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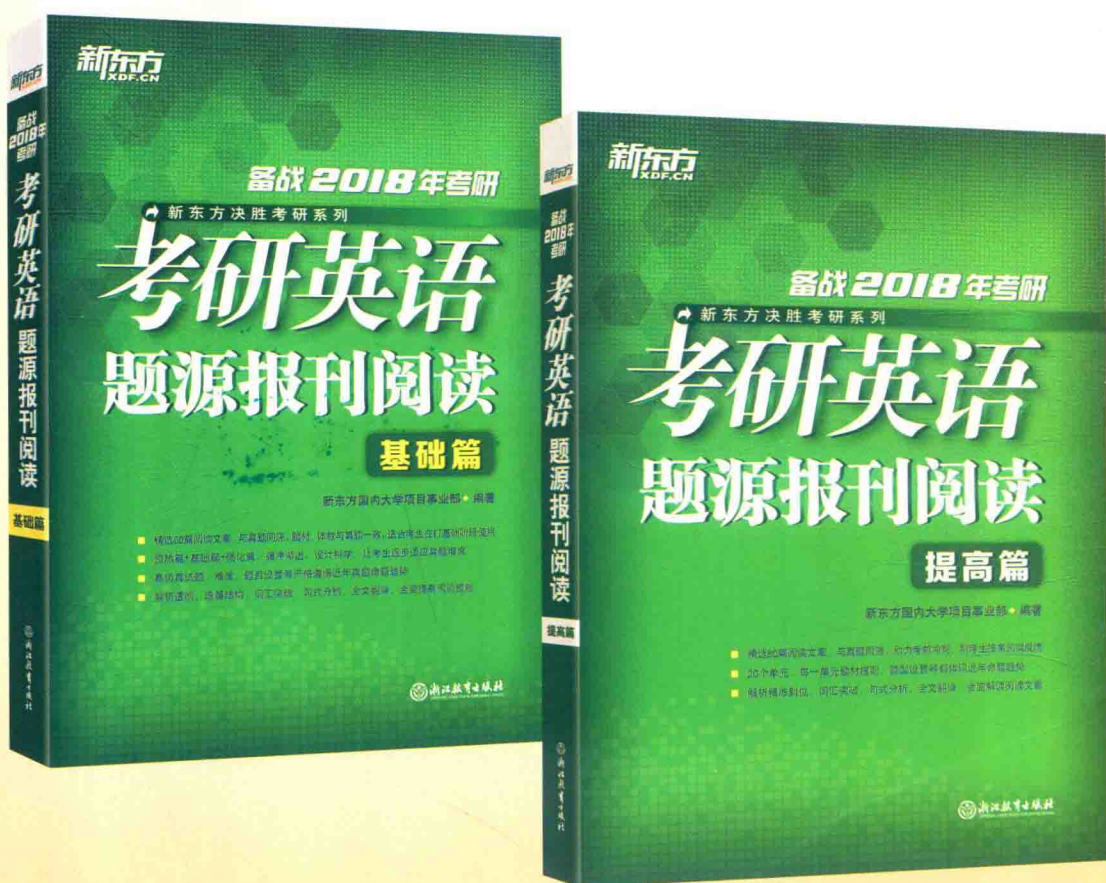


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# 2017年全国硕士研究生入学统一考试英语试题

## 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)

①People have speculated for centuries about a future without work. ②Today is no different, with academics, writers, and activists once again \_\_\_\_ 1 \_\_\_\_ that technology is replacing human workers. ③Some imagine that the coming work-free world will be defined by \_\_\_\_ 2 \_\_\_\_\_. ④A few wealthy people will own all the capital, and the masses will struggle in an impoverished wasteland.

①A 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. ②\_\_\_\_ 6 \_\_\_\_\_, today's unemployed don't seem to be having a great time. ③One 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. ④Also, some research suggests that the \_\_\_\_ 8 \_\_\_\_\_ for rising rates of mortality, mental-health problems, and addiction \_\_\_\_ 9 \_\_\_\_\_ poorly-educated, middle-aged people is shortage of well-paid jobs. ⑤Perhaps this is why many \_\_\_\_ 10 \_\_\_\_\_ the agonizing dullness of a jobless future.

①But it doesn't \_\_\_\_ 11 \_\_\_\_\_ follow from findings like these that a world without work would be filled with unease. ②Such visions are based on the \_\_\_\_ 12 \_\_\_\_\_ of being unemployed in a society built on the concept of employment. ③In the \_\_\_\_ 13 \_\_\_\_\_ of work, a society designed with other ends in mind could \_\_\_\_ 14 \_\_\_\_\_ strikingly different circumstances for the future of labor and leisure. ④Today, the \_\_\_\_ 15 \_\_\_\_\_ of work may be a bit overblown. ⑤“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.

①These 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. ②“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 below each text by choosing A, B, C, or D. Mark your answers on the ANSWER SHEET. (40 points)

#### Text 1

①Every Saturday morning, at 9 am, more than 50,000 runners set off to run 5km around their local park. ②The Parkrun phenomenon began with a dozen friends and has inspired 400 events in the UK and more abroad. ③Events are free, staffed by thousands of volunteers. ④Runners range from four years old to grandparents; their times range from Andrew Baddeley's world record 13 minutes 48 seconds up to an hour.

①Parkrun is succeeding where London's Olympic "legacy" is failing. ②Ten years ago on Monday, it was announced that the Games of the 30th Olympiad would be in London. ③Planning documents pledged that the great legacy of the Games would be to lever a nation of sport lovers away from their couches. ④The population would be fitter, healthier and produce more winners. ⑤It has not happened. ⑥The 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. ⑦Worse, the numbers are now falling at an accelerating rate. ⑧The opposition claims primary school pupils doing at least two hours of sport a week have nearly halved. ⑨Obesity has risen among adults and children. ⑩Official retrospections continue as to why London 2012 failed to "inspire a generation." ⑪The success of Parkrun offers answers.

①Parkrun is not a race but a time trial: Your only competitor is the clock. ②The ethos welcomes anybody. ③There is as much joy over a puffed-out first-timer being clapped over the line as there is about top talent shining. ④The Olympic bidders, by contrast, wanted to get more people doing sports and to produce more elite athletes. ⑤The dual aim was mixed up: The stress on success over taking part was intimidating for newcomers.

①Indeed, there is something a little absurd in the state getting involved in the planning of such a fundamentally "grassroots" concept as community sports associations. ②If 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. ③But successive governments have presided over selling green spaces, squeezing money from local authorities and declining attention on sport in education. ④Instead of wordy, worthy strategies, future governments need to do more to provide the conditions for sport to thrive. ⑤Or 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 sport, 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

①With so much focus on children’s use of screens, it’s easy for parents to forget about their own screen use. ②“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. ③It makes it hard to disengage, and leads to a lot of bleed-over into the family routine.”

①Radesky has studied the use of mobile phones and tablets at mealtimes by giving mother-child pairs a food-testing exercise. ②She found that mothers who used devices during the exercise started 20 percent fewer verbal and 39 percent fewer nonverbal interactions with their children. ③During a separate observation, she saw that phones became a source of tension in the family. ④Parents would be looking at their emails while the children would be making excited bids for their attention.

①Infants 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. ②Radesky cites the “still face experiment” devised by developmental psychologist Ed Tronick in the 1970s. ③In 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. ④“Parents don’t have to be exquisitely parents 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.

①On 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 fantasized, 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.” ②Tronick 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. ③Parents, he says, can get a lot out of using their devices to speak to a friend or get some work out of the way. ④This 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 users’ 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’s 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 kid's use of screens
30. According to Tronick, kid's 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

①Today, 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. ②After all, if everyone you know is going to college in the fall, it seems silly to stay back a year, doesn't it? ③And after going to school for 12 years, it doesn't feel natural to spend a year doing something that isn't academic.

①But while this may be true, it's not a good enough reason to condemn gap years. ②There'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 lucrative career. ③But despite common misconceptions, a gap year does not hinder the success of academic pursuits—in fact, it probably enhances it.

①Studies 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. ②Rather 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. ③Gap 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.

①If 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. ②According to the National Center for Education Statistics, nearly 80 percent of college students end up changing their majors at least once. ③This isn't surprising, considering the basic mandatory high school curriculum leaves students with a poor understanding of themselves listing one major on their college applications, but switching to another after taking college classes. ④It'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. ⑤At Boston College, for example, you would have to complete an extra year were you to switch to the nursing school from another department. ⑥Taking a gap year to figure things out initially can help prevent stress and save money later on.

31. One of the reasons for high-school graduates not taking a gap year is that \_\_\_\_\_.  
 [A] they think it academically misleading [B] they have a lot of fun to expect in college  
 [C] it feels strange to do differently from others [D] it seems worthless to take off-campus courses
32. Studies from the US and Australia imply that taking a gap year helps \_\_\_\_\_.  
 [A] keep students from being unrealistic [B] lower risks in choosing careers  
 [C] ease freshmen's financial burdens [D] relieve freshmen of pressures
33. The word "acclimation" (Line 6, 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

①Though 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.

①In 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. ②In 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.

①Another nationwide concern is whether public funds from other agencies are going into construction in fire-prone districts. ②As Moritz puts it, how often are federal dollars building homes that are likely to be lost to a wildfire?

①“It's already a huge problem from a public expenditure perspective for the whole country,” he says. ②We need to take a magnifying glass to that, like “Wait a minute, is this OK?” ③“Do we want instead to redirect those funds to concentrate on lower-hazard parts of the landscape?”

①Such a view would require a corresponding shift in the way US society today views fire, researchers say.

①For one thing, conservations about wildfires need to be more inclusive. ②Over 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.

①While climate is a key element, Moritz says, it shouldn't come at the expense of the rest of the equation.

①“The human systems and the landscapes we live on are linked, and the interactions go both ways,” he says. ②Falling to recognize that, he notes, leads to “an overly simplified view of what the solutions might be”. ③Our perception of the problem and of what the solution is becoming very limited.

①At 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. ②But 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.

①“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)

①The decline in American manufacturing is a common refrain, particularly from Donald Trump. ②“We don’t make anything anymore,” he told Fox News, while defending his own made-in-Mexico clothing line.

①Without question, manufacturing has taken a significant hit during recent decades, and further trade deals raise questions about whether new shocks could hit manufacturing.

①But there is also a different way to look at the data.

①Across the country, factory owners are now grappling with a new challenge: instead of having too many workers, they may end up with too few. ②Despite trade competition and outsourcing, American manufacturing still needs to replace tens of thousands of retiring boomers every year. ③Millennials may not be that interested in taking their place. ④Other industries are recruiting them with similar or better pay.

①For factory owners, it all adds up to stiff competition for workers—and upward pressure on wages. ②“‘They’re harder to find and they have job offers,” says Jay Dunwell, president of Wolverine Coil Spring, a family-owned firm. ③“‘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.

①At 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. ②Mr. 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.

①At 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. ②It’s his first week on the job. ③Asked about his choice of career, he says at high school he considered medical school before switching to electrical engineering. ④“I love working with tools. ⑤I love creating,” he says.

①But 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. ②“Millennials remember their father and mother both were laid off. ③They blame it on the manufacturing recession,” says Birgit Klohs, chief executive of The Right Place, a business development agency for western Michigan.

①These concerns aren’t misplaced: Employment in manufacturing has fallen from 17 million in 1970 to 12 million in 2015. ②When the recovery began, worker shortages first appeared in the high-skilled trades. Now shortages are appearing at the mid-skill levels.

①“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. ②“‘There’re enough people to fill the jobs at McDonalds and other places where you don’t need to have much skill. ③It’s that gap in between, and that’s where the problem is.”

①Julie Parks of Grand Rapids Community College points to another key to luring Millennials into manufacturing: a work/life balance. ②While their parents were content to work long hours, young people value flexibility. ③“Overtime is not attractive to this generation. ④They 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 from English 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

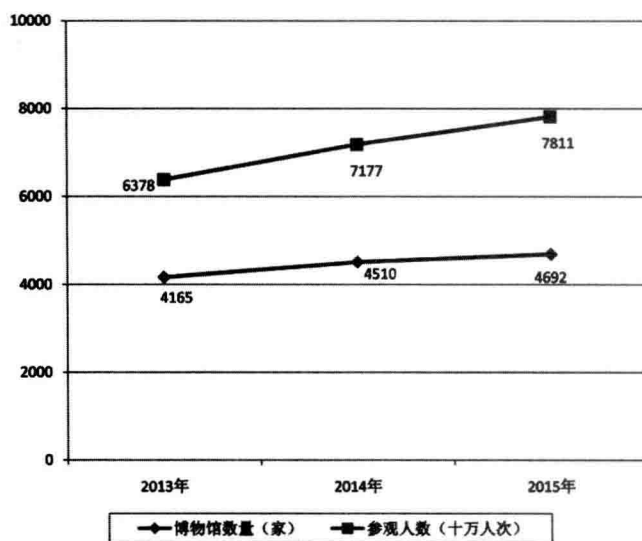
### 48. Directions

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

1) interpret the chart, and

2) give your comments.

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



2013-2015 年我国博物馆数量和参观人数

# 2016年全国硕士研究生入学统一考试英语试题

## 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)

①Happy people work differently. ②They're more productive, more creative, and willing to take greater risks. ③And new research suggest that happiness might influence \_\_\_\_ 1 \_\_\_\_ firms work, too.

①Companies located in places with happier people invest more, according to a recent research paper. ②\_\_\_\_ 2 \_\_\_\_, firms in happy places spend more on R&D (research and development). ③That's because happiness is linked to the kind of longer-term thinking \_\_\_\_ 3 \_\_\_\_ for making investments for the future.

①The researchers wanted to know if the \_\_\_\_ 4 \_\_\_\_ and inclination for risk-taking that come with happiness would \_\_\_\_ 5 \_\_\_\_ the way companies invested. ②So they compared U.S. cities' average happiness \_\_\_\_ 6 \_\_\_\_ by Gallup polling with the investment activity of publicly traded firms in those areas.

①\_\_\_\_ 7 \_\_\_\_ enough, firms' investment and R&D intensity were correlated with the happiness of the area in which they were \_\_\_\_ 8 \_\_\_\_\_. ②But 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? ③To 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. ④The link between happiness and investment generally \_\_\_\_ 12 \_\_\_\_ even after accounting for these things.

①The 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." ②The relationship was \_\_\_\_ 15 \_\_\_\_ stronger in places where happiness was spread more \_\_\_\_ 16 \_\_\_\_\_. ③Firms seem to invest more in places where most people are relatively happy, rather than in places with happiness inequality.

①\_\_\_\_ 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. ②It's not hard to imagine that local culture and sentiment would help \_\_\_\_ 19 \_\_\_\_ how executives think about the future. ③"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] where         | [C] how         | [D] when          |
| 2. [A] In return     | [B] In particular | [C] In contrast | [D] In conclusion |
| 3. [A] sufficient    | [B] famous        | [C] perfect     | [D] necessary     |
| 4. [A] individualism | [B] modernism     | [C] optimism    | [D] realism       |
| 5. [A] echo          | [B] miss          | [C] spoil       | [D] change        |
| 6. [A] imagined      | [B] measured      | [C] invented    | [D] assumed       |
| 7. [A] Sure          | [B] Odd           | [C] Unfortunate | [D] Often         |
| 8. [A] advertised    | [B] divided       | [C] overtaxed   | [D] headquartered |
| 9. [A] explain       | [B] overstate     | [C] summarize   | [D] emphasize     |
| 10. [A] stages       | [B] factors       | [C] levels      | [D] methods       |
| 11. [A] desirable    | [B] sociable      | [C] reputable   | [D] reliable      |

- |                   |                  |               |                 |
|-------------------|------------------|---------------|-----------------|
| 12. [A] resumed   | [B] held         | [C] emerged   | [D] broke       |
| 13. [A] attribute | [B] assign       | [C] transfer  | [D] compare     |
| 14. [A] serious   | [B] civilized    | [C] ambitious | [D] experienced |
| 15. [A] thus      | [B] instead      | [C] also      | [D] never       |
| 16. [A] rapidly   | [B] regularly    | [C] directly  | [D] equally     |
| 17. [A] After     | [B] Until        | [C] While     | [D] Since       |
| 18. [A] arrives   | [B] jumps        | [C] hints     | [D] strikes     |
| 19. [A] shape     | [B] rediscover   | [C] simplify  | [D] share       |
| 20. [A] pray for  | [B] lean towards | [C] give away | [D] send out    |

## 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

①It's true that high-school coding classes aren't essential for learning computer science in college. ②Students without experience can catch up after a few introductory courses, said Tom Cortina, the assistant dean at Carnegie Mellon's School of Computer Science.

①However, Cortina said, early exposure is beneficial. ②When 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. ③It's not as hard for them to transform their thought processes as it is for older students. ④Breaking down problems into bite-sized chunks and using code to solve them becomes normal. ⑤Giving more children this training could increase the number of people interested in the field and help fill the jobs gap, Cortina said.

①Students 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.

①The 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. ②The high-schoolers get the same curriculum, but “we try to gear lessons toward things they're interested in,” said Victoria Friedman, an instructor. ③For instance, one of the apps the students are developing suggests movies based on your mood.

①The students in the Flatiron class probably won't drop out of high school and build the next Facebook. ②Programming 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. ③But 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.

①Indeed, the Flatiron students might not go into IT at all. ②But creating a future army of coders is not the sole purpose of the classes. ③These kids are going to be surrounded by computers—in their pockets, in their offices, in their homes—for the rest of their lives. ④The 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

①Biologists 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. ②But just some 22,000 birds remain today, occupying about 16% of the species’ historic range.

①The crash was a major reason the U.S. Fish and Wildlife Service (USFWS) decided to formally list the bird as threatened. ②“The lesser prairie chicken is in a desperate situation,” said USFWS Director Daniel Ashe. ③Some environmentalists, however, were disappointed. ④They had pushed the agency to designate the bird as “endangered”, a status that gives federal officials greater regulatory power to crack down on threats. ⑤But Ashe and others argued that the “threatened” tag gave the federal government flexibility to try out new, potentially less confrontational conservations approaches. ⑥In 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.

①Under 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. ②Negotiated 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. ③The fund will also be used to compensate landowners who set aside habitat. ④USFWS also set an interim goal of restoring prairie chicken populations to an annual average of 67,000 birds over the next 10 years. ⑤And it gives the Western Association of Fish and Wildlife Agencies (WAFWA), a coalition of state agencies, the job of monitoring progress. ⑥Overall, the idea is to let “states remain in the driver’s seat for managing the species,” Ashe said.

①Not everyone buys the win-win rhetoric. ②Some 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. ③Not surprisingly, industry groups and states generally argue it goes too far; environmentalists say it doesn’t go

far enough. ④“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 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 in \_\_\_\_\_.  
 [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

①That everyone's too busy these days is a cliché. ②But one specific complaint is made especially mournfully: There's never any time to read.

①What makes the problem thornier is that the usual time-management techniques don't seem sufficient. ②The web's full of articles offering tips on making time to read: “Give up TV” or “Carry a book with you at all times.” ③But in my experience, using such methods to free up the odd 30 minutes doesn't work. ④Sit 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. ⑤The 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.” ⑥Deep reading requires not just time, but a special kind of time which can't be obtained merely by becoming more efficient.

①In fact, “becoming more efficient” is part of the problem. ②Thinking of time as a resource to be maximized means you approach it instrumentally, judging any given moment as well spent only in so far as it advances progress toward some goal. ③Immersive reading, by contrast, depends on being willing to risk inefficiency, goallessness, even time-wasting. ④Try to slot it as a to-do list item and you'll manage only goal-focused reading—useful, sometimes, but not the most fulfilling kind. ⑤“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.” ⑥No mind-set could be worse for losing yourself in a book.

①So what does work? ②Perhaps surprisingly, scheduling regular times for reading. ③You'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.” ④You could limit distractions by reading only physical books, or on single-purpose e-readers. ⑤“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. ⑥On 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

①Against 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.

①Across 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. ②But while young and old mostly agree on what constitutes the finish line of a fulfilling life, they offer strikingly different paths for reaching it.

①Young 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 favour 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.

①From 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.

①Young 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. ②While 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.

①Pete Schneider considers the climb tougher today. ②Schneider, a 27-year-old auto technician from the Chicago suburbs says he struggled to find a job after graduating from college. ③Even 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