

2014 考研英语秋季大练兵模拟测试卷（英语一）

来源：跨考教育

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)

The majority of people, about nine out of ten, are right-handed. ____1____ until recently, people who were left-handed were considered ____2____, and once children showed this tendency they were forced to use their right hands. Today left-handedness is generally ____3____, but it is still a disadvantage in a world ____4____ most people are right-handed. For example, most tools and implements are still ____5____ for right-handed people.

In sports, ____6____ contrast, doing things with the left hand or foot, is often an advantage. Throwing, kicking, punching or batting from the "____7____" side may result in throwing ____8____ many opponents who are more accustomed to dealing with the ____9____ of players who are right-handed. This is why, in many ____10____ at a professional level, a ____11____ proportion of players are left-handed than in the population as a whole.

The word "right" in many languages means "correct" or is ____12____ with lawfulness, whereas the words associated ____13____ "left", such as "sinister", generally have ____14____ associations. Moreover, among a number of primitive peoples, there is ____15____ close association between death and the left hand.

In the past, in ____16____ western societies, children were often forced to use their right hands, especially to write with. In some cases the left hand was ____17____ behind the child's back so that it could not be used. If, in the future, they are allowed to choose, ____18____ will certainly be more left-handers, and probably ____19____ people with minor psychological disturbances as a result of being forced to use their ____20____ hand.

1.	[A] Down	[B] Never	[C] Up	[D] Not
2.	[A] unique	[B] eccentric	[C] normal	[D] abnormal
3.	[A] accepted	[B] admitted	[C] approved	[D] acknowledged
4.	[A] when	[B] that	[C] where	[D] which
5.	[A] ordered	[B] designed	[C] planned	[D] supposed
6.	[A] by	[B] for	[C] at	[D] with
7.	[A] proper	[B] indirect	[C] correct	[D] wrong
8.	[A] away	[B] down	[C] off	[D] up
9.	[A] minority	[B] majority	[C] plenty	[D] lack
10.	[A] games	[B] hobbies	[C] activities	[D] rounds
11.	[A] more	[B] higher	[C] better	[D] smaller
12.	[A] related	[B] mixed	[C] connected	[D] combined
13.	[A] by	[B] with	[C] to	[D] at
14.	[A] negative	[B] positive	[C] similar	[D] equal
15.	[A] the	[B] any	[C] some	[D] a

16.	[A] all	[B] mostly	[C] any	[D] most
17.	[A] tied	[B] attached	[C] brought	[D] removed
18.	[A] those	[B] these	[C] there	[D] they
19.	[A] on	[B] more	[C] greater	[D] fewer
20.	[A] left	[B] right	[C] either	[D] correct

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

A study by scientists in Finland has found that mobile phone radiation can cause changes in human cells that might affect the brain, the leader of the research team said.

But Darius Leszczynski, who headed the 2-year study and will present findings, next week at a conference in Quebec, said more research was needed to determine the seriousness of the changes and their impact on the brain or the body.

The study at Finland's Radiation and Nuclear Safety Authority found that exposure to radiation from mobile phones can cause increased activity in hundreds of proteins in human cells grown in a laboratory, he said.

"We know that there is some biological response. We can detect it with our very sensitive approaches, but we do not know whether it can have any physiological effects on the human brain or human body," Leszczynski said.

Nonetheless the study, the initial findings of which were published last month in the scientific journal *Differentiation*, raises new questions about whether mobile phone radiation can weaken the brain's protective shield against harmful substances.

The study focused on changes in cells that line blood vessels and on whether such changes could weaken the functioning of the blood-brain barrier, which prevents potentially harmful substances from entering the brain from the bloodstream, Leszczynski said.

The study found that a protein called hsp27 linked to the functioning of the blood-brain barrier shows increased activity due to irradiation and points to a possibility that such activity could make the shield more permeable, he said.

"Increased protein activity might cause cells to shrink—not the blood vessels but the cells themselves—and then tiny gaps could appear between those cells through which some molecules could pass," he said.

Leszczynski declined to speculate on what kind of health risks that could pose, but said a French study indicated that headache, fatigue and sleep disorders could result.

"These are not life-threatening problems but can cause a lot of discomfort," he said, adding that a Swedish group had also suggested a possible link with Alzheimer's disease.

"Where that truth is I do not know," he said.

Leszczynski said that he, his wife and children use mobile phones, and he said that he did not think his study suggested any need for new restrictions on mobile phone use.

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21. According to Leszczynski, how does mobile phone affect one's health?
- [A] Mobile phone radiation can increase protein activities and such activities can make the protective shield more permeable.
 - [B] Mobile phone radiation can shrink the blood vessels and prevent blood from flowing smoothly.
 - [C] Mobile phone radiation will bring stress to people exposed to it.
 - [D] Mobile phone radiation kills blood cells at a rapid speed.
22. What's the result of the French study?
- [A] The harm of mobile phone radiation is life-threatening.
 - [B] Mobile phone may affect one's normal way of thinking.
 - [C] Sleep disorders could result from mobile phone radiation.
 - [D] A protein called hsp27 is killed by mobile phone radiation.
23. What kind of disease could not be caused by the use of mobile phone?
- [A] Fatigue.
 - [B] Headache.
 - [C] Alzheimer's disease.
 - [D] Tuberculosis.
24. According to the passage, what would be the future of the use of mobile phone?
- [A] People will be forbidden to use mobile phone.
 - [B] People dare not use mobile phone because of its radiation.
 - [C] People will continue to use mobile phone.
 - [D] There will be new restrictions on the use of mobile phone.
25. Which of the following is NOT true according to the passage?
- [A] The research in Finland found that mobile phone radiation will affect one's brain.
 - [B] Mobile phone radiation can cause increased activity in hundreds of protein in human cells.
 - [C] Increased protein activity might cause cells to shrink.
 - [D] Leszczynski forbids his wife and children to use mobile phone after his research.

Text 2

Effective communication is essential for all organizations. It links the activities of the various parts of the organization and ensures that everyone is working towards a common goal. It is also extremely important for motivating employees. Staff need to know how they are getting on, what they are doing right and in which areas they could improve. Working alone can be extremely difficult and it is much easier if someone takes an interest and provides support. Employees need to understand why their job is important and how it contributes to the overall success of the firm. Personal communication should also include target setting. People usually respond well to goals, provided these are agreed between the manager and subordinate and not imposed.

However, firms often have communications problems that can undermine their performance. In many cases, these problems occur because messages are passed on in an inappropriate way. There are of course, several ways of conveying information to others in the organization. These include speaking to them directly, e-mailing, telephoning or sending a memo. The most appropriate method depends on what exactly it is you are communicating. For example, anything that is particularly sensitive or confidential, such as an employee's appraisal, should be done face to face.

One of the main problems for senior executives is that they do not have the time or resources needed to

communicate effectively. In large companies, for example, it is impossible for senior managers to meet and discuss progress with each employee individually. Obviously this task can be delegated but at the cost of creating a gap between senior management and staff. As a result, managers are often forced to use other methods of communication. Like memos or notes, even if they know these are not necessarily the most suitable means of passing on messages.

The use of technology, such as e-mail, mobile phones and network system, is speeding up communication immensely. However, this does not mean that more investment in technology automatically proves beneficial: systems can become outdated or employees may lack appropriate training. There are many communications tools now available but a firm cannot afford all of them. Even if it could, it does not actually need them all. The potential gains must be weighed up against the costs, and firms should realise that more communication does not necessarily mean better communication.

As the number of people involved in an organisation increase, the use of written communication rises even faster. Instead of a quick conversation to sort something out, numerous messages can be passed backwards and forwards. This can lead to a tremendous amount of paperwork and is often less effective than face-to-face communication. When you are actually talking to someone, you can discuss things until you are happy they have understood and feedback is immediate. With written messages, however, you are never quite sure how it will be received. What you think you have said and what the other person thinks you have said can be very different.

The amount of written information generated in large organizations today can lead to communication overloaded. So much information is gathered that it gets in the way of making decisions. Take a look at the average manager's desk and you will see the problem—it is often covered in letters, reports and memos. This overload can lead to inefficiencies. For example, managers may not be able to find the information they want when they need it. Communication is also becoming more difficult with the changes occurring in employment patterns. With more people working part-time and working from home, managing communication is becoming increasingly complex.

26. According to the writer, the best way of achieving effective communication is to _____.

- [A] adapt the message to suit a particular audience
- [B] make the content of message brief and direct
- [C] select the most suitable means of conveying a particular message
- [D] ensure that information is targeted at the appropriate group of people

27. What does the writer say about the communication options available to senior managers?

- [A] Sending memos to staff is one of the most efficient methods.
- [B] It is important to find the time to discuss certain matters with staff.
- [C] They should increase the range of options that they use.
- [D] Getting junior managers to talk to staff can create different problems.

28. What advice is given about the communication tools made available by technology?

- [A] Aim to limit staff use of certain communication tools.
- [B] Evaluate them in terms of the expenditure involved.
- [C] Select them on the basis of the facilities they offer.
- [D] Encourage more staff to attend training courses in their use.

29. According to the writer, a problem with written communication is that _____.

- [A] the message can be interpreted differently to what was intended
- [B] it can be easy for people to ignore the contents of a written message

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- [C] most people are more comfortable with face-to-face communication
[D] it is possible for correspondence to get lost within a large organisation
30. According to the article, what is the effect of receiving large amounts of written information?
- [A] It is counter-productive.
[B] It causes conflict in a company.
[C] It leads to changes in work patterns.
[D] It makes the main points more difficult to identify.

Text 3

Culture is the sum total of all the traditions, customs, belief and ways of life of a given group of human beings. In this sense, every group has a culture, however savage, undeveloped, or uncivilized it may seem to us.

To the professional anthropologist, there is no intrinsic superiority of one culture over another, just as to the professional linguist there is no intrinsic hierarchy among languages.

People once thought of the languages of backward groups as savage, undeveloped form of speech, consisting largely of grunts and groans. While it is possible that language in general began as a series of grunts and groans, it is a fact established by the study of "backward" languages that no spoken tongue answers that description today. Most languages of uncivilized groups are, by our most severe standards, extremely complex, delicate, and ingenious pieces of machinery for the transfer of ideas. They fall behind the western languages not in their sound patterns or grammatical structures, which usually are fully adequate for all language needs, but only in their vocabularies, which reflect the objects and activities known to their speakers. Even in this department, however, two things are to be noted: 1. All languages seem to possess the machinery for vocabulary expansion, either by putting together words already in existence or by borrowing them from other languages and adapting them to their own system. 2. The objects and activities requiring names and distinctions in "backward" languages, while different from ours, are often surprisingly numerous and complicated. A western language distinguishes merely between two degrees of remoteness ("this" and "that"); some languages of the American Indians distinguish between what is close to the speaker, or the person addressed, or remote from both, or out of sight, or in the past, or in the future.

This study of language, in turn, casts a new light upon the claim of the anthropologists that all cultures are to be viewed independently, and without ideas of rank or hierarchy.

31. The author uses quotation marks in "backward" to indicate that _____.
[A] backward languages are connected with backward groups
[B] backward languages are connected with backward cultures
[C] backward languages are moving forward
[D] there is no such thing as backward languages
32. The example of American Indian languages in the passage is to illustrate that _____.
[A] American Indian languages are not backward
[B] "backward" languages are borrowing from other languages
[C] "backward" languages may possess quite complicated vocabularies
[D] western languages may also borrow from "backward" languages
33. According to the author, "backward" languages tend to expand in _____.
[A] grammatical structures

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- [B] vocabularies
[C] complication
[D] sound patterns
34. Judging from the passage, the author might be _____.
[A] an American Indian
[B] a Canadian
[C] an African
[D] a Japanese
35. The best title for this passage is _____.
[A] Criticism of Language Hierarchy
[B] Cultural Equality from the Perspectives of Language
[C] Expansion of "Backward" Language
[D] Criticism of Language Hierarchy

Text 4

The rise of multinational corporations, global marketing, new communications technologies, and shrinking cultural differences have led to an unparalleled increase in global public relations or PR (public relation).

Surprisingly, since modern PR was largely an American invention, the U.S. leadership in public relations is being threatened by PR efforts in other countries. Ten years ago, for example, the world's top five public relations agencies were American-owned. In 1991, only one was. The British in particular are becoming more sophisticated and creative. A recent survey found that more than half of all British companies include PR as part of their corporate planning activities, compared to about one-third of U.S. companies. It may not be long before London replaces New York as the capital of PR.

Why is America lagging behind in the global PR race? Firstly, Americans as a whole tend to be fairly provincial and take more of an interest in local affairs. Knowledge of world geography, for example, has never been strong in this country. Another reason is a second language. Less than 5 percent of Burson-Marshall's U.S. employees know two languages. Ogilvy and Mather have about the same percentage. Conversely, some European firms have half or more of their employees fluent in a second language. Finally, people involved in PR abroad tend to keep a closer eye on international affairs. In the financial PR area, for instance, most Americans read the *Wall Street Journal*. Overseas, their counterparts read the Journal as well as the *Financial Times of London* and *The Economist*, publications not often read in this country.

Perhaps the PR industry might take a lesson from Ted Turner of CNN (Cable News Network). Turner recently announced that the word "foreign" would no longer be used on CNN news broadcasts. According to Turner, global communications have made the nations of the world so interdependent that there is no longer any such thing as foreign.

36. According to the passage, U.S. leadership in public relations is being threatened because of _____.
[A] shrinking cultural differences and new communication technologies
[B] increased efforts of other countries in public relations
[C] an unparalleled increase in the number of public relations companies
[D] the decreasing number of multinational corporations technologies
37. The underlined word "provincial" (Para. 3) most probably means "_____".

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- [A] rigid in thinking
[B] interested in world financial affairs
[C] like people from the provinces
[D] limited in outlook
38. London could soon replace New York as the centre of PR because _____.
[A] British companies place more importance on PR than U.S. companies
[B] British companies are heavily involved in planning activities
[C] British companies are more ambitious than U.S.
[D] Four of the world's top public relations agencies are British-owned
39. We learn from the third paragraph that employees in the American PR industry _____.
[A] enjoy reading a great variety of English business publications
[B] speak at least one foreign language fluently
[C] are ignorant about world geography
[D] are not as sophisticated as their European counterparts
40. What lesson might the PR industry take from Ted Turner of CNN?
[A] The American PR industry should develop global communication technologies.
[B] People involved in PR should avoid using the word "foreign".
[C] American PR companies should be more internationally minded.
[D] People working in PR should be more fluent in foreign languages.

Part B

Directions:

You are going to read a list of headings and a text about history relevant to our daily lives. Choose the most suitable from the list A—F for each numbered paragraph (41—45). The first and last paragraphs of the text are not numbered. There is one extra heading which you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

- [A] Human history contains great stories that can help us appreciate more about past life.
[B] The great achievement can provide motivation for learners.
[C] Making us more human, more than anything else, is the purpose of studying history.
[D] Learning history can lead a more colorful life.
[E] History can tell us when we should give up.
[F] History can teach us a lesson from its mistakes.

The speaker alleges that studying history is valuable only insofar as it is relevant to our daily lives. I find this allegation to be specious. It wrongly suggests that history is not otherwise instructive and that its relevance to our everyday lives is limited. To the contrary, studying history provides inspiration, innumerable lessons for living, and useful value-clarification and perspective—all of which help us decide how to live our lives.

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To begin with, learning about great human achievements of the past provides inspiration. For example, a student inspired by the courage and tenacity of history's great explorers might decide as a result to pursue a career in archeology, oceanography, or astronomy. This decision can, in turn, profoundly affect that student's everyday life—in school and beyond. Even for students not inclined to pursue these sorts of careers, studying historical

examples of courage in the face of adversity can provide motivation to face their own personal fears in life. In short, learning about grand accomplishments of the past can help us get through the everyday business of living, whatever that business might be, by emboldening us and lifting our spirits.

42.

In addition, mistakes of the past can teach us as a society how to avoid repeating those mistakes. For example, history can teach us the inappropriateness of addressing certain social issues, particularly moral ones, on a societal level. Attempts to legislate morality invariably fail, as aptly illustrated by the Prohibition experiment in the U.S. during the 1930s. Hopefully, as a society we can apply this lesson by adopting a more enlightened legislative approach toward such issues as free speech, criminalization of drug use, criminal justice, and equal rights under the law.

43.

Studying human history can also help us understand and appreciate the mores, values, and ideals of past cultures. A heightened awareness of cultural evolution, in turn, helps us formulate informed and reflective values and ideals for ourselves. Based on these values and ideals, students can determine their authentic life path as well as how they should allot their time and interact with others on a day-to-day basis.

44.

Finally, it might be tempting to imply from the speaker's allegation that studying history has little relevance even for the mundane chores that occupy so much of our time each day, and therefore is of little value. However, from history we learn not to take everyday activities and things for granted. By understanding the history of money and banking we can transform an otherwise routine trip to the bank into an enlightened experience, or a visit to the grocery store into homage to the many inventors, scientists, engineers, and entrepreneurs of the past who have made such convenience possible today. And, we can fully appreciate our freedom to go about our daily lives largely as we choose only by understanding our political heritage. In short, appreciating history can serve to elevate our everyday chores to richer, more interesting, and more enjoyable experiences.

45.

In sum, the speaker fails to recognize that in all our activities and decisions—from our grandest to our most rote—history can inspire, inform, guide, and nurture. In the final analysis, to study history is to gain the capacity to be more human—and I would be hard-pressed to imagine a worthier end.

Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (10 points)

Researchers investigating brain size and mental ability say their work offers evidence that education protects the mind from the brain's physical deterioration.

(46) It is known that the brain shrinks as the body ages, but the effects on mental ability are different from person to person. Interestingly, in a study of elderly men and women, those who had more education actually had more brain shrinkage.

"That may seem like bad news," said study author Dr. Edward Coffey, a professor of psychiatry and of neurology at Henry Ford Health System in Detroit.

(47) However, he explained, the finding suggests that education allows people to withstand more brain tissue loss before their mental functioning begins to break down.

The study, published in the July issue of *Neurology*, is the first to provide biological evidence to support a concept called the "reserve" hypothesis, according to the researchers. In recent years, investigators have developed the idea that people who are more educated have greater cognitive reserves to draw upon as the brain ages; in essence, they have more brain tissue to spare.

(48) Examining brain scans of 320 healthy men and women aged 66 to 90, researchers found that for each year of education the subjects had, there was greater shrinkage of the outer layer of the brain known as the cortex. Yet on tests of cognition and memory, all participants scored in the range indicating normal.

"Everyone has some degree of brain shrinkage," Coffey said. "People lose (on average) 2.5 percent per decade starting in adulthood."

There is, however, a "remarkable range" of shrinkage among people who show no signs of mental decline, Coffey noted. Overall health, he said, accounts for some differences in brain size. Alcohol or drug use, as well as medical conditions such as diabetes and high blood pressure, contribute to brain tissue loss throughout adulthood.

In the absence of such medical conditions, Coffey said, education level helps explain the range of brain shrinkage exhibited among the mentally-fit elderly. The more educated can withstand greater loss.

(49) Coffey and colleagues gauged shrinkage of the cortex by measuring the cerebrospinal fluid surrounding the brain. The greater the amount of fluid, the greater the cortical shrinkage.

Controlling for the health factors that contribute to brain injury, the researchers found that education was related to the severity of brain shrinkage. For each year of education from first grade on, subjects had an average of 1.77 milliliters more cerebrospinal fluid around the brain. Just how education might affect brain cells is unknown.

(50) In their report, the researchers speculated that in people with more education, certain brain structures deeper than the cortex may stay intact to compensate for cortical shrinkage.

Section III Writing

Part A

51. Directions:

You have had an accident and are in hospital.

Write a letter to Professor Johnson explaining why you will be absent from class for the next month. Ask for advice about how to continue your studies during this period.

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. Do not write the address. (10 points)

Part B

52. Directions:

Look at the following picture and write an article on happiness. Your article should cover the points below:

- 1) describe the picture,
- 2) interpret its meaning, and
- 3) give your suggestion as to best way to find happiness.

You should neatly write 160—200 words on ANSWER SHEET 2. (20 points)

