater chance of fighting off infection. All of which would, of course, have a positive effect on our happiness levels.

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

The problem with being a grownup is that there's an awful lot of serious stuff to deal with – work, mortgage payments, figuring out what to cook for dinner. But as adults we also have the luxury of being able to control our own diaries and it's important that we schedule in time to enjoy the things we love. Those things might be social, sporting, creative or completely random (dancing around the living room, anyone?) – it doesn't matter, so long as they're enjoyable, and not likely to have negative side effects, such as drinking too much alcohol or going on a wild spending spree if you're on a tight budget.

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

Having said all of the above, it's important to add that we shouldn't try too hard to be happy. Scientists tell us this can backfire and actually have a negative impact on our wellbeing. As the Chinese philosopher Chuang Tzu is reported to have said: "Happiness is the absence of striving for happiness." And in that, once more, we need to look to the example of our children, to whom happiness is not a goal but a natural byproduct of the way they live.

### **Section III Translation**

#### **46. Directions**

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

The supermarket is designed to lure customers into spending as much time as possible within its doors. The reason for this is simple: The longer you stay in the store, the more stuff you'll see, and the more stuff you see, the more you'll buy. And supermarkets contain a lot of stuff. The average supermarket, according to the Food Marketing Institute, carries some 44,000 different items, and many carry tens of thousands more. The sheer volume of available choice is enough to send shoppers into a state of information overload. According to brain-scan experiments, the demands of so much decision-making quickly become too much for us. After about 40 minutes of shopping, most people stop struggling to be rationally selective, and instead begin shopping emotionally – which is the point at which we accumulate the 50 percent of stuff in our cart that we never intended buying.

## Section IV Writing

### Part A

#### 47. Directions:

Suppose you won a translation contest and your friend, Jack, wrote an email to congratulate you and ask for advice on translation. Write him a reply to

- 1) thank him, and
- 2) give your advice.

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)

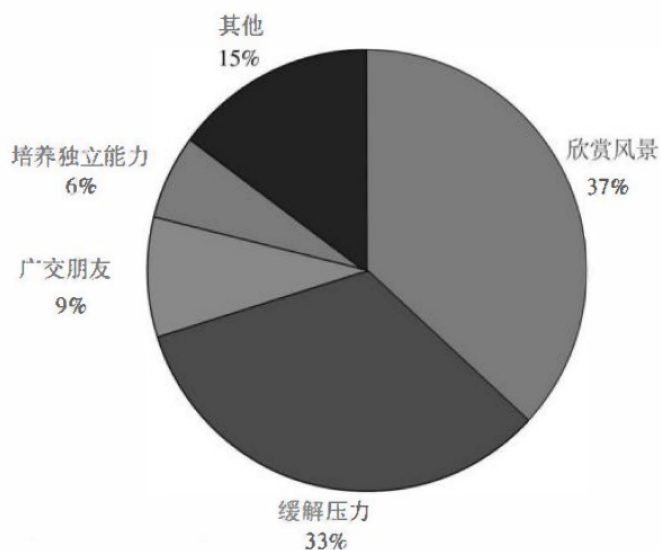
### Part B

#### 48. Directions:

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

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

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



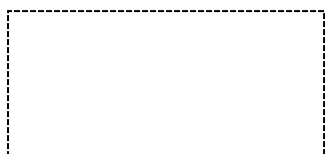
某高校学生旅游目的调查



## 2017 年全国硕士研究生招生考试

## 英语 (二)

(科目代码: 204)



### ☆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。

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)

[illegible]

## 2017年全国硕士研究生入学统一考试英语（二）试题

### Section I Use of English

#### Directions:

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

People have speculated for centuries about a future without work. Today is no different, with academics, writers, and activists once again 1 that technology is replacing human workers. Some imagine that the coming work-free world will be defined by 2: A few wealthy people will own all the capital, and the masses will struggle in an impoverished wasteland.

A different and not mutually exclusive 3 holds that the future will be a wasteland of a different sort, one 4 by purposelessness: Without jobs to give their lives 5, people will simply become lazy and depressed. 6, today's unemployed don't seem to be having a great time. One Gallup poll found that 20 percent of Americans who have been unemployed for at least a year report having depression, double the rate for 7 Americans. Also, some research suggests that the 8 for rising rates of mortality, mental-health problems, and 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 unease. Such visions are based on the 12 of being unemployed in a society built on the concept of employment. In the 13 of work, a society designed with other ends in mind could 14 strikingly different circumstances for the future of labor and leisure. Today, the 15 of work may be a bit overblown. "Many jobs are boring, degrading, unhealthy, and a waste of human potential," says John Danaher, a lecturer at the National University of Ireland in Galway.

These days, because leisure time is relatively 16 for most workers, people use their free time to counterbalance the intellectual and emotional 17 of their jobs. "When I come home from a hard day's work, I often feel 18," Danaher says, adding, "In a world in which I don't have to work, I might feel rather different" – perhaps different enough to throw himself 19 a hobby or a passion project with the intensity usually reserved for 20 matters.

- |                       |                  |                   |                   |
|-----------------------|------------------|-------------------|-------------------|
| 1. [A] boasting       | [B] denying      | [C] warning       | [D] ensuring      |
| 2. [A] inequality     | [B] instability  | [C] unreliability | [D] uncertainty   |
| 3. [A] policy         | [B] guideline    | [C] resolution    | [D] prediction    |
| 4. [A] characterized  | [B] divided      | [C] balanced      | [D] measured      |
| 5. [A] wisdom         | [B] meaning      | [C] glory         | [D] freedom       |
| 6. [A] Instead        | [B] Indeed       | [C] Thus          | [D] Nevertheless  |
| 7. [A] rich           | [B] urban        | [C] working       | [D] educated      |
| 8. [A] explanation    | [B] requirement  | [C] compensation  | [D] substitute    |
| 9. [A] under          | [B] beyond       | [C] alongside     | [D] among         |
| 10. [A] leave behind  | [B] make up      | [C] worry about   | [D] set aside     |
| 11. [A] statistically | [B] occasionally | [C] necessarily   | [D] economically  |
| 12. [A] chances       | [B] downsides    | [C] benefits      | [D] principles    |
| 13. [A] absence       | [B] height       | [C] face          | [D] course        |
| 14. [A] disturb       | [B] restore      | [C] exclude       | [D] yield         |
| 15. [A] model         | [B] practice     | [C] virtue        | [D] hardship      |
| 16. [A] tricky        | [B] lengthy      | [C] mysterious    | [D] scarce        |
| 17. [A] demands       | [B] standards    | [C] qualities     | [D] threats       |
| 18. [A] ignored       | [B] tired        | [C] confused      | [D] starved       |
| 19. [A] off           | [B] against      | [C] behind        | [D] into          |
| 20. [A] technological | [B] professional | [C] educational   | [D] interpersonal |

## Section II Reading Comprehension

### Part A

#### Directions:

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

## Text 1

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

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

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

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

21. According to Paragraph 1, Parkrun has\_\_\_\_\_.
- [A] gained great popularity
  - [B] created many jobs
  - [C] strengthened community ties
  - [D] become an official festival
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 Olympic games in that it\_\_\_\_\_.
- [A] aims at discovering talents
  - [B] focuses on mass competition
  - [C] does not emphasize elitism
  - [D] does not attract first-timers
24. With regard to mass sports, the author holds that governments should\_\_\_\_\_.
- [A] organize “grassroots” sports events
  - [B] supervise local sports associations
  - [C] increase funds for sports clubs
  - [D] invest in public sports facilities
25. The author’s attitude to what UK governments have done for sports is\_\_\_\_\_.
- [A] tolerant
  - [B] critical
  - [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] simplify routine matters  
[B] absorb user attention  
[C] better interpersonal relations  
[D] increase work efficiency
27. Radesky's food-testing exercise shows that mothers' use of devices \_\_\_\_\_.  
[A] takes away babies' appetite  
[B] distracts children's attention  
[C] slows down babies' verbal development  
[D] reduces mother-child communication
28. Radesky cites the "still face experiment" to show that \_\_\_\_\_.  
[A] it is easy for children to get used to blank expressions  
[B] verbal expressions are unnecessary for emotional exchange  
[C] children are insensitive to changes in their parents' mood  
[D] parents need to respond to children's emotional needs
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] ensure constant interaction with their children  
[D] remain concerned about kids' use of screens
30. According to Tronick, kids' use of screens may \_\_\_\_\_.  
[A] give their parents some free time  
[B] make their parents more creative  
[C] help them with their homework  
[D] help them become more attentive

### Text 3

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

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

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

If you're not convinced of the inherent value in taking a year off to explore interests, then consider its financial impact on future academic choices. According to the National Center for Education Statistics, nearly 80 percent of college students end up changing their majors at least once. This isn't surprising, considering the basic mandatory high school curriculum leaves students with a poor understanding of the vast academic possibilities that await them in college. Many students find themselves listing one major on their college 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" (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
35. The most suitable title for this text would be\_\_\_\_\_.  
[A] In Favor of the Gap Year  
[B] The ABCs of the Gap Year  
[C] The Gap Year Comes Back  
[D] The Gap Year: A Dilemma

## Text 4

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

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

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

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

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

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

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

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

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

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

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

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’re 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 cofounded 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.

These concerns aren’t misplaced: Employment in manufacturing has fallen from 17 million in 1970 to 12 million in 2015. When the recovery began, worker shortages first appeared in the high-skilled trades. 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. “There’re 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.”

Julie 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.

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

### Section III Translation

#### 46. Directions

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

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

## Section IV Writing

### Part A

#### 47. Directions:

Suppose you are invited by Professor Williams to give a presentation about Chinese culture to a group of international students. Write a reply to

- 1) accept the invitation, and
- 2) 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)

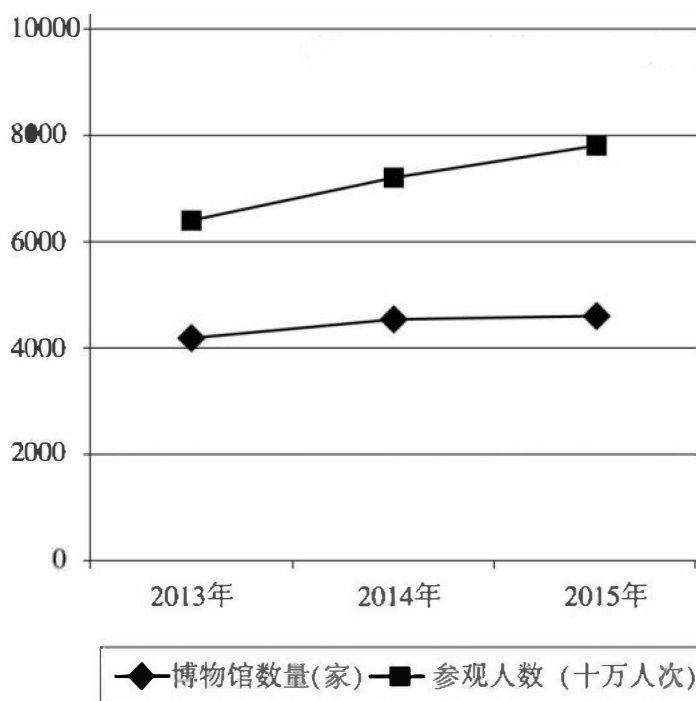
### Part B

#### 48. Directions:

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

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

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



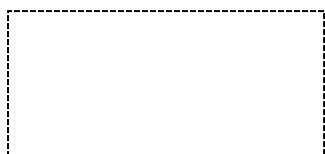
2013-2015年我国博物馆数量和参观人数



## 2018 年全国硕士研究生招生考试

## 英语 (二)

(科目代码: 204)



### ☆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。

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)

[illegible]

## 2018年全国硕士研究生入学统一考试英语（二）试题

### Section I Use of English

#### Directions:

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

## Section II Reading Comprehension

### Part A

#### Directions:

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

## Text 1

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. practical ability
  - B. academic training
  - C. pioneering spirit
  - D. mechanical memorization
22. There exists the prejudice that vocational education is for kids who\_\_\_\_\_.
- A. have a stereotyped mind
  - B. have no career motivation
  - C. are not academically successful
  - D. are financially disadvantaged
23. We can infer from Paragraph 5 that high school graduates\_\_\_\_\_.
- A. used to have big financial concerns
  - B. used to have more job opportunities
  - C. are reluctant to work in manufacturing
  - D. are entitled to more educational privileges
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. tolerant
  - C. disappointed
  - D. cautious

## Text 2

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 renewables, 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 principal 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 underlined 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 renewables 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” (Line 3, Para. 2) is closest in meaning to\_\_\_\_\_.
- A. stabilizing
  - B. changing
  - C. falling
  - D. rising
27. According to Paragraph 3, 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 is 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 aphids 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 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 the 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. keep to your focus time
  - B. list your immediate tasks
  - C. make specific daily plans
  - D. seize every minute to work
37. The study in the early 1980s cited by Harford shows that\_\_\_\_\_.
- A. distractions may actually increase efficiency
  - B. daily schedules are indispensable to studying
  - C. students are hardly motivated by monthly goals
  - D. detailed plans may not be as fruitful as expected
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 brains' shift between being focused and unfocused\_\_\_\_\_.
- A. can result in psychological well-being
  - B. can bring about greater efficiency
  - C. is aimed at better balance in work
  - D. is driven by task urgency
40. This text is mainly about\_\_\_\_\_.
- A. ways to relieve the tension of busy life
  - B. approaches to getting more done in less time
  - C. the key to eliminating distractions
  - D. the cause of the lack of focus time

## **Part B**

### **Directions:**

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

(10 points)

[A] Just say it

[B] Be present

[C] Pay a unique compliment

[D] Name, places, things

[E] Find the “me too”’s

[F] Skip the small talk

[G] Ask for an opinion

### **Five ways to make conversation with anyone**

Conversations 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 says “I want to talk with this person” – this is something that mostly happens with all of us. 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 is a problem all of us face; 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 is 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 the 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 neatly 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 to explore”, 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)

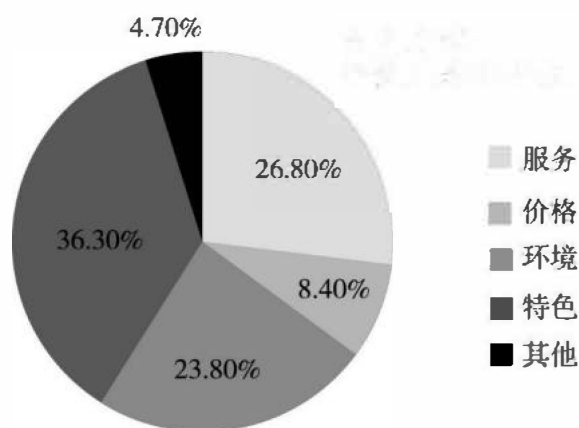
### Part B

#### 48. Directions:

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

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

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



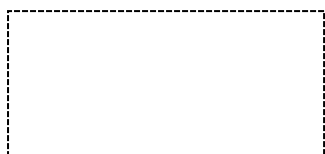
2017 年某市消费者选择餐厅时的关注因素



## 2019 年全国硕士研究生招生考试

## 英语 (二)

(科目代码: 204)



### ☆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。

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)

[illegible]

## 2019年全国硕士研究生入学统一考试英语（二）试题

### Section I Use of English

#### Directions:

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

## Section II Reading Comprehension

### Part A

#### Directions:

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

## Text 1

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 guilt-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] foster a child’s moral development  
[D] intensify a child’s positive feelings
22. According to Paragraph 2, many people still consider guilt to be\_\_\_\_\_.  
[A] deceptive  
[B] burdensome  
[C] addictive  
[D] inexcusable
23. Vaish holds that the rethinking about guilt comes from an awareness that\_\_\_\_\_.  
[A] emotions are context-independent  
[B] emotions are socially constructive  
[C] emotional stability can benefit health  
[D] an emotion can play opposing roles
24. Malti and others have shown that cooperation and sharing \_\_\_\_\_.  
[A] may help correct emotional deficiencies  
[B] can result from either sympathy or guilt  
[C] can bring about emotional satisfaction  
[D] may be the outcome of impulsive acts
25. The word “transgressions” (Line 4, Para.5) is closest in meaning to \_\_\_\_\_.  
[A] teachings  
[B] discussions  
[C] restrictions  
[D] wrongdoings

## Text 2

Forests give us shade, quiet 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 governor next year, should serve as a model.

26. By saying “one of the harder challenges,” the author implies that\_\_\_\_\_.  
[A] global climate change may get out of control  
[B] people may misunderstand global warming  
[C] extreme weather conditions may arise  
[D] forests may become a potential threat
27. To maintain forests as valuable “carbon sinks,” we may need to \_\_\_\_\_.  
[A] preserve the diversity of species in them  
[B] accelerate the growth of young trees  
[C] strike a balance among different plants  
[D] lower their present carbon-absorbing capacity
28. California’s Forest Carbon Plan endeavors to \_\_\_\_\_.  
[A] cultivate more drought-resistant trees  
[B] reduce the density of some of its forests  
[C] find more effective ways to kill insects  
[D] restore its forests quickly after wildfires
29. What is essential to California’s plan according to Paragraph 5?  
[A] To handle the areas in serious danger first.  
[B] To carry it out before the year of 2020.  
[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] supportive  
[D] cautious

### 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, soybeans, 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 nonagricultural 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 like straws and cutlery 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 detrimental, satisfying a need to have “done our bit” without ever progressing onto bigger, bolder, more effective actions – a kind of “moral licensing” that allays 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*, Wellesley College professor 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 (and rein in polluting businesses), 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 “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 government 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)

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, 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, 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, real estate attorney based in New York.

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

Many of the aspects of homebuying 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

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

### 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 that 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 practicing, 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:

Suppose Professor Smith asked you to plan a debate on the theme of city traffic.

Write him an email to

- 1) suggest a specific topic 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.

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

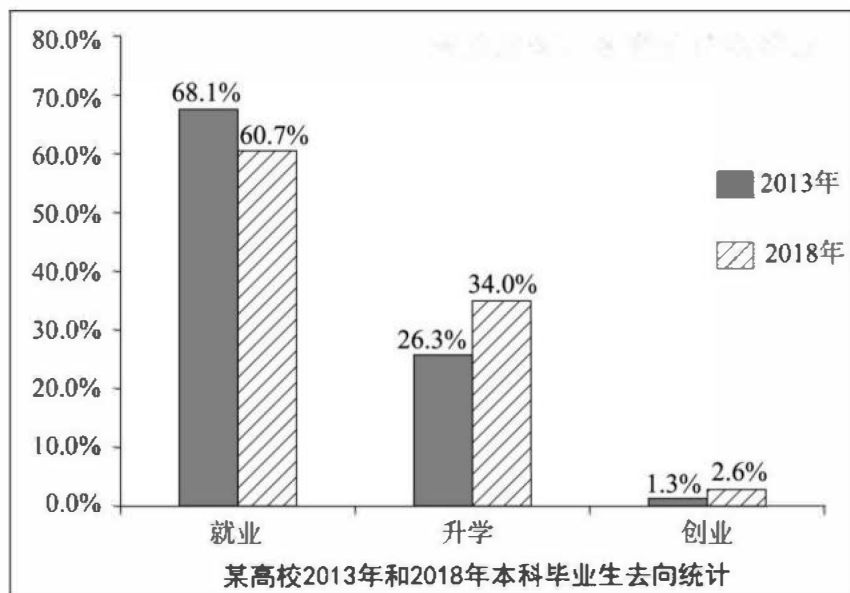
### Part B

#### 48. Directions:

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

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

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

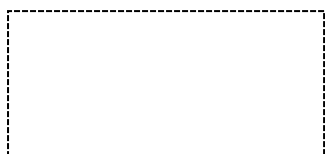




## 2020年全国硕士研究生招生考试

## 英语 (二)

(科目代码: 204)



### ☆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，将答案卡和试题册按规定交回。

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。未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)

[illegible]

## 2020年全国硕士研究生入学统一考试英语（二）试题

### Section I Use of English

#### Directions:

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

Being a good parent is, of course, what every parent would like to be. But defining what it means to be a good parent is undoubtedly very 1, particularly since children respond differently to the same style of parenting. A calm, rule-following child might respond better to a different sort of parenting than, 2, a younger sibling.

3, there's another sort of parent that's a bit easier to 4: a patient parent. Children of every age benefit from patient parenting. Still, 5 every parent would like to be patient, this is no easy 6. Sometimes parents get exhausted and frustrated and are unable to maintain a 7 and composed style with their kids. I understand this.

You're only human, and sometimes your kids can 8 you just a little too far. And then the 9 happens: You lose your patience and either scream at your kids or say something that was a bit too 10 and does nobody any good. You wish that you could 11 the clock and start over. We've all been there.

12, even though it's common, it's important to keep in mind that in a single moment of fatigue, you can say something to your child that you may 13 for a long time. This may not only do damage to your relationship with your child but also 14 your child's self-esteem.

If you consistently lose your 15 with your kids, then you are inadvertently modeling a lack of emotional control for your kids. We are all becoming increasingly aware of the 16 of modeling tolerance and patience for the younger generation. This is a skill that will help them all throughout life. In fact, the ability to emotionally regulate or maintain emotional control when 17 by stress is one of the most important of all life's skills.

Certainly, it's incredibly 18 to maintain patience at all times with your children. A more practical goal is to try, to the best of your ability, to be as tolerant and composed as you can when faced with 19 situations involving your children. I can promise you this: As a result of working toward this goal, you and your children will benefit and 20 from stressful moments feeling better physically and emotionally.

- |                    |                  |                 |                 |
|--------------------|------------------|-----------------|-----------------|
| 1. [A] tedious     | [B] pleasant     | [C] instructive | [D] tricky      |
| 2. [A] in addition | [B] for example  | [C] at once     | [D] by accident |
| 3. [A] Fortunately | [B] Occasionally | [C] Accordingly | [D] Eventually  |
| 4. [A] amuse       | [B] assist       | [C] describe    | [D] train       |
| 5. [A] while       | [B] because      | [C] unless      | [D] once        |
| 6. [A] answer      | [B] task         | [C] choice      | [D] access      |
| 7. [A] tolerant    | [B] formal       | [C] rigid       | [D] critical    |
| 8. [A] move        | [B] drag         | [C] push        | [D] send        |
| 9. [A] mysterious  | [B] illogical    | [C] suspicious  | [D] inevitable  |
| 10. [A] boring     | [B] naive        | [C] harsh       | [D] vague       |
| 11. [A] turn back  | [B] take apart   | [C] set aside   | [D] cover up    |
| 12. [A] Overall    | [B] Instead      | [C] However     | [D] Otherwise   |
| 13. [A] like       | [B] miss         | [C] believe     | [D] regret      |
| 14. [A] raise      | [B] affect       | [C] justify     | [D] reflect     |
| 15. [A] time       | [B] bond         | [C] race        | [D] cool        |
| 16. [A] nature     | [B] secret       | [C] importance  | [D] context     |
| 17. [A] cheated    | [B] defeated     | [C] confused    | [D] confronted  |
| 18. [A] terrible   | [B] hard         | [C] strange     | [D] wrong       |
| 19. [A] trying     | [B] changing     | [C] exciting    | [D] surprising  |
| 20. [A] hide       | [B] emerge       | [C] withdraw    | [D] escape      |

## 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 ANSWER SHEET 1. (40 points)

## Text 1

Rats and other animals need to be highly attuned to social signals from others so they can identify friends to cooperate with and enemies to avoid. To find out if this extends to non-living beings, Laleh Quinn at the University of California, San Diego, and her colleagues tested whether rats can detect social signals from robotic rats.

They housed eight adult rats with two types of robotic rat—one social and one asocial—for four days. The robot rats were quite minimalist, resembling a chunkier version of a computer mouse with wheels to move around and colorful markings.

During the experiment, the social robot rat followed the living rats around, played with the same toys, and opened cage doors to let trapped rats escape. Meanwhile, the asocial robot simply moved forwards and backwards and side to side.

Next, the researchers trapped the robots in cages and gave the rats the opportunity to release them by pressing a lever. Across 18 trials each, the living rats were 52 per cent more likely on average to set the social robot free than the asocial one. This suggests that the rats perceived the social robot as a genuine social being, says Quinn. The rats may have bonded more with the social robot because it displayed behaviors like communal exploring and playing. This could lead to the rats better remembering having freed it earlier, and wanting the robot to return the favour when they get trapped, she says.

“Rats have been shown to engage in multiple forms of reciprocal help and cooperation, including what is referred to as direct reciprocity where a rat will help another rat that has previously helped them,” says Quinn.

The readiness of the rats to befriend the social robot was surprising given its minimal design. The robot was the same size as a regular rat but resembled a simple plastic box on wheels. “We’d assumed we’d have to give it a moving head and tail, facial features, and put a scent on it to make it smell like a real rat, but that wasn’t necessary,” says Janet Wiles at the University of Queensland in Australia, who helped with the research.

The finding shows how sensitive rats are to social cues, even when they come from basic robots, says Wiles. Similarly, children tend to treat robots as if they are fellow beings, even when they display only simple social signals. “We humans seem to be fascinated by robots, and it turns out other animals are too,” says Wiles.

21. Quinn and her colleagues conducted a test to see if rats can\_\_\_\_\_.
- [A] pick up social signals from non-living rats
  - [B] distinguish a friendly rat from a hostile one
  - [C] attain sociable traits through special training
  - [D] send out warning messages to their fellows
22. What did the asocial robot do during the experiment?
- [A] It followed the social robot.
  - [B] It played with some toys.
  - [C] It set the trapped rats free.
  - [D] It moved around alone.
23. According to Quinn, the rats released the social robot because they\_\_\_\_\_.
- [A] tried to practice a means of escape.
  - [B] expected it to do the same in return.
  - [C] wanted to display their intelligence.
  - [D] considered that an interesting game.
24. James Wiles notes that rats \_\_\_\_\_.
- [A] can remember other rats' facial features.
  - [B] differentiate smells better than sizes.
  - [C] respond more to actions than to looks.
  - [D] can be scared by a plastic box on wheels.
25. It can be learned from the text that rats\_\_\_\_\_.
- [A] appear to be adaptable to new surroundings
  - [B] are more socially active than other animals
  - [C] behave differently from children in socializing
  - [D] are more sensitive to social cues than expected

## Text 2

It is true that CEO pay has gone up—top ones may make 300 times the pay of typical workers on average, and since the mid-1970s, CEO pay for large publicly traded American corporations has, by varying estimates, gone up by about 500%. The typical CEO of a top American corporation now makes about \$18.9 million a year.

The best model for understanding the growth of CEO pay is that of limited CEO talent in a world where business opportunities for the top firms are growing rapidly. The efforts of America's highest-earning 1% have been one of the more dynamic elements of the global economy. It's not popular to say, but one reason their pay has gone up so much is that CEOs really have upped their game relative to many other workers in the U.S. economy.

Today's CEO, at least for major American firms, must have many more skills than simply being able to "run the company." CEOs must have a good sense of financial markets and maybe even how the company should trade in them. They also need better public relations skills than their predecessors, as the costs of even a minor slipup can be significant. Then there's the fact that large American companies are much more globalized than ever before, with supply chains spread across a larger number of countries. To lead in that system requires knowledge that is fairly mind-boggling. Plus, virtually all major American companies are becoming tech companies, one way or another. Beyond this, major CEOs still have to do all the day-to-day work they have always done.

The common idea that high CEO pay is mainly about ripping people off doesn't explain history very well. By most measures, corporate governance has become a lot tighter and more rigorous since the 1970s. Yet it is principally during this period of stronger governance that CEO pay has been high and rising. That suggests it is in the broader corporate interest to recruit top candidates for increasingly tough jobs.

Furthermore, the highest CEO salaries are paid to outside candidates, not to the cozy insider picks, another sign that high CEO pay is not some kind of depredation at the expense of the rest of the company. And the stock market reacts positively when companies tie CEO pay to, say, stock prices, a sign that those practices build up corporate value not just for the CEO.

26. Which of the following has contributed to CEO pay rise?
- [A] The growth in the number of corporations.
  - [B] The general pay rise with a better economy.
  - [C] Increased business opportunities for top firms.
  - [D] Close cooperation among leading economies.
27. Compared with their predecessors, today's CEOs are required to\_\_\_\_\_.
- [A] foster a stronger sense of teamwork
  - [B] finance more research and development
  - [C] establish closer ties with tech companies
  - [D] operate more globalized companies
28. CEO pay has been rising since the 1970s despite\_\_\_\_\_.
- [A] continual internal opposition
  - [B] strict corporate governance
  - [C] conservative business strategies
  - [D] repeated government warnings
29. High CEO pay can be justified by the fact that it helps\_\_\_\_\_.
- [A] confirm the status of CEOs
  - [B] motive inside candidates
  - [C] boost the efficiency of CEOs
  - [D] increase corporate value
30. The most suitable title for this text would be\_\_\_\_\_.
- [A] CEOs Are Not Overpaid
  - [B] CEO Pay: Past and Present
  - [C] CEOs' Challenges of Today
  - [D] CEO Traits: Not Easy to Define

### Text 3

Madrid was hailed as a public health beacon last November when it rolled out ambitious restrictions on the most polluting cars. Seven months and one election day later, a new conservative city council suspended enforcement of the clean air zone, a first step toward its possible demise.

Mayor Jose Luis Martinez-Almeida made opposition to the zone a centrepiece of his election campaign, despite its success in improving air quality. A judge has now overruled the city's decision to stop levying fines, ordering them reinstated. But with legal battles ahead, the zone's future looks uncertain at best.

Among other weaknesses, the measures cities must employ when left to tackle dirty air on their own are politically contentious, and therefore vulnerable. That's because they inevitably put the costs of cleaning the air on to individual drivers—who must pay fees or buy better vehicles—rather than on to the car manufacturers whose cheating is the real cause of our toxic pollution.

It's not hard to imagine a similar reversal happening in London. The new ultra-low emission zone (Ulez) is likely to be a big issue in next year's mayoral election. And if Sadiq Khan wins and extends it to the North and South Circular roads in 2021 as he intends, it is sure to spark intense opposition from the far larger number of motorists who will then be affected.

It's not that measures such as London's Ulez are useless. Far from it. Local officials are using the levers that are available to them to safeguard residents' health in the face of a serious threat. The zones do deliver some improvements to air quality, and the science tells us that means real health benefits—fewer heart attacks, strokes and premature births, less cancer, dementia and asthma. Fewer untimely deaths.

But mayors and councilors can only do so much about a problem that is far bigger than any one city or town. They are acting because national governments—Britain's and others across Europe—have failed to do so.

Restrictions that keep highly polluting cars out of certain areas—city centres, “school streets”, even individual roads—are a response to the absence of a larger effort to properly enforce existing regulations and require auto companies to bring their vehicles into compliance. Wales has introduced special low speed limits to minimise pollution. We're doing everything but insist that manufacturers clean up their cars.

31. Which of the following is true about Madrid's clean air zone?
- [A] Its effects are questionable.
  - [B] It has been opposed by a judge.
  - [C] It needs tougher enforcement.
  - [D] Its fate is yet to be decided.
32. Which is considered a weakness of the city-level measures to tackle dirty air?
- [A] They are biased against car manufacturers.
  - [B] They prove impractical for city councils.
  - [C] They are deemed too mild for politicians.
  - [D] They put too much burden on individual motorists.
33. The author believes that the extension of London's Ulez will\_\_\_\_\_.
- [A] arouse strong resistance
  - [B] ensure Khan's electoral success
  - [C] improve the city's traffic
  - [D] discourage car manufacturing
34. Who does the author think should have addressed the problem?
- [A] Local residents
  - [B] Mayors.
  - [C] Councilors.
  - [D] National governments.
35. It can be inferred from the last paragraph that auto companies\_\_\_\_\_.
- [A] will raise low-emission car production
  - [B] should be forced to follow regulations
  - [C] will upgrade the design of their vehicles
  - [D] should be put under public supervision

## Text 4

Now that members of Generation Z are graduating college this spring—the most commonly-accepted definition says this generation was born after 1995, give or take a year—the attention has been rising steadily in recent weeks. Gen Zs are about to hit the streets looking for work in a labor market that's tighter than it's been in decades. And employers are planning on hiring about 17 percent more new graduates for jobs in the U.S. this year than last, according to a survey conducted by the National Association of Colleges and Employers. Everybody wants to know how the people who will soon inhabit those empty office cubicles will differ from those who came before them.

If “entitled” is the most common adjective, fairly or not, applied to millennials (those born between 1981 and 1995), the catchwords for Generation Z are practical and cautious. According to the career counselors and experts who study them, Generation Zs are clear-eyed, economic pragmatists. Despite graduating into the best economy in the past 50 years, Gen Zs know what an economic train wreck looks like. They were impressionable kids during the crash of 2008, when many of their parents lost their jobs or their life savings or both. They aren't interested in taking any chances. The booming economy seems to have done little to assuage this underlying generational sense of anxious urgency, especially for those who have college debt. College loan balances in the U.S. now stand at a record \$1.5 trillion, according to the Federal Reserve.

One survey from Accenture found that 88 percent of graduating seniors this year chose their major with a job in mind. In a 2019 survey of University of Georgia students, meanwhile, the career office found the most desirable trait in a future employer was the ability to offer secure employment (followed by professional development and training, and then inspiring purpose). Job security or stability was the second most important career goal (work-life balance was number one), followed by a sense of being dedicated to a cause or to feel good about serving the greater good.

That's a big change from the previous generation. “Millennials wanted more flexibility in their lives,” notes Tanya Michelsen, Associate Director of YouthSight, a UK-based brand manager that conducts regular 60-day surveys of British youth, in findings that might just as well apply to American youth. “Generation Zs are looking for more certainty and stability, because of the rise of the gig economy. They have troubles seeing a financial future and they are quite risk averse.”

36. Generation Zs graduating college this spring \_\_\_\_\_.  
[A] are recognized for their abilities  
[B] are optimistic about the labor market  
[C] are in favor of office job offers  
[D] are drawing growing public attention
37. Generation Zs are keenly aware \_\_\_\_\_.  
[A] what their parents expect of them  
[B] how valuable a counselor's advice is  
[C] what a tough economic situation is like  
[D] how they differ from past generations
38. The word "assuage"(line 9, para. 2) is closet in meaning to \_\_\_\_\_.  
[A] deepen  
[B] define  
[C] maintain  
[D] relieve
39. It can be learned from Paragraph 3 that Generation Zs \_\_\_\_\_.  
[A] give top priority to professional training  
[B] have a clear idea about their future job  
[C] care little about their job performance  
[D] think it hard to achieve work-life balance
40. Michelsen thinks that compared with millennials, Generation Zs are \_\_\_\_\_.  
[A] less realistic  
[B] less adventurous  
[C] more diligent  
[D] more generous

## **Part B**

### **Directions:**

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

[A] Give compliments, just not too many.

[B] Put on a good face, always.

[C] Tailor your interactions.

[D] Spend time with everyone.

[E] Reveal, don't hide, information.

[F] Slow down and listen.

[G] Put yourselves in others' shoes.

### **Five Ways to Win Over Everyone in the Office**

Is it possible to like everyone in your office? Think about how tough it is to get together 15 people, much less 50, who all get along perfectly. But unlike in friendships, you need coworkers. You work with them every day, and you depend on them just as they depend on you. Here are some ways that you can get the whole office on your side.

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

If you have a bone to pick with someone in your workplace, you may try to stay tight-lipped around them. But you won't be helping either one of you. A Harvard Business School study found that observers consistently rated those who were upfront about themselves more highly, while those who hid lost trustworthiness. The lesson is not that you should make your personal life an open book, but rather, when given the option to offer up details about yourself or studiously stash them away, you should just be honest.

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

Just as important as being honest about yourself is being receptive to others. We often feel the need to tell others how we feel, whether it's a concern about a project, a

stray thought, or a compliment. Those are all valid, but you need to take time to hear out your coworkers, too. In fact, rushing to get your own ideas out there can cause colleagues to feel you don't value their opinions. Do your best to engage coworkers in a genuine, back-and-forth conversation, rather than prioritizing your own thoughts.

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

It's common to have a "cubicle mate" or special confidant in a work setting. But in addition to those trusted coworkers, you should expand your horizons and find out about all the people around you. Use your lunch and coffee breaks to meet up with colleagues you don't always see. Find out about their lives and interests beyond the job. It requires minimal effort and goes a long way. This will help to grow your internal network, in addition to being a nice break in the work day.

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

Positive feedback is important for anyone to hear. And you don't have to be someone's boss to tell them they did an exceptional job on a particular project. This will help engender good will in others. But don't overdo it or be fake about it. One study found that people responded best to comments that shifted from negative to positive, possibly because it suggested they had won somebody over.

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

This one may be a bit more difficult to pull off, but it can go a long way to achieving results. Remember in dealing with any coworker what they appreciate from an interaction. Watch out for how they verbalize with others. Some people like small talk in a meeting before digging into important matters, while others are more straightforward. Jokes that work on one person won't necessarily land with another. So, adapt your style accordingly to type. Consider the person that you're dealing with in advance and what will get you to your desired outcome.

### Section III Translation

#### 46. Directions

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

It's almost impossible to go through life without experiencing some kind of failure. People who do so probably live so cautiously that they go nowhere. Put simply, they're not really living at all. But, the wonderful thing about failure is that it's entirely up to us to decide how to look at it.

We can choose to see failure as “the end of the world”. Or, we can look at failure as the incredible learning experience that it often is. Every time we fail at something, we can choose to look for the lesson we're meant to learn. These lessons are very important; they're how we grow, and how we keep from making that same mistake again. Failures stop us only if we let them.

Failure can also teach us things about ourselves that we would never have learned otherwise. For instance, failure can help you discover how strong a person you are. Failing at something can help you discover your truest friends, or help you find unexpected motivation to succeed.

## Section IV Writing

### Part A

#### 47. Directions:

Suppose you are planning a tour of a historical site for a group of international students. Write an email to

- 1) tell them about the site, and
- 2) give them some tips for the tour.

Please write your answer on the ANSWER SHEET.

**Do not** use your own name, use “Li Ming” instead. (10 points)

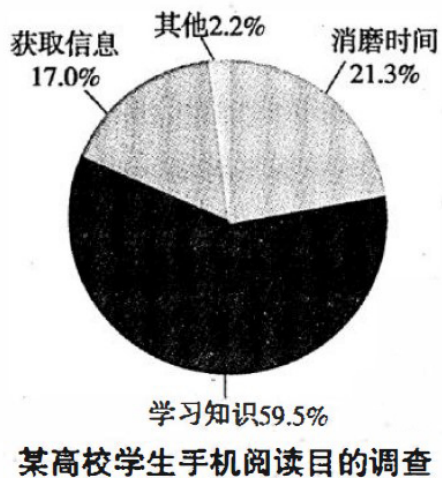
### Part B

#### 48. Directions:

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

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

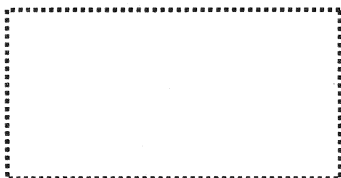
You should write about 150 words on the ANSWER SHEET. (15 points)





2021 年全国硕士研究生招生考试

英语（二）试题



☆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																			

## 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)

It's not difficult to set targets for staff. It is much harder, 1, to understand their negative consequences. Most work-related behaviors have multiple components. 2 one and the others become distorted.

Travel on a London bus and you'll 3 see how this works with drivers. Watch people get on and show their tickets. Are they carefully inspected? Never. Do people get on without paying? Of course! Are there inspectors to 4 that people have paid? Possibly, but very few. And people who run for the bus? They are 5. How about jumping lights? Buses do so almost as frequently as cyclists.

Why? Because the target is 6. People complained that buses were late and infrequent. 7, the number of buses and bus lanes were increased, and drivers were 8 or punished according to the time they took. And drivers hit these targets. But they 9 hit cyclists. If the target was changed to 10, you would have more inspectors and more sensitive pricing. If the criterion changed to safety, you would get more 11 drivers who obeyed traffic laws. But both these criteria would be at the expense of time.

There is another 12: people became immensely inventive in hitting targets. Have you 13 that you can leave on a flight an hour late but still arrive on time? Tailwinds? Of course not! Airlines have simply changed the time a 14 is meant to take. A one-hour flight is now billed as a two-hour flight.

The 15 of the story is simple. Most jobs are multidimensional, with multiple criteria. Choose one criterion and you may well 16 others. Everything can be done faster and made cheaper, but there is a 17. Setting targets can and does have unforeseen negative consequences.

This is not an argument against target-setting. But it is an argument for exploring consequences first. All good targets should have multiple criteria 18 critical factors such as time, money, quality and customer feedback. The trick is not only to 19 just one or even two dimensions of the objective, but also to understand how to help people better 20 the objective.

- |                    |                 |                 |                    |
|--------------------|-----------------|-----------------|--------------------|
| 1. [A] therefore   | [B] however     | [C] again       | [D] moreover       |
| 2. [A] Emphasize   | [B] Identify    | [C] Assess      | [D] Explain        |
| 3. [A] nearly      | [B] curiously   | [C] eagerly     | [D] quickly        |
| 4. [A] claim       | [B] prove       | [C] check       | [D] recall         |
| 5. [A] threatened  | [B] ignored     | [C] mocked      | [D] blamed         |
| 6. [A] punctuality | [B] hospitality | [C] competition | [D] innovation     |
| 7. [A] Yet         | [B] So          | [C] Besides     | [D] Still          |
| 8. [A] hired       | [B] trained     | [C] rewarded    | [D] grouped        |
| 9. [A] only        | [B] rather      | [C] once        | [D] also           |
| 10. [A] comfort    | [B] revenue     | [C] efficiency  | [D] security       |
| 11. [A] friendly   | [B] quiet       | [C] cautious    | [D] diligent       |
| 12. [A] purpose    | [B] problem     | [C] prejudice   | [D] policy         |
| 13. [A] reported   | [B] revealed    | [C] admitted    | [D] noticed        |
| 14. [A] break      | [B] trip        | [C] departure   | [D] transfer       |
| 15. [A] moral      | [B] background  | [C] style       | [D] form           |
| 16. [A] interpret  | [B] criticize   | [C] sacrifice   | [D] tolerate       |
| 17. [A] task       | [B] secret      | [C] product     | [D] cost           |
| 18. [A] leading to | [B] calling for | [C] relating to | [D] accounting for |
| 19. [A] specify    | [B] predict     | [C] restore     | [D] create         |
| 20. [A] modify     | [B] review      | [C] present     | [D] achieve        |

## 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

“Reskilling” is something that sounds like a buzzword but is actually a requirement if we plan to have a future where a lot of would-be workers do not get left behind. We know we are moving into a period where the jobs in demand will change rapidly, as will the requirements of the jobs that remain. Research by the World Economic Forum finds that on average 42 per cent of the “core skills” within job roles will change by 2022. That is a very short timeline.

The question of who should pay for reskilling is a thorny one. For individual companies, the temptation is always to let go of workers whose skills are no longer in demand and replace them with those whose skills are. That does not always happen. AT&T is often given as the gold standard of a company who decided to do a massive reskilling program rather than go with a fire-and-hire strategy. Other companies including Amazon and Disney had also pledged to create their own plans. When the skills mismatch is in the broader economy though, the focus usually turns to government to handle. Efforts in Canada and elsewhere have been arguably languid at best, and have given us a situation where we frequently hear of employers begging for workers, even at times and in regions where unemployment is high.

With the pandemic, unemployment is very high indeed. In February, at 3.5 per cent and 5.5 per cent respectively, unemployment rates in Canada and the United States were at generational lows and worker shortages were everywhere. As of May, those rates had spiked up to 13.3 per cent and 13.7 per cent, and although many worker shortages had disappeared, not all had done so. In the medical field, to take an obvious example, the pandemic meant that there were still clear shortages of doctors, nurses and other medical personnel.

Of course, it is not like you can take an unemployed waiter and train him to be a doctor in a few weeks, no matter who pays for it. But even if you cannot close that gap, maybe you can close others, and doing so would be to the benefit of all concerned. That seems to be the case in Sweden: When forced to furlough 90 per cent of their cabin staff, Scandinavian Airlines decided to start up a short retraining program that reskilled the laid-off workers to support hospital staff. The effort was a collective one and involved other companies as well as a Swedish university.

21. Research by the World Economic Forum suggests \_\_\_\_\_.

- [A] an increase in full-time employment
- [B] an urgent demand for new job skills
- [C] a steady growth of job opportunities
- [D] a controversy about the “core skills”

22. AT&T is cited to show \_\_\_\_\_.

- [A] an alternative to the fire-and-hire strategy
- [B] an immediate need for government support
- [C] the importance of staff appraisal standards
- [D] the characteristics of reskilling programs

23. Efforts to resolve the skills mismatch in Canada \_\_\_\_\_.

- [A] have driven up labour costs
- [B] have proved to be inconsistent
- [C] have met with fierce opposition
- [D] have appeared to be insufficient

24. We can learn from Paragraph 3 that there was \_\_\_\_\_.

- [A] a call for policy adjustment
- [B] a change in hiring practices
- [C] a lack of medical workers
- [D] a sign of economic recovery

25. Scandinavian Airlines decided to \_\_\_\_\_.

- [A] create job vacancies for the unemployed
- [B] prepare their laid-off workers for other jobs
- [C] retrain their cabin staff for better services
- [D] finance their staff's college education

## Text 2

With the global population predicted to hit close to 10 billion by 2050, and forecasts that agricultural production in some regions will need to nearly double to keep pace, food security is increasingly making headlines. In the UK, it has become a big talking point recently too, for a rather particular reason: Brexit.

Brexit is seen by some as an opportunity to reverse a recent trend towards the UK importing food. The country produces only about 60 per cent of the food it eats, down from almost three-quarters in the late 1980s. A move back to self-sufficiency, the argument goes, would boost the farming industry, political sovereignty and even the nation's health. Sounds great—but how feasible is this vision?

According to a report on UK food production from the University of Leeds, UK, 85 per cent of the country's total land area is associated with meat and dairy production. That supplies 80 per cent of what is consumed, so even covering the whole country in livestock farms wouldn't allow us to cover all our meat and dairy needs.

There are many caveats to those figures, but they are still grave. To become much more self-sufficient, the UK would need to drastically reduce its consumption of animal foods, and probably also farm more intensively—meaning fewer green fields and more factory-style production.

But switching to a mainly plant-based diet wouldn't help. There is a good reason why the UK is dominated by animal husbandry: most of its terrain doesn't have the right soil or climate to grow crops on a commercial basis. Just 25 per cent of the country's land is suitable for crop-growing, most of which is already occupied by arable fields. Even if we converted all the suitable land to fields of fruit and veg—which would involve taking out all the nature reserves and removing thousands of people from their homes—we would achieve only a 30 per cent boost in crop production.

Just 23 per cent of the fruit and vegetables consumed in the UK are currently home-grown, so even with the most extreme measures we could meet only 30 per cent of our fresh produce needs. That is before we look for the space to grow the grains, sugars, seeds and oils that provide us with the vast bulk of our current calorie intake.

26. Some people argue that food self-sufficiency in the UK would \_\_\_\_\_.  
[ A ] be hindered by its population growth  
[ B ] contribute to the nation's well-being  
[ C ] become a priority of the government  
[ D ] pose a challenge to its farming industry
27. The report by the University of Leeds shows that in the UK \_\_\_\_\_.  
[ A ] farmland has been inefficiently utilized  
[ B ] factory-style production needs reforming  
[ C ] most land is used for meat and dairy production  
[ D ] more green fields will be converted for farming
28. Crop-growing in the UK is restricted due to \_\_\_\_\_.  
[ A ] its farming technology  
[ B ] its dietary tradition  
[ C ] its natural conditions  
[ D ] its commercial interests
29. It can be learned from the last paragraph that British people \_\_\_\_\_.  
[ A ] rely largely on imports for fresh produce  
[ B ] enjoy a steady rise in fruit consumption  
[ C ] are seeking effective ways to cut calorie intake  
[ D ] are trying to grow new varieties of grains
30. The author's attitude to food self-sufficiency in the UK is \_\_\_\_\_.  
[ A ] defensive  
[ B ] doubtful  
[ C ] tolerant  
[ D ] optimistic

### Text 3

When Microsoft bought task management app Wunderlist and mobile calendar Sunrise in 2015, it picked two newcomers that were attracting considerable buzz in Silicon Valley. Microsoft's own Office dominates the market for “productivity” software, but the start-ups represented a new wave of technology designed from the ground up for the smartphone world.

Both apps, however, were later scrapped, after Microsoft said it had used their best features in its own products. Their teams of engineers stayed on, making them two of the many “acqui-hires” that the biggest companies have used to feed their great hunger for tech talent.

To Microsoft's critics, the fates of Wunderlist and Sunrise are examples of a remorseless drive by Big Tech to chew up any innovative companies that lie in their path. “They bought the seedlings and closed them down,” complained Paul Arnold, a partner at San Francisco-based Switch Ventures, putting an end to businesses that might one day turn into competitors. Microsoft declined to comment.

Like other start-up investors, Mr. Arnold's own business often depends on selling start-ups to larger tech companies, though he admits to mixed feelings about the result: “I think these things are good for me, if I put my selfish hat on. But are they good for the American economy? I don't know.”

The US Federal Trade Commission says it wants to find the answer to that question. This week, it asked the five most valuable US tech companies for information about their many small acquisitions over the past decade. Although only a research project at this stage, the request has raised the prospect of regulators wading into early-stage tech markets that until now have been beyond their reach.

Given their combined market value of more than \$5.5 trillion, rifling through such small deals—many of them much less prominent than Wunderlist and Sunrise—might seem beside the point. Between them, the five biggest tech companies have spent an average of only \$3.4 billion a year on sub- \$1 billion acquisitions over the past five years—a drop in the ocean compared with their massive financial reserves, and the more than \$130 billion of venture capital that was invested in the US last year.

However, critics say the big companies use such deals to buy their most threatening potential competitors before their businesses have a chance to gain momentum, in some cases as part of a “buy and kill” tactic to simply close them down.

31. What is true about Wunderlist and Sunrise after their acquisitions?
- [A] Their engineers were retained.
  - [B] Their market values declined.
  - [C] Their tech features improved.
  - [D] Their products were re-priced.
32. Microsoft's critics believe that the big tech companies tend to \_\_\_\_\_.
- [A] exaggerate their product quality
  - [B] eliminate their potential competitors
  - [C] treat new tech talent unfairly
  - [D] ignore public opinions
33. Paul Arnold is concerned that small acquisitions might \_\_\_\_\_.
- [A] weaken big tech companies
  - [B] worsen market competition
  - [C] harm the national economy
  - [D] discourage start-up investors
34. The US Federal Trade Commission intends to \_\_\_\_\_.
- [A] limit Big Tech's expansion
  - [B] encourage research collaboration
  - [C] examine small acquisitions
  - [D] supervise start-ups' operation
35. For the five biggest tech companies, their small acquisitions have \_\_\_\_\_.
- [A] brought little financial pressure
  - [B] raised few management challenges
  - [C] set an example for future deals
  - [D] generated considerable profits

## Text 4

We're fairly good at judging people based on first impressions, thin slices of experience ranging from a glimpse of a photo to five-minute interaction, and deliberation can be not only extraneous but intrusive. In one study of the ability she called "thin slicing," the late psychologist Nalini Ambady asked participants to watch silent 10-second video clips of professors and to rate the instructor's overall effectiveness. Their ratings correlated strongly with students' end-of-semester ratings. Another set of participants had to count backward from 1,000 by nines as they watched the clips, occupying their conscious working memory. Their ratings were just as accurate, demonstrating the intuitive nature of the social processing.

Critically, another group was asked to spend a minute writing down reasons for their judgment, before giving the rating. Accuracy dropped dramatically. Ambady suspected that deliberation focused them on vivid but misleading cues, such as certain gestures or utterances, rather than letting the complex interplay of subtle signals form a holistic impression. She found similar interference when participants watched 15-second clips of pairs of people and judged whether they were strangers, friends, or dating partners.

Other research shows we're better at detecting deception from thin slices when we rely on intuition instead of reflection. "It's as if you're driving a stick shift," says Judith Hall, a psychologist at Northeastern University, "and if you start thinking about it too much, you can't remember what you're doing. But if you go on automatic pilot, you're fine. Much of our social life is like that."

Thinking too much can also harm our ability to form preferences. College students' ratings of strawberry jams and college courses aligned better with experts' opinions when the students weren't asked to analyze their rationale. And people made car-buying decisions that were both objectively better and more personally satisfying when asked to focus on their feelings rather than on details, but only if the decision was complex—when they had a lot of information to process.

Intuition's special powers are unleashed only in certain circumstances. In one study, participants completed a battery of eight tasks, including four that tapped reflective thinking (discerning rules, comprehending vocabulary) and four that tapped intuition and creativity (generating new products or figures of speech). Then they rated the degree to which they had used intuition ("gut feelings," "hunches," "my heart"). Use of their gut hurt their performance on the first four tasks, as expected, and helped them on the rest. Sometimes the heart is smarter than the head.

36. Nalini Ambady's study deals with \_\_\_\_\_.  
[ A ] the power of people's memory  
[ B ] the reliability of first impressions  
[ C ] instructor-student interaction  
[ D ] people's ability to influence others
37. In Ambady's study, rating accuracy dropped when participants \_\_\_\_\_.  
[ A ] focused on specific details  
[ B ] gave the rating in limited time  
[ C ] watched shorter video clips  
[ D ] discussed with one another
38. Judith Hall mentions driving to show that \_\_\_\_\_.  
[ A ] reflection can be distracting  
[ B ] memory may be selective  
[ C ] social skills must be cultivated  
[ D ] deception is difficult to detect
39. When you are making complex decisions, it is advisable to \_\_\_\_\_.  
[ A ] collect enough data  
[ B ] list your preferences  
[ C ] seek expert advice  
[ D ] follow your feelings
40. What can we learn from the last paragraph?  
[ A ] Generating new products takes time.  
[ B ] Intuition may affect reflective tasks.  
[ C ] Vocabulary comprehension needs creativity.  
[ D ] Objective thinking may boost intuitiveness.

## Part B

### Directions:

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

- [A] Stay calm.
- [B] Stay humble.
- [C] Decide whether to wait.
- [D] Be realistic about the risks.
- [E] Don't make judgements.
- [F] Identify a shared goal.
- [G] Ask permission to disagree.

### How to disagree with someone more powerful than you

Your boss proposes a new initiative you think won't work. Your senior colleague outlines a project timeline you believe is unrealistic. What do you say when you disagree with someone who has more power than you do? How do you decide whether it's worth speaking up? And if you do, what exactly should you say? Here's how to disagree with someone more powerful than you.

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

You may decide it's best to hold off on voicing your opinion. Maybe you haven't finished thinking the problem through, or you want to get a clearer sense of what the group thinks. If you think other people are going to disagree, too, you might want to gather your army first. People can contribute experience or information to your thinking—all the things that would make the disagreement stronger or more valid. It's also a good idea to delay the conversation if you are in a meeting or other public space. Discussing the issue in private will make the powerful person feel less threatened.

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

Before you share your thoughts, think about what the powerful person cares about—it may be the credibility of their team or getting a project done on time. You're more likely to be heard if you can connect your disagreement to a higher purpose. When you do speak up, don't assume the link will be clear. You'll want to state it overtly, contextualizing your statements so that you're seen not as a disagreeable subordinate but

as a colleague who's trying to advance a common objective. The discussion will then become more like a chess game than a boxing match.

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

This step may sound overly deferential, but it's a smart way to give the powerful person psychological safety and control. You can say something like, "I know we seem to be moving toward a first-quarter commitment here. I have reasons to think that won't work. I'd like to lay out my reasoning. Would that be OK?" This gives the person a choice, allowing him to verbally opt in. And, assuming he says yes, it will make you feel more confident about voicing your disagreement.

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

You might feel your heart racing or your face turning red, but do whatever you can to remain neutral in both your words and actions. When your body language communicates reluctance or anxiety, it undercuts the message. It sends a mixed message, and your counterpart gets to choose what signals to read. Deep breaths can help, as can speaking more slowly and deliberately. When we feel panicky, we tend to talk louder and faster. Simply slowing the pace and talking in an even tone helps the other person cool down and does the same for you. It also makes you seem confident, even if you aren't.

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

Emphasize that you're only offering your opinion, not gospel truth. It may be a well-informed, well-researched opinion, but it's still an opinion, so talk tentatively and slightly understate your confidence. Instead of saying: "If we set an end-of-quarter deadline, we will never make it," say, "This is just my opinion, but I don't see how we will make that deadline." Having asserted your opinion (as a position, not as a fact), demonstrate equal curiosity about other views. Remind the person that this is your point of view, and then invite critique. Be open to hearing other opinions.

### Section III Translation

#### 46. Directions:

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

We tend to think that friends and family members are our biggest sources of connection, laughter, and warmth. While that may well be true, researchers have also recently found that interacting with strangers actually brings a boost in mood and feelings of belonging that we didn't expect.

In one series of studies, researchers instructed Chicago-area commuters using public transportation to strike up a conversation with someone near them. On average, participants who followed this instruction felt better than those who had been told to stand or sit in silence. The researchers also argued that when we shy away from casual interactions with strangers, it is often due to a misplaced anxiety that they might not want to talk to us. Much of the time, however, this belief is false. As it turns out, many people are actually perfectly willing to talk—and may even be flattered to receive your attention.

## Section IV Writing

### Part A

#### 47. Directions:

Suppose you are organizing an online meeting. Write an email to Jack, an international student, to

- 1) invite him to participate, and
- 2) tell him the details.

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:

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

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

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

某市居民锻炼方式调查

