

针对性强 实用全面



 **2007-2016** 十年

考研英语 真题详解

主编 / 王建华

- ✓ 考研专家倾心编写，全面讲解历年真题
- ✓ 囊括十年考研英语真题
- ✓ 精解、精析核心考点

前言

2007—2016 十年

考研英语

真题详解

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前 言

目前,图书市场上考研英语辅导用书版本很多,分类也比较细,从语言知识运用到阅读理解,从翻译到写作,从词汇到新题型,每一部分都有相应的考点知识讲解和实践练习的专项辅导书,当然不同版本的系列考研英语辅导书中少不了还要有一本真题详解辅导书。这么多不同版本的书籍摆在面前,考生要自己作出判断和选择,自己决定买哪个版本的书籍比较值得,如果考生没有明确的判断标准,这件事就变得很艰难。

判断一本好的考研英语辅导书的标准是什么呢?

首先,书的编著者必须是考研辅导界有多年辅导经验的老师。这样的老师知道考生的需求在哪里,更知道考生的问题在哪里,这样,老师在编书的时候就能够根据大多数考生的需要设置辅导书的框架和内容,从而书中的内容对考生的辅导就有针对性。

其次,书的编著者最好是有过阅卷经验的老师。这样的老师很能把握考题答案的设置和选材的难易度,阅卷的经历可以给老师一个判断主观题答案好与坏的衡量标准。考研英语辅导用书既包括练习题也包括配套的参考答案。如果一本辅导用书的作者没有阅卷经验,在答案设置时就难免不够专业,这样对学生辅导的针对性就不够强。

另外,要买的书一定要属于由多本辅导书所构成的同一个版本系列。如果一个版本系列只由一两本书构成,有的辅导书一个版本甚至只有一本书,这样的书给人的感觉不专业。如果你买了这本书,假如这本书是词汇书,再想买同系列的阅读或者写作辅导书却没有,只能再去挑选别的版本系列,这样对考生来讲可能是时间的浪费。

最后,买考研英语辅导书要看其出版社。出版社的实力决定了其出书的质量和力度,不同的出版社也有图书出版的不同侧重点。有些出版社在考研书方面出版较多,集聚了大批高水平的作者,图书的质量也有保证。

有了这些基本的考研英语图书购买知识,你就可以大胆选择自己要买的考研英语辅导书了。下面,我很负责任地把这本考研英语十年真题辅导用书给你做一个介绍,供你作出理性的选择:

这本书是我多年来一直想出的一本书,汇集了我多年的授课、辅导经验及研究成果。考生在英语备考过程中应有一本书伴随整个备考过程,这本书就是考研英语历年真题。本书把2007—2016十年的真题融为一本,每年的考题都包括考题本身、选项解析,阅读部分还有长难句讲解、难词讲解和全文译文,写作配有相应的范文。各位考研学子,当你觉得考研英语复习得差不多时,你就可以买下这本书,从第一套题开始每天的阅读训练和自测:每天一篇阅读练习,在15分钟之内读完并做完考题。一直这样要求自己。当你把本书中所有的考题做完之后,你就会发现:你的阅读速度和阅读准确度接近考研英语的基本能力要求甚至达到更高水平。对于英语知识运用,除了做这10套题之外,你还需要做完之后背这些考题,翻译也一样。写作方面,先自己写一下,然后与参考范文相对照,最好把每篇范文中的经典句子背一背。按照这个规划来使用本书,这本书的价值就发挥到了极致。

编 者

于人大明德国际楼

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2007年全国硕士研究生 入学考试英语试题

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)

By 1830 the former Spanish and Portuguese colonies had become independent nations. The roughly 20 million 1 of these nations looked 2 to the future. Born in the crisis of the old regime and Iberian colonialism, many of the leaders of independence 3 the ideals of representative government, careers 4 to talent, freedom of commerce and trade, the 5 to private property, and a belief in the individual as the basis of society. 6 there was a belief that the new nations should be sovereign and independent states, large enough to be economically viable and integrated by a 7 set of laws.

On the issue of 8 of religion and the position of the church, 9 there was less agreement 10 the leadership. Roman Catholicism had been the state religion and the only one 11 by the Spanish crown, 12 most leaders sought to maintain Catholicism 13 the official religion of the new states, some sought to end the 14 of other faiths. The defense of the Church became a rallying 15 for the conservative forces.

The ideals of the early leaders of independence were often egalitarian, valuing equality of everything. Bolivar had received aid from Haiti and had 16 in return to abolish slavery in the areas he liberated. By 1854 slavery had been abolished everywhere except Spain's 17 colonies. Early promises to end Indian tribute and taxes on people of mixed origin came much 18 because the new nations still needed the revenue. Such policies 19. Egalitarian sentiments were often tempered by fears that the mass of the population was 20 self-rule and democracy.

1. [A] natives [B] inhabitants [C] peoples [D] individuals
2. [A] confusedly [B] cheerfully [C] worriedly [D] hopefully
3. [A] shared [B] forgot [C] attained [D] rejected

- | | | | |
|---------------------|------------------|-----------------------|--------------------|
| 4. [A] related | [B] close | [C] open | [D] devoted |
| 5. [A] access | [B] succession | [C] right | [D] return |
| 6. [A] Presumably | [B] Incidentally | [C] Obviously | [D] Generally |
| 7. [A] unique | [B] common | [C] particular | [D] typical |
| 8. [A] freedom | [B] origin | [C] impact | [D] reform |
| 9. [A] therefore | [B] however | [C] indeed | [D] moreover |
| 10. [A] with | [B] about | [C] among | [D] by |
| 11. [A] allowed | [B] preached | [C] granted | [D] funded |
| 12. [A] since | [B] if | [C] unless | [D] while |
| 13. [A] as | [B] for | [C] under | [D] against |
| 14. [A] spread | [B] interference | [C] exclusion | [D] influence |
| 15. [A] support | [B] cry | [C] plea | [D] wish |
| 16. [A] urged | [B] intended | [C] expected | [D] promised |
| 17. [A] controlling | [B] former | [C] remaining | [D] original |
| 18. [A] slower | [B] faster | [C] easier | [D] tougher |
| 19. [A] created | [B] produced | [C] contributed | [D] preferred |
| 20. [A] puzzled by | [B] hostile to | [C] pessimistic about | [D] unprepared for |

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

If you were to examine the birth certificates of every soccer player in 2006's World Cup tournament you would most likely find a noteworthy quirk: elite soccer players are more likely to have been born in the earlier months of the year than in the later months. If you then examined the European national youth teams that feed the World Cup and professional ranks, you would find this strange phenomenon to be even more pronounced.

What might account for this strange phenomenon? Here are a few guesses: a) certain astrological signs confer superior soccer skills; b) winter-born babies tend to have higher oxygen capacity, which increases soccer stamina; c) soccer-mad parents are more likely to conceive children in springtime, at the annual peak of soccer mania; d) none of the above.

Anders Ericsson, a 58-year-old psychology professor at Florida State University, says he believes strongly in "none of the above." Ericsson grew up in Sweden, and studied nuclear engineering until he realized he would have more opportunity to conduct his own research if he switched to psychology. His first experiment, nearly 30 years ago, involved memory: training a person to hear and then repeat a random series of numbers. "With the first subject, after about 20 hours of training, his digit span had risen from 7 to 20," Ericsson recalls. "He kept improving and after about

200 hours of training he had risen to over 80 numbers.”

This success, coupled with later research showing that memory itself is not genetically determined, led Ericsson to conclude that the act of memorizing is more of a cognitive exercise than an intuitive one. In other words, whatever inborn differences two people may exhibit in their abilities to memorize, those differences are swamped by how well each person “encodes” the information. And the best way to learn how to encode information meaningfully, Ericsson determined, was a process known as deliberate practice. Deliberate practice entails more than simply repeating a task. Rather, it involves setting specific goals, obtaining immediate feedback and concentrating as much on technique as on outcome.

Ericsson and his colleagues have thus taken to studying expert performers in a wide range of pursuits, including soccer. They gather all the data they can, not just performance statistics and biographical details but also the results of their own laboratory experiments with high achievers. Their work makes a rather startling assertion: the trait we commonly call talent is highly overrated. Or, put another way, expert performers—whether in memory or surgery, ballet or computer programming—are nearly always made, not born.

21. The birthday phenomenon found among soccer players is mentioned to _____.
- [A] stress the importance of professional training
[B] spotlight the soccer superstars in the world cup
[C] introduce the topic of what makes expert performance
[D] explain why some soccer teams play better than others
22. The word “mania” (Line 4, Paragraph 2) most probably means _____.
- [A] fun [B] craze [C] hysteria [D] excitement
23. According to Ericsson, good memory _____.
- [A] depends on meaningful processing of information
[B] results from intuitive rather than cognitive exercises
[C] is determined by genetic rather than psychological factors
[D] requires immediate feedback and a high degree of concentration
24. Ericsson and his colleagues believe that _____.
- [A] talent is a dominating factor for professional success
[B] biographical data provide the key to excellent performance
[C] the role of talent tends to be overlooked
[D] high achievers owe their success mostly to nurture
25. Which of the following proverbs is closest to the message the text tries to convey?
- [A] “Faith will move mountains.” [B] “One reaps what one sows.”
[C] “Practice makes perfect.” [D] “Like father, like son.”

Text 2

For the past several years, the *Sunday* newspaper supplement *Parade* has featured a column called “Ask Marilyn.” People are invited to query Marilyn vos Savant, who at age 10 had tested at a mental level of someone about 23 years old; that gave her an IQ of 228—the highest score ever recorded. IQ tests ask you to complete verbal and visual analogies, to envision paper after it has been

folded and cut, and to deduce numerical sequences, among other similar tasks. So it is a bit confusing when vos Savant fields such queries from the average Joe (whose IQ is 100) as: What's the difference between love and fondness? Or what is the nature of luck and coincidence? It's not obvious how the capacity to visualize objects and to figure out numerical patterns suits one to answer questions that have eluded some of the best poets and philosophers.

Clearly, intelligence encompasses more than a score on a test. Just what does it mean to be smart? How much of intelligence can be specified, and how much can we learn about it from neurology, genetics, computer science and other fields?

The defining term of intelligence in humans still seems to be the IQ score, even though IQ tests are not given as often as they used to be. The test comes primarily in two forms: the Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scales (both come in adult and children's version). Generally costing several hundred dollars, they are usually given only by psychologists, although variations of them populate bookstores and the World Wide Web. Superhigh scores like vos Savant's are no longer possible, because scoring is now based on a statistical population distribution among age peers, rather than simply dividing the mental age by the chronological age and multiplying by 100. Other standardized tests, such as the Scholastic Assessment Test (SAT) and the Graduate Record Exam (GRE), capture the main aspects of IQ tests.

Such standardized tests may not assess all the important elements necessary to succeed in school and in life, argues Robert J. Sternberg. In his article "How Intelligent Is Intelligence Testing?" Sternberg notes that traditional tests best assess analytical and verbal skills but fail to measure creativity and practical knowledge, components also critical to problem solving and life success. Moreover, IQ tests do not necessarily predict so well once populations or situations change. Research has found that IQ predicted leadership skills when the tests were given under low-stress conditions, but under high-stress conditions, IQ was negatively correlated with leadership—that is, it predicted the opposite. Anyone who has toiled through SAT will testify that test-taking skill also matters, whether it's knowing when to guess or what questions to skip.

26. Which of the following may be required in an intelligence test?

- [A] Answering philosophical questions.
- [B] Folding or cutting paper into different shapes.
- [C] Telling the differences between certain concepts.
- [D] Choosing words or graphs similar to the given ones.

27. What can be inferred about intelligence testing from Paragraph 3?

- [A] People no longer use IQ scores as an indicator of intelligence.
- [B] More versions of IQ tests are now available on the Internet.
- [C] The test contents and formats for adults and children may be different.
- [D] Scientists have defined the important elements of human intelligence.

28. People nowadays can no longer achieve IQ scores as high as vos Savant's because _____.

- [A] the scores are obtained through different computational procedures
- [B] creativity rather than analytical skills is emphasized now
- [C] vos Savant's case is an extreme one that will not repeat
- [D] the defining characteristic of IQ tests has changed

29. We can conclude from the last paragraph that _____.
- [A] test scores may not be reliable indicators of one's ability
[B] IQ scores and SAT results are highly correlated
[C] testing involves a lot of guesswork
[D] traditional tests are out of date
30. What is the author's attitude towards IQ tests?
- [A] Supportive. [B] Skeptical. [C] Impartial. [D] Biased.

Text 3

During the past generation, the American middle-class family that once could count on hard work and fair play to keep itself financially secure has been transformed by economic risk and new realities. Now a pink slip, a bad diagnosis, or a disappearing spouse can reduce a family from solidly middle class to newly poor in a few months.

In just one generation, millions of mothers have gone to work, transforming basic family economics. Scholars, policymakers, and critics of all stripes have debated the social implications of these changes, but few have looked at the side effect: family risk has risen as well. Today's families have budgeted to the limits of their new two-paycheck status. As a result, they have lost the parachute they once had in times of financial setback—a back-up earner (usually Mom) who could go into the workforce if the primary earner got laid off or fell sick. This “added-worker effect” could support the safety net offered by unemployment insurance or disability insurance to help families weather bad times. But today, a disruption to family fortunes can no longer be made up with extra income from an otherwise-stay-at-home partner.

During the same period, families have been asked to absorb much more risk in their retirement income. Steelworkers, airline employees, and now those in the auto industry are joining millions of families who must worry about interest rates, stock market fluctuation, and the harsh reality that they may outlive their retirement money. For much of the past year, President Bush campaigned to move Social Security to a savings-account model, with retirees trading much or all of their guaranteed payments for payments depending on investment returns. For younger families, the picture is not any better. Both the absolute cost of healthcare and the share of it borne by families have risen—and newly fashionable health-savings plans are spreading from legislative halls to Wal-Mart workers, with much higher deductibles and a large new dose of investment risk for families' future healthcare. Even demographics are working against the middle-class family, as the odds of having a weak elderly parent—and all the attendant need for physical and financial assistance—have jumped eightfold in just one generation.

From the middle-class family perspective, much of this, understandably, looks far less like an opportunity to exercise more financial responsibility, and a good deal more like a frightening acceleration of the wholesale shift of financial risk onto their already overburdened shoulders. The financial fallout has begun, and the political fallout may not be far behind.

31. Today's double-income families are at greater financial risk in that _____.
- [A] the safety net they used to enjoy has disappeared
[B] their chances of being laid off have greatly increased

- [C] they are more vulnerable to changes in family economics
 [D] they are deprived of unemployment or disability insurance
32. As a result of President Bush's reform, retired people may have _____.
 [A] a higher sense of security [B] less secured payments
 [C] less chance to invest [D] a guaranteed future
33. According to the author, health-saving plans will _____.
 [A] help reduce the cost of healthcare
 [B] popularize among the middle class
 [C] compensate for the reduced pensions
 [D] increase the families' investment risk
34. It can be inferred from the last paragraph that _____.
 [A] financial risks tend to outweigh political risks
 [B] the middle class may face greater political challenges
 [C] financial problems may bring about political problems
 [D] financial responsibility is an indicator of political status
35. Which of the following is the best title for this text?
 [A] The Middle Class on the Alert [B] The Middle Class on the Cliff
 [C] The Middle Class in Conflict [D] The Middle Class in Ruins

Text 4

It never rains but it pours. Just as bosses and boards have finally sorted out their worst accounting and compliance troubles, and improved their feeble corporation governance, a new problem threatens to earn them—especially in America—the sort of nasty headlines that inevitably lead to heads rolling in the executive suite: data insecurity. Left, until now, to odd, low-level IT staff to put right, and seen as a concern only of data-rich industries such as banking, telecoms and air travel, information protection is now high on the boss's agenda in businesses of every variety.

Several massive leakages of customer and employee data this year—from organizations as diverse as Time Warner, the American defense contractor Science Applications International Corp and even the University of California, Berkeley—have left managers hurriedly peering into their intricate IT systems and business processes in search of potential vulnerabilities.

"Data is becoming an asset which needs to be guarded as much as any other asset," says Haim Mendelson of Stanford University's business school. "The ability to guard customer data is the key to market value, which the board is responsible for on behalf of shareholders." Indeed, just as there is the concept of Generally Accepted Accounting Principles (GAAP), perhaps it is time for GASP. Generally Accepted Security Practices, suggested Eli Noam of New York's Columbia Business School. "Setting the proper investment level for security, redundancy, and recovery is a management issue, not a technical one," he says.

The mystery is that this should come as a surprise to any boss. Surely it should be obvious to the dimmest executive that trust, that most valuable of economic assets, is easily destroyed and hugely expensive to restore—and that few things are more likely to destroy trust than a company letting sensitive personal data get into the wrong hands.

The current state of affairs may have been encouraged—though not justified—by the lack of legal penalty (in America, but not Europe) for data leakage. Until California recently passed a law, American firms did not have to tell anyone, even the victim, when data went astray. That may change fast: lots of proposed data-security legislation is now doing the rounds in Washington D. C. Meanwhile, the theft of information about some 40 million credit-card accounts in America, disclosed on June 17th, overshadowed a hugely important decision a day earlier by America's Federal Trade Commission (FTC) that puts corporate America on notice that regulators will act if firms fail to provide adequate data security.

36. The statement: "It never rains but it pours" is used to introduce _____.
- [A] the fierce business competition
 - [B] the feeble boss-board relations
 - [C] the threat from news reports
 - [D] the severity of data leakage
37. According to Paragraph 2, some organizations check their systems to find out _____.
- [A] whether there is any weak point
 - [B] what sort of data has been stolen
 - [C] who is responsible for the leakage
 - [D] how the potential spies can be located
38. In bringing up the concept of GASP the author is making the point that _____.
- [A] shareholders' interests should be properly attended to
 - [B] information protection should be given due attention
 - [C] businesses should enhance their level of accounting security
 - [D] the market value of customer data should be emphasized
39. According to Paragraph 4, what puzzles the author is that some bosses fail to _____.
- [A] see the link between trust and data protection
 - [B] perceive the sensitivity of personal data
 - [C] realize the high cost of data restoration
 - [D] appreciate the economic value of trust
40. It can be inferred from Paragraph 5 that _____.
- [A] data leakage is more severe in Europe
 - [B] FTC's decision is essential to data security
 - [C] California takes the lead in security legislation
 - [D] legal penalty is a major solution to data leakage



Part B

Directions:

You are going to read a list of headings and a text about what parents are supposed to do to guide their children into adulthood. Choose a heading from the list A~G that best fits the meaning of each numbered part of the text (41~45). The first and last paragraphs of the text are not numbered. There are two extra headings that you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

- [A] Set a Good Example for Your Kids

[B] Build Your Kids' Work Skills

[C] Place Time Limits on Leisure Activities

[D] Talk About the Future on a Regular Basis

[E] Help Kids Develop Coping Strategies

[F] Help Your Kids Figure Out Who They Are

[G] Build Your Kids' Sense of Responsibility

How Can a Parent Help?

Mothers and fathers can do a lot to ensure a safe landing in early adulthood for their kid. Even if a job's starting salary seems too small to satisfy an emerging adult's need for rapid content, the transition from school to work can be less of a setback if the start-up adult is ready for the move. Here are a few measures, drawn from my book *Ready or Not, Here Life Comes*, that parents can take to prevent what I call "work-life unreadiness":

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You can start this process when they are 11 or 12. Periodically review their emerging strengths and weaknesses with them and work together on any shortcomings, like difficulty in communicating well or collaborating. Also, identify the kinds of interests they keep coming back to, as these offer clues to the careers that will fit them best.

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Kids need a range of authentic role models—as opposed to members of their clique, pop stars and vaunted athletes. Have regular dinner-table discussions about people the family knows and how they got where they are. Discuss the joys and downsides of your own career and encourage your kids to form some ideas about their own future. When asked what they want to do, they should be discouraged from saying "I have no idea." They can change their minds 200 times, but having only a foggy view of the future is of little good.

43

Teachers are responsible for teaching kids how to learn; parents should be responsible for teaching them how to work. Assign responsibilities around the house and make sure homework deadline are met. Encourage teenagers to take a part-time job. Kids need plenty of practice delaying gratification and deploying effective organizational skills, such as managing time and setting priorities.

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Playing video games encourages immediate content. And hours of watching TV shows with canned laughter only teaches kids to process information in a passive way. At the same time, listening through earphones to the same monotonous beats for long stretches encourages kids to stay inside their bubble instead of pursuing other endeavors. All these activities can prevent the growth of important communication and thinking skills and make it difficult for kids to develop the kind of sustained concentration they will need for most jobs.

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They should know how to deal with setbacks, stresses and feelings of inadequacy. They should also learn how to solve problems and resolve conflicts, ways to brainstorm and think critical-

ly. Discussions at home can help kids practice doing these things and help them apply these skills to everyday life situations.

What about the son or daughter who is grown but seems to be struggling and wandering aimlessly through early adulthood? Parents still have a major role to play, but now it is more delicate. They have to be careful not to come across as disappointed in their child. They should exhibit strong interest and respect for whatever currently interests their fledgling adult (as naive or ill conceived as it may seem) while becoming a partner in exploring options for the future. Most of all, these new adults must feel that they are respected and supported by a family that appreciates them.

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)

The study of law has been recognized for centuries as a basic intellectual discipline in European universities. However, only in recent years has it become a feature of undergraduate programs in Canadian universities. (46) Traditionally, legal learning has been viewed in such institutions as the special preserve of lawyers, rather than a necessary part of the intellectual equipment of an educated person. Happily, the older and more continental view of legal education is establishing itself in a number of Canadian universities and some have even begun to offer undergraduate degrees in law.

If the study of law is beginning to establish itself as part and parcel of a general education, its aims and methods should appeal directly to journalism educators. Law is a discipline which encourages responsible judgment. On the one hand, it provides opportunities to analyze such ideas as justice, democracy and freedom. (47) On the other, it links these concepts to everyday realities in a manner which is parallel to the links journalists forge on a daily basis as they cover and comment on the news. For example, notions of evidence and fact, of basic rights and public interest are at work in the process of journalistic judgment and production just as in courts of law. Sharpening judgment by absorbing and reflecting on law is a desirable component of a journalist's intellectual preparation for his or her career.

(48) But the idea that the journalist must understand the law more profoundly than an ordinary citizen rests on an understanding of the established conventions and special responsibilities of the news media. Politics or, more broadly, the functioning of the state, is a major subject for journalists. The better informed they are about the way the state works, the better their reporting will be. (49) In fact, it is difficult to see how journalists who do not have a clear grasp of the basic features of the Canadian Constitution can do a competent job on political stories.

Furthermore, the legal system and the events which occur within it are primary subjects for journalists. While the quality of legal journalism varies greatly, there is an undue reliance amongst many journalists on interpretations supplied to them by lawyers. (50) While comment and reaction from lawyers may enhance stories, it is preferable for journalists to rely on their own notions of significance and make their own judgments. These can only come from a well-grounded understanding of the legal system.

Section III Writing

Part A

51. Directions:

Write a letter to your university library, making suggestions for improving its service.

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)

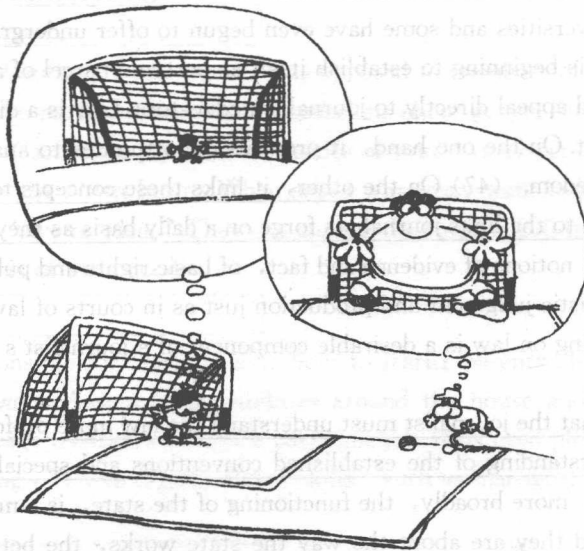
Part B

52. Directions:

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

- 1) describe the drawing briefly,
- 2) explain its intended meaning, and then
- 3) support your view with an example / examples.

You should write neatly on ANSWER SHEET 2. (20 points)



2007 年全国硕士研究生入学考试

英语试题答案及解析

Section I 英语知识运用

1. [B] 2. [D] 3. [A] 4. [C] 5. [C] 6. [D] 7. [B] 8. [A]
9. [B] 10. [C] 11. [A] 12. [D] 13. [A] 14. [C] 15. [B] 16. [D]
17. [C] 18. [A] 19. [B] 20. [D]

【试题解析】

1. [B] 本题考查名词的用法。inhabitants “居民”。从段落的话题 “colonies (殖民地, 拓居地)” 判断, [B] “inhabitants” 与其具有最好的一致性; 在此指独立的殖民地国家的居民。其他选项分析: [A] natives “本地人”, 侧重出生于某地的人。[C] peoples “民族”。[D] individuals “个人”。但是空缺是由 “of these nations (这些殖民地国家)” 修饰和限制的, 其恰当性不如 [B]。

2. [D] 本题考查副词的用法。hopefully “有希望地, 有前途地”。首先该词与 “to the future” 可构成微观搭配关系 (展望未来)。其次上下文侧重分析的是 “old regime” 和 “ideals (理想)”。其他选项的分析: [A] confusedly “困惑地, 惊慌地”。[B] cheerfully (高高兴兴地), 该词强调表情和仪态。[C] worriedly “闷闷不乐地”。

3. [A] 本题考查动词的用法。shared “共享, 共同保持”, 该词与下文的 “agreement, rallying” 等概念具有关联关系。其他选项的分析: [B] forgot “遗忘”。[C] attained “达到某年龄、水平、状况”, 但是该选项与下文人们正在奋斗且尚未达到目标的信息不吻合。[D] rejected “抛弃”, 误选的考生可能受到下文 “value (注重), abolish (废除, 抛弃)” 等的干扰。

4. [C] 本题考查动词搭配的用法。open “可利用的; 对……开放”。本词具有褒扬含义, “开明” 是受统治地区人们追求的目标。吻合作者上下文对殖民地人们的积极评价。其他选项的分析: [A] related (to) 含义为 “有关系的”, “careers related to talent” (按照才能选择职业) 本身是合理的, 但是这一表述不如 [C] 项恰当。[B] close 为 “接近于”, 误选的考生可能曲解为 “领导们 (leaders) 几乎是 (close to) 天才 (talent)”。[D] devoted (to) 为 “投身于, 致力于”, 误选的考生可能曲解为 “领导 (leaders) 置身于 (devoted) 事业中 (careers)”。

5. [C] 本题考查名词的用法。right “权利”。首先本选项与下文的 “private property (私有财产)” 为共现关系, “property” 强调物权, 所有权。其次, “殖民” 本身意味着权力的剥夺, “独立” 意味着 “获得自由”。其他选项的分析: [A] access “接近, 获得” (暗示从有法律、人为的障碍以及自然屏障处进入, 强调接近甚于进入)。[B] succession (to) “继承, 连续”, “继承家庭财产” 本身通顺, 误选的考生没有从更大的上下文语境去考虑。[D] return (to) “返回”。

6. [D] 本题考查副词的用法。generally “一般地, 总的说来”。首先, 该空缺在句首, 表达说话者的观点和看法。其次, 上下文谈论的是整体概念。其他选项的分析: [A] presumably “大概”, 指根据已知事实、假设或推测可能发生的情况。[B] incidentally “附带地, 顺便提及” 用来引出新话题或附加信息。[C] obviously “明显地”, 用于陈述已经知道的事实性陈述。

7. [B] 本题考查形容词的用法。common “共同的，普通的”。首先，该词与上文中的 “integrated (整体的，融合的)” 的表达关联紧密。其次，“a set of” 核心含义为 “集合”，即 “共同，整体”。其他选项的分析：[A] unique “唯一的，独特的”。[C] particular “特殊的，特别的”，侧重表示人或事物在同类中是单一的、特定的。[D] typical “典型的，象征的”，用于人或事物，指所属类别、等级、群体的特点明显。

8. [A] 本题考查名词的用法。freedom “自由”，该词与上文中的 “independent, freedom, ideals” 等表达关联紧密。其他选项的分析：[B] origin “起源，起因”。[C] impact “碰撞，影响”。[D] reform “改革”。

9. [B] 本题考查副词的用法。however “然而，可是，仍然”，根据上下文的逻辑关系，此处应选一个表示转折关系的副词。其他选项的分析：[A] therefore “因此”，引出因果关系。[C] indeed “真正地；当然”，引出事实性陈述。[D] moreover “此外”，用于进一步补充说明，前后的意义一致。

10. [C] 本题考查介词的用法。among “在……中”，该介词表现了 “agreement” 与 “leadership” 之间的关系。其他选项的分析：误选 [A] 项的考生很可能没有分析出 “agreement” 动作的行为者是 “领导层”，即领导们达成一致意见。误选 [B] 项的考生可能误解为 “关于领导层，人们之间的意见不太统一”。选 [D] 项的话，句子意义是通顺的，但介词 “by” 除了表示动作发出者，还表示原因或手段。

11. [A] 本题考查动词的用法。allowed “允许，承认”，首先，“allow” 常可与 “permit” 互换使用，但语气要弱，含有默许的意味。其次，这里强调的是 “王室允许存在的教派”。其他选项的分析：[B] preached “鼓吹”，侧重 “宣讲教义、生活方式、体制等”。[C] granted “授予，准予”，通常指政府或慈善基金会等在受益者接受某些条款或发行某些承诺后所提供的馈赠。[D] funded “资助，投资”。

12. [D] 本题考查连词的用法。while “虽然，尽管”。文意：“多数领导维护官方允许的宗教” 与 “某些领导努力提倡多种宗教并存” 之间是对比关系。其他选项的分析：[A] since “自从 (表达时间关系)；既然 (表达因果关系)”。[B] if “如果 (表达假设条件关系)”。[C] unless “除非 (表达否定假设条件关系)”。

13. [A] 本题考查介词的用法。[B] for 很可能被考生理解为 “支持”。[C] under “在……之下；根据”。[D] against 常表达对比和对抗的含义。

14. [C] 本题考查动词的用法。其一，由于空格前后两个分句之间在含义上存在对比关系，前一个分句提到 “保持天主教的地位”，那么后一个分句应该是反向的，“主张其他的宗教”——“结束废除或排除其他宗教”。其二，根据上文的 “the only one allowed by the Spanish crown”，也说明其他宗教被排斥在外。其他选项的分析：[A] spread “传播，蔓延”，侧重于 “向四面八方扩展或扩散的广阔范围或覆盖面”。[B] interference “干涉”。[D] influence “影响”。

15. [B] 本题考查动词的用法。B项 cry “哭喊，叫喊”，意为 (团结众人的) 战斗口号，信念。其他选项的分析：[A] support “支持”，“a rallying support for...” 本身是通顺的，但原文侧重的是 “争取 (sought)”。[C] plea “恳请，请求”，可以和 “for” 构成搭配。[D] wish “希望” (包含某种命令的语气)。

16. [D] 本题考查动词的用法。深入理解空格前后的语义，“作为回报废除奴隶制” 肯定是有 “条件或承诺” 的。其他选项的分析：[A] urged “催促，促进”，侧重于劝某人做某事。[B] intended 含义为 “打算，计划，想要” 以及 [C] expected 含义为 “期盼”，误选这两个选项的考