**2017年全国硕士研究生入学统一考试英语（二）**

**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 3holds that the future will be a wasteland of a different sort, one4 by purposelessness: Without jobs to give their lives 5, people will simply become lazy and depressed. ②6, today’s unemployed don’t seem to be having a great time. ③ One Gallup poll found that 20 percent of Americans who have been unemployed for at least a year report having depression, double the rate for 7 Americans. 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.

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

**Section Ⅱ Reading Comprehension**

**Part A**

**Directions:** Read the following four texts. Answer the questions after each text by choosing [A],[B],[C] or[ D]. Mark your answers on ANSWER SHEET 1. (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. It has not happened. ⑤The number of adults doing weekly sport did rise, by nearly 2 million in the runup to 2012—but the general population was growing faster. ⑥Worse, the numbers are now falling at an accelerating rate. ⑦The opposition claims primary school pupils doing at least two hours of sport a week have nearly halved. ⑧Obesity has risen among adults and children. ⑨Official retrospections continue as to why London 2012 failed to “inspire a generation.” ⑩The 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 Paragraph1, 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“Teck is designed to really suck on 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 present at all times, but there needs to be a balance and parents need to be responsive and sensitive to a child’s verbal or nonverbal expressions of an emotional need,” says Radesky.

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 user attention

[C] better interpersonal relations

[D] increase work efficiency

27. Radesky’s food-testing exercise shows that mothers’ use of devices \_\_\_\_\_\_.

[A] takes away babies’ appetite

[B] distracts children’s attention

[C] slows down babies’ verbal development

[D] reduces mother-child communication

28. Radesky’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 the vast academic possibilities that await them in college. Many students find themselves listing one major on their college applications, but switching to another after taking college classes. 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 8, 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 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, conversations about wildfires need to be more inclusive. ②Over the past decade, the focus has been on climate change - how the warning 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 becomes 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 ANSWER SHEET. (10 points)

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

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

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

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

For factory owners, it all adds up to stiff competition for workers – and upward pressure on wages. “They’re harder to find and they have job offers,” says Jay Dunwell, president of Wolverine Coil Spring, a family-owned firm. “They may be coming [into the workforce], but they’ve been plucked by other industries that are also doing as well as manufacturing,” Mr. Dunwell has begun bringing high school juniors to the factory so they can get exposed to its culture.

At RoMan Manufacturing, a maker of electrical transformers and welding equipment that his father cofounded in 1980, Robert Roth keeps a close eye on the age of his nearly 200 workers, five are retiring this year. Mr. Roth has three community-college students enrolled in a work-placement program, with a starting wage of $13 an hour that rises to $17 after two years.

At a worktable inside the transformer plant, young Jason Stenquist looks flustered by the copper coils he’s trying to assemble and the arrival of two visitors. It’s his first week on the job. Asked about his choice of career, he says at high school he considered medical school before switching to electrical engineering. “I love working with tools. I love creating,” he says.

But to win over these young workers, manufacturers have to clear another major hurdle: parents, who lived through the worst US economic downturn since the Great Depression, telling them to avoid the factory. Millennials “remember their father and mother both were laid off. They blame it on the manufacturing recession,” says Birgit Klohs, chief executive of The Right Place, a business development agency for western Michigan.

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

“The gap is between the jobs that take no skills and those that require a lot of skill,” says Rob Spohr, a business professor at Montcalm Community College. “There’re enough people to fill the jobs at McDonalds and other places where you don’t need to have much skill. It’s that gap in between, and that’s where the problem is.”

Julie Parks of Grand Rapids Community College points to another key to luring Millennials into manufacturing: a work/life balance. While their parents were content to work long hours, young people value flexibility. “Overtime is not attractive to this generation. They really want to live their lives,” she says.

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

**Section Ⅲ Translation**

**46. Directions:** Translate the following text from English into Chinese. Write your  translation on  ANSWER SHEET 2.(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**

1. **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.

　　Don’t use your own name, use “Li Ming” instead.

　　Don’t write your address. (10 points)

**Part B**

**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)



**2017年参考答案**

**Section Ⅰ Use of English** (10 points)

1. C 2. A 3. D 4. A 5. B 6. B 7. C 8. A 9. D 10. C

11. C 12. B 13. A 14. D 15. C 16.D 17. A 18. B 19. D 20. B

**Section II Reading Comprehension** (50 points)

**Part A** (40 points)

21. A 22. B 23. C 24. D 25. B 26. B 27. D 28. D 29. C 30. A

31. C 32. D 33. A 34. D 35.A 36.B 37. D 38. C 39. D 40. B

**Part B** (10 points)

41. E 42. A 43. G 44. B 45. F

**Section Ⅲ Translation** (15 points)

我曾经的梦想一直以来都是为时尚界和出版界的某些方面工作。中学毕业前两年，我参加了缝纫与设计的课程，当时我认为我还能继续参加时尚设计的课程。然而，在读这些课程的时候，我意识到未来在该领域，我没有足够的能力与其他具有创新精神的人竞争，所以我意识到这条路并不适合我。在申请大学前，我告诉每一个人，我准备读新闻专业，因为写作曾经是、现在也一样是我最喜欢的活动之一。但是，说实话，我这样说是因为我觉得我进入到时尚界仅仅是一个梦想—我明白所有人都完全无法想象我在时尚圈工作！所以我决定去寻找一些既包含写作，又设计时尚的课程。而这时候，我注意到了这门课程：时尚媒体与营销。

**Section IV   Writing**(25 points)

**Part A** (10 points)

Dear Professor William,

 It is my great honor to be invited to give a presentation as to Chinese culture to foreign students. I am writing to provide the specific contents of my presentation.

 My presentation consists of three parts. Firstly, I will give a brief introduction about the origin and history of China’s civilization. Secondly, I will focus on the background information and relevant activities of some main festivals such as Spring Festival and Mid- Autumn in China. Finally, I will talk about Master Confucius and the Analects of Confucius, which is the symbol of traditional culture of China.

 Words fail me for your invitation. I sincerely hope that my presentation would help the foreign students have a better understanding of the Chinese culture.

Yours sincerely,

 Li Ming

**Part B** (15 points)

**The line chart given above reveals the changes as to** the statistics of museums and visitors in China from the years 2013 to 2015. **Specifically speaking,** **there has been an increase in the number of** museums, ascending from 4165 to 5692. And meanwhile, the number of visitors visiting to museums has also kept an upward trend, surging by approximately 150 million from 637 million to 781 million. Obviously, **it is concluded that** citizens in China are more likely to visit museums in the past three years .

**Several factors could account for this variation, with the following ones being the foremost.** To begin with, along with the rapid increase of working pace, citizens have more willingness to choose relatively simple and easy relaxing way to get relaxed during their leisure time, **which** makes it possible for increasing people to visit museums. Besides, visiting museums can widen people’s horizon, increase knowledge and deepen cultural deposites and therefore increasing museums are founded. Additionally, **supported by**governmental and public funding , with preferential policy, increasing museums are free to the public, so more and more people have access to museums.

To sum up, the established trend presented in the line chart is positive and therefore acceptable. Besides, it is concluded that this the trend of visiting museums will continue in the coming few years.