2014年全国硕士研究生入学统一考试英语 (一) 试题

**Section I Use of English**

**Directions:**

Read the following text. Choose the best word(s) for each ~~num~~bered bl~~a~~nk ~~an~~d mark A, B, C or Don the ANSWER SHEET. (10 points)

As many people hit middle age, they often start to notice that their memory

and mental clarity are not what they used to be. We suddenly can't reme~~m~~ber

1 we put the keys just a mome~~n~~t ago, or an old acquaintance's name, or the name of an old band we used to love. As the brain 2 , we refer to these occurrences as "senior moments." 3 seemingly innocent, this loss of me~~n~~tal focus can potentially have a(n) 4 impact on our professional, social, and personal  ~~5~~

Neuroscientists, experts who study the nervous system, are increasingly showing that there's actually a lot that can be done. It 6 out that the brain needs exercise in much the same way our muscles do, and the right mental \_\_7\_\_ can significantly improve our basic cognitive \_\_8\_\_ . Thinking is

essentially a 9 of making connections in the brain. To a certain extent, our ability to 10 in making the connections that drive intelligence is inherited.

 11 , because these connections are made through effort and practice, scientists believe that intelligence can e~~x~~pand and fluct~~u~~ate 12 mental effort.

Now, a new Web-based company has taken it a step 13 and developed the ﬁrst "brain training prog~~ra~~m" designed to actually help people improve ~~an~~d regain their mental 14

The Web-based program 15 you to systematically i~~mp~~rove your memory and attention skills. The program keeps 16 of yo~~u~~r progress and provides detailed feedback 17 your performance and i~~mp~~rovement. Most importantly, it 18 modiﬁes and enhances the games you pla~~y~~ to 19 on the strengths you are developing - much like a(n) 20 exercise routine requires you to increase resistance and vary yo~~ur mu~~scle use.

1. [A] that [B] when [C] wh~~y~~ [D] where

2. [A] fades [B] i~~mp~~roves [C] coll~~ap~~ses [D] recovers

3. [A] Unless [B] While [C] Once [D] If

4. [A] damaging [B] limited [C] uneven [D] obscure

5. [A] relationship [B] en~~v~~ironment [C] wellbeing [D] outlook

6. [A] figures [B] finds [C] points [D] turns

7. [A] responses [B] associations [C] wo~~r~~kouts [D] roundabouts

8. [A] genre [B] criterion [C] circumsta~~n~~ces [D] functions

9. [A] channel [B] process [C] condition [D] se~~q~~uence

10. [A] persist [B] feature [C] excel [D] believe

11. [A] However [B] Moreover [C] Otherwise [D] Therefore

12. [A] according to [B] regardless of [C] apart from [D] instead of

13. [A] back [B] further [C] aside [D] ~~aroun~~d

14. [A] framework [B] stability [C] flexibility [D] sharpness

15. [A] hurries [B] reminds [C] allows [D] forces

16. [A] order [B] track [C] pace [D] hold

17. [A] on [B] to [C] for [D] with

18. [A] habitually [B] constantly [C] irregularly [D] u~~n~~usually

19. [A] carry [B] put [C] build [D] take

20. [A] idle [B] risk~~y~~  [C] familiar [D] effective

**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**

In order to "ch~~an~~ge lives for the better" ~~an~~d reduce "dependency", George Osborne, Chancellor of the Exchequer, introduced the "u~~p~~front work search" scheme. Only if the jobless arrive at the jobcentre with a CV, register for online job se~~ar~~ch, ~~an~~d st~~a~~rt looking for wo~~r~~k will they be eligible for beneﬁt - ~~an~~d then they should report weekly rather than fortnightly. What could be more reasonable?

More apparent reasonableness followed. There will now be a seven-day wait for the jobseeker's allowance. "Those ﬁrst few days should be spent looking for

wo~~r~~k, not looking to sign on," he claimed. "We're doing these things because we

know they hel~~p~~ people st~~a~~y off beneﬁts and help those on beneﬁts get into wo~~r~~k faster." Help? Really? On ﬁrst hearing, this was the socially concerned chancellor, trying to change lives for the better, co~~mp~~lete with "reforms" to an obviously

indulgent system that demands too little effort from the newly unemployed to ﬁnd

work, and subsidises laziness. What motivated him, we were to u~~n~~derstand, was his

zeal for "ﬁundamental fairness" - protecting the taxpayer, controlling spending and ensuring that only the most deserving claimants received their beneﬁts.

Losing a job is hurting: you don't skip down to the jobcentre with a song in your heart, delighted at the prospect of doubling your income from the generous state. It is

ﬁnancially terrifying, psychologically embarrassing ~~an~~d you know that su~~p~~port is minimal and extraordinarily hard to get. You are now not wanted; you are now

excluded from the work environment that offers purpose and structure in your life.

Worse, the crucial income to feed you~~r~~self and your family ~~an~~d pay the bills has

disappeared. Ask an~~y~~one newly ~~u~~nemployed what they want and the answer is always: a job.

But in Osbornel~~an~~d, your ﬁrst instinct is to fall i~~n~~to dependency - permanent

dependency if you can get it - s~~u~~pported by a state only too read~~y~~ to indulge your falsehood. It is as though 20 years of ever-tougher reforms of the job search and beneﬁt administration system never happened. The principle of British welfare is no longer that you can insure yourself against the risk of unemplo~~y~~ment and receive u~~n~~conditional payments if the disaster happens. Even the very phrase "jobseeker's allowance" is about redeﬁning the unemployed as a "jobseeker" who had no fundamental right to a beneﬁt he or she has earned through making national insurance contributions. Instead, the claimant receives a time-limited "allowance," conditional on actively seeking a job; no entitlement and no insur~~an~~ce, at £71.70 a week, one of the least generous in the EU.

21. Geo~~r~~ge Osborne’s scheme was intended to

[A] encouragejobseekers’ active engagement in job seeking.

[B] provide the ~~u~~nemployed with easier access to benefits.

[C] guarantee jobseekers’ legitimate right to benefits.

[D] motivate the u~~nemp~~loyed to report volu~~ntar~~ily.

22. The phrase "to sign on" (Line 3, Para. 2) most probably means

[A] to check on the ~~a~~vailability ofjobs at thejobce~~n~~tre.

[B] to accept the government’s restrictions on the allow~~an~~ce.

[C] to register for an allowance from the government.

[D] to attend a governmentaljob-training program.

23. What pro~~mp~~ted the chancellor to develop his scheme?

[A] A desire to secure a better life for all.

[B] An eagerness to protect the ~~u~~nemployed.

[C] An urge to be generous to the claimants.

[D] A passion to ensu~~r~~e fairness for taxpayers.

24. According to Paragraph 3, being ~~u~~nemployed makes one feel

[A] uneasy.

[B] insulted.

[C] enraged.

[D] guilty.

25. To which of the following would the author most probably agree?

[A] Unemployment benefits should not be made conditional.

[B] The British welfare system indulges jobseekers’laziness.

[C] Thejobseekers’ allowance has met their actual needs.

[D] Osborne’s reforms will reduce the risk ofu~~nemp~~loyme~~n~~t.

**Text2**

All ~~aroun~~d the world, l~~a~~wyers generate more hostility than the members of an~~y~~ other profession - with the possible exception of journalism. But there are few places where clients h~~a~~ve more grounds for co~~mp~~laint th~~an~~ America.

During the decade before the economic crisis, spending on legal services in America grew twice as fast as inflation. The best lawyers made skyscrapers-full 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 ofa 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 stem 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.

26. A lot of students t~~a~~ke 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.

27. Which of the following adds to the costs of legal education in most American

states?

[A] Higher tuition fees for ~~u~~ndergraduate st~~u~~dies.

[B] Receiving training by professional associations.

[C] Admissions approval from the bar association.

[D] Pursuing a bachelor,s degree in another major.

28. Hindrance to the reform of the legal system originates from

[A] the rigid bodies governing the profession.

[B] lawyers, and clients, strongresistance.

[C] the stem exam for would-be lawyers.

[D] non-professionals, sharp criticism.

29. The guild-like ownership structure is considered "restrictive" partly beca~~u~~se it

[A] prevents lawyers from gaining due profits.

[B] bans outsiders, involvement in the profession.

[C] aggravates the ethical situation in the trade.

[D] keeps lawyers from holding law-firm shares.

30. In this text, the author mainly discusses

[A] the factors that help make a successful lawyer in America.

[B] a problem in America,s legal profession and solutions toit.

[C] the role of undergrad~~u~~ate studies in America,s legal education.

[D] flawed ownership of America,s la~~w~~ firms and its causes.

**Text3**

The US$3-million Fundamental Physics Prize is indeed an interesting experiment, as Alexander Polyakov said when he accepted this year's award in March. And it is ~~fa~~r from the only one of its type. As a News Feature article in Nature discusses, a string of lucrative awards for researchers have joined the Nobel Prizes in recent years. Man~~y~~, like the Fundamental Ph~~y~~sics Prize, are funded from the telephone-number-sized bank accounts of Internet entrepreneurs.These benefactors ha~~v~~e succeeded in their chosen fields, they sa~~y~~, and they want to use their wealth to draw attention to those who ha~~v~~e succeeded in science.

What's not to like? Quite a lot, according to a handful of scientists quoted m the News Feature. You cannot buy class, as the old saying goes, and these upstart entrepreneurs cannot buy their prizes the prestige of the Nobels. The new awards are an exercise in self-promotion for those behind them, say scientists. They could distort the achievement-based system of peer-review-led research. They could cement the status quo of peer-reviewed research. They do not fund peer-reviewed research. They perpetuate the myth of the lone genius.

The goals of the prize-givers seem as scattered as the criticism. Some want to shock, others to dr~~a~~w people i~~n~~to science, or to better rew~~ar~~d those who have made their careers in research.

As Nature has pointed out before, there ~~ar~~e some legitimate concerns about

how science prizes - both new and old - are distrib~~u~~ted. The Breakthrough Prize

in Life Sciences, launched this year, takes an unrepresentative view of what the

life sciences include. But the Nobel Foundation's limit of three recipients per prize,

each of whom must still be living, has long been o~~u~~tgrown by the collaborative

nature of modem research - as will be demonstrated by the inevitable row over

who is ignored when it comes to acknowledging the discovery of the Higgs boson.

The Nobels were, of cou~~r~~se, themselves set u~~p~~ by a very rich individual who had

decided what he wanted to do with his own money. Time, rather than intention, has

given them legitimacy.

As much as some scientists may complain abo~~u~~t the new awards, t~~w~~o things seem clear. First, most researchers would accept such a prize if they were offered one. Second, it is surely a good thing that the money and attention come to science rather than go elsewhere. It is fair to criticize and question the mechanism- that is the cultu~~r~~e of research, after all - but it is the prize-givers' money to do with as they please. It is wise to take such gi~~f~~ts with gratitude and grace.

31. The Fundamental Physics Prize is seen as

[A] a symbol of the entrepreneurs, wealth.

[B] a handsome reward for researchers.

[C] a possible replacement of the Nobel Prizes.

[D] an ex~~amp~~le of bankers, investments.

32. The critics think that the new awards will most benefit

[A] the profit-oriented scientists.

[B] the achievement-based system.

[C] the founders ofthe new awards.

[D] peer-review-led research.

33. The discovery of the Higgs boson is a typical case which involves

[A] legitimate concerns over the new prizes.

[B] controversies over the recipients, status.

[C] the joint effort of modern researchers.

[D] the demonstration of research findings.

34. According to Paragraph 4, which of the following is t~~r~~ue of the Nobels?

[A] History has never cast doubt on them.

[B] Their endurance has done justice to them.

[C] They are the most representative honor.

[D] Their legitimacy has long been in dispute.

35. The author believes that the new awards are

[A] unworthy of public attention.

[B] subject to undesirable changes.

[C] harmful to the culture of research.

[D] acceptable despite the criticism.

**Text4**

"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, 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 formed 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 andjournalism.

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 set back reform by obscuring the depth and breadth of the challenge that Congress asked it to illuminate.

36. ~~Accordi~~ng to Paragraph 1, ~~w~~hat is the a~~u~~thor,s atti~~tude tow~~ard theAAAS,s report?

[A] Critical.

[B] Appreciative.

[C] Contemptuous.

[D] Tolerant.

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

[A] define the government,s role in education.

[B] safegu~~ar~~d individuals, rights to education.

[C] retain people,s interest in liberal education.

[D] ke~~e~~p a leading position in liberal education.

38. According to Paragraph 3, the report suggests

[A] an exclusive study ofAmerican history.

[B] a greater emphasis on theoretical subjects.

[C] the application of emerging technologies.

[D] funding for the study of foreign l~~an~~guages.

39. The author implies in Paragraph 5 that professors are

[A] supportive of free markets.

[B] conservative about public policy.

[C] biased against classical liberal ideas.

[D] c~~a~~utious about i~~n~~tellectual i~~n~~vestigation.

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

[A] Ways to Grasp "The Heart of the Matter"

[B] Illiberal Education and "The Heart of the Matter"

[C] The AAAS,s Contribution to Liberal Education

[D] Progressive Policy vs. Liberal Education

**Part B**

**Directions:**

The following paragraphs are given m a wrong order. For Questions 41-45, you

~~ar~~e re~~q~~uired to reorganize these paragraphs into a coherent text by choosing from

the list A-G ~~an~~d filling them into the numbered boxes. Paragraphs A and E have

been correctly placed. Mark your answers on the A~~N~~SWER SHEET. (10 points)

[A] Some archaeological sites have alw~~a~~ys been easily observ~~a~~ble - for example, the Parthenon in Athens, Greece; the pyramids of Giza in Egypt; and the megaliths of Stonehenge in southern England. But these sites are exceptions

to the norm. Most archaeological sites have been located by means of c~~ar~~eful

searching, while many others have been discovered by accident. Olduvai Gorge, an early hominid site in Tanzania, was fo~~u~~nd by a b~~u~~tterfly hunter who literally

fell into its deep valley in 1911. Thousands of Aztec artifacts came to light during the digging of the Mexico City subway in the 1970s.

[B] In another case, American archaeologists Rene Million and George Cowgill

spent years systematically mapping the entire city of Teotih~~u~~acan in the Valley of Mexico near what is now Mexico City. At its peak around AD 600, this city was one of the largest human settlements in the world. The

researchers mapped not only the city's vast and ornate ceremonial areas, b~~u~~t

also h~~u~~ndreds of simpler apartment complexes where common people lived.

[C] How do archaeologists know where to find what they are looking for when there is nothing visible on the surface of the ground? Typically, they survey

and sample (make test excavations on) large areas of terrain to determine where excavation will yield useful information. Surveys and test samples have also become important for understanding the larger landscapes that contain

archaeological sites.

[D] Surveys can cover a single large settlement or entire l~~an~~dsc~~ap~~es. In one case, many researchers working around the ancient Maya city of Copan, Honduras, have located hundreds of small rural villages and individual dwellings by using aerial photographs and by making surveys on foot. The resulting

settlement maps show how the distribution and density of the rural population

around the city changed dramatically between AD 500 and 850, ~~w~~hen Cop~~an~~ collapsed.

[E] To find their sites, ~~ar~~chaeologists tod~~a~~y rely heavily on systematic survey

methods and a variety of high-technology tools and techniques. Airborne

technologies, such as different types of radar and photographic equipment

carried by airplanes or spacecraft, allow archaeologists to learn about what

lies beneath the gro~~u~~nd witho~~u~~t digging. Aerial surveys locate general areas

of interest or larger buried features, such as ancient buildings or fields.

[F] Most archaeological sites, however, are discovered by archaeologists ~~w~~ho

have set o~~u~~t to look for them. Such searches can take years. British

archaeologist Howard Carter knew that the tomb of the Egyptian pharaoh

Tutankhamun existed from information found in other sites. Carter sifted

through rubble in the Valley of the Kings for seven years before he located

the tomb in 1922. In the late 1800s British archaeologist Sir Arthur Evans combed antique dealers, stores in Athens, Greece. He was searching for tiny

engraved seals attributed to the ~~an~~cient Mycenaean culture that dominated

Greece from the 1400s to 1200s BC. Evans,s interpretations of these

engravings eve~~n~~tually led him to find the Minoan palace at Knossos (Knos6s), on the isl~~an~~d of Crete, in 1900.

~~[G]~~ Ground s~~u~~rveys allow archaeologists to pinpoint the places ~~w~~here digs will be

successful. Most gro~~u~~nd surveys involve a lot of walking, looking for surface clues such as small fragments of pottery. They often include a certain amount

of digging to test for buried materials at selected points across a landscape.

Archaeologists also may locate b~~u~~ried remains by using such technologies as

ground radar, magnetic-field recording, and metal detectors. Archaeologists

commonly use computers to map sites and the landscapes around sites. Two-

and three-dimensional maps are helpful tools in planning excavations, illustrating how sites look, and presenting the results of archaeological research.

町→ I A l→l 42. l→l E l→l 43. l→l44. l→45\_\_.一

**Directions:**

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written ne~~a~~tly on the ~~AN~~SWER SHEET. (10 poi~~n~~ts)

Music me~~an~~s different things to different people and sometimes even different things to the same person at different moments of his life. It might be poetic, philosophical, sensual, or mathematical, but in an~~y~~ case it must, in my view, have something to do with the soul of the hum~~an~~ being. Hence it is met~~ap~~hysical; but the means of e~~x~~pression is p~~u~~rely and exclusively ph~~y~~sical: sound. I believe it is precisely this permanent coexistence of metaphysical message through ph~~y~~sical means that is the strength of ~~m~~usic. (46) ·It is also the reason why when we try to describe music with words2 all we can do is articulate our reactions to it2 and not gras卫 music itself.

Beethoven's importance in ~~m~~usic has been principally defined by the revolutionary nature of his compositions. He freed music from hitherto prevailing conventions of harmony and structure. Sometimes I feel in his late works a will to break all signs of continuity. The music is abrupt and seemingly disconnected, as in the last piano sonata. In musical expression, he did not feel rest~~ra~~ined by the weight of convention. (47) By all accounts he was a freethinking 卫erson2 and a courageous one2 and I find courage an essential quality for the understanding2 let alone the 卫erformance2 of his works.

This courageous attitude in fact becomes a requirement for the performers of Beethoven's music. His compositions demand the performer to show courage, for example in the use of dynamics. (48) Beethoven's habit of increasing the volume with an extreme intensity and then abruptly following it with a sudden soft 卫assage was only rarely used by composers before him.

Beethoven was a deeply political man in the broadest sense of the word. He was not interested in daily politics, but concerned with questions of moral behavior and the larger questions of right and wrong affecting the entire society.

(49) Es卫ecially significant was his view of freedom2 which2 for him2 was associated with the rights and res卫onsibilities of the individual: he advocated freedom of thought and of卫ersonal ex卫ression.

Beethoven's music tends to move from chaos to order as if order were an imperative of human existence. For him, order does not result from forgetting or

ignoring the disorders that plague o~~u~~r existence; order is a necessary development, an

improvement that may lead to the Greek ideal of spiritual elevation. It is not by

chance that the Funeral March is not the last movement of the Eroica Sy~~mphon~~y, but the second, so that suffering does not have the last word. (50) ·One could interpret much of the work of Beethoven by saying that suffering is inevitable2 b~~u~~t the courage to fight it renders life worth living.

**Section Ⅲ Writing**

**Part A**

**51. Directions:**

Write a letter of about 100 words to the president of your university, suggesting how to improve students, physical condition.

You should include the details you think necessary.

You should write neatly on the ANSWER SHEET.

**Do not** sign your own name at the end of the letter. Use "Li Ming" instead. **Do not** write the address. (10 points)

**Part B**

**52. Directions:**

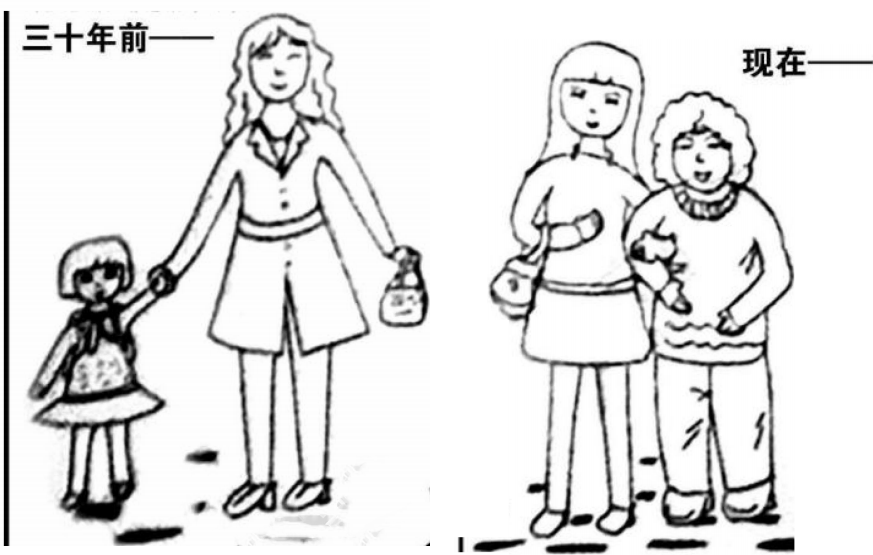
Write an essay of 160-200 words based on the following drawing. In your essay, you should

1) describe the drawing briefly,

2) interpret its intended meaning, and

3) give your comments.

You should write neatly on the ANSWER SHEET. (20 points)

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