

# 全国硕士研究生入学统一考试英语（二）

## 一模拟考卷

### Section I Use of English

#### Directions:

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

Today a new first generation of immigrants is pursuing its dream of a new life in the United States. This generation's background and experiences are in some ways different from those of the typical European immigrants of the nineteenth and early twentieth centuries, 1 immigrants come mostly from Asia and Latin America. In addition, some writers have claimed that a much greater proportion of the new immigrants are business people, managers and technicians, but this 2 has been challenged and has not been proved. 3, it is clear that many of the better-trained and more prosperous of these immigrants are moving not into their own ethnic neighborhood 4 into middle-class suburbs. Last the United States that they are experiencing is no longer a country that is expanding its industrial base. It is no longer 5 the numbers of new factory jobs that were 6 for the earlier immigrants.

The differences between these modern immigrants and the 7 European immigrants cannot be ignored in any thorough analysis of the topic. The 8, however, should not be interpreted to mean that the behavior and experience of the modern immigrants is very different from those of their European predecessors. In fact, today's immigrants in many ways are 9 the patterns established by earlier immigrants.

For those immigrants who don't live in distinct ethnic neighborhoods, the immigrant community remains an important part of their working and social lives. Each community, although its members may live some distance from one another, has organized itself to 10 a network of connections and contacts similar to those that exist in ethnic neighborhoods. An ethnic community may not be 11 with a specific neighborhood, but it functions as it has always functioned. It is a source of cheap labor for immigrant businesses and of 12 for immigrants needing funds to establish such businesses. Also it is through the ethnic community 13 immigrants find employers willing to hire non-English speakers. It is 14 members of the community that they socialize and go to church.

Finally, the new immigrants are like those of one hundred years ago in the 15 they make. In their businesses, they work long hours in order to 16 with economically more powerful

businesses, Some accept jobs of lower 17 than the jobs they had at home. Many, especially those who open stores in neighborhoods populated mainly by other ethnic and racial groups, have to face the hostility of Americans who perhaps 18 their relative economic success or even their mere 19 in the neighborhood. For the new immigrants, as for European predecessors, 20 to life in the United States is not a bed of roses.

- |                       |                |                  |                 |
|-----------------------|----------------|------------------|-----------------|
| 【 】 1. A. ancient     | B. conscious   | C. moderate      | D. contemporary |
| 【 】 2. A. clasp       | B. clash       | C. claim         | D. climax       |
| 【 】 3. A. Whichever   | B. However     | C. Therefore     | D. Moreover     |
| 【 】 4. A. but         | B. and         | C. or            | D. for          |
| 【 】 5. A. creating    | B. criticizing | C. completing    | D. convincing   |
| 【 】 6. A. possible    | B. available   | C. feasible      | D. stable       |
| 【 】 7. A. easier      | B. healthier   | C. earlier       | D. latter       |
| 【 】 8. A. correlation | B. similarity  | C. motivation    | D. differences  |
| 【 】 9. A. proceeding  | B. following   | C. prompting     | D. activating   |
| 【 】 10. A. print      | B. copy        | C. provide       | D. collect      |
| 【 】 11. A. concerned  | B. viewed      | C. seen          | D. identified   |
| 【 】 12. A. financing  | B. information | C. technology    | D. innovation   |
| 【 】 13. A. what       | B. which       | C. that          | D. whether      |
| 【 】 14. A. in         | B. for         | C. on            | D. with         |
| 【 】 15. A. sacrifices | B. compromises | C. contributions | D. integrations |
| 【 】 16. A. complete   | B. compete     | C. compose       | D. comprise     |
| 【 】 17. A. stature    | B. statue      | C. statute       | D. status       |
| 【 】 18. A. resent     | B. consent     | C. absent        | D. dissent      |
| 【 】 19. A. favor      | B. presence    | C. progress      | D. absence      |
| 【 】 20. A. adopting   | B. coping      | C. adjusting     | D. fighting     |

## 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

In coming weeks, many employers around the world will be singing a new tune: How do we get

them back in the office after so many employees worked from home? That issue, of course, doesn't apply to workers who continued with front-line labor during the pandemic. But for those who could work remotely, their eyes are now open to alternative work arrangements.

Many will welcome a return to in-person encounters that cannot quite match the digital kind. They miss the camaraderie (同志情谊) of the office. Innovative ideas can spring from casual conversations. And without the distractions of working at home, employees at an office can be more focused and collaborative.

Still employers will be conscious of those employees who were able to find a work-life balance that improved both their personal needs and professional accomplishments. The new work motto is not “how many hours did you work?” but “how much did you accomplish?” Many employees find they got more done each day by not commuting. For some, remote work just makes financial sense: Keep the same job, with the same pay, but move to a part of the country with lower living costs, while saving on commuting costs as well.

Companies are making plans to bring employees back to their offices in stages over the summer. Most popular may be early September, when children will mostly be heading back to classrooms, freeing up parents who provided child care to head in to work. Many companies are pledging to take a more flexible approach, hoping to keep the most talented and productive on staff. Google plans to give its employees four weeks of “work from anywhere” time each year. LinkedIn will allow a good portion of its employees to work remotely for up to half of the time.

How badly do workers want to work from home? A recent study by Microsoft showed that more than 70% of workers want to have the option of working remotely with flexible hours. Blind, an anonymous U.S. network for professionals, found that most people it surveyed would choose being able to work from home over receiving a 30% raise.

For many, a return to the office is coming. But the traditional office is going to have to compete harder to win over employees who've found a surprising renewal in remote work. Employees will need to be aware of the benefits of in-office work to an organization. The key for employers will be to find win-win solutions that enhance both their organization's goals and worker satisfaction.

【 】 21. Employers around the world will \_\_\_\_\_.

- A. hope employees go back to the office
- B. overcome the impact of the pandemic
- C. arrange alternative work for remote workers
- D. reward workers engaged in front-line labor

- 【 】 22. For many, working in office has various benefits in the following aspects except\_\_\_\_\_.
- A. innovation
  - B. absorption
  - C. cooperation
  - D. competition
- 【 】 23. Economically, remote work is meaningful in that\_\_\_\_\_.
- A. it improves work efficiency
  - B. it helps save living costs
  - C. it makes employees earn more
  - D. it enhances employees' living standard
- 【 】 24. Google and LinkedIn are cited to show\_\_\_\_\_.
- A. the importance of staff needs
  - B. the characteristics of remote work
  - C. a flexible way of working
  - D. an alternative to remote work
- 【 】 25. To return to the traditional office,\_\_\_\_\_.
- A. employers should highlight the benefits of in-office work
  - B. both employers and employees need to make efforts
  - C. employers should try to meet the needs of employees
  - D. the remote workers have to undergo a complete renewal

## Text 2

Science and its practical applications in the form of technology, or the “science” of the industrial arts, as Webster defines the term, have had an enormous impact on modern society and culture. For generations it was believed that science and technology would provide the solutions to the problem of human suffering disease, famine, war, and poverty. But today these problems remain; in fact, many argue that are expanding. Some even conclude that science and technology as presently constituted are not capable of meeting the collective needs of mankind. A more radical position is that modern scientific methods and institutions, because of their very nature and structure, thwart basic human needs and emotions, the catastrophes of today's world, and the greatest threat to its future, some claim, are the direct consequences of science and technology.

A major paradox has been created: scientific rationality taken as the supreme form of the application of the rational faculties of human beings and which, along with its practical applications in the form of technological development, have liberated man from ignorance, from the whims and oppressions of a relentless nature and while having subordinated the earth to man, has become the potential instrument of the self-destruction of the human species. War, pollution, and economic oppression are seen as the inevitable results of scientific advance by large sections of the public. The atomic disaster of the Hiroshima and Nagasaki bombings are seen as the products of an uninterested scientific rationality.

In recent decades in the West there has emerged a wave of anti-scientific, antinational moods, especially among the young people, which threatens a complete rejection not simply of the technological but of scientific rationalism as well, in favor of one or another version of mysticism, irrationalism, and primitivism —or as one philosopher of science has called it, of blood and soil philosophy. Wartovsky has described the argument of the anti-science people as one in which we are warned to “listen to the blood, get back to our roots, and cast out the evil demons of a blind and inhuman rationality, and thereby we will save ourselves.” The only “reasonable thing” to do, according to the oppositionist, is to reject reason itself—at least in its scientific form. The very rejection of that reason, in “reasonable” term, is in itself a paradox.

【 】 26. According to Paragraph 1, science and technology hindered humans' needs and emotions in that\_\_\_\_\_.

- A. science and technology are not capable of meeting all human needs
- B. the problems of human sufferings still remain today
- C. the nature and the structure of modern science is inappropriate
- D. science and technology cause many catastrophes and pose a great threat to future

【 】 27. By saying “... having subordinated the earth to man” (Para. 2), the author implies that science and technology\_\_\_\_\_.

- A. have enslaved human beings
- B. have led to the ruin of civilization
- C. have freed human beings from ignorance
- D. have helped human beings to conquer the Nature

【 】 28. For the anti-science people, the results of the scientific development has been caused by\_\_\_\_\_.

- A. an increase in human problems
- B. the atomic disaster

- C. natural and economic oppression
- D. the scientific rationalism

【 】 29. Which of the following is true of the anti-science people?

- A. They argue that famine, war, and poverty are increasing.
- B. They are still not too disillusioned on human situations.
- C. They do not believe anything at all.
- D. They are most eager to reject scientific application.

【 】 30. The author's attitude towards the anti-scientific wave might be\_\_\_\_\_.

- A. supportive
- B. disapproving
- C. neutral
- D. subjective

### Text 3

The upstart science of happiness mixes psychology with economics. Its adherents start with copious survey data, such as those derived from the simple, casual question concerning happiness put to thousands of Americans every year or two since 1972: "Taken all together, how would you say things are these days would you say that you are very happy: pretty happy or not too happy?" Some of the results are unsurprising: the rich report being happier than do the poor. But a paradox emerges that requires explanation: affluent countries have not got much happier as they have grown richer. From America to Japan, figures for well being have barely changed.

The science of happiness offers two explanations for the paradox. Capitalism, it notes, is adept at turning luxuries into necessities bringing to the masses what the elites have always enjoyed. But the negative aspect of this genius is that people come to take for granted things they once coveted from afar. Ornaments they never thought they could have become essentials that they can't do without. People are stuck on a treadmill: as they achieve a better standard of living, they become accustomed to its pleasure.

Capitalism's ability to take things down-market also has its limits. Many of the things people most prize such as the top jobs, the best education, or an exclusive home address are luxuries by necessity. An elite schooling, for example, cease to be so if, it is provided to everyone. These "luxuries" as they are called, are in fixed supply: you can enjoy them only if others do not. The amount of money and efforts required to grab them depends on how much your rivals are putting in.

Take work, for instance. In 1930 John Maynard Keynes imagined that richer societies would become more leisured ones, liberated from toil to enjoy the finer things in life. Yet most people still put in a decent shift. They work hard to afford things they think will make them fruits of their labor sour quickly. They also aspire to a higher place in this fierce society, but in so doing force others in the rat race to run faster to keep up. So everyone loses.

Yet it is not self-evident that less work would mean more happiness. In America, when the working week has shortened, the gap has been filled by endless TV-watching. As for well-being, other studies show that elderly people who stop working tend to die sooner than their peers who labor on. Indeed, another side of happiness economics busies itself studying the non-monetary rewards from work; most enjoy parts of their work, and some people love it.

- 【 】 31. The survey results about happiness suggest that\_\_\_\_\_.
- A. well-being can be measured by wealth
  - B. the richest countries are not the happiest
  - C. rises in wealth are not matched by increases in happiness
  - D. the poor are not necessarily less happy than the rich
- 【 】 32. Capitalism's ability to turn luxuries into necessities\_\_\_\_\_.
- A. brings great pleasure to the masses
  - B. satisfies the wants of a small elite
  - C. bridges the gap between elite and mass consumption
  - D. makes people insensitive to happiness
- 【 】 33. Which of the following is true according to Paragraph 3?
- A. Luxuries moving down-market impact how happy people feel.
  - B. People tend to spend more money than their rivals to get luxuries.
  - C. Most people can obtain the top jobs.
  - D. Elite schools are open to any student.
- 【 】 34. The author uses the example of work in the last two paragraphs to\_\_\_\_\_.
- A. demonstrate the benefits of richer and more leisured societies
  - B. illustrate the topic of what may make people happier
  - C. explain why everyone is a loser in this competitive world
  - D. emphasize the importance of hard work in our life

- 【 】 35. What can be inferred from the last paragraph?
- A. Watching TV gives Americans more pleasure than working.
  - B. Less work provides people with more happiness.
  - C. Old people who keep on working are more likely to die early.
  - D. Work can bring people more rewards besides money.

#### Text 4

“Had we but world enough, and time...” The opening line of Andrew Marvell's *To His Coy Mistress* sums up the dilemma of the English exam regulator Ofqual, which this week decided the COVID-19 crisis means that next year GCSE English literature students will, if they wish, be able to drop poetry completely. Ofqual feels that, with no certainty of a full return to school in the autumn, it will be “extremely challenging” to teach a full syllabus. It worries that students would struggle “to get to grips with complex literary texts remotely”.

This is no doubt true, but Ofqual's solution is perverse. Study of a Shakespeare play has been deemed sacred—no doubt making Shakespeare optional would have caused a storm. The other three time-honoured components will be optional, with students having to pick two from three. Modern fiction and drama is likely to be a default choice for many, leaving a straight fight between Donne and Dickens.

Poet and teacher Kate Clanchy, recent winner of the Orwell prize for political writing for her memoir *Some Kids I Taught and What They Taught Me*, explained earlier this week why this decision risks damaging the wider cause of the humanities, because of the signal it sends about them being disposable extras. She also pointed out that Ofqual is out of step, since poetry is riding a wave of popularity among teenagers.

Judith Palmer, director of the Poetry Society, highlighted the diversity of contemporary poets as another factor in the subject's favour. And she is right that it would be a step backwards to cut it just as an increasing number of writers of colour are making it on to syllabuses—and poetry is, in defiance of some people's expectations, holding its own against other cultural forms amid ferocious online competition.

The unresolved, open-ended nature of so much poetry, where meaning has to be extracted from intense engagement with language, is all too appropriate for our present age of uncertainty. The particular joy of reading it in groups is learning to enjoy the thrill of the chase after meaning, and to recognise that different interpretations are valid. Children's author Michael Rosen summed it up: “Poetry offers a view on humanity, society and the world that is playful, contemplative, mysterious, questioning, and one that is often interested in giving readers the chance to hold several different



ideas in our heads at the same time.”

Rather than streamlining reading lists, it might instead be time to change the way students are examined. Read Marvell because he is marvellous, not as a means to passing an exam. If the pandemic is making the current exam system unworkable, find another way of encouraging young people to study—and, better still, to love—literature. Poetry is about response, not regurgitation; the joy of intellectual inquiry; the free play of the spirit. That is what Ofqual should be protecting.

【 】 36. It will be “extremely challenging” to teach a full syllabus in that\_\_\_\_\_.

- A. there is little chance of going back to school in the fall
- B. complicated literary works are difficult to teach remotely
- C. students have difficulty concentrating while studying at home
- D. it may be hard for students to remotely grasp complex literary works

【 】 37. The word “perverse” (Para. 2) most probably means\_\_\_\_\_.

- A. improper
- B. feasible
- C. simple
- D. unique

【 】 38. According to Paragraph 4, the author holds that\_\_\_\_\_.

- A. more poetry should be made on to syllabuses
- B. dropping poetry is just going back a step
- C. poetry is quite different from other cultural forms
- D. poetry is difficult to maintain in the Internet age

【 】 39. In the last paragraph, Ofqual is suggested to\_\_\_\_\_.

- A. simplify students' reading lists
- B. alter the way students are assessed
- C. explore the connotation of literary works
- D. consider poem in terms of thought

【 】 40. Which of the following is the best title of the text?

- A. Ofqual's Dilemma about Poetry

- B. Don't Let Poetry in Schools Go
- C. Change the Way Ofqual Examined
- D. Preserve the Diversity of Poetry

## 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] Turn to experts for help if necessary
- [B] Don't compare yourself with others
- [C] Remember that you are not an emotionless machine
- [D] Find the root of your lack of self-esteem
- [E] Remember your success
- [F] Don't get stuck in the past
- [G] Give yourself the value you deserve

### Five Simple Ways to Increase Your Self-Esteem

It's always a good idea to increase your self-esteem. As a matter of fact, in your journey through life, you're obliged to continue strengthening yourself. Furthermore, to build a strong, secure, and focused identity and self-worth with which you can relate much better to others and, above all, with yourself. Appreciate each fragment of your being and you'll enjoy a better quality of life. Let's take a look at how to do it.

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

It's normal to have an almost obsessive tendency to focus only on the negative aspects of your life. You do it when you're feeling down. Indeed, at these times, you give more importance to your failures, mistakes, and disappointments. However, it's better to think positively about what you've achieved. It's also healthy to learn to treat yourself with respect. This means you generate positive evaluations of yourself. A study shows that if you're able to treat yourself with greater kindness and self-compassion, you can increase self-esteem in a healthier way.

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

Each person has their own qualities and, of course, you're no exception. Stop worrying about the attributes that you'd like to have and that you admire in others. Focus on yours and, above all, on

your human potential. To increase your self-esteem, value aspects such as your health, your personality, the people who love you, and those mental faculties you possess that make you an intelligent person. Remember the good opportunities that your work offers you and what you contribute to others. There are probably many who'd envy all that you have today and that, perhaps, you don't value enough.

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

Perhaps your low self-esteem is due to having had a complex childhood. Maybe you felt that everyone praised the other children, while no one paid attention to your achievements. Did the nickname you were known by at school make you feel inferior to others? You need to get to the bottom of your negative feelings. Everyone has some aspects of their personality that they don't like. Nevertheless, that doesn't mean you should focus solely on it, because that'll only make you feel bad. Instead, try to analyze how these thoughts relate to the way you feel now. Analyzing your thoughts properly will help you increase your self-esteem.

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

Self-esteem is related to how you perceive yourself. If you can't spot positive traits in yourself, that's an indication that your self-esteem is probably at rock bottom. Sometimes, it helps to write down your flaws. Then, by reading them one by one, you can work out if they really are faults and things that need changing. As a matter of fact, you may even discover that, in some cases, what you consider negative in yourself is perceived as a virtue by those around you. When carrying out this analysis, avoid falling into the extremes of justification or ruthless criticism as both attitudes are equally harmful. Although it's difficult, try to be objective and fair with yourself.

Give yourself the value you deserve45. \_\_\_\_\_

Don't forget that self-esteem is like a muscle that needs exercising every day. If at any time, you feel that you can't exercise it and you feel weighed down and uncomfortable, you shouldn't hesitate in consulting a specialized professional. They can help you detect your lack of self-esteem, and help you work on it. In fact, it's often necessary for someone external and impartial to tell you what you may be doing right and wrong in your daily life and how you can increase your internal well-being.

### Section III Translation

#### 46. Directions:

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

It is generally accepted that nobody should be excluded from the wealth of the nation, either by the laws of nature or by those of society. The opinions, which were current a hundred years ago, that the poor owed their conditions to their ignorance, lack of responsibility, are outdated. In all Western industrialized countries, a system of insurance has been introduced which guarantees everyone a minimum of subsistence in case of unemployment, sickness and old age. I would go one step further and argue that, even if these conditions are not present, everyone has the right to receive the means to subsist, in other words, he can claim this subsistence minimum without having to have any "reason". I would suggest, however, that it should be limited to a definite period of time, let's say two years, so as to avoid the encouraging of an abnormal attitude which refuses any kind of social obligation.

## Section IV Writing

### Part A

#### 47. Directions:

Suppose your university is to invite Mr. Williams, a foreign professor of Chinese studies, to give a lecture on Chinese literature. Write an email to

- 1) send him an invitation, and
- 2) inform him of the students' expectation of the lecture.

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 essay, you should

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

Write your answer in about 150 words on the **ANSWER SHEET**. (15 points)

