

2015 年全国硕士研究生入学统一考试

英语（二）

（科目代码：204）

研考 英二 试卷条形码

○ 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生姓名；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 1. (10 points)

A recent parliamentary report blames the government and the food industry for the growth in obesity.

The Department of Transport is blamed for not fulfilling enough 1 to promote facilities for pedestrians and cyclists but 2 to pressure from motoring organizations representing motor users.

The Ministry of Education is 3 of selling off school playing fields and not doing enough to ensure adequate facilities for 4 education and games. Young people in Britain have become crazy about football (soccer and rugby) and other sports event, 5 too often as spectator “couch potatoes”.

The food industry is criticized for promoting low-nutrition food to school children and not doing adequate to 6 sugar, fats as well as salt in prepared or instant foods. The industry, encouraged by the current 7 of the low-carbohydrate diet in markets, has begun to 8, but it will have to do considerably 9 if it is to ward off the increased regulations or even laws.

Japan seems less affected so far by the 10 of obesity. 11, as the Japanese diet becomes increasingly 12, with burgers, butter, cream and doughnuts, the problem will definitely grow to worse. Interestingly and fortunately, Japanese cuisine has become highly 13 in Britain and other EU nations. And it is regarded as 14 in a different way from the Mediterranean diet with its emphasis 15 tomatoes and olive oil integrated with red wine.

It has now been 16 that a fairly small amount of red wine is beneficial to the heart, 17 its other beneficial properties. But Britain has to do more to 18 the problems of alcoholism linked with the indulge-drinking culture, 19 violence and vandalism. Limited consumption of alcohol, as long as it is not combined with driving, is 20 and possibly beneficial.

- | | | | |
|-------------------|--------------|-----------------|---------------|
| 1. [A] passion | [B] fashion | [C] mission | [D] occasion |
| 2. [A] submit | [B] subject | [C] subordinate | [D] subsidize |
| 3. [A] required | [B] appealed | [C] designated | [D] accused |
| 4. [A] physical | [B] liberal | [C] intelligent | [D] variable |
| 5. [A] and | [B] or | [C] but | [D] so |
| 6. [A] increase | [B] decrease | [C] coordinate | [D] collapse |
| 7. [A] popularity | [B] impact | [C] assistance | [D] relevance |
| 8. [A] retort | [B] refute | [C] respond | [D] resolve |

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- | | | | |
|---------------------|----------------|-------------------|---------------|
| 9. [A] less | [B] more | [C] soon | [D] well |
| 10. [A] agony | [B] problem | [C] suffering | [D] issue |
| 11. [A] Therefore | [B] Namely | [C] However | [D] Indeed |
| 12. [A] civilized | [B] globalized | [C] westernized | [D] localized |
| 13. [A] prevalent | [B] prominent | [C] precedent | [D] pregnant |
| 14. [A] healthy | [B] normal | [C] cheap | [D] stable |
| 15. [A] with | [B] on | [C] to | [D] over |
| 16. [A] accepted | [B] approved | [C] assumed | [D] acclaimed |
| 17. [A] but for | [B] let alone | [C] regardless of | [D] no wonder |
| 18. [A] tackle | [B] challenge | [C] dominate | [D] undertake |
| 19. [A] imparting | [B] concerning | [C] resembling | [D] including |
| 20. [A] meaningless | [B] restless | [C] helpless | [D] harmless |

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 ANSWER SHEET 1. (40 points)

Text 1

California has launched a new campaign known as “Digital Textbook Initiative”. “Starting the coming fall semester with high school math and science, we will be the pioneer state nationwide to render schools with a state-approved list of digital textbooks,” so proclaimed Governor in June, talking about his projection and effort to boost and inspire schools to use materials available online instead of paper textbooks without paying.

He contends that digital textbooks can include and present the latest information, lighten the load of school bags of students, lessen the parents’ financial burden of paying for textbooks, economize paper and therefore lessen deforestation, make learning more entertaining and interactive, and above all, relieve schools of their concern about finances. In addition, the state has had to make severe cuts in school expenditure because of deep financial problems. After all, far beyond six million students attend California public schools.

Earlier this year, California recruited a number of content developers to gather and then offer digital math and science materials for high schools. These had satisfied at least 90% of the state’s learning requirements. Specially trained teachers canvassed 16 textbooks and approve ten of them,

six of which have been published by the CK 12 Foundation, a non-profit group that had been developing digital science and math books for about two years. The foundation paid teachers and other education professionals to compile and edit them and the funds came from a group backed by the Khosia family.

California cannot compel schools to turn to the digital books and so leave the option to individual school districts. Susan Martimo, a California Department of Education official, claims she has only a dim anticipation of extensive adoption of digital textbooks and her best guess is that some schools with a lot of sophisticated technologies will be the pioneers to use them, but accompanied by their traditional books.

School administrators pointed out that the texts may be free online but students do not necessarily have a channel to access them. And even they have, not everyone owns or possesses an electronic reader. Furthermore, schools could print out copies but that would not sound environmentally, and more practically speaking, immense cost is called for to discipline the faculty to utilize digital textbooks effectively.

21. According to the text, the Digital Textbook Initiative _____.

- [A] will take effect six months later
- [B] will teach digital technologies
- [C] is a nationwide campaign in U.S.A.
- [D] is a reform of the school textbooks

22. The merits of digital textbooks mentioned in the text include all the following except _____.

- [A] reducing students number
- [B] conserving forests
- [C] arousing students' interest
- [D] saving school's cost

23. Which of the following is true according to paragraph 4 ?

- [A] Specially trained teachers compile digital textbooks.
- [B] Content developers get no pay for their work in digital textbooks.
- [C] CK 12 Foundation has issued some digital textbooks.
- [D] Khosia Family has asked content developers to do work.

24. Susan Martimo believe that digital textbooks _____.

- [A] will be unlikely to be widely used
- [B] will parallel traditional textbooks
- [C] will equip schools with technologies
- [D] will be used by traditional technology schools

25. According to the text, school administrators are not optimistic about digital textbooks because _____.

- [A] the content of digital textbooks are not sufficient and not easily available
- [B] equipment and skills are not fully prepared for the use of digital textbooks
- [C] digital textbooks produce a not-so-good effect of teaching and learning
- [D] teachers and students are used to and then stick to traditional textbooks

Text 2

For decades, there has been an assumption that the poor, often black, children living in some of the world's biggest and best off cities such as New York, Los Angeles and London face too many challenges to learn. And there was little hope that school could make any difference to their future unless the problem of impoverishment could first be "solved", which it couldn't. Such attitudes threw whole generations to the junk heap.

But 20 years ago, the first of America's charter schools started a revolution. There are now 5,600 of them. They are publicly funded, but largely independent of the local educational administrations and the teachers' unions that live in unhealthy mutual-benefit relation. Charter schools are controversial. They represent an "experiment" or "privatization". They largely bypass the unions. And their results are mixed. In some states the results of charter pupils in math and English are significantly better than those of pupils in traditional public schools, while in others they have done badly.

Yet the virtue of experiments is that you can learn from them; and it is now becoming clear how and where charter schools work best. Poor pupils, those in urban environments and English-language learners fare better in charters. In states that monitor them carefully and close down failing schools quickly, they work best. And one great advantage is that partly because most are free of union control, they can be closed down more easily if they are failing.

This revolution is now spreading round the world. In Britain academies, also free from local-authority control, were pioneered by the last Labor government. At first they were restricted to inner-city areas where existing schools had failed. But the Conservative-Liberal Democrat allies has turbocharged their extention. "Free schools", modeled on a successful Swedish experiment, which have even more independence, were launched. And by the end of this year half of all British schools will be academies or free schools.

It is pretty clear now that giving schools independence — so long as it is done in the right way, with the right monitoring, regulation and safeguards from the state — works. Yet it remains

politically difficult to implement. That is why it needs a strong push from national governments. Britain is giving school independence the drive it needs. In America, artificial limits on the number of charter schools must be ended, and they must get the same levels of funding as other schools.

26. For a long time, people have believed that _____.
- [A] children from poor family prefer to live in big and wealthy cities
 - [B] poverty is the primary barrier to poor family children's future
 - [C] schools cannot do their job well if they are financially poor
 - [D] children generally perform well in school if their families are poor
27. Which of the following is NOT true about chart schools according to paragraph 2?
- [A] They challenge the prejudice against poor family children.
 - [B] They are not dominated by authorities or teaching unions.
 - [C] Their students' performances in school vary greatly.
 - [D] Their coming and existence arouse different voices.
28. It seems that whether a chart school works well depends mainly on _____.
- [A] urban environment
 - [B] supervision of states
 - [C] dependence on unions
 - [D] close time of schools
29. The word "turbocharge" (para. 4) is closest to _____.
- [A] accelerate
 - [B] accumulate
 - [C] assimilate
 - [D] attribute
30. The author's attitude towards chart schools is _____.
- [A] compromising
 - [B] scornful
 - [C] objective
 - [D] approving

Text 3

Lots of states would love to be California, having their own little Hollywood, and then film crews would come to town and spend money in hair salons and hotels. Last year, more than 40

states had incentives like huge tax credits to lure film producers, costing them a record \$1.4 billion. Yet, the huge tax credits can be justified in no way.

California is reluctant but has no way but to be in that game, with the assumption that it has to take actions to defend itself against the new-coming hunters. In 2003, when only a handful of states offered incentives, California made two-thirds of America's big-studio films, but now it makes far fewer than half. Film LA, an organization that co-ordinates permits for film shoots in Los Angeles, says that without California's own tax credit, "2010 would have been the worst year" since the mid-1990s for filming in Hollywood.

All this costs money, which legislators volunteer on behalf of taxpayers. Many tax credits exceed the filmmaker's total tax liability to that state. The credits have even become an industry unto themselves. In Iowa filmmakers were transferring their credits until the state shut its program in 2009. Last month an Iowa judge sentenced a producer to ten years in prison for cheating credits. Incentives do not necessarily have to call for the involvement of tax credits. Some states simplify the paperwork by just giving out cash and others remit film-makers from sales or hotel taxes or give them other subsidies.

As Joseph Henchman at the Tax Foundation puts it, even when a state succeeds in luring film crews, they rarely boost the economy or tax revenues enough to justify the costs of the incentives. Film companies usually import their staff and export them again when the shoot is over, and thus the local jobs they create are mostly temporary.

In addition, since virtually all states are at it, the programs largely cancel out one another and no state gets a lasting advantage. The craze resembles a war with mutually destructive tariffs with its loopholes for every lobby and thus higher rates for all. The only winner is the film industry.

It has begun sinking in. Arizona, Arkansas, Idaho, Kansas, Maine, New Jersey and Washington have recently ended, suspended or shrunk their programs, and many others, struggling with budget deficits, intend to do the same, diverting the money into something permanent or even leaving it to taxpayers.

31. The fact that California makes fewer films is mentioned to show it _____.

- [A] loses its advantages in film shoot technologies
- [B] does not regard film shoot as a main industry
- [C] gives importance to the attack and defend game
- [D] is compelled to attract film crews with incentives

32. According to paragraph 3, some filmmakers _____.

- [A] are willing to shoulder some tax of taxpayers
- [B] spend more in filmmaking to get subsidies

-
- [C] sell their tax credits for profits illegally
[D] do not have to pay for their hotel fees
33. According to paragraph 4, Joseph Henchman believes _____.
- [A] film companies creates permanent employments
[B] it is not wise to attract film crews by incentives
[C] film companies help local in imports and exports
[D] film shootings create lasting advantage to a state
34. By saying “It has begun sinking in” (last paragraph), the author implies that _____.
- [A] some states refuse to accept film shooting
[B] some states reduce the state deficits
[C] some states reconsider attracting film shooting
[D] some states give in to California in films
35. The most appropriate title for this text would be _____.
- [A] Film Shooting: Thriving Business
[B] Film Shooting: Hard to Love
[C] Film Shooting: Engine for Development
[D] Film Shooting: High-cost Industry

Text 4

“The Heart of the Matter,” the just-released report by the American Academy of Arts and Sciences (AAAS), deserves praise for affirming the importance of the humanities and social sciences to the prosperity and security of liberal democracy in America. Regrettably, however, the report’s failure to address the true nature of the crisis facing liberal education may cause more harm than good.

In 2010, some leading congressional democrats and republicans sent letters to the AAAS asking that it identify actions that could be taken by federal, state and local governments, universities, foundations, educators, individual benefactors and others to maintain national excellence in humanities and social scientific scholarship and education. In response, the American Academy established the Commission on the Humanities and Social Sciences. Among the commission’s 51 members are top-tier-university presidents, scholars, lawyers, judges, and business executives, as well as prominent figures from diplomacy, filmmaking, music and journalism.

The goals identified in the report are generally admirable. Because representative government presupposes an informed citizenry, the report supports full literacy, stresses the study of history and

government, particularly American history and American government, and encourages the use of new digital technologies. To encourage innovation and competition, the report calls for increased investment in research, the crafting of coherent curricula that improve students' ability to solve problems and communicate effectively in the 21st century, increased funding for teachers and the encouragement of scholars to bring their learning to bear on the great challenges of the day. The report also advocates greater study of foreign languages, international affairs and the expansion of study abroad programs.

Unfortunately, despite 2½ years in the making, “The Heart of the Matter” never gets to the heart of the matter: the illiberal nature of liberal education at our leading colleges and universities. The commission ignores that for several decades America’s colleges and universities have produced graduates who don’t know the content and character of liberal education and are thus deprived of its benefits. Sadly, the spirit of inquiry once at home on campus has been replaced by the use of the humanities and social sciences as vehicles for publicizing “progressive,” or left-liberal propaganda.

Today, professors routinely treat the progressive interpretation of history and progressive public policy as the proper subject of study while portraying conservative or classical liberal ideas — such as free markets and self-reliance — as falling outside the boundaries of routine, and sometimes legitimate, intellectual investigation.

The AAAS displays great enthusiasm for liberal education. Yet its report may well stop or even reverse reform by obscuring the depth and breadth of the challenge that Congress asked it to illuminate.

36. According to Paragraph 1, what the author’s attitude toward the AAAS’s report is _____.

- [A] critical
- [B] appreciative
- [C] ambiguous
- [D] Tolerant

37. Influential figures in the Congress required that the AAAS report on how to _____.

- [A] retain people’s interest in liberal education
- [B] show the government’s concern on education
- [C] keep a leading position in liberal education
- [D] ensure individuals’ receiving good education

38. According to Paragraph 3, the report suggests _____.

- [A] an exclusive study of American history
- [B] a greater emphasis on theoretical subjects
- [C] the application of emerging technologies

[D] funding for the study of foreign languages

39. The author implies in Paragraph 5 that professors are _____.

[A] supportive of free markets

[B] cautious about intellectual investigation

[C] conservative about public policy

[D] biased against classical liberal ideas

40. Which of the following would be the best title for the text?

[A] Illiberal Education and “The Heart of the Matter”

[B] Ways to Grasp “The Heart of the Matter”

[C] The AAAS’s Contribution to Liberal Education

[D] Progressive Policy vs. Liberal Education

Part B

Directions:

Read the following text and find the main ideas or headlines of paragraph 2 to 6 from the above choices marked A, B, C and D. There are two extra choices in the right column. Mark your answers on ANSWER SHEET 1. (10 points)

[A] Develop international experience

[B] Set up my own business

[C] Build a network of contacts

[D] Start a new career

[E] Earn more money

[F] Expand knowledge

[G] Not to break bank

Obtaining a degree of MBA still matters, but for many professions, getting an MBA from the right school is a way of landing a better job and of accelerating a career. Finding the right school is not just about looking at rankings, or choosing one considered as “prestigious”. The key to making the right choice is understanding why you want to take an MBA, and what you expect it to do for you.

41.

The majority of MBA graduates use the qualification to build on skills and experience they already have. Very few employers will recruit you to do something you have never done before. But

if you are really set on a complete change of career direction, you will need to aim for one of the very top schools, where organizations are often buying future potential rather than your current abilities.

42.

No serious business school will tell you that they can create entrepreneurs out of thin air, but they can develop any entrepreneurial skills that you already have, whose faculty combines academics with their own successful experiences in businesses. It's also worth looking for a school, whose students are from a wide range of cultures and nationalities. Start-up businesses can go global, so it's essential to get first-hand knowledge of how business is conducted in key markets around the globe.

43.

Many veteran MBA graduates will tell you that the most useful thing they got out of business school was an address book. Many of the highly ranked schools have invested heavily in creating diverse classes that will generate counterparts around the globe. Great if you are planning an international business career, less useful, however, if you are going to focus on the public sector in your own country.

44.

An increasing number of students are opting to take their MBA abroad. But if you decide to follow them, don't just be won over by such immediate attractions as a good climate and pleasant surroundings. You can check an MBA's international credentials by looking at things such as the availability of international exchanges or study trips, and the number of countries in which students get jobs when they graduate.

45.

As we have seen, an MBA is expensive. But if you are willing to look beyond of the obvious big names and consider one of the up-and-coming players, there are some attractive deals available. A number of schools have kept fees relatively low. Furthermore, most schools will offer scholarships, sometimes covering the entire cost of the programme, to the right students.

So beyond ranking in one way or another, think of the criteria that matter to you before drawing up a list of potential MBA programmes. You then may also find that you are not just limited to a handful of schools that dominate the top of the b-school rankings. Research the characteristics of the schools, find out more about the student experience, and how students are achieving their personal and professional goals. Ultimately it is in both schools' and candidates' best interests to find the right fit.

Section III Translation

46. Directions:

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

Even present surveys reveal that parents still have a preference of a boy rather than a girl. Yet tables have turned and girls may now be a better investment. The expansion of female employment in the advanced world has been the principal propeller of growth in the past decades. Women have contributed more to global GDP growth than either new technology or the new giants, China and India. Add the value of housework and child-rearing, and women are likely to account for just over half of world output.

It is true that few women make it to the top of enterprises, but, as prejudice fades over coming years, women will have great scope to boost their productivity and incomes. To an economist, women are not exploited enough: they are the world's most under-utilized resource; getting more of them into work is part of the solution to many economic woes, including shrinking populations and poverty.

Section IV Writing

Part A

47. Directions:

You have worked in your present company for nearly three years and you find the work there is not to your taste and your potentials cannot be exploited. Write a letter to your manager to 1) Ask to resign from the company; 2) Ask the manager for a reference.

You should write about 100 words on ANSWER SHEET 2.

Do not sign your own name at the end of the letter. Use "Zhang Wei" instead.

Do not write your address. (10 points)

Part B

48. Directions:

In this section, you are asked to write an essay based on the following statement:

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

You should write at least 150 words.

Write your essay on ANSWER SHEET 2. (15 points)

十年间城镇居民上下班交通方式变化图

