

绝密 ★ 启用前

# 2020 年全国硕士研究生招生考试

## 英语（二）

（科目代码：204）



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研考 英语二 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 the ANSWER SHEET. (10 points)

Being a good parent is, of course, what every parent would like to be. But defining what it means to be a good parent is undoubtedly very 1 particularly since children respond differently to the same style of parenting. A calm, rule-following child might respond better to a different sort of parenting than, 2, a younger sibling.

3, there is another sort of parent that's a bit easier to 4: a patient parent. Children of every age benefit from patient parenting. Still, 5 every parent would like to be patient, this is no easy 6. Sometimes parents get exhausted and frustrated and are unable to maintain a 7 and composed style with their kids. I understand this.

You are only human and sometimes your kids can 8 you just a little too far. And then the 9 happens: you lose your patience and either scream at your kids or say something that was a bit too 10 and does nobody any good. You wish that you could 11 the clock and start over. We have all been there.

12, even though it's common, it's important to keep in mind that in a single moment of fatigue, you can say something to your child that you may 13 for a long time. This may not only do damage to your relationship with your child but also 14 your child's self-esteem.

If you consistently lose your 15 with your kids, then you are inadvertently modeling a lack of emotional control for your kids. We are all becoming increasingly aware of the 16 of modeling tolerance and patience for the younger generation. This is a skill that will help them throughout life. In fact, the ability to emotionally regulate or maintain emotional control when 17 by stress is one of the most important of all life's skills.

Certainly, it's incredibly 18 to maintain patience at all times with your children. A more practical goal is to try, to the best of your ability, to be as tolerant and composed as you can when faced with 19 situations involving your children. I can promise you this: As a result of working toward this goal, you and your children will benefit and 20 from stressful moments, feeling better physically and emotionally.

- |                    |                  |                 |                 |
|--------------------|------------------|-----------------|-----------------|
| 1. [A] tedious     | [B] pleasant     | [C] instructive | [D] tricky      |
| 2. [A] in addition | [B] for example  | [C] at once     | [D] by accident |
| 3. [A] Fortunately | [B] Occasionally | [C] Accordingly | [D] Eventually  |
| 4. [A] amuse       | [B] assist       | [C] describe    | [D] train       |
| 5. [A] while       | [B] because      | [C] unless      | [D] once        |

- |                   |                |                |                |
|-------------------|----------------|----------------|----------------|
| 6. [A] answer     | [B] task       | [C] choice     | [D] access     |
| 7. [A] tolerant   | [B] formal     | [C] rigid      | [D] critical   |
| 8. [A] move       | [B] drag       | [C] push       | [D] send       |
| 9. [A] mysterious | [B] illogical  | [C] suspicious | [D] inevitable |
| 10. [A] boring    | [B] naive      | [C] harsh      | [D] vague      |
| 11. [A] turn back | [B] take apart | [C] set aside  | [D] cover up   |
| 12. [A] Overall   | [B] Instead    | [C] However    | [D] Otherwise  |
| 13. [A] like      | [B] miss       | [C] believe    | [D] regret     |
| 14. [A] raise     | [B] affect     | [C] justify    | [D] reflect    |
| 15. [A] time      | [B] bond       | [C] race       | [D] cool       |
| 16. [A] nature    | [B] secret     | [C] importance | [D] context    |
| 17. [A] cheated   | [B] defeated   | [C] confused   | [D] confronted |
| 18. [A] terrible  | [B] hard       | [C] strange    | [D] wrong      |
| 19. [A] trying    | [B] changing   | [C] exiting    | [D] surprising |
| 20. [A] hide      | [B] emerge     | [C] withdraw   | [D] escape     |

## 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 the ANSWER SHEET. (40 points)

#### Text 1

Rats and other animals need to be highly attuned to social signals from others so that they can identify friends to cooperate with and enemies to avoid. To find out if this extends to non-living beings, Laleh Quinn at the University of California, San Diego, and her colleagues tested whether rats can detect social signals from robotic rats.

They housed eight adult rats with two types of robotic rat—one social and one asocial—for four days. The robot rats were quite minimalist, resembling a chunkier version of a computer mouse with wheels to move around and colourful markings.

During the experiment, the social robot rat followed the living rats around, played with the same toys, and opened cage doors to let trapped rats escape. Meanwhile, the asocial robot simply moved forwards and backwards and side to side.

Next, the researchers trapped the robots in cages and gave the rats the opportunity to release them

by pressing a lever. Across 18 trials each, the living rats were 52 percent more likely on average to set the social robot free than the asocial one. This suggests that the rats perceived the social robot as a genuine social being. They may have bonded more with the social robot because it displayed behaviors like communal exploring and playing. This could lead to the rats better remembering having freed and wanting the robot to return the favour when they get trapped, says Quinn.

“Rats have been shown to engage in multiple forms of reciprocal help and cooperation, including what is referred to as direct reciprocity where a rat will help another rat that has previously helped them,” says Quinn.

The readiness of the rats to befriend the social robot was surprising given its minimal design. The robot was the same size as a regular rat but resembled a simple plastic box on wheels. “We’d assumed we’d have to give it a moving head and tail, facial features, and put a scent on it to make it smell like a real rat, but that wasn’t necessary,” says Janet Wiles at the University of Queensland in Australia, who helped with the research.

The finding shows how sensitive rats are to social cues, even when they come from basic robots. Similarly, children tend to treat robots as if they are fellow beings, even when they display only simple social signals, “We humans seem to be fascinated by robots, and it turns out other animals are too,” says Wiles.

21. Quinn and her colleagues conducted a test to see if rats can \_\_\_\_\_.
- A. distinguish a friendly rat from a hostile one
  - B. pick up social signals from non-living rats
  - C. attain sociable traits through special training
  - D. send out warning messages to their fellows
22. What did the asocial robot do during the experiment?
- A. It played with some toys.
  - B. It set the trapped rats free.
  - C. It moved around alone.
  - D. It followed the social robot.
23. According to Quinn, the rats released the social robot because they \_\_\_\_\_.
- A. expected it to do the same in return
  - B. considered that an interesting game
  - C. wanted to display their intelligence
  - D. tried to practise a means of escape

24. Janet Wiles notes that rats \_\_\_\_\_.
- A. respond more to actions than to looks
  - B. differentiate smells better than sizes
  - C. can be scared by a plastic box on wheels
  - D. can remember other rats' facial features
25. It can be learned from the cues that rats \_\_\_\_\_.
- A. appear to be adaptable to new surroundings
  - B. are more socially active than other animals
  - C. are more sensitive to cues than expected
  - D. behave differently from children in socializing

## Text 2

It is true that CEO pay has gone up—top ones may make 300 times the pay of typical workers on average, and since the mid-1970s, CEO pay for large publicly traded American corporations has, by varying estimates, gone up by about 500%. The typical CEO of a top American corporation now makes about \$18.9 million a year.

The best model for understanding the growth of CEO pay is that of limited CEO talent in a world where business opportunities for the top firms are growing rapidly. The efforts of America's highest-earning 1% have been one of the more dynamic elements of the global economy. It's not popular to say, but one reason their pay has gone up so much is that CEOs really have upped their game relative to many other workers in the U.S. economy.

Today's CEO, at least for major American firms, must have much more skills than simply being able to "run the company." CEOs must have a good sense of financial markets and maybe even how the company should trade in them. They also need better public relations skills than their predecessors, as the costs of even a minor slip-up can be significant. Then there's the fact that large American companies are much more globalized than ever before, with supply chains spread across a larger number of countries. To lead in that system requires knowledge that is fairly mind-boggling. Plus, virtually all major American companies are becoming tech companies, often with their own research and development. And beyond this, major CEOs still have to do all the day-to-day work they have always done.

The common idea that high CEO pay is mainly about ripping people off doesn't explain history very well. By most measures, corporate governance has become a lot tighter and more rigorous since the 1970s. Yet it is principally during this period of stronger governance that CEO pay has been high

and rising. That suggests it is in the broader corporate interest to recruit top candidates for increasingly tough jobs.

Furthermore, the highest CEO salaries are paid to outside candidates, not to the cozy insider picks, another sign that high CEO pay is not some kind of depredation at the expense of the rest of the company. And the stock market reacts positively when companies tie CEO pay to, say, stock prices, a sign that those practices build up corporate value not just for the CEO.

26. Which of the following has contributed to CEO pay rise?

- A. Increased business opportunities for top firms.
- B. Close cooperation among leading economies.
- C. The general pay rise with a better economy.
- D. The growth in the number of corporations.

27. Compared with their predecessors, today's CEOs are required to \_\_\_\_\_.

- A. establish closer ties with tech companies
- B. operate more globalized companies
- C. finance more research and development
- D. foster a stronger sense of teamwork

28. CEO pay has been rising since the 1970s despite \_\_\_\_\_.

- A. continual internal opposition
- B. conservative business strategies
- C. strict corporate governance
- D. repeated government warnings

29. High CEO pay can be justified by the fact that it helps \_\_\_\_\_.

- A. confirm the status of CEOs
- B. increase corporate value
- C. boost the efficiency of CEOs
- D. motivate inside candidates

30. The most suitable title for this text would be \_\_\_\_\_.

- A. CEO Traits: No Easy to Define
- B. CEO Pay: Past and Present
- C. CEOs Are Not Overpaid
- D. CEOs Challenges of Today

### Text 3

Madrid was hailed as a public health beacon last November when it rolled out ambitious restrictions on the most polluting cars. Seven months and one election day later, a new conservative city council suspended enforcement of the clean air zone, a first step toward its possible demise.

Mayor José Luis Martínez-Almeida made opposition to the zone a centrepiece of his election campaign, despite its success in improving air quality. A judge has now overruled the city's decision to stop levying fines, ordering them restored. But with legal battles ahead, the zone's future looks uncertain at best.

Among other weaknesses, the measures cities must employ when left to tackle dirty air on their own are politically contentious, and therefore vulnerable. That's because they inevitably put the costs of cleaning the air onto individual drivers—who must pay fees or buy better vehicles—rather than onto the car manufacturers whose cheating is the real cause of our toxic pollution.

It's not hard to imagine a similar reversal happening in London. The new ultra-low emission zone (Ulez) is likely to be a big issue in next year's mayoral election. And if Sadiq Khan wins and extends it to the North and South Circular roads in 2021 as he intends, it is sure to spark intense opposition from the far larger number of motorists who will then be affected.

It's not that measures such as London's Ulez are useless. Far from it. Local officials are using the levers that are available to them to safeguard residents' health in the face of a serious threat. The zones do deliver some improvements to air quality, and the science tells us that means real health benefits—fewer heart attacks, strokes and premature births, less cancer, dementia and asthma. Fewer untimely deaths.

But mayors and councillors can only do so much about a problem that is far bigger than any one city or town. They are acting since national government—Britain's and others across Europe—have failed to do so.

Restrictions that keep highly polluting cars out of certain areas—city centers, “school streets”, even individual roads—are a response to the absence of a larger effort to properly enforce existing regulations and require auto companies to bring their vehicles into compliance. Wales has introduced special low speed limits to minimize pollution. We're doing everything but insist that manufacturers clean up their cars.

31. Which of the following is true about Madrid's clean air zone?

- A. Its effect are questionable.
- B. Its fate is yet to decide.
- C. It needs tougher enforcement.
- D. It has been opposed by a judge.



32. Which is considered a weakness of the city-level measures to tackle dirty air?
- A. They are biased against car manufactures.
  - B. They prove impractical for city councils.
  - C. They are deemed too mild for politicians.
  - D. They put too much burden on individual motorists.
33. The author believes that the extension of London's Ulez will \_\_\_\_\_.
- A. arouse strong resistance
  - B. ensure Khan's electoral success
  - C. improve the city's traffic
  - D. discourage car manufacturing
34. Who does the author think should have addressed the problem?
- A. Local residences.
  - B. Mayor.
  - C. Councilors.
  - D. National governments.
35. It can be inferred from the last paragraph that auto companies \_\_\_\_\_.
- A. will raise low-emission car production
  - B. should be forced to follow regulations
  - C. will upgrade the design of their vehicles
  - D. should be put under public supervision

#### Text 4

Now that members of Generation Zs are graduating college this spring—the most commonly-accepted definition says this generation was born after 1995, give or take a year—the attention has been rising steadily in recent weeks. Generation Zs are about to hit the streets looking for work in a labor market that's tighter than it's been in decades. And employers are planning on hiring about 17 percent more new graduates for jobs in the U.S. this year than last, according to a survey conducted by the National Association of Colleges and Employers. Everybody wants to know how the people who will soon inhabit those empty office cubicles will differ from those who came before them.

If “entitled” is the most common adjective, fairly or not, applied to millennials (those born between 1981 and 1995), the catchwords for Generation Zs are practical and cautious. According to the career counselors and experts who study them, Generation Zs are clear-eyed, economic pragmatists. Despite graduating into the best economy in the past 50 years, Generation Zs know what an economic train wreck looks like. They were impressionable kids during the crash of 2008, when many of their parents lost their jobs or their life savings or both. They aren’t interested in taking any chances. The booming economy seems to have done little to assuage this underlying generational sense of anxious urgency, especially for those who have college debt. College loan balances in the U.S. now stand at a record \$1.5 trillion, according to the Federal Reserve.

One survey from Accenture found that 88 percent of graduating seniors this year chose their major with a job in mind. In a 2019 survey of University of Georgia students, meanwhile, the career office found the most desirable trait in a future employer was the ability to offer secure employment (followed by professional development and training, and then inspiring purpose). Job security or stability was the second most important career goal (work-life balance was number one), followed by a sense of being dedicated to a cause or to feel good about serving the greater good.

That’s a big change from the previous generation. “Millennials wanted more flexibility in their lives,” notes Tanya Michelsen, Associate Director of Youth Sight, a UK-based brand manager that conducts regular 60-day surveys of British youth, in findings that might just as well apply to American youth. “Generation Zs are looking for more certainty and stability, because of the rise of the gig economy. They have trouble seeing a financial future and they are quite risk averse.”

36. Generation Zs graduating college this spring \_\_\_\_\_.

- A. are recognized for their abilities
- B. are optimistic about the labor market
- C. are in favor of office job offers
- D. are drawing growing public attention

37. Generation Zs are keenly aware \_\_\_\_\_.

- A. what their parents expect of them
- B. how they differ from past generations
- C. what a tough economic situation is like
- D. how valuable a counselor’s advice is

38. The word “assuage” (Para. 2) is closest in meaning to \_\_\_\_\_.
- A. Maintain
  - B. Define
  - C. Deepen
  - D. Relieve
39. It can be learned from Para. 3 that Generation Zs \_\_\_\_\_.
- A. care little about their job performance
  - B. have a clear idea about their future jobs
  - C. give top priority to professional training
  - D. think it hard to achieve work-life balance
40. Michelsen thinks that compared with millennials, Generation Zs are \_\_\_\_\_.
- A. more diligent
  - B. more generous
  - C. less adventurous
  - D. less realistic

## Part B

### Directions:

Read the following text and answer the questions by choosing the most suitable subheading from the list A-G for each numbered paragraph (41-45). There are two extra subheadings which you do not need to use. Mark your answers on the ANSWER SHEET. (10 points)

- [A] Slow down and listen.
- [B] Put on a good face, always.
- [C] Give compliments, just not too many.
- [D] Put yourselves in others' shoes.
- [E] Tailor your interactions.
- [F] Spend time with everyone.
- [G] Reveal, don't hide information.

## Five Ways to Win Over Everyone in the Office

Is it possible to like everyone in your office? Think about how tough it is to get together 15 people, much less 50, who all get along perfectly. But unlike in friendships, you need coworkers. You work with them every day and you depend on them just as they depend on you. Here are some ways, based on psychological research and advice from career experts, that you can get the whole office on your side.

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

If you have a bone to pick with someone in your workplace, you may try to stay tight-lipped around them. But you won't be helping either one of you. A Harvard Business School study found that observers consistently rated those who were frank about themselves more highly, while those who hid lost trustworthiness. The lesson is not that you should make your personal life an open book, but rather, when given the option to offer up details about yourself or studiously stash them away, you should just be honest.

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

Just as important as being honest about yourself is being receptive to others. We often feel the need to tell others how we feel, whether it's a concern about a project, a stray thought, or a compliment. Those are all valid, but you need to take time to hear out your coworkers, too. "Rushing to get your own ideas out there can cause colleagues to feel you don't value their opinions," Rita Friedman, a career coach, told *Forbes*. Do your best to engage coworkers in a genuine, back-and-forth conversation, rather than prioritizing your own thoughts.

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

It's common to have a "cubicle mate" or special confidant in a work setting. But in addition to those trusted coworkers, you should expand your horizons and find out about all the people around you. Use your lunch and coffee breaks to meet up with colleagues you don't always see. Find out about their lives and interests beyond the job. It requires minimal effort and goes a long way. "This will help to grow your internal network, in addition to being a nice break in the work day," Ryan Kahn, a career coach and author of *Hired, The Guide for the Recent Grad*, told *Forbes*.

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

Positive feedback is important for anyone to hear. And you don't have to be someone's boss to tell them they did an exceptional job on a particular project, or offer thanks for help. This will help engender good will in others. But don't overdo it or be fake about it. Studies have found that lavishing people with a torrent of praise doesn't work nearly as well as providing a mix of positive and negative feedback. One study in particular found that people responded best to comments that shifted from negative to positive, possibly because it suggested they had won somebody over.

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

This one may be a bit more difficult to pull off, but it can go a long way to achieving results. Remember in dealing with any coworker what they appreciate from an interaction. Watch out for how they verbalize with others. Some people like small talk in a meeting before digging into important matters, while others are more straightforward. Jokes that work on one person won't necessarily land with another. Tailor your style accordingly to type. "Consider the person that you're dealing with before each interaction and what will get you to your desired outcome," Kahn said.

### Section III Translation

#### 46. Directions:

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

It's almost impossible to go through life without experiencing some kind of failure. But, the wonderful thing about failure is that it's entirely up to us to decide how to look at it.

We can choose to see failure as "the end of the world". Or, we can look at failure as the incredible learning experience that it often is. Every time we fail at something, we can choose to look for the same lesson we're meant to learn. These lessons are very important; they're how we grow, and how we keep from making that same mistake again. Failures stop us only if we let them.

Failure can also teach us things about ourselves that we would never have learned otherwise. For instance, failure can help you discover how strong a person you are. Failing at something can help you discover your truest friends, or help you find unexpected motivation to succeed.

### Section IV Writing

#### Part A

#### 47. Directions:

Suppose you are planning a tour of a historical site for a group of international students. Write them an email to

- 1) tell them about the site, and
- 2) give them some tips for the tour

You should write about 100 words on the ANSWER SHEET.

**Do not** sign your own name. Use “Li Ming” instead.

**Do not** write your address. (10 points)

## Part B

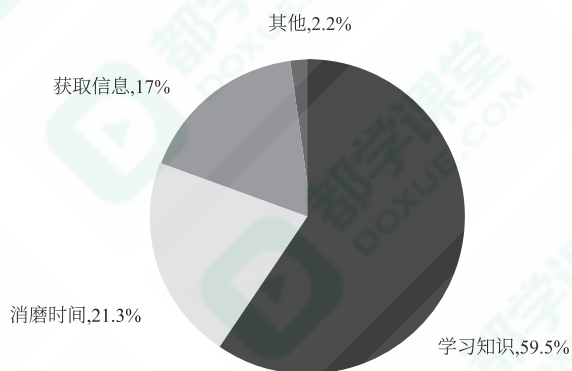
### 48. Directions:

Write an essay based on the following chart. In your writing, you should

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

You should write about 150 words. Write your essay on the ANSWER SHEET. (15 points)

某高校学生手机阅读目的调查





## 2020 英语（二） 参考答案

### Section I Use of English

- |        |         |         |         |
|--------|---------|---------|---------|
| 1. 【D】 | 6. 【B】  | 11. 【A】 | 16. 【C】 |
| 2. 【B】 | 7. 【A】  | 12. 【C】 | 17. 【D】 |
| 3. 【A】 | 8. 【C】  | 13. 【D】 | 18. 【B】 |
| 4. 【C】 | 9. 【D】  | 14. 【B】 | 19. 【A】 |
| 5. 【A】 | 10. 【C】 | 15. 【D】 | 20. 【B】 |

### Section II Reading Comprehension

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 21. 【B】 | 26. 【B】 | 31. 【B】 | 36. 【D】 | 41. 【G】 |
| 22. 【C】 | 27. 【A】 | 32. 【D】 | 37. 【C】 | 42. 【A】 |
| 23. 【A】 | 28. 【B】 | 33. 【A】 | 38. 【D】 | 43. 【F】 |
| 24. 【A】 | 29. 【D】 | 34. 【D】 | 39. 【B】 | 44. 【C】 |
| 25. 【C】 | 30. 【C】 | 35. 【B】 | 40. 【C】 | 45. 【E】 |

### Section III Translation

46.

生活中几乎不可能没有经历过某种失败。但奥妙之处在于失败与否完全取决于一个人自身如何看待它。

我们可以选择把失败视为“世界末日”，我们也可以把失败看作是一种难以置信的成长经历。每当我们在某件事上失败时，我们可以选择将其视为我们意欲学习的教训。这些教训非常重要。它们既是我们成长的方式，又是我们避免再犯同样错误的方法。

失败无法阻挡我们前进，除非我们自己放弃。失败也可以教会我们一些关于我们自己的东西。如果没有失败，我们永远也学不到这些东西。例如，失败可以帮助你发现自己到底有多强大。通过某些事情的失败，你还可以找到真正的朋友，或者获一些意想不到的促使成功的动力。

### Section IV Writing

47、48 题见完整版解析。

扫码或者点击链接：<http://cmba.cc/MVZIr1>

完整版解析



备考学习群

