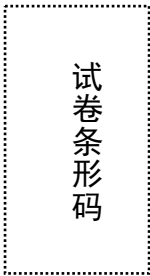


新东方2023考研英语模拟试卷



英语（二）  
（科目代码：204）

☆考生注意事项☆

- 1. 答题前，考生须在试题册指定位置上填写考生编号和考试姓名；在答题卡指定位置上填写报考单位、考生姓名和考生编号，并涂写考生编号信息点。
- 2. 考生须把试题册上的“试卷条形码”粘贴条取下，粘贴在答题卡的“试卷条形码粘贴位置”框中，不按规定粘贴条形码而影响评卷结果的，责任由考生自负。
- 3. 选择题的答案必须涂写在答题卡相应题号的选项上，非选择题的答案必须书写在答题卡指定位置的边框区域内。超出答题区域书写的答案无效；在草稿纸、试题册上答题无效。
- 4. 填（书）写部分必须使用黑色字迹签字笔书写，字迹工整、笔迹清楚；涂写部分必须使用2B铅笔填涂。
- 5. 考试结束，将答题卡和试题册按规定交回。

（以下信息考生必须认真填写）

考生编号															
考生姓名															

## Section I Use of English

### Directions:

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

Most plastic pollution at sea starts out on land as litter on beaches, streets and sidewalks. Rain flushes that litter through a storm drain system or directly to creeks, streams and rivers that 1 the ocean. After plastics enter the 2 environment they slowly degrade into smaller pieces that species in the ocean can 3 for food, sometimes with fatal results. Various research groups are bringing back alarming data 4 plastics impacts.

Part of the 5 is plastic itself. The very qualities that make it an adaptable and 6 product to use, also make plastic an environmental nightmare 7 plastics do not biodegrade. Instead they photodegrade — 8 under exposure to the sun's ultraviolet rays, into smaller and smaller pieces. Roughly two-thirds of all plastic ever 9 remains in the environment today — 10 as pollution in oceans and other landscapes, as microparticles in air, soil, and rain, or as microparticles in humans and animals.

Many of the chemicals used in the plastics manufacturing process are 11, and workers who make them and those living near a factory are at greatest risk. Moreover, 12 from these factories can pollute the air, and the liquid and solid waste produced need 13.

14 plastic enters the ocean, it breaks into tiny 15 that are crippling marine ecosystems, disrupting the food chain and 16 climate change. Plastic objects are virtually impossible to recycle through curbside recycling programs, and 98% of all U.S. takeout or delivery meals are 17 at home or a workplace, where reusable knives and forks are typically 18.

New York City residents spend at least \$42 million per year on waste management fees for 19 disposable foodware. Clean Water Fund's 2011 Bay Area litter survey demonstrated that 67% of the litter on Bay Area streets consisted of food and beverage 20. The report also found that takeout cups and all the items that go with them (lid, sleeve, stir stick, etc.) comprise 13% of the litter on Bay Area streets.

- |                      |                  |                  |                    |
|----------------------|------------------|------------------|--------------------|
| 1. [A] turn to       | [B] lead to      | [C] join to      | [D] amount to      |
| 2. [A] naval         | [B] tropical     | [C] marine       | [D] ecological     |
| 3. [A] mistake       | [B] misinterpret | [C] misguide     | [D] misplace       |
| 4. [A] analyzing     | [B] introducing  | [C] applying     | [D] documenting    |
| 5. [A] reality       | [B] issue        | [C] phenomenon   | [D] problem        |
| 6. [A] transferable  | [B] vulnerable   | [C] durable      | [D] variable       |
| 7. [A] unless        | [B] because      | [C] if           | [D] so             |
| 8. [A] breaking down | [B] putting down | [C] turning down | [D] taking down    |
| 9. [A] measured      | [B] produced     | [C] resolved     | [D] created        |
| 10. [A] either       | [B] ever         | [C] still        | [D] neither        |
| 11. [A] terrific     | [B] epidemic     | [C] fatal        | [D] toxic          |
| 12. [A] productions  | [B] emissions    | [C] collections  | [D] deposits       |
| 13. [A] circulation  | [B] display      | [C] disposal     | [D] classification |
| 14. [A] Because      | [B] Unless       | [C] Though       | [D] Once           |

- |                          |                  |                |                  |
|--------------------------|------------------|----------------|------------------|
| 15. [A] fragments        | [B] items        | [C] details    | [D] patches      |
| 16. [A] hindering        | [B] constituting | [C] motivating | [D] accelerating |
| 17. [A] brought          | [B] swallowed    | [C] consumed   | [D] chosen       |
| 18. [A] available        | [B] affordable   | [C] enduring   | [D] flexible     |
| 19. [A] good-for-nothing | [B] single-use   | [C] man-made   | [D] large-scale  |
| 20. [A] ordering         | [B] taking       | [C] packaging  | [D] outsourcing  |

## Section II Reading Comprehension

### Part A

#### Directions:

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

#### Text 1

Interest rates have never been lower and lenders have slashed the cost of overdrafts. Normally that would be the signal for UK consumers to flash the plastic and take on more debt. Not this time. According to the Bank of England, households reduced their credit card bills and paid off their non-mortgage loans at a record rate in April. Consumers tend to get cautious about borrowing when times are tough: they behaved similarly during the financial crisis of the late 2000s. But a monthly debt repayment of £7.4bn is in a different league from anything that has been seen before.

From one perspective, the repayment of debt is nothing to worry about. Consumers spent April confined to their homes and had little opportunity to blow the money provided either by their employer or by the government's wage subsidy scheme.

Spending options were severely curtailed. Go out for a meal? Not possible because of the risk of catching the Covid-19 virus. Take out a loan to buy a new car? Not feasible with all the showrooms shut. Book a cruise and put it on the credit card? Summer – as confirmed by P&O's decision to suspend sailings until mid-October – has been cancelled this year.

As a result, households saved more and spent less. They used the period of lockdown to pay off debt and put their finances in order. As the lockdown restrictions are gradually eased, consumers will be in a stronger position and will make up for lost time with a surge of spending. The debt repayments of March and April will prove to be exceptional, as will the 80% drop in mortgage approvals and the fall in house prices reported by the Nationwide building society.

This all looks a little optimistic. The reason consumers tend to save more of their disposable income during difficult times is that they feel the need to build up a financial safeguard in case they lose their jobs, have their hours cut or find that their wages are not keeping pace with prices. With more than 8 million workers laid off, that's true this time. So, not all of the reduction in borrowing has been caused by a lack of spending opportunities. Some of it is due to consumers – quite rationally – being worried about what the future may bring. Those anxiety levels will remain high for some time.

21. According to Paragraph 1, which of the following is true about British consumers?

- [A] They use plastic bags and shoulder more debt.
- [B] They try to pay off their non-mortgage loans.
- [C] They borrow more money during financial crisis.
- [D] They have made a record in using credit cards.

22. Why does the author say that there's no need to worry about the debt repayment?

- [A] Because we have seen similar things during financial crisis.
- [B] Because consumers didn't have the opportunity to spend money.
- [C] Because consumers have got a lot of wage subsidy from employers.
- [D] Because it is natural for consumers to pay off their debt timely.

23. What does the word "curtailed" (Line 1, Para.3) mean?

- [A] limited. [B] expanded. [C] chosen. [D] forgotten.

24. What will the consumers do when the period of lockdown is over?

- [A] They will save more and spend less.
- [B] They will take on more debt to buy houses.
- [C] They will be more willing to spend money.
- [D] They will regret repaying the debt.

25. What can we infer from the last paragraph?

- [A] Consumers are very hopeful about the future.
- [B] Consumers find that their income can't support their life.
- [C] Consumers lack the opportunities to spend money.
- [D] Consumers are very tentative about what will happen next.

## Text 2

"I love it!" It's a phrase I've uttered countless times, typically in response to a new offering from our family's artist-in-residence, also known as my 6-year-old daughter. I'm being honest — it's a treat when she dedicates her work to me, rather than the parent with higher approval ratings (her mother, my wife), and I take a fatherly pride in her choice of colors and attention to detail. But it turns out, I'm also undermining her efforts, by putting myself, and my approval, at the center of the conversation.

It seems like the right thing to say. After all, how many times have we parents been told that it's better to pre-emptively praise (and reward) the behavior we want our children to demonstrate, rather than waiting to condemn them for misbehaving. But, as leading researcher Wendy S. Grolnick, Ph.D., a professor of psychology at Clark University in Worcester, Mass., puts it, praise also has a dark side. This is because praising the outcome ("It's beautiful!") or the person ("You're so smart!") encourages the child to focus on those things. She might feel performance anxiety. He might question the conditionality of your love. He might become more motivated by a parent's pleasure than by the process that led to it.

As part of the self-esteem movement in the 1970s, parents were often told to give their children positive feedback along the lines of "Great job" or "You're so smart." But researchers studying the effect of this type of praise in the late '90s found that it could have a harmful effect. A research showed that children felt pressured to live up to their parents' praise, and this in turn could lead to panic and anxiety. Even kids who didn't experience anxiety became risk-averse, developing a "fixed mind-set."

We communicate our values through praise, according to Patricia Smiley, a professor of psychological science. One of those values is autonomy, so it's helpful to praise what your child has control over, such as the choices they made along the way of solving a problem or drawing a picture. This helps keep expectations realistic, she said, and it also encourages them to continue doing the activity.

Also, beware of praise inflation. Children can sense when praise is not genuine. Instead, consider simply describing what you observed your child doing, along with a neutral expression of delight: “Wow! You dug a big hole in the sandbox with your truck!” This reinforces the behavior (and communicates that you’re paying attention) without setting an unrealistic standard.

26. What does the author mean by citing the example of his 6-year-old daughter?
- [A] Parents are accustomed to giving positive remarks to their children.
  - [B] Parents are expected to attend to the self-esteem of their children.
  - [C] Parents sometimes hold different attitudes towards child rearing.
  - [D] Parents sometimes make inappropriate compliments on their children.
27. According to Wendy S. Grolnick, what does the “dark side” of praise referred to?
- [A] The misunderstanding between parents and their child.
  - [B] The conditionality of parents’ love to their children.
  - [C] The counterproductive impact on the child’s motivation.
  - [D] The misbehavior that keep annoying the parents.
28. The child who is praised for his/her control over something can \_\_\_\_\_.
- [A] make sensible choices
  - [B] have right values
  - [C] stick to their work
  - [D] have greater expectations
29. What can we learn from the last paragraph?
- [A] Praising your child in detail is more effective.
  - [B] Communication is essential in child rearing.
  - [C] Parents’ attention is more important than praise.
  - [D] Children are sensitive to the truth of the neutral expression.
30. Which of the following is the best title for the text?
- [A] How to Raise Your Child Properly
  - [B] Are You Overpraising Your Child
  - [C] Know What Your Child Really Wants
  - [D] Love Your Child Conditionally

### Text 3

A day after lawmakers grilled the chief executives of the biggest tech companies about their size and power, Amazon, Apple, Alphabet and Facebook reported surprisingly healthy quarterly financial results, defying one of the worst economic downturns on record. Even though the companies felt some sting from the spending slowdown, they demonstrated, as critics have argued, that they are operating on a different playing field from the rest of the economy.

Amazon’s sales were up 40 percent from a year ago and its profit doubled. Facebook’s profit jumped 98 percent. Even though the pandemic shuttered many of its stores, Apple increased sales of all its products in every part of the world and posted \$11.25 billion in profit. Advertising revenue dropped for Alphabet, the laggard of the bunch, but it still did better than Wall Street had expected. “The strong

continue to get stronger,” said Dan Ives, managing director of equity research at Wedbush Securities. “As many companies are falling by the wayside, the tech powers continue to gain muscle and power in this environment.” The tech companies’ financial performance was a remarkable contrast to the overall health of the U.S. economy. The Commerce Department said on Thursday that the country’s gross domestic product fell 9.5 percent in the second quarter of the year as consumers cut back spending. It was the steepest drop on record.

Combined, the companies reported \$28.6 billion in quarterly net profit, underscoring how regulatory scrutiny remains more background noise and a distraction for them rather than an imminent threat to their businesses. The pandemic has reinforced the advantages held by the big tech companies.

As consumers stay home, demand for Amazon’s shopping site surged, while companies are turning to its cloud computing products to keep their services up and running. Apple said the shift to working and learning from home had led more people to spend extravagantly on Apple’s devices and use its services. Facebook and Google continue to be important to marketers and they are weathering the downturn in advertising better than rivals. Facebook shrugged off a spending slowdown, hailing record levels of engagement with its products.

31. According to Paragraph 1, the four tech giants\_\_\_\_\_.

- [A] have faced a rigorous financial status
- [B] have ensured a sound performance
- [C] have maintained a healthy scale of growth
- [D] have undergone a different development path

32. In Dan Ives’s opinion, the tech powers\_\_\_\_\_.

- [A] are finding a way to become strong
- [B] cannot survive in a tough environment
- [C] are hardly knocked out through the crisis
- [D] face potential threats to development

33. We can learn from paragraph 2 that\_\_\_\_\_.

- [A] Alphabet struggles with the worrying advertising revenue
- [B] Apple manages to increase profits to save the global stores
- [C] it is inevitable for a decline in the US gross domestic product
- [D] the overall growth of U.S. economy is on a downward trend

34. Which of the following is true according to the text?

- [A] The pandemic can be a double-edged sword for online products.
- [B] The tech companies are more advantageous under the supervision.
- [C] Facebook is relatively less competitive than its rivals.
- [D] Economic downturn boosts the demands of consumers.

35. The author’s attitude towards the future of the tech companies is\_\_\_\_\_.

- [A] tolerant
- [B] indifferent
- [C] hopeful
- [D] uneasy

#### Text 4

When Tony Wagner, the Harvard education specialist, describes his job today, he says he's "a translator between two hostile tribes" — the education world and the business world, the people who teach our kids and the people who give them jobs. Wagner's argument in his book "Creating Innovators: The Making of Young People Who Will Change the World" is that our K-12 and college tracks are not consistently "adding the value and teaching the skills that matter most in the marketplace."

This is dangerous at a time when there is increasingly no such thing as a high-wage, middle-skilled job — the thing that sustained the middle class in the last generation. Now there is only a high-wage, high-skilled job. Every middle-class job today is being pulled up, out or down faster than ever. That is, it either requires more skill or can be done by more people around the world or is being buried — made obsolete — faster than ever. Which is why the goal of education today, argues Wagner, should not be to make every child "college ready" but "innovation ready" — ready to add value to whatever they do.

That is a tall task. I tracked Wagner down and asked him to elaborate. "Today," he said via e-mail, "because knowledge is available on every Internet-connected device, what you know matters far less than what you can do with what you know. The capacity to innovate — the ability to solve problems creatively or bring new possibilities to life — and skills like critical thinking, communication and collaboration are far more important than academic knowledge. As one executive told me, 'We can teach new hires the content, and we will have to because it continues to change, but we can't teach them how to think — to ask the right questions — and to take initiative.'"

My generation had it easy. We got to "find" a job. But, more than ever, our kids will have to "invent" a job. (Fortunately, in today's world, that's easier and cheaper than ever before.) Sure, the lucky ones will find their first job, but, given the pace of change today, even they will have to reinvent, re-engineer and reimagine that job much more often than their parents if they want to advance in it.

"Finland is one of the most innovative economies in the world," Wagner said, "and it is the only country where students leave high school "innovation-ready". They learn concepts and creativity more than facts, and have a choice of many electives—all with a shorter school day, little homework, and almost no testing. There are a growing number of "reinvented" colleges like Olin college of engineering, the M.I.T. Media Lab and the "D-school" Stanford where students learn to innovate."

36. In his book, Wagner argues that.

- [A] the education world is hostile to our kids.
- [B] the business world is hostile to those seeking kids.
- [C] the business world is too demanding on the education world.
- [D] the education world should teach what the marketplace demands.

37. What does the "tall task" refer to in the third paragraph?"

- [A] Sustaining the middle class.
- [B] Saving high-wage, middle-skilled jobs.
- [C] Shifting from "college ready" to "innovation ready".
- [D] Preventing middle-class jobs from becoming obsolete fast.



38. What is mainly expressed in Wagner's e-mail?
- [A] New hires should be taught the content rather than the ways of thinking.
  - [B] Knowledge is more readily available on internet-connected devices.
  - [C] Academic knowledge is still the most important to teach.
  - [D] Creativity and skills matter more than knowledge.
39. What is implied in the fourth paragraph?
- [A] Jobs favor the lucky ones in every generation.
  - [B] Jobs changed slowly in the author's generation.
  - [C] The author's generation led an easier life than their kids.
  - [D] It was easy for the author's generation to find their first jobs.
40. What is the purpose of the last paragraph?
- [A] To orient future education.
  - [B] To exemplify the necessary shift in education.
  - [C] To draw a conclusion about the shift in education.
  - [D] To criticize some colleges for their practices in education.

## 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] Reduce Your Caffeine Intake
- [B] Learn to Decline
- [C] Exercise
- [D] Write It Down
- [E] Be Grateful
- [F] Spend Time with Friends and Family
- [G] Learn to Avoid Putting off

Stress and anxiety are common experiences for most people. In fact, 70% of adults in the US say they feel stress or anxiety daily. Here are several simple ways to relieve stress and anxiety.

Exercise is one of the most important things you can do to combat stress. The benefits are strongest when you exercise regularly. People who exercise regularly are less likely to experience anxiety than those who don't exercise. Exercise lowers your body's stress hormones — such as cortisol — in the long run. It also helps release endorphins, which are chemicals that improve your mood and act as natural painkillers.

Try to find an exercise routine or activity you enjoy, such as walking, dancing, rock climbing or yoga. Activities — such as walking or jogging — that involve repetitive movements of large muscle groups can be particularly stress relieving.

The following tips involve getting your mind away from the source of stress.



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

Caffeine is a stimulant found in coffee, tea, chocolate and energy drinks. High doses can increase anxiety. People have different thresholds for how much caffeine they can tolerate. If you notice that caffeine makes you jittery or anxious, consider cutting back. Although many studies show that coffee can be healthy in moderation, it's not for everyone. In general, five or fewer cups per day is considered a moderate amount.

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

While recording what you're stressed about is one approach, another is jotting down what you're grateful for. Gratitude may help relieve stress and anxiety by focusing your thoughts on what's positive in your life. Shop for journals online. Keeping a journal can help relieve stress and anxiety, especially if you focus on the positive.

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

Social support from friends and family can help you get through stressful times. Being part of a friend network gives you a sense of belonging and self-worth, which can help you in tough times. One study found that for women in particular, spending time with friends and children helps release oxytocin, a natural stress reliever. This effect is called "tend and befriend," and is the opposite of the fight-or-flight response. Keep in mind that both men and women benefit from friendship. Another study found that men and women with the fewest social connections were more likely to suffer from depression and anxiety.

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

Not all stressors are within your control, but some are. Take control over the parts of your life that you can change and are causing you stress. One way to do this may be to say "no" more often. This is especially true if you find yourself taking on more than you can handle, as juggling many responsibilities can leave you feeling overwhelmed.

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

Putting off can lead you to act reactively, leaving you scrambling to catch up. This can cause stress, which negatively affects your health and sleep quality. Get in the habit of making a to-do list organized by priority. Give yourself realistic deadlines and work your way down the list. Work on the things that need to get done today and give yourself chunks of uninterrupted time, as switching between tasks or multitasking can be stressful itself.

### Section III Translation

#### Directions:

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

The British automotive industry has been in confidential talks with the government over a possible £1.5bn market stimulus package, which it insists should encourage the purchase of new diesel and petrol cars on an equal footing with cleaner vehicles.

The plans under consideration by industry and government would take £2,500 off the price of a new car and put a further 600,000 new vehicles on the road.

Although many campaigners and business leaders have demanded that post-coronavirus financial assistance be linked to environmental goals, the UK car industry said a key principle should be that the incentive scheme be "fair" to all types of vehicle.

The Society of Motor Manufacturers and Traders (SMMT) said the proposed scheme must “support the entire market, not just disproportionately favouring specific segments or technologies, recognising the diverse nature of UK automotive manufacturing”.

While the government has been pushing the industry to adopt greener technologies rapidly to help meet net-zero carbon-emission targets, more than 90% of cars sold last year were purely petrol or diesel.

## Section IV Writing

### Part A

#### 47. Directions:

Suppose your university will host an international conference on Economy and Environmental Protection. Write an email to Professor Williams from Oxford University to

- 1) invite him to be one of the key-note speakers, and
- 2) introduce the necessary information about this conference.

You should write neatly on the ANSWER SHEET.

**Do not** use your own name at the end of the e-mail. Use “Li Ming” instead. (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 on the ANSWER SHEET. (15 points)

