

绝密★启用前

2014 年全国硕士研究生入学统一考试 英语（二）

英语试卷 B3

考生需知

1. 选择题的答案须用 2B 铅笔填涂在答题卡上，其它笔填涂的或做在试卷或其它类型答题卡上的答案无效。
2. 其他题一律用蓝色或黑色钢笔或圆珠笔在答题纸上按规定要求作答，凡做在试卷上或未做在指定位置的答案无效。
3. 交卷时，请配合监考人员验收，并请监考人员在准考证相应位置签字（作为考生交卷的凭据）。否则，所产生的一切后果由考生自负。



2014 年全国硕士研究生入学统一考试英语 (二)

英语试题 B3

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)

Although the size of the workforce depends a great deal on the size of the total population, there are several other influences which also affect it. The age distribution of the total population has a very

1 effect on the available workforce. If the population has a high 2 of very young people or of 3 too old to work, then the available workforce would be lower than 4 there was an 5 spread age distribution. If the population grows rapidly 6 natural increase, i.e. the number of births greatly 7 the number of deaths, then as a total population increases the proportion in the workforce 8.

Sometimes a population is described as aging, 9 means that the birth rate is either falling or growing very slowly, and as people retire 10 the workforce there are insufficient number of young people entering it to 11 those who are leaving it. The population is top-heavy with older people. So the 12 of the population in the workforce declines when there is 13 a rapid increase in births or a falling birth rate.

The age distribution of the population has several important effects on the economy. If the population is aging and there is an increase in the number of people retiring 14 a corresponding increase in the number entering the workforce, this raises the problem of the ability of the economy to provide a 15 level of social services to the retired group. If the 16 are to be cared 17 in special homes or hotels, finance must be 18 for that purpose. If the size of the workforce is small relative 19 the total population, then the government tax receipts are relatively low and either the government has less money available to it or the workforce members have to be 20 more heavily.

- | | | | |
|-----------------|-----------------|----------------|-------------------|
| 1. [A] little | [B] marked | [C] much | [D] lot |
| 2. [A] portion | [B] correlation | [C] proportion | [D] approximation |
| 3. [A] those | [B] ones | [C] who | [D] that |
| 4. [A] when | [B] if | [C] unless | [D] otherwise |
| 5. [A] evenly | [B] oddly | [C] smoothly | [D] decently |
| 6. [A] with | [B] to | [C] up | [D] from |
| 7. [A] sustains | [B] exceeds | [C] overwhelms | [D] overthrows |
| 8. [A] declines | [B] refuses | [C] rejects | [D] inclines |
| 9. [A] this | [B] that | [C] it | [D] which |



- | | | | |
|--------------------|----------------|-----------------|---------------|
| 10. [A] to | [B] into | [C] from | [D] out |
| 11. [A] supplement | [B] replace | [C] facilitate | [D] implement |
| 12. [A] share | [B] percentage | [C] allocation | [D] property |
| 13. [A] neither | [B] none | [C] both | [D] either |
| 14. [A] with | [B] without | [C] upon | [D] after |
| 15. [A] reasonable | [B] sensible | [C] predictable | [D] workable |
| 16. [A] aging | [B] aged | [C] retiring | [D] young |
| 17. [A] for | [B] about | [C] of | [D] after |
| 18. [A] feasible | [B] available | [C] practicable | [D] tractable |
| 19. [A] about | [B] to | [C] of | [D] for |
| 20. [A] loaded | [B] imposed | [C] taxed | [D] executed |

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

The entrepreneur, according to French economist J. B. Say, "is a person who shifts economic resources out of an area of lower and into an area of higher productivity and yield." But Say's definition does not tell us who this entrepreneur is. Some define the entrepreneur simply as one who starts his or her own new and small business. For our purposes, we will define the entrepreneur as a person who takes the necessary risks to organize and manage a business and receives the financial profits and non-monetary rewards.

The man who opens a small pizza restaurant is in business, but is he an entrepreneur? He took a risk and did something, but did he shift resources or start the business? If the answer is yes, then he is considered an entrepreneur. Ray Kroc is an example of an entrepreneur because he founded and established McDonald's. His hamburgers were not a new idea, but he applied new techniques, resource allocations, and organizational methods in his venture. Ray Kroc upgraded the productivity and yield from the resources applied to create his fast-food chain. This is what entrepreneurs do; this is what entrepreneurship means.

Many of the sharp, black-and-white contrasts between the entrepreneur and the professional



have faced to a gray color. Formerly, professionals such as doctors, lawyers, dentists, and accountants were not supposed to be entrepreneurial, aggressive, or market oriented. They were "above" the market-driven world. Entrepreneurs, on the other hand, were the independent individuals of society. They were risk-takers who aggressively sought to make something happen. Long hours were about all the two worlds had in common. However, increased competition, saturated markets, and a more price-conscious public have changed the world of the professionals. Today they need to market their skills, talents, and competencies; Lawyers advertise their services. Doctors specialize in one form of surgery. Accounting firms join with other businesses (e. g. consulting and law) to serve clients.

Entrepreneurs exhibit many different behaviors. Searching for a specific personality pattern is very difficult. Some entrepreneurs are quiet, introverted, and analytical. On the other hand, some are brash, extroverted, and very emotional. Many of them share some qualities. Viewing change as the norm, entrepreneurs usually search for it, respond to it, and treat it as an opportunity. An entrepreneur such as Ray Kroc of McDonald's is able to take resources and shift them to meet a need. Making the decision to shift resources works better if a person is creative, experienced, and confident.

21. According to the passage, who can be regarded as an entrepreneur?

- [A] A person knowing how to run his business.
- [B] The owner of a profitable restaurant.
- [C] An innovative business starter.
- [D] A person who disregards business risks.

22. "Long hours were about all the two worlds had in common" probably means _____.

- [A] there wasn't much difference between entrepreneurs and professionals
- [B] entrepreneurs in the past seemed to live in an isolated world
- [C] both entrepreneurs and professionals were workaholic in the past
- [D] entrepreneurs were those professionals conscious of risks

23. From the passage, we learn that _____.

- [A] an entrepreneur always has the courage to take risks
- [B] an entrepreneur understands the market is fluctuating
- [C] opportunities never favor those who don't understand the market
- [D] an entrepreneur is sensitive and responsive to the market

24. The purpose of the author in writing the passage is to _____.

- [A] complete the definition of entrepreneur
- [B] explain the main characteristics of entrepreneurs
- [C] show what kind of people can become entrepreneurs



[D] illustrate why Ray Kroc can become an entrepreneur

25. What will most possibly follow the text?

[A] An example of how an entrepreneur operates.

[B] Another theory about entrepreneurship.

[C] The bad effects of entrepreneurs.

[D] The good effects of entrepreneurs.

Text 2

An industrial society, especially one as centralized and concentrated as that of Britain, is heavily dependent on certain essential services: for instance, electricity supply, water, rail and road transport, and harbors. The area of dependency has widened to include removing rubbish, hospital and ambulance services, and, as the economy develops, central computer and information services as well. If any of these services ceases to operate, the whole economic system is in danger.

It is this economic interdependency of the economic system which makes the power of trade unions such an important issue. Single trade unions have the ability to cut off many countries' economic blood supply. This can happen more easily in Britain than in some other countries, in part because the labor force is highly organized. About 55 percent of British workers belong to unions, compared to under a quarter in the United States. For historical reasons, Britain's unions have tended to develop along trade and occupational lines, rather than on an industry-by-industry basis, which makes a wages policy, democracy in industry and the improvement of procedure for fixing wage levels difficult to achieve.

There are considerable strains and tensions in the trade union movement, some of them arising from their outdated and inefficient structure. Some unions have lost many members because of their industrial changes. Others are involved in arguments about who should represent workers in new trades. Unions for skilled trades are separate from general unions, which means that different levels of wages for certain jobs are often a source of bad feeling between unions. In traditional trades which are being pushed out of existence by advancing technologies, unions can fight for their members disappointing jobs to the point where the jobs of other union members are threatened or destroyed. The printing of newspapers both in the United States and in Britain has frequently been halted by the efforts of printers to hold on to their traditional highly-paid jobs.

Trade unions have problems of internal communication just as managers in companies do, problems which multiply in very large unions or in those which bring workers in very different industries together into a single general union. Some trade union officials have to be re-elected regularly; others are elected, or even appointed, for life. Trade union officials have to work with a system of "shop stewards" in many unions, "shop stewards" being workers elected by other workers as their representatives at factory or works level.



26. Why is the interdependence of the UK economy mentioned in paragraph 1?
- [A] To point up the importance of the trade union power.
 - [B] To outline in brief the great scale of essential services.
 - [C] To illustrate the danger in the whole economic system.
 - [D] To bring out a centralized and concentrated industrial society.
27. Because of their out-of-date organization some unions find it difficult to _____
- [A] recruit new members to join.
 - [B] remold themselves as industries change.
 - [C] adapt to advancing technologies.
 - [D] bargain for high enough wages.
28. Disagreements arise between unions because some of them _____
- [A] take over other unions' jobs.
 - [B] try to win over members of other unions.
 - [C] protect their own members at the expense of others.
 - [D] intend to represent workers in new trade organizations.
29. What basic problem are we told most trade unions face?
- [A] They are equal in size of influence.
 - [B] They are less powerful than ever before.
 - [C] They don't have enough members.
 - [D] They are not organized efficiently.
30. The title which best expresses the idea of the text would be _____
- [A] British Trade Unions and Their Drawbacks.
 - [B] A Centralized and Concentrated Society.
 - [C] The Power of Trade Unions in Britain.
 - [D] The Structure of British Trade Unions.

Text 3

Efforts could potentially avoid at least some of the psychopathy (mental illness) that underlies school shootings, since medicine now can help even the most severely ill. And they would also benefit the many young people struggling with far less extreme brain disorders.

The U.S. Secret Service, which studies “targeted violence”, provides insight on the urgency of the need in its 2002 “Safe School Initiative” report: School attacks, instead of being the random impulsive acts of noisy and cruel fellows, are well-planned events mostly carried out by a single student—who is not evil but mentally ill. Except for being male, the 41 attackers studied fit no profile



of family background, race, ethnicity, or even academic performance. Many were A and B students. Few had a history of violent or criminal behavior. But their thoughts were of violence, and their behavior was often intimidating. They frequently expressed violent themes in their writings, in one instance portraying killing and suicide as solutions to feelings of despair. The criminals often had telegraphed to other students and teachers their depression or desperation and either talked about or had attempted suicide. Feelings of persecution by others were common and led to growing resentment and anger.

Psychiatrists and psychologists recognize that these are red flags demanding medical intervention. Yet one of most striking findings in the report was that the vast majority of these students never had a mental-health evaluation. No wonder only 17 percent were diagnosed with a psychiatric illness—it wasn't looked for. That alone points to a huge mental health gap: If the distress of these students didn't trigger medical attention, it's unlikely that less severe struggles that are seen in as many as 15 to 20 percent of other students will do so.

Only recently have we learned that these are neurodevelopmental disorders whose early signs might well be picked up in routine podiatric screening. For example, a classic behavior in a child that can precede psychosis later in life is speaking to almost no one, even family, says Nasrallah.

Genes are known to confer vulnerability, but equally important is the environment. Stress or great disappointment can aggravate symptoms; Connecting with an adult in an ongoing relationship can do the opposite. Interventions like social-skills training combined with talk therapy and targeted medication can make a huge difference. Early treatment can lessen the frequency and intensity of psychotic episodes, leaving many patients with only the mildest of symptoms. And the younger the brain, the more malleable is. The ultimate goal is to not only modify evaluation of disease but keep it from arising in the first place. This is achievable, and the path to get there is becoming clear.

31. According to the US Secret Service, school attacks are characterized as .

- [A] reactive [B] revengeful
[C] plotted [D] impulsive

32. One common characteristic of school attackers is that _____.

- [A] they exhibit bad academic performances
[B] they have violent thoughts and intimidating behavior
[C] they regard homicide and suicide as ways of tackling despair
[D] they have records of violence and crimes

33. Which of the following is true according to Paragraph 3?

- [A] There is a huge gap between human mentality.
[B] The school attackers have never had any mental health evaluation.
[C] Medical attention should be paid to the distress of school attackers.
[D] The findings of the report astonished psychiatrists and psychologists.



34. The word “malleable” (Line 5, Paragraph 5) is closest in meaning to _____.

[A] miserable [B] adaptable

[C] vulnerable [D] feeble

35. What can we conclude from the last paragraph?

[A] Both genes and environment should be improved to tackle brain disorders.

[B] Prevention is by far more important than treatment.

[C] Mental disorders are curable, and the earlier the better.

[D] Early treatment can reduce the sufferings and terminate all the symptoms.

Text 4

Picture-taking is a technique both for reflecting the objective world and for expressing the singular self. Photographs depict objective realities that already exist, though only the camera can disclose them. And they depict an individual photographer's temperament, discovering itself through the camera's cropping of reality. That is, photography has two directly opposite ideals: in the first, photography is about the world and the photographer is a mere observer who counts for little; but in the second, photography is the instrument of fearlessness, questing subjectivity and the photographer is all.

These conflicting ideals arise from uneasiness on the part of both photographers and viewers of photographs toward the aggressive component in “taking” a picture. Accordingly, the ideal of a photographer as observer is attractive because it implicitly denies that picture-taking is an aggressive act. The issue, of course, is not so clear-cut. What photographers do cannot be characterized as simply predatory or as simply, and essentially, benevolent. As a consequence, one ideal of picture-taking or the other is always being rediscovered and championed.

An important result of the coexistence of these two ideals is a recurrent ambivalence toward photography's means. Whatever are the claims that photography might make to be a form of personal expression just like painting, its originality is closely linked to the power of a machine. The steady growth of these powers has made possible the extraordinary informativeness and imaginative formal beauty of many photographs, like Harold Edgerton's high-speed photographs of a bullet hitting its target or of the swirls and eddies of a tennis stroke. But as cameras become more sophisticated, more automated, some photographers are tempted to disarm themselves or to suggest that they are not really armed, preferring to submit themselves to the limit imposed by pre-modern camera technology because a cruder, less high-powered machine is thought to give more interesting or emotive results, to leave more room for creative accident. For example, it has been virtually a point of honor for many photographers, including Walker Evans and Cartier Bresson, to refuse to use modern equipment. These photographers have come to doubt the value of the camera as an instrument of “fast seeing”. Cartier Bresson, in fact, claims that the modern camera may see too fast.



This ambivalence toward photographic means determines trends in taste. The cult of the future (of faster and faster seeing) alternates over time with the wish to return to a purer past when images had a handmade quality. This longing for some primitive state of the photographic enterprise is currently widespread and underlies the present-day enthusiasm for daguerreotypes and the work of forgotten nineteenth-century provincial photographers. Photographers and viewers of photographs, it seems, need periodically to resist their own knowingness.

36. The two directly opposite ideals of photography differ primarily in the _____.
[A] emphasis that each places on the emotional impact of the finished product.
[B] degree of technical knowledge that each requires of the photographer.
[C] way in which each defines the role of the photographer.
[D] extent of the power that each requires of the photographer's equipment.
37. According to paragraph 2, the interest among photographers in each of the photography's two ideals can be described as _____.
[A] steadily growing.
[B] cyclically recurring.
[C] continuously altering.
[D] spontaneously occurring.
38. The text states all of the following about photographs EXCEPT _____.
[A] They can display a cropped reality.
[B] They can convey information.
[C] They can depict the photographer's temperament.
[D] They can change the viewer's sensibilities.
39. The author mentions the work of Harold Edgerton in order to provide an example of _____.
[A] the relationship between photographic originality and technology.
[B] how the content of photographs has changed from the nineteenth century to the twentieth
[C] the popularity of high-speed photography in the twentieth century.
[D] how a controlled ambivalence toward photography's means can produce outstanding pictures
40. The author is primarily concerned with _____.
[A] describing how photographers' individual temperaments are reflected in their work.
[B] establishing new technical standards for contemporary photography.
[C] analyzing the influence of photographic ideals on picture-taking.
[D] explaining how the technical limitations affect photographers' work.

Part B

**Directions:**

Reading the following text and answer questions by finding a subtitle for each of the marked parts or paragraphs. There are two extra items in the subtitle. Mark your answer on ANSWER SHEET 1. (10 points)

- A. Two coincidental developments
- B. A variety measures implemented
- C. Setting altitude zones
- D. An oversimplified view
- E. Controlling pilots' licenses
- F. Setting rules to weather conditions
- G. First steps towards ATC

An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration (FAA) to regulate and oversee the operation of aircraft in the skies over the United States, which were becoming quite congested. The resulting structure of air traffic control has greatly increased the safety of flight in the United States, and similar air traffic control procedures are also in place over much of the rest of the world.

41. _____

Rudimentary air traffic control (ATC) existed well before the Grand Canyon disaster. As early as the 1920s, the earliest air traffic controllers manually guided aircraft in the vicinity of the airports, using lights and flags, while beacons and flashing lights were placed along cross-country routes to establish the earliest airways. However, this purely visual system was useless in bad weather, and, by the 1930s, radio communication was coming into use for ATC. The first region to have something approximating today's ATC was New York City, with other major metropolitan areas following soon after.

42. _____

In the 1940s, ATC centres could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War, but the system remained rudimentary. It was only after the creation of the FAA that full-scale regulation of America's airspace took place, and this was fortuitous, for the advent of the jet engine suddenly resulted in a large number of very fast planes, reducing pilots' margin of error and practically demanding some set of rules to keep everyone well separated and operating safely in the air.

43. _____



Many people think that ATC consists of a row of controllers sitting in front of their radar screens at the nation's airports, telling arriving and departing traffic what to do. This is a very incomplete part of the picture. The FAA realized that the airspace over the United States would at any time have many different kinds of planes, flying for many different purposes, in a variety of weather conditions, and the same kind of structure was needed to accommodate all of them.

44. _____

To meet this challenge, the following elements were put into effect. First, ATC extends over virtually the entire United States. In general, from 365m above the ground and higher, the entire country is blanketed by controlled airspace. In certain areas, mainly near airports, controlled airspace extends down to 215m above the ground, and, in the immediate vicinity of an airport, all the way down to the surface. Controlled airspace is that airspace in which FAA regulations apply. Elsewhere, in uncontrolled airspace, pilots are bound by fewer regulations. In this way, the recreational pilot who simply wishes to go flying for a while without all the restrictions imposed by the FAA has only to stay in uncontrolled airspace, below 365m, while the pilot who does want the protection afforded by ATC can easily enter the controlled airspace.

45. _____

The FAA then recognized two types of operating environments. In good meteorological conditions, flying would be permitted under Visual Flight Rules (VFR), which suggests a strong reliance on visual cues to maintain an acceptable level of safety. Poor visibility necessitated a set of Instrumental Flight Rules (IFR), under which the pilot relied on altitude and navigational information provided by the plane's instrument panel to fly safely. On a clear day, a pilot in controlled airspace can choose a VFR or IFR flight plan, and the FAA regulations were devised in a way which accommodates both VFR and IFR operations in the same airspace. However, a pilot can only choose to fly IFR if they possess an instrument rating which is above and beyond the basic pilot's license that must also be held.

Section III Translation

46. Directions:

Translate the following passage into Chinese and put your translation on the ANSWER SHEET 2. (15points)



The system of higher education in the United States is complex. It comprises four categories of institutions: the university, which may contain: A. several colleges for undergraduate students seeking a bachelor's (four-year) degree and B. one or more graduate schools for those continuing in specialized studies beyond the bachelor's degree to obtain a master or a doctoral degree; the four-year undergraduate institution-the college-most of which are not part of a university; the technical training institution, at which high school graduates may take courses ranging from six months to four years in duration and learn a wide variety of technical skills, from hair styling through business accounting to computer programming; and the two-year, or community college, from which students may enter many professions or may transfer to four-year colleges or universities.

Any of these institutions, in any category, might be either public or private, depending on the source of its funding. There is no clear or inevitable distinction in terms of quality of education offered between the institutions which are publicly or privately funded; however, this is not to say that all institutions enjoy equal prestige nor that there are no material differences among them.

Section IV Writing

Part A

47. Directions:

Professor Stanton, a famous scholar from Harvard Law School is going to visit your city. Write a letter to invite him to deliver a lecture at your school. In your writing, you should

- 1) specify why you write this letter;
- 2) specify when and where the lecture is to be held.

You should write about 100 words on ANSWER SHEET 2.

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

Part B

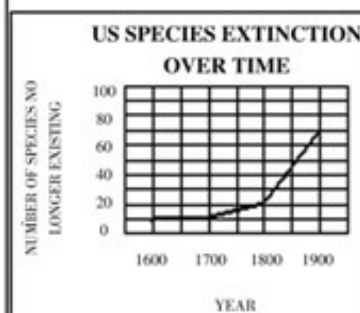
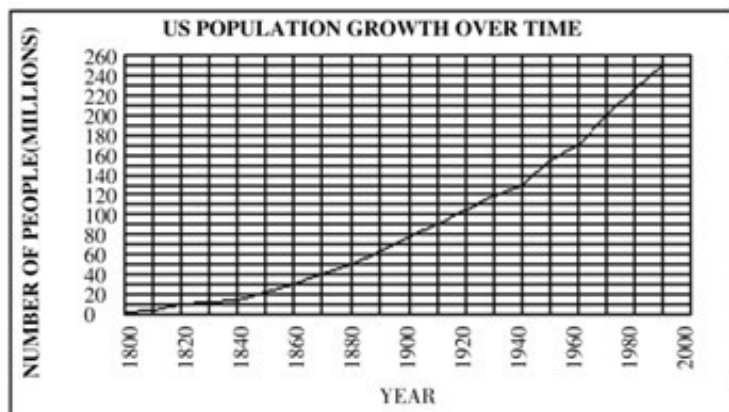
48. Directions:

A. Study the following graphs carefully and write an essay in at least 150 words.

B. Your essay must be written clearly on the ANSWER SHEET 2.

C. Your essay should cover these three points:

1. effect of the country's growing human population on its wildlife
2. possible reason for the effect
3. your suggestion for wildlife protection (15 points)



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