2016 考研英语二真题及答案(完整版)分析

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令人期待的 2016 英语初试结束了，凯程教育的电话瞬间变成了热线，同学们兴奋地汇报自己的答题情况，几乎所有内容都在凯程考研集训营系统训练过，英语专业课难度与往年相当，答题的时候非常顺手，英语题型今年是选择题，阅读填空，作文。相信凯程的学员们对此非常熟悉，预祝亲爱的同学们复试顺利。英语分笔试、面试， 如果没有准备，或者准备不充分，很容易被挂掉。 如果需要复试的帮助，同学们可以联系凯程老师辅导。

下面凯程英语老师把英语的真题全面展示给大家，供大家估分使用，以及 2017 年考英语的同

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2016 年全国硕士研究生入学统一考试英语（二）
真题及答案
（完整版）

（注：以下选项标红加粗为正确答案）

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)

Happy people work differently. They're more productive, more creative, and willing to take greater risks. And new research suggests that happiness might influence 1 firms work, too.

Companies located in place with happier people invest more, according to a recent research paper. 2 , firms in happy places spend more on R&D(research and development).That's because happiness is linked to the kind of longer-term thinking 3 for making investment for the future.

The researchers wanted to know if the 4 and inclination for risk-taking that come with happiness would 5 the way companies

invested. So they compared U.S. cities' average happiness 6 by Gallup polling with the investment activity of publicly traded firms in those areas.

7 enough, firms' investment and R&D intensity were correlated with the happiness of the area in which they were 8. But it is really happiness that's linked to investment, or could something else about happier cities 9 why firms there spend more on R&D? To find out, the researches controlled for various 10 that mightmake firms morelikely to invest like size, industry , and sales-and- and for indicators that a place was 11 to live in, like growth in

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wages or population. They link between happiness and investment generally 12 even after accounting for these things.

The correlation between happiness and investment was particularly strong for younger firms, which the authors 13 to "less confined decision making process" and the possible presence of younger and less 14 managers who are more likely to be influenced by sentiment." The relationship was 15 stronger in places where happiness was spread more 16. Firms seem to invest more in places.

17 this doesn't prove that happiness causes firms to invest more or to take a

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longer-term view, the authors believe it at least 18 at that possibility. It's not hard to imagine that local culture and sentiment would help 19 how executives think about the future. It surely seems plausible that happy people would be more forward -thinking and creative and 20 R&D more than the average," said one researcher.

1. [A] why [B] where [C] how [D] when

2. [A] In return [B] In particular [C] In contrast [D] In conclusion

3. [A] sufficient [B] famous [C] perfect [D] necessary

4. [A] individualism [B] modernism [C] optimism [D] realism

5. [A] echo [B] miss [C] spoil [D] change

6. [A] imagined [B] measured [C] invented [D] assumed

7. [A] sure [B] odd [C] unfortunate [D] often

7. [A] advertised [B] divided [C] overtaxed [D] headquartered

8. [A] explain [B] overstate [C] summarize [D] emphasize

9. [A] stages [B] factors [C] levels [D] methods

10. [A] desirable [B] sociable [C] reputable [D] reliable

11. [A] resumed [B] held [C] emerged [D] broke

13. [A] attribute [B] assign [C] transfer [D] compare

14. [A] serious [B] civilized [C] ambitious [D] experienced

15. [A] thus [B] instead [C] also [D] never

16. [A] rapidly [B] regularly [C] directly [D] equally

17. [A] After [B] Until [C] While [D] Since

18. [A] arrives [B] jumps [C] hints [D] strikes

19. [A] shape [B] rediscover [C] simplify [D] share

20. [A] pray for [B] lean towards [C] give away [D] send act

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 the ANSWER SHEET. (40 points)

Text 1

It's true that high-school coding classes aren't essential for learning computer science in college. Students without experience can catch up after a few introductory courses, said Tom Cortina, the assistant dean at Carnegie Mellon's School of Computer Science.

However, Cortina said, early exposure is beneficial. When younger kids learn computer science, they learn that it's not just a confusing, endless string of letters and numbers - but a tool to build apps, or

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create artwork, or test hypotheses. It's not as hard for them to transform their thought processes as it is for older students. Breaking down problems into bite-sized chunks and using code to solve them becomes normal. Giving more children this training could increase the number of people interested in the field and help fill the jobs gap, Cortina said.

Students also benefit from learning something about coding before they get to college, where introductory computer-science classes are packed to the brim, which can drive the

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less-experienced or-determined students away.

The Flatiron School, where people pay to learn programming, started as one of the many coding bootcamps that's become popular for adults looking for a career change. The high-schoolers get the same curriculum, but "we try to gear lessons toward things they're interested in," said Victoria Friedman, an instructor.

For instance, one of the apps the students are developing suggests movies based on your mood.

The students in the Flatiron class probably won't drop out of high school and

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build the next Facebook. Programming languages have a quick turnover, so the "Ruby on Rails" language they learned may not even be relevant by the time they enter the job market. But the skills they learn - how to think logically through a problem and organize the results - apply to any coding language, said Deborah Seehorn, an education consultant for the state of North Carolina.

Indeed, the Flatiron students might not go into IT at all. But creating a future army of coders is not the sole purpose of the classes. These kids are going to be surrounded by computers-in their

pockets ,in their offices, in their homes -for the rest of their lives, The younger they learn how computers think, how to coax the machine into producing what they want -the earlier they learn that they have the power to do that -the better.

20.Cortina holds that early exposure to computer science makes it easier to _____

[A] complete future jobtraining

[B] remodel the way of thinking

[C] formulate logical hypotheses

[D] perfect artwork production

20.In delivering lessons for high - schoolers , Flatiron has considered their _____

[A] experience

[B] interest

[C] career prospects

[D] academic backgrounds

21.Deborah Seehorn believes that the skills learned at Flatiron will _____

[A] help students learn other computer languages

[B] have to be upgraded when new technologies come

[C] need improving when students look for jobs

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[A] enable students to make big quick money

20.According to the last paragraph, Flatiron students are expected to _____

[A] bring forth innovative computer technologies

[B] stay longer in the information technology industry

[C] become better prepared for the digitalized world

[D] compete with a future army of programmers

21.The word "coax"(Line4,Para.6) is closest in meaning to

[A] persuade

[A] frighten

[B] misguide

[C] challenge

Text 2

Biologists estimate that as many as 2 million lesser prairie chickens---a kind of bird living on stretching grasslands-once lent red to the often grey landscape of the midwestern and southwestern United States. But just some 22,000 birds remain today, occupying about 16% of the species 'historic range.

The crash was a major reason the U.S. Fish and Wildlife Service

(USFWS)decided to formally list the bird as threatened ."The

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lesser prairie chicken is in a desperate situation ," said USFWS Director Daniel Ashe. Some environmentalists, however, were disappointed. They had pushed the agency to designate the bird as "endangered," a status that gives federal officials greater regulatory power to crack down on threats .But Ashe and others argued that the" threatened" tag gave the federal government flexibility to try outnew, potentially less confrontational conservations approaches. In particular, they called for forging closer collaborations with western state governments, which are often uneasy with federal action. and with

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the private landowners who control an estimated 95% of the prairie chicken's habitat.

Under the plan, for example, the agency said it would not prosecute landowner or businesses that unintentionally kill, harm, or disturb the bird, as long as they had signed a range-wide managementplan to restore prairie chicken habitat. Negotiated by USFWS and the states, the plan requires individuals and businesses that damage habitat as part of their operations to pay into a fund to replace every acre destroyed with 2 new acres of suitable habitat .The

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fund will also be used to compensate landowners who set aside habitat , USFWS also set an interim goal of restoring prairie chicken populations to an annual average of 67,000 birds over the next 10 years .And it gives the Western Association of Fish and Wildlife Agencies (WAFWA), a coalition of state agencies, the job of monitoring progress. Overall, the idea is to let "states" remain in the driver 's seat for managing the species," Ashe said.

Not everyone buys the win-win rhetoric. Some Congress members are trying to block the plan, and at least a dozen industry groups, four states, and three

environmental groups are challenging it in federal court. Not surprisingly, doesn't go far enough. "The federal government is giving responsibility for managing the bird to the same industries that are pushing it to extinction, " says biologist Jay Lininger.

20.The major reason for listing the lesser prairie as threatened is____.

[A]its drastically decreased population

[B]the underestimate of the grassland acreage

[C]a desperate appeal from some biologists

[D]the insistence of private landowners

20. The "threatened" tag disappointed some environmentalists in that it_____.

[A]was a give-in to governmental pressure

[B]would involve fewer agencies in action

[C]granted less federal regulatory power

[D]went against conservation policies

28.It can be learned from Paragraph3 that unintentional harm-doers will not be prosecuted if they_____.

[A]agree to pay a sum for compensation

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