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**全国硕士研究生招生考试
英语历年真题精选组合版一**

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)

Could a hug a day keep the doctor away? The answer may be a resounding “yes!” ___1___ helping you feel close and ___2___ to people you care about, it turns out that hugs can bring a ___3___ of health benefits to your body and mind. Believe it or not, a warm embrace might even help you ___4___ getting sick this winter.

In a recent study ___5___ over 400 healthy adults, researchers from Carnegie Mellon University in Pennsylvania examined the effects of perceived social support and the receipt of hugs ___6___ the participants’ susceptibility to developing the common cold after being ___7___ to the virus. People who perceived greater social support were less likely to come ___8___ with a cold, and the researchers ___9___ that the stress-reducing effects of hugging ___10___ about 32 percent of that beneficial effect. ___11___ among those who got a cold, the ones who felt greater social support and received more frequent hugs had less severe ___12___.

“Hugging protects people who are under stress from the ___13___ risk for colds that’s usually ___14___ with stress,” notes Sheldon Cohen, a professor of psychology at Carnegie. Hugging “is a marker of intimacy and helps ___15___ the feeling that others are there to help ___16___ difficulty.”

Some experts ___17___ the stress-reducing, health-related benefits of hugging to the release of oxytocin, often called “the bonding hormone,” ___18___ it promotes attachment in relationships, including that between mothers and their newborn babies. Oxytocin is made primarily in the central lower part of the brain, and some of it is released into the bloodstream. But some of it ___19___ in the brain, where it ___20___ mood, behavior and physiology.

1. [A] Unlike	[B] Besides	[C] Throughout	[D] Despite
2. [A] connected	[B] restricted	[C] equal	[D] inferior
3. [A] choice	[B] view	[C] lesson	[D] host
4. [A] recall	[B] forget	[C] avoid	[D] keep
5. [A] collecting	[B] involving	[C] guiding	[D] affecting
6. [A] of	[B] in	[C] at	[D] on
7. [A] devoted	[B] exposed	[C] lost	[D] attracted
8. [A] across	[B] along	[C] down	[D] out
9. [A] calculated	[B] denied	[C] doubted	[D] imagined
10. [A] served	[B] required	[C] restored	[D] explained
11. [A] Even	[B] Still	[C] Rather	[D] Thus
12. [A] defeats	[B] symptoms	[C] tests	[D] errors
13. [A] minimized	[B] highlighted	[C] controlled	[D] increased
14. [A] equipped	[B] associated	[C] presented	[D] compared
15. [A] assess	[B] moderate	[C] generate	[D] record
16. [A] in the face of	[B] in the form of	[C] in the way of	[D] in the name of
17. [A] transfer	[B] commit	[C] attribute	[D] return
18. [A] because	[B] unless	[C] though	[D] until
19. [A] emerges	[B] vanishes	[C] remains	[D] decreases
20. [A] experiences	[B] combines	[C] justifies	[D] influences

Section II Reading Comprehension

Part A

Directions:

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

Text 1

All around the world, lawyers generate more hostility than the members of any other profession—with the possible exception of journalism. But there are few places where clients have more grounds for complaint than America.

During the decade before the economic crisis, spending on legal services in America grew twice as fast as inflation. The best lawyers made vast amounts of money, tempting ever more students to pile into law schools. But most law graduates never get a big-firm job. Many of them instead become the kind of nuisance-lawsuit filer that makes the tort system a costly nightmare.

There are many reasons for this. One is the excessive costs of legal education. There is just one path for a lawyer in most American states: a four-year undergraduate degree in some unrelated subject, then a three-year law degree at one of 200 law schools authorized by the American Bar Association and an expensive preparation for the bar exam. This leaves today's average law-school graduate with \$100,000 of debt on top of undergraduate debts. Law-school debt means that they have to work fearsomely hard.

Reforming the system would help both lawyers and their customers. Sensible ideas have been around for a long time, but the state-level bodies that govern the profession have been too conservative to implement them. One idea is to allow people to study law as an undergraduate degree. Another is to let students sit for the bar after only two years of law school. If the bar exam is truly a stern enough test for a would-be lawyer, those who can sit it earlier should be allowed to do so. Students who do not need the extra training could cut their debt mountain by a third.

The other reason why costs are so high is the restrictive guild-like ownership structure of the business. Except in the District of Columbia, non-lawyers may not own any share of a law firm. This keeps fees high and innovation slow. There is pressure for change from within the profession, but opponents of change among the regulators insist that keeping outsiders out of a law firm isolates lawyers from the pressure to make money rather than serve clients ethically.

In fact, allowing non-lawyers to own shares in law firms would reduce costs and improve services to customers, by encouraging law firms to use technology and to employ professional managers to focus on improving firms' efficiency. After all, other countries, such as Australia and Britain, have started liberalizing their legal professions. America should follow.

21. A lot of students take up law as their profession due to _____.
[A] the growing demand from clients
[B] the increasing pressure of inflation
[C] the prospect of working in big firms
[D] the attraction of financial rewards
22. Which of the following adds to the costs of legal education in most American states?
[A] Higher tuition fees for undergraduate studies.
[B] Admission approval from the bar association.
[C] Pursuing a bachelor's degree in another major.
[D] Receiving training by professional associations.
23. Hindrance to the reform of the legal system originates from _____.
[A] lawyers' and clients' strong resistance
[B] the rigid bodies governing the profession
[C] the stern exam for would-be lawyers
[D] non-professionals' sharp criticism
24. The guild-like ownership structure is considered "restrictive" partly because it _____.
[A] bans outsiders' involvement in the profession
[B] keeps lawyers from holding law-firm shares
[C] aggravates the ethical situation in the trade
[D] prevents lawyers from gaining due profits
25. In this text, the author mainly discusses _____.
[A] flawed ownership of America's law firms and its causes
[B] the factors that help make a successful lawyer in America
[C] a problem in America's legal profession and solutions to it
[D] the role of undergraduate studies in America's legal education

Text 2

“There is one and only one social responsibility of business—to use its resources and engage in activities designed to increase its profits,” wrote Milton Friedman, a Nobel Prize-winning economist. But even if you accept Friedman’s premise and regard corporate social responsibility (CSR) policies as a waste of shareholders’ money, things may not be absolutely clear-cut. New research suggests that CSR may create monetary value for companies—at least when they are prosecuted for corruption.

The largest firms in America and Britain together spend more than \$15 billion a year on CSR, according to an estimate by EPG, a consulting firm. This could add value to their businesses in three ways. First, consumers may take CSR spending as a “signal” that a company’s products are of high quality. Second, customers may be willing to buy a company’s products as an indirect way to donate to the good causes it helps. And third, through a more diffuse “halo effect,” whereby its good deeds earn it greater consideration from consumers and others.

Previous studies on CSR have had trouble differentiating these effects because consumers can be affected by all three. A recent study attempts to separate them by looking at bribery prosecutions under America’s Foreign Corrupt Practices Act (FCPA). It argues that since prosecutors do not consume a company’s products as part of their investigations, they could be influenced only by the halo effect.

The study found that, among prosecuted firms, those with the most comprehensive CSR programs tended to get more lenient penalties. Their analysis ruled out the possibility that it was firms’ political influence, rather than their CSR stand, that accounted for the leniency: Companies that contributed more to political campaigns did not receive lower fines.

In all, the study concludes that whereas prosecutors should only evaluate a case based on its merits, they do seem to be influenced by a company’s record in CSR. “We estimate that either eliminating a substantial labor-rights concern, such as child labor, or increasing corporate giving by about 20% results in fines that generally are 40% lower than the typical punishment for bribing foreign officials,” says one researcher.

Researchers admit that their study does not answer the question of how much businesses ought to spend on CSR. Nor does it reveal how much companies are banking on the halo effect, rather than the other possible benefits, when they decide their do-gooding policies. But at least they have demonstrated that when companies get into trouble with the law, evidence of good character can win them a less costly punishment.

26. The author views Milton Friedman's statement about CSR with _____.
[A] uncertainty
[B] skepticism
[C] approval
[D] tolerance
27. According to Paragraph 2, CSR helps a company by _____.
[A] guarding it against malpractices
[B] protecting it from being defamed
[C] winning trust from consumers
[D] raising the quality of its products
28. The expression "more lenient" (Line 2, Para. 4) is closest in meaning to _____.
[A] less controversial
[B] more lasting
[C] more effective
[D] less severe
29. When prosecutors evaluate a case, a company's CSR record _____.
[A] comes across as reliable evidence
[B] has an impact on their decision
[C] increases the chance of being penalized
[D] constitutes part of the investigation
30. Which of the following is true of CSR, according to the last paragraph?
[A] The necessary amount of companies' spending on it is unknown.
[B] Companies' financial capacity for it has been overestimated.
[C] Its negative effects on businesses are often overlooked.
[D] It has brought much benefit to the banking industry.

Text 3

Among the annoying challenges facing the middle class is one that will probably go unmentioned in the next presidential campaign: What happens when the robots come for their jobs?

Don't dismiss that possibility entirely. About half of US jobs are at high risk of being automated, according to a University of Oxford study, with the middle class disproportionately squeezed. Lower-income jobs like gardening or day care don't appeal to robots. But many middle-class occupations—trucking, financial advice, software engineering—have aroused their interest, or soon will. The rich own the robots, so they will be fine.

This isn't to be alarmist. Optimists point out that technological upheaval has benefited workers in the past. The Industrial Revolution didn't go so well for Luddites whose jobs were displaced by mechanized looms, but it eventually raised living standards and created more jobs than it destroyed. Likewise, automation should eventually boost productivity, stimulate demand by driving down prices, and free workers from hard, boring work. But in the medium term, middle-class workers may need a lot of help adjusting.

The first step, as Erik Brynjolfsson and Andrew McAfee argue in *The Second Machine Age*, should be rethinking education and job training. Curriculums—from grammar school to college—should evolve to focus less on memorizing facts and more on creativity and complex communication. Vocational schools should do a better job of fostering problem-solving skills and helping students work alongside robots. Online education can supplement the traditional kind. It could make extra training and instruction affordable. Professionals trying to acquire new skills will be able to do so without going into debt.

The challenge of coping with automation underlines the need for the US to revive its fading business dynamism: Starting new companies must be made easier. In previous eras of drastic technological change, entrepreneurs smoothed the transition by dreaming up ways to combine labor and machines. The best uses of 3D printers and virtual reality haven't been invented yet. The US needs the new companies that will invent them.

Finally, because automation threatens to widen the gap between capital income and labor income, taxes and the safety net will have to be rethought. Taxes on low-wage labor need to be cut, and wage subsidies such as the earned income tax credit should be expanded: This would boost incomes, encourage work, reward companies for job creation, and reduce inequality.

Technology will improve society in ways big and small over the next few years, yet this will be little comfort to those who find their lives and careers upended by automation. Destroying the machines that are coming for our jobs would be nuts. But policies to help workers adapt will be indispensable.

31. Who will be most threatened by automation?
- [A] Leading politicians.
 - [B] Low-wage laborers.
 - [C] Robot owners.
 - [D] Middle-class workers.
32. Which of the following best represents the author's view?
- [A] Worries about automation are in fact groundless.
 - [B] Optimists' opinions on new tech find little support.
 - [C] Issues arising from automation need to be tackled.
 - [D] Negative consequences of new tech can be avoided.
33. Education in the age of automation should put more emphasis on _____.
- [A] creative potential
 - [B] job-hunting skills
 - [C] individual needs
 - [D] cooperative spirit
34. The author suggests that tax policies be aimed at _____.
- [A] encouraging the development of automation
 - [B] increasing the return on capital investment
 - [C] easing the hostility between rich and poor
 - [D] preventing the income gap from widening
35. In this text, the author presents a problem with _____.
- [A] opposing views on it
 - [B] possible solutions to it
 - [C] its alarming impacts
 - [D] its major variations

Text 4

People often complain that plastics are too durable. Water bottles, shopping bags, and other trash litter the planet, from Mount Sagarmatha to the Mariana Trench, because plastics are everywhere and don't break down easily. But some plastic materials change over time. They crack and frizzle. They "weep" out additives. They melt into sludge. All of which creates huge headaches for institutions, such as museums, trying to preserve culturally important objects. The variety of plastic objects at risk is dizzying: early radios, avant-garde sculptures, celluloid animation stills from Disney films, the first artificial heart.

Certain artifacts are especially vulnerable because some pioneers in plastic art didn't always know how to mix ingredients properly, says Thea van Oosten, a polymer chemist who, until retiring a few years ago, worked for decades at the Cultural Heritage Agency of the Netherlands. "It's like baking a cake: If you don't have exact amounts, it goes wrong," she says. "The object you make is already a time bomb."

And sometimes, it's not the artist's fault. In the 1960s, the Italian artist Piero Gilardi began to create hundreds of bright, colorful foam pieces. Those pieces included small beds of roses and other items as well as a few dozen "nature carpets"—large rectangles decorated with foam pumpkins, cabbages, and watermelons. He wanted viewers to walk around on the carpets—which meant they had to be durable.

Unfortunately, the polyurethane foam he used is inherently unstable. It's especially vulnerable to light damage, and by the mid-1990s, Gilardi's pumpkins, roses, and other figures were splitting and crumbling. Museums locked some of them away in the dark.

So van Oosten and her colleagues worked to preserve Gilardi's sculptures. They infused some with stabilizing and consolidating chemicals. Van Oosten calls those chemicals "sunscreens" because their goal was to prevent further light damage and rebuild worn polymer fibers. She is proud that several sculptures have even gone on display again, albeit sometimes beneath protective cases.

Despite success stories like van Oosten's, preservation of plastics will likely get harder. Old objects continue to deteriorate. Worse, biodegradable plastics designed to disintegrate, are increasingly common.

And more is at stake here than individual objects. Joana Lia Ferreira, an assistant professor of conservation and restoration at the NOVA School of Science and Technology, notes that archaeologists first defined the great material ages of human history—Stone

Age, Iron Age, and so on—after examining artifacts in museums. We now live in an age of plastic, she says, “and what we decide to collect today, what we decide to preserve ... will have a strong impact on how in the future we’ll be seen.”

36. According to Paragraph 1, museums are faced with difficulties in _____.

- [A] maintaining their plastic items
- [B] obtaining durable plastic artifacts
- [C] handling outdated plastic exhibits
- [D] classifying their plastic collections

37. Van Oosten believes that certain plastic objects are _____.

- [A] immune to decay
- [B] improperly shaped
- [C] inherently flawed
- [D] complex in structure

38. Museums stopped exhibiting some of Gilardi’s artworks to _____.

- [A] keep them from hurting visitors
- [B] duplicate them for future display
- [C] have their ingredients analyzed
- [D] prevent them from further damage

39. The author thinks that preservation of plastics is _____.

- [A] costly
- [B] unworthy
- [C] unpopular
- [D] challenging

40. In Ferreira’s opinion, preservation of plastic artifacts _____.

- [A] will inspire future scientific research
- [B] has profound historical significance
- [C] will help us separate the material ages
- [D] has an impact on today’s cultural life

Part B

Directions:

The following paragraphs are given in a wrong order. You are required to reorganize these paragraphs into a coherent text by choosing from the list A-G and filling them into the numbered boxes (41-45). **Paragraphs C and F** have been correctly placed. Mark your answers on the ANSWER SHEET. (10 points)

- [A] These tools can help you win every argument—not in the unhelpful sense of beating your opponents but in the better sense of learning about the issues that divide people, learning why they disagree with us and learning to talk and work together with them. If we readjust our view of arguments—from a verbal fight or tennis game to a reasoned exchange through which we all gain mutual respect and understanding—then we change the very nature of what it means to “win” an argument.
- [B] Of course, many discussions are not so successful. Still, we need to be careful not to accuse opponents of bad arguments too quickly. We need to learn how to evaluate them properly. A large part of evaluation is calling out bad arguments, but we also need to admit good arguments by opponents and to apply the same critical standards to ourselves. Humility requires you to recognize weaknesses in your own arguments and sometimes also to accept reasons on the opposite side.
- [C] None of these will be easy, but you can start even if others refuse to. Next time you state your position, formulate an argument for what you claim and honestly ask yourself whether your argument is any good. Next time you talk with someone who takes a stand, ask them to give you a reason for their view. Spell out their argument fully and charitably. Assess its strength impartially. Raise objections and listen carefully to their replies.
- [D] Carnegie would be right if arguments were fights, which is how we often think of them. Like physical fights, verbal fights can leave both sides bloodied. Even when you win, you end up no better off. Your prospects would be almost as dismal if arguments were even just competitions—like, say, tennis games. Pairs of opponents hit the ball back and forth until one winner emerges from all who entered. Everybody else loses. This kind of thinking is why so many people try to avoid arguments, especially about politics and religion.

- [E] In his 1936 work *How to Win Friends and Influence People*, Dale Carnegie wrote: “There is only one way ... to get the best of an argument—and that is to avoid it.” This aversion to arguments is common, but it depends on a mistaken view of arguments that causes profound problems for our personal and social lives—and in many ways misses the point of arguing in the first place.
- [F] These views of arguments also undermine reason. If you see a conversation as a fight or competition, you can win by cheating as long as you don’t get caught. You will be happy to convince people with bad arguments. You can call their views stupid, or joke about how ignorant they are. None of these tricks will help you understand them, their positions or the issues that divide you, but they can help you win—in one way.
- [G] There is a better way to win arguments. Imagine that you favor increasing the minimum wage in our state, and I do not. If you yell, “Yes,” and I yell, “No,” neither of us learns anything. We neither understand nor respect each other, and we have no basis for compromise or cooperation. In contrast, suppose you give a reasonable argument: that full-time workers should not have to live in poverty. Then I counter with another reasonable argument: that a higher minimum wage will force businesses to employ fewer people for less time. Now we can understand each other’s positions and recognize our shared values, since we both care about needy workers.

41. → 42. → F → 43. → 44. → C → 45.

Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Write your answers on the ANSWER SHEET. (10 points)

World War II was the watershed event for higher education in modern Western societies. (46) Those societies came out of the war with levels of enrollment that had been roughly constant at 3%-5% of the relevant age groups during the decades before the war. But after the war, great social and political changes arising out of the successful war against Fascism created a growing demand in European and American economies for increasing numbers of graduates with more than a secondary school education. (47) And the demand that rose in those societies for entry to higher education extended to groups and

social classes that had not thought of attending a university before the war. These demands resulted in a very rapid expansion of the systems of higher education, beginning in the 1960s and developing very rapidly (though unevenly) in the 1970s and 1980s.

The growth of higher education manifests itself in at least three quite different ways, and these in turn have given rise to different sets of problems. There was first the *rate of growth*: (48) In many countries of Western Europe, the numbers of students in higher education doubled within five-year periods during the 1960s and doubled again in seven, eight, or 10 years by the middle of the 1970s. Second, growth obviously affected the *absolute size* both of systems and individual institutions. And third, growth was reflected in changes in the *proportion of the relevant age group* enrolled in institutions of higher education.

Each of these manifestations of growth carried its own peculiar problems in its wake. For example, a high growth rate placed great strains on the existing structures of governance, of administration, and above all of socialization. When a faculty or department grows from, say, five to 20 members within three or four years, (49) and when the new staff are predominantly young men and women fresh from postgraduate study, they largely define the norms of academic life in that faculty. And if the postgraduate student population also grows rapidly and there is loss of a close apprenticeship relationship between faculty members and students, the student culture becomes the chief socializing force for new postgraduate students, with consequences for the intellectual and academic life of the institution—this was seen in America as well as in France, Italy, West Germany, and Japan. (50) High growth rates increased the chances for academic innovation; they also weakened the forms and processes by which teachers and students are admitted into a community of scholars during periods of stability or slow growth. In the 1960s and 1970s, European universities saw marked changes in their governance arrangements, with the empowerment of junior faculty and to some degree of students as well.

Section III Writing

Part A

51. Directions:

A foreign friend of yours has recently graduated from college and intends to find a job in China. Write him/her an email to make some suggestions.

You should write about 100 words on the ANSWER SHEET.

Do not use your own name in the email; use “Li Ming” instead. (10 points)

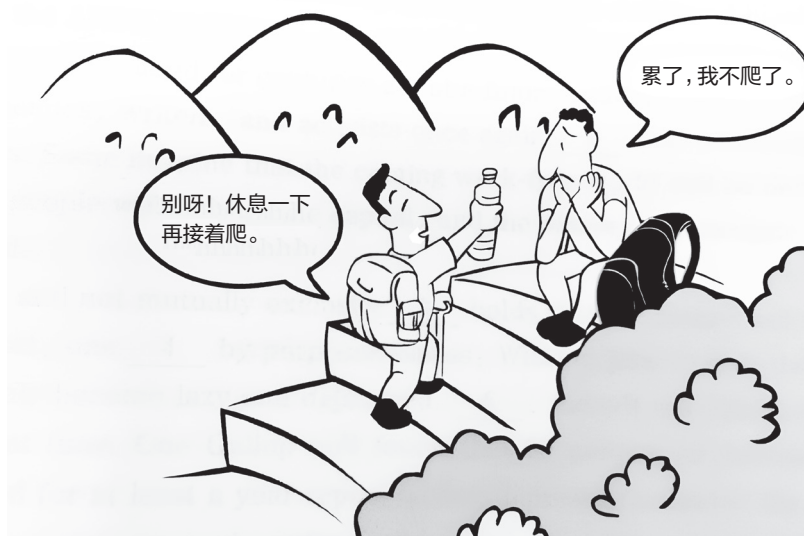
Part B

52. Directions:

Write an essay of 160-200 words based on the picture below. In your essay, you should

- 1) describe the picture briefly,
- 2) interpret the implied meaning, and
- 3) give your comments.

Write your answer on the ANSWER SHEET. (20 points)



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