

2021 年全国硕士研究生招生考试

英语（二）模考二

（科目代码：204）

考生注意事项

1. 考试时间：180 分钟
2. 考试方式：笔试，请用黑色签字笔答题，保证卷面清晰整洁。
3. 讲评课时间:

模考日期	讲评科目	讲评日期	讲评时间	讲评人
12月12号	英语	12月14日	13 : 00-15 : 00	王熙
	数学	12月15日	13 : 00-15 : 00	孔维源
	逻辑	12月16日	13 : 00-15 : 00	谢承军
	写作	12月17日	13 : 00-14 : 00	李金来

各位同学务必提前以考试标准完成试题。因参加考试学员数量巨大，故两次模考的主观题部分不提供判分、估分等答疑服务。各位同学**可参考答案及解析，按时出勤模考讲评课（见上图），均有回放。**

4. 本次模考由尚德机构商学院英语教学中心联合研发，由学科带头人审核发起，
请大家保持状态、认真答题！

预祝大家 2021 年度研究生考试顺利通过！

Section I Use of English

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

For years, thought leaders like Sheryl Sandberg have been offering remedies for the "work-life balance dilemma," most aimed ____1____ at women. Some experts told women to lean in, ____2____ others advised stepping back. A few even maintained that the only way forward was to return to "ultra-traditional" gender roles. What all these strategies have in common is the ____3____ that the conflict between work and family can be solved by changing our institutions and relationships.

But ____4____ there is no solution? More than a century ago, the kibbutz movement made a dramatic attempt to ____5____ work-family conflict once and for all. In these small communal settlements, children didn't live with their parents ____6____ spent most of their time in "children's houses," ____7____ they ate meals, attended school and even slept. The idea was to free mothers and fathers from the burdens of caregiving, giving them the opportunity to ____8____ fully in the work of the kibbutz.

Yet even when work-life conflicts appeared to have been solved, mothers weren't ____9____ with the arrangement. A study ____10____ on in-depth interviews with 123 mothers from 13 kibbutzim, found that nearly all the mothers believed their children were happy in the children's houses; ____11____ they still wanted more contact with their offspring than kibbutz life ____12____. In the end, mothers drove the kibbutzim to ____13____ communal child-rearing arrangements.

The ____14____ of all our attempts to end work-family conflict suggests that we need to stop thinking of it as a problem to be solved, and ____15____ understanding it as a tragedy in the ancient Greek sense—a conflict between two competing goods. In our careers, we are ____16____ beings, honing our talents and earning financial rewards; as members of a family, we prioritize our connection to those we love.

____17____ of these identities can be given up without a cost. We wouldn't want to "solve" our desire to care for our children, or lose our motivation to work. ____18____ lamenting the difficulty of balancing the two endeavors, then, we can try to appreciate the productivity that results from forces in ____19____. Having conflicting obligations and playing different roles is ____20____ for physical and emotional health, forcing us to engage in activities that are good for us, such as physical activity and social engagement.

- 1.[A] specifically [B] accidentally [C] implicitly [D] unreasonably
- 2.[A]since [B] so [C]unless [D] while
- 3.[A] recognition [B] assumption [C] justification [D] conclusion
- 4.[A] what if [B]only if [C] no matter [D] in spite of
- 5.[A] weaken [B]eliminate [C]avoid [D]challenge
- 6.[A]but [B] or [C] and [D] if
- 7.[A]that [B] whether [C]when [D]where
- 8.[A] believe [B] participate [C]quit [D] compete.
- 9.[A] upset [B] satisfied [C]disappointed [D]concerned
- 10.[A] acted [B]based [C] carried [D] worked
- 11.[A] yet [B] besides [C]thus [D] instead
- 12.[A] forced [B] advised [C] allowed [D] deprived
- 13.[A] restore [B] improve [C] expand [D] abolish
- 14.[A]success [B] failure [C] result [D] decision
- 15.[A] start [B] cease [C] continue [D]delay
- 16.[A] rational [B] moral [C] independent [D] social
- 17.[A] Neither [B] Either [C]Both [D] Most
- 18.[A] Apart from [B] Regardless of [C] As for [D] Instead of
- 19.[A] development [B] action [C] opposition [D] combination
- 20.[A] risky [B] beneficial [C] necessary [D] unhelpful

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

There are many theories about the beginning of drama in ancient Greece. The one most widely accepted today is based on the assumption that drama evolved from ritual. The argument for this view goes as follows. In the beginning, human beings viewed the natural forces of the world, even the seasonal changes, as unpredictable, and they sought through various means, to control these unknown and feared powers. Those measures which appeared to bring the desired results were then retained and repeated until they hardened into fixed rituals. Eventually stories arose which explained or veiled the mysteries of the rites. As time passed some rituals were abandoned, but the stories, later called myths, persisted and provided material for art and drama.

Those who believed that drama evolved out of ritual also argue that those rites contained the seed of theater because music, dance, masks, and costumes were almost always used. Furthermore, a suitable site had to be provided for performances, and when the entire community did not participate, a clear division was usually made between the "acting area" and the "auditorium". In addition, there were performers, and, since considerable importance was attached to avoiding mistakes in the enactment of rites, religious leaders usually assumed that task. Wearing masks and costumes, they often impersonated other people, animals, or supernatural beings, and mimed the desired effect-success in hunt or battle, the coming rain, the revival of the Sun-as an actor might. Eventually such dramatic representations were separated from religious activities.

Another theory traces the theater's origin from the human interest in storytelling. According to this view, tales (about the hunt, war, or other feats) are gradually elaborated, at first through the use of impersonation, action, and dialogue by a narrator and then through the assumption of each of the roles by a different person. A closely related theory traces theater to those dances that are primarily rhythmical and gymnastic or that are imitations of animal movements and sounds.

21. What does the passage mainly discuss?

- A. The origins of theater.
- B. The role of ritual in modern dance.
- C. The importance of storytelling.

D. The variety of early religious activities.

22. What aspect of drama does the author discuss in the first paragraph??

A. The reason drama is often unpredictable.

B. The seasons in which dramas were performed.

C. The connection between myths and dramatic plots.

D. The importance of costumes in early drama.

23. Which of the following is NOT mentioned as a common element of theater and ritual?

A. Dance.

B. Costumes.

C. Music.

D. Magic.

24. According to the passage, what is the main difference between ritual and drama?

A. Ritual uses music whereas drama does not.

B. Ritual is shorter than drama.

C. Ritual requires fewer performers than drama.

D. Ritual has a religious purpose and drama does not.

25. The passage supports which of the following statements?

A. No one really knows how the theater began.

B. Myths are no longer represented dramatically.

C. Storytelling is an important part of dance.

D. Dramatic activities require the use of costumes.

Text 2

Home to virgin reefs, rare sharks and vast numbers of exotic fish, the Coral Sea is a unique haven of biodiversity off the northeastern coast of Australia. If a proposal by the Australian government goes ahead, the region will also become the world's largest marine protected area, with restrictions or bans on fishing, mining and marine farming.

The Coral Sea reserve would cover almost 990 000 square kilometres and stretch as far as 1100 kilometres from the coast. Unveiled recently by environment minister Tony Burke, the proposal would be the last in a series of proposed marine reserves around Australia's coast.

But the scheme is attracting criticism from scientists and conservation groups, who argue that the government hasn't gone far enough in protecting the Coral Sea, or in other marine reserves in the coastal network.

Hugh Possingham, director of the Centre of Excellence for Environmental Decisions at the University of Queensland, points out that little more than half of the Coral Sea reserve is proposed as "no take" area, in which all fishing would be banned. The world's largest existing marine reserve, established last year by the British government in the Indian Ocean, spans 654 000 km² and is a no-take zone throughout. An alliance of campaigning conservation groups argues that more of the Coral Sea should receive this level of protection.

"I would like to have seen more protection for coral reefs, " says Terry Hughes, director of the Centre of Excellence for Coral Reef Studies at James Cook University in Queensland. "More than 20 of them would be outside the no-take area and vulnerable to catch-and-release fishing".

As Nature went to press, the Australian government had not responded to specific criticisms of the plan. But Robin Beaman, a marine geologist at James Cook University, says that the reserve does "broadly protect the range of habitats" in the sea. " I can testify to the huge effort that government agencies and other organizations have put into trying to understand the ecological values of this vast area," he says.

Reserves proposed earlier this year for Australia's southwestern and northwestern coastal regions have also been criticized for failing to give habitats adequate protection. In August, 173 marine scientists signed an open letter to the government saying they were "greatly concerned, that the proposals for the southwestern region had not been based on the " core science principles" of reserves-the protected regions were not, for instance, representative of all the habitats in the region, they said.

Critics say that the southwestern reserve offers the greatest protection to the offshore areas where commercial opportunities are fewest and where there is little threat to the environment, a contention also levelled at the Coral Sea plan.

26. What do we learn from the passage about the Coral Sea?

- A) It is exceptionally rich in marine life.
- B) It is the biggest marine protected area.
- C) It remains largely undisturbed by humans.
- D) It is a unique haven of endangered species.

27. What does the Australian government plan to do according to Tony Burke?

- A) Make a new proposal to protect the Coral Sea.
- B) Revise its conservation plan owing to criticisms.
- C) Upgrade the established reserves to protect marine life.
- D) Complete the series of marine reserves around its coast.

28. What is scientists' argument about the Coral Sea proposal?

- A) The government has not done enough for marine protection.
- B) It will not improve the marine reserves along Australia's coast.

- C) The government has not consulted them in drawing up the proposal.
- D) It is not based on sufficient investigations into the ecological system.
29. What does marine geologist Robin Beaman say about the Coral Sea plan?
- A) It can compare with the British government's effort in the Indian Ocean.
- B) It will result in the establishment of the world's largest marine reserves.
- C) It will ensure the sustainability of the fishing industry around the coast.
- D) It is a tremendous joint effort to protect the range of marine habitats.
30. What do critics think of the Coral Sea plan?
- A) It will do more harm than good to the environment.
- B) It will adversely affect Australia's fishing industry.
- C) It will protect regions that actually require little protection.
- D) It will win little support from environmental organizations.

Text 3

The Ebro Delta, in Spain, famous as a battleground during the Spanish Civil War, is now the setting for a different contest, one that is pitting rice farmers against two enemies: the rice-eating giant apple snail, and rising sea levels. What happens here will have a bearing on the future of European rice production and the overall health of southern European wetlands.

Located on the Mediterranean just two hours south of Barcelona, the Ebro Delta produces 120 million kilograms of rice a year, making it one of the continent's most important rice-growing areas. As the sea creeps into these fresh-water marshes, however, rising salinity (盐分) is hampering rice production. At the same time, this sea-water also kills off the greedy giant apple snail, an introduced pest that feeds on young rice plants. The most promising strategy has become to harness one foe against the other.

The battle is currently being waged on land, in greenhouses at the University of Barcelona. Scientists working under the banner "Project Neurice" are seeking varieties of rice that can withstand the increasing salinity without losing the absorbency that makes European rice ideal for traditional Spanish and Italian dishes.

"The project has two sides," says Xavier Serrat, Neurice project manager and researcher at the University of Barcelona, "the short-term fight against the snail, and a mid- to long-term fight against climate change. But the snail has given the project greater urgency."

Originally from South America, the snails were accidentally introduced into the Ebro Delta by Global Aquatic Technologies, a company that raised the snails for fresh-water aquariums (水族馆), but failed to

prevent their escape. For now, the giant apple snail's presence in Europe is limited to the Ebro Delta. But the snail continues its march to new territory, says Serrat. "The question is not whether it will reach other rice-growing areas of Europe, but when."

Over the next year and a half investigators will test the various strains of salt-tolerant rice they've bred. In 2018, farmers will plant the varieties with the most promise in the Ebro Delta and Europe's other two main rice-growing regions—along the Po in Italy, and France's Rhone. A season in the field will help determine which, if any, of the varieties are ready for commercialization.

As an EU-funded effort, the search for salt-tolerant varieties of rice is taking place in all three countries. Each team is crossbreeding a local European short-grain rice with a long-grain Asian variety that carries the salt-resistant gene. The scientists are breeding successive generations to arrive at varieties that incorporate salt tolerance but retain about 97 percent of the European rice genome (基因组).

31. Why does the author mention the Spanish Civil War at the beginning of the passage?

- A) It had great impact on the life of Spanish rice farmers.
- B) It is of great significance in the records of Spanish history.
- C) Rice farmers in the Ebro Delta are waging a battle of similar importance.
- D) Rice farmers in the Ebro Delta are experiencing as hard a time as in the war.

32. What may be the most effective strategy for rice farmers to employ in fighting their enemies?

- A) Striking the weaker enemy first.
- B) Killing two birds with one stone.
- C) Eliminating the enemy one by one.
- D) Using one evil to combat the other.

33. What do we learn about "Project Neurice"?

- A) Its goals will have to be realized at a cost.
- B) It aims to increase the yield of Spanish rice.
- C) Its immediate priority is to bring the pest under control.
- D) It tries to kill the snails with the help of climate change.

34. What does Neurice project manager say about the giant apple snail?

- A) It can survive only on southern European wetlands.
- B) It will invade other rice-growing regions of Europe.
- C) It multiplies at a speed beyond human imagination.
- D) It was introduced into the rice fields on purpose.

35. What is the ultimate goal of the EU-funded program?

- A) Cultivating ideal salt-resistant rice varieties.
- B) Increasing the absorbency of the Spanish rice.
- C) Introducing Spanish rice to the rest of Europe.
- D) Popularizing the rice crossbreeding technology.

Text 4

Human memory is notoriously unreliable. Even people with the sharpest facial-recognition skills can only remember so much.

It's tough to quantify how good a person is at remembering. No one really knows how many different faces someone can recall, for example, but various estimates tend to hover in the thousands—based on the number of acquaintances a person might have.

Machines aren't limited this way. Give the right computer a massive database of faces, and it can process what it sees—then recognize a face it's told to find—with remarkable speed and precision. This skill is what supports the enormous promise of facial-recognition software in the 21st century. It's also what makes contemporary surveillance systems so scary.

The thing is, machines still have limitations when it comes to facial recognition. And scientists are only just beginning to understand what those constraints are. To begin to figure out how computers are struggling, researchers at the University of Washington created a massive database of faces—they call it MegaFace—and tested a variety of facial-recognition algorithms (算法) as they scaled up in complexity. The idea was to test the machines on a database that included up to 1 million different images of nearly 700,000 different people—and not just a large database featuring a relatively small number of different faces, more consistent with what's been used in other research.

As the databases grew, machine accuracy dipped across the board. Algorithms that were right 95% of the time when they were dealing with a 13,000-image database, for example, were accurate about 70% of the time when confronted with 1 million images. That's still pretty good, says one of the researchers, Ira Kemelmacher-Shlizerman. "Much better than we expected," she said.

Machines also had difficulty adjusting for people who look a lot alike—either doppelgangers (长相极相似的人), whom the machine would have trouble identifying as two separate people, or the same person who appeared in different photos at different ages or in different lighting, whom the machine would incorrectly view as separate people.

"Once we scale up, algorithms must be sensitive to tiny changes in identities and at the same time invariant to lighting, pose, age," Kemelmacher-Shlizerman said.

The trouble is, for many of the researchers who'd like to design systems to address these challenges, massive datasets for experimentation just don't exist—at least, not in formats that are accessible to academic researchers. Training sets like the ones Google and Facebook have are private. There are no public databases that contain millions of faces. MegaFace's creators say it's the largest publicly available facial-recognition dataset out there.

"An ultimate face recognition algorithm should perform with billions of people in a dataset," the researchers wrote.

36. Compared with human memory, machines can _____.

- A) identify human faces more efficiently
- B) tell a friend from a mere acquaintance
- C) store an unlimited number of human faces
- D) perceive images invisible to the human eye

37. Why did researchers create MegaFace?

- A) To enlarge the volume of the facial-recognition database.
- B) To increase the variety of facial-recognition software.
- C) To understand computers' problems with facial recognition.
- D) To reduce the complexity of facial-recognition algorithms.

38. What does the passage say about machine accuracy?

- A) It falls short of researchers' expectations.
- B) It improves with added computing power.
- C) It varies greatly with different algorithms.
- D) It decreases as the database size increases.

39. What is said to be a shortcoming-of facial-recognition machines?

- A) They cannot easily tell apart people with near-identical appearances.
- B) They have difficulty identifying changes in facial expressions.
- C) They are not sensitive to minute changes in people's mood.
- D) They have problems distinguishing people of the same age.

40. What is the difficulty confronting researchers of facial-recognition machines?

- A) No computer is yet able to handle huge datasets of human faces.
- B) There do not exist public databases with sufficient face samples.
- C) There are no appropriate algorithms to process the face samples.
- D) They have trouble converting face datasets into the right format.

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 paragraphs (41 -45). There are two extra subheadings which you do not need to use. Mark your answers on the ANSWER SHEET. (10 points)*

Being socially active in your 50s and 60s may help lower the risk of developing dementia (a serious mental disorder) in later life, a study has found.

Researchers led by Dr. Andrew Sommerlad of the University of London studied data that tracked more than 10,000 people from 1985 to 2013. The participants answered a questionnaire every five years about the frequency of their social contact with friends and relatives. They were also subject to cognitive testing, and electronic health records were searched for dementia diagnoses.

The results published in the journal Plos Medicine showed that seeing friends almost daily at aged 60 was associated with a 12% lower likelihood of developing dementia in later life, compared with those who saw only one or two friends every few months. Seeing relatives, on the other hand, did not show the same beneficial association.

Another researcher Elijah Lowenstein involved in this study said that practicing using the brain for memory and language during social contact can build so-called cognitive reserve.

Tara Spire-Jones, a professor of neurodegeneration at the University of Edinburgh who was not involved in the work, explained: "Learning new things builds connections between brain cells, and so does social contact. The biology underlying this study is that the people who are socially active keep their brains better connected. If you have a better-connected network in your brain, it can resist pathology for longer."

Clive Ballard, a professor of age-related disorders at the University of Exeter, who was also not involved in the work, said: "Social isolation is a risk factor. The strength of this work is the large population studied, and that the assessment of social contact was done so long before the cognitive assessment bit. It makes the direction of causality much stronger."

The authors note that the data does not include detail on the quality of social contact, and that dementia cases may have been missed if participants did not present to their general practitioner (GP). Other

sociologists pointed out that there may also be overlapping factors at play: “It is known that depression is a significant risk factor, and our work has shown that hearing loss is also a significant risk factor. Both of those might lead to social isolation. It’s likely to be a cluster of things which are not totally independent.” said one of the authors.

Similar benefits were seen for those who saw friends when they were aged 50 and 70, although the association was not strong enough to be statistically significant. “This is due to the statistical uncertainty involved in the study,” said Dr. Andrew Sommerlad. “There’s no conceivable reason why it’d be important at 60 and not other age points.” He concluded, “We need to be conscious that we’re in a society in which social isolation and loneliness are becoming more common. We hope that at a community level and policy level work will be done to make it easier for older people to stay connected.”

Men’s Sheds was founded in Australia in the late 1990s to provide social and community opportunities – primarily for men over 50. Sociologist Anna Ploszajski pointed out that “It’s very difficult for older people to make new friends. This is a place for that opportunity to keep on happening. It’s almost like a place of hope.”

41. Dr. Andrew Sommerlad

42. Elijah Lowenstein

43. Tara Spires-Jones

44. Clive Ballard

45. Anna Ploszajski

[A] pointed out that there may also be overlapping factors at play.

[B] held that practicing of the brain during social contact can build so-called cognitive reserve.

[C] said social isolation is a risk factor for dementia.

[D] viewed Men’s Sheds as a place of hope for elderly people.

[E] hoped that something should be done to make it easier for older people to stay connected at a community level and policy level.

[F] said that similar benefits were seen for those who saw friends when they were aged 50 and 70.

[G] believed that social contact builds connections between brain cells.

Section III Translation

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

Some years ago I was offered a writing assignment that would require months of travel through Europe. How would I, unable to speak the language, totally unfamiliar with local geography? So I sat down to write a letter begging off. Halfway through, a thought ran through my mind: you can't learn if you don't try. So I accepted the assignment. By the time I had finished the trip I was an experienced traveler.

The point is that we are always afraid of new things. But each time you try something, you learn, and as the learning piles up, the world opens to you. I've learned to ski at 40, and flown up the Rhine River in a balloon. And I'll go on doing such things. It is not because I am braver than others, but because I will accept anxiety as another name for challenge and I believe I can accomplish wonders.

Section IV Writing

Part A

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. (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)

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