



全国考研辅导班教材系列

2009年 考研英语 真题考点 与常见错误透析

● 宫东风英语教学团队编写



高等教育出版社
HIGHER EDUCATION PRESS



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出版前言

高教版 2009 年考研英语系列丛书, 由考研英语大纲修订的专家和全国考研英语辅导团队中的精英教师编写。可满足 2009 年考生全过程复习备考的需要。

本系列教材专门针对全国各地考研辅导班学生的特点和需求量身打造, 也适合社会考生自学的需要。书中融合了考研英语辅导专家多年辅导的经验, 完全切中考研英语大纲的考点, 内容阐述准确、精炼, 重点突出, 而且本书在编写时吸取了各届辅导班学员的意见和建议, 对考生来说是一套非常权威、实用的考试参考书。

一、《2009 年考研英语真题考点与常见错误透析》根据最新英语考试大纲的要求, 总结了考研英语历年真题考查的知识点和常见错误, 包括试题解析、选项解析、考生常见错误与防范、试题全文翻译、重点词语和长难句分析。本书的最大特点是: 从解题思路和常见错误入手去审视和剖析每一道试题。考生可以通过这种较高学术性的解题方式迅速领悟考试的重点和难点, 走出复习和解题的盲区。

二、《2009 年考研英语写作突破 100 题》是根据最新英语考试大纲的要求, 总结考研英语写作部分的命题规律和复习思路编写的。针对考生普遍的实际写作水平, 尤其是广大考生的三大写作障碍: (1) 不知道英语写作的模式; (2) 无法用英语表达自己的思想; (3) 缺乏达到研究生入学写作水平的相应能力, 本书利用 100 篇典型的范文使考生认识到: 英语写作是什么? 写什么? 怎么写? 该书涉及了考纲所要求的写作模式和内容, 具有极强的针对性, 适合考生在强化和冲刺时使用。

三、《2009 年考研英语全真冲刺试卷》供考生在冲刺阶段使用, 其中包括 5 套全真冲刺试卷。各套试卷根据考研英语大纲精心编制, 具有全面性、典型性、针对性、技巧性、综合性等特点, 帮助考生在考试来临之前最后巩固基础阶段所学的基础知识, 掌握重点和难点, 熟悉解题思路和方法, 增强应试能力, 查漏补缺。

为了给考生提供更多的增值服务, 凡购正版高教版考研英语系列图书的考生都可以登录“中国教育考试网” www.eduexam.com.cn 在线做考研英语全真模拟试卷。

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2008 年全国硕士研究生入学统一考试英语试题

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)

The idea that some groups of people may be more intelligent than others is one of those hypotheses that dare not speak its name. But Gregory Cochran is 1 to say it anyway. He is that 2 bird, a scientist who works independently 3 any institution. He helped popularize the idea that some diseases not 4 thought to have a bacterial cause were actually infections, which aroused much controversy when it was first suggested.

5 he, however, might tremble at the 6 of what he is about to do. Together with another two scientists, he is publishing a paper which not only 7 that one group of humanity is more intelligent than the others, but explains the process that has brought this about. The group in 8 are a particular people originated from central Europe. The process is natural selection.

This group generally do well in IQ test, 9 12 - 15 points above the 10 value of 100, and have contributed 11 to the intellectual and cultural life of the West, as the 12 of their elites, including several world-renowned scientists, 13. They also suffer more often than most people from a number of nasty genetic diseases, such as breast cancer. These facts, 14, have previously been thought unrelated. The former has been 15 to social effects, such as a strong tradition of 16 education. The latter was seen as a (an) 17 of genetic isolation. Dr. Cochran suggests that the intelligence and diseases are intimately 18. His argument is that the unusual history of these people has 19 them to unique evolutionary pressures that have resulted in this 20 state of affairs.

- | | | | |
|-----------------------|------------------------|------------------|-------------------|
| 1. [A] selected | [B] prepared | [C] obliged | [D] pleased |
| 2. [A] unique | [B] particular | [C] special | [D] rare |
| 3. [A] of | [B] with | [C] in | [D] against |
| 4. [A] subsequently | [B] presently | [C] previously | [D] lately |
| 5. [A] Only | [B] So | [C] Even | [D] Hence |
| 6. [A] thought | [B] sight | [C] cost | [D] risk |
| 7. [A] advises | [B] suggests | [C] protests | [D] objects |
| 8. [A] progress | [B] fact | [C] need | [D] question |
| 9. [A] attaining | [B] scoring | [C] reaching | [D] calculating |
| 10. [A] normal | [B] common | [C] mean | [D] total |
| 11. [A] unconsciously | [B] disproportionately | [C] indefinitely | [D] unaccountably |
| 12. [A] missions | [B] fortunes | [C] interests | [D] careers |
| 13. [A] affirm | [B] witness | [C] observe | [D] approve |
| 14. [A] moreover | [B] therefore | [C] however | [D] meanwhile |

- | | | | |
|---------------------|------------------|-------------------|----------------|
| 15. [A] given up | [B] got over | [C] carried on | [D] put down |
| 16. [A] assessing | [B] supervising | [C] administering | [D] valuing |
| 17. [A] development | [B] origin | [C] consequence | [D] instrument |
| 18. [A] linked | [B] integrated | [C] woven | [D] combined |
| 19. [A] limited | [B] subjected | [C] converted | [D] directed |
| 20. [A] paradoxical | [B] incompatible | [C] inevitable | [D] continuous |

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

While still catching up to men in some spheres of modern life, women appear to be way ahead in at least one undesirable category. "Women are particularly susceptible to developing depression and anxiety disorders in response to stress compared to men," according to Dr. Yehuda, chief psychiatrist at New York's Veteran's Administration Hospital.

Studies of both animals and humans have shown that sex hormones somehow affect the stress response, causing females under stress to produce more of the trigger chemicals than do males under the same conditions. In several of the studies, when stressed-out female rats had their ovaries (the female reproductive organs) removed, their chemical responses became equal to those of the males.

Adding to a woman's increased dose of stress chemicals, are her increased "opportunities" for stress. "It's not necessarily that women don't cope as well. It's just that they have so much more to cope with," says Dr. Yehuda. "Their capacity for tolerating stress may even be greater than men's," she observes, "it's just that they're dealing with so many more things that they become worn out from it more visibly and sooner."

Dr. Yehuda notes another difference between the sexes. "I think that the kinds of things that women are exposed to tend to be in more of a chronic or repeated nature. Men go to war and are exposed to combat stress. Men are exposed to more acts of random physical violence. The kinds of interpersonal violence that women are exposed to tend to be in domestic situations, by, unfortunately, parents or other family members, and they tend not to be one-shot deals. The wear-and-tear that comes from these longer relationships can be quite devastating."

Adeline Alvarez married at 18 and gave birth to a son, but was determined to finish college. "I struggled a lot to get the college degree. I was living in so much frustration that that was my escape, to go to school, and get ahead and do better." Later, her marriage ended and she became a single mother. "It's the hardest thing to take care of a teenager, have a job, pay the rent, pay the car payment, and pay the debt. I lived from paycheck to paycheck."

Not everyone experiences the kinds of severe chronic stresses Alvarez describes. But most women today are coping with a lot of obligations, with few breaks, and feeling the strain. Alvarez's experience demonstrates the importance of finding ways to diffuse stress before it threatens your health and your ability to function.

21. Which of the following is true according to the first two paragraphs?

- [A] Women are biologically more vulnerable to stress.
- [B] Women are still suffering much stress caused by men.
- [C] Women are more experienced than men in coping with stress.
- [D] Men and women show different inclinations when faced with stress.

22. Dr. Yehuda's research suggests that women

- [A] need extra doses of chemicals to handle stress.
- [B] have limited capacity for tolerating stress.
- [C] are more capable of avoiding stress.
- [D] are exposed to more stress.

23. According to Paragraph 4, the stress women confront tends to be

- [A] domestic and temporary.
- [B] irregular and violent.
- [C] durable and frequent.
- [D] trivial and random.

24. The sentence "I lived from paycheck to paycheck." (Line 6, Para. 5) shows that

- [A] Alvarez cared about nothing but making money.
- [B] Alvarez's salary barely covered her household expenses.
- [C] Alvarez got paychecks from different jobs.
- [D] Alvarez paid practically everything by check.

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

- [A] Strain of Stress: No Way Out?
- [B] Responses to Stress: Gender Difference
- [C] Stress Analysis: What Chemicals Say
- [D] Gender Inequality: Women Under Stress

Text 2

It used to be so straightforward. A team of researchers working together in the laboratory would submit the results of their research to a journal. A journal editor would then remove the authors' names and affiliations from the paper and send it to their peers for review. Depending on the comments received, the editor would accept the paper for publication or decline it. Copyright rested with the journal publisher, and researchers seeking knowledge of the results would have to subscribe to the journal.

No longer. The Internet—and pressure from funding agencies, who are questioning why commercial publishers are making money from government-funded research by restricting access to it—is making access to scientific results a reality. The Organization for Economic Co-operation and Development (OECD) has just issued a report describing the far-reaching consequences of this. The report, by John Houghton of Victoria University in Australia and

Graham Vickery of the OECD, makes heavy reading for publishers who have, so far, made handsome profits. But it goes further than that. It signals a change in what has, until now, been a key element of scientific endeavor.

The value of knowledge and the return on the public investment in research depends, in part, upon wide distribution and ready access. It is big business. In America, the core scientific publishing market is estimated at between \$ 7 billion and \$ 11 billion. The International Association of Scientific, Technical and Medical Publishers says that there are more than 2,000 publishers worldwide specializing in these subjects. They publish more than 1.2 million articles each year in some 16,000 journals.

This is now changing. According to the OECD report, some 75% of scholarly journals are now online. Entirely new business models are emerging; three main ones were identified by the report's authors. There is the so-called big deal, where institutional subscribers pay for access to a collection of online journal titles through site-licensing agreements. There is open-access publishing, typically supported by asking the author (or his employer) to pay for the paper to be published. Finally, there are open-access archives, where organizations such as universities or international laboratories support institutional repositories. Other models exist that are hybrids of these three, such as delayed open-access, where journals allow only subscribers to read a paper for the first six months, before making it freely available to everyone who wishes to see it. All this could change the traditional form of the peer-review process, at least for the publication of papers.

26. In the first paragraph, the author discusses
- [A] the background information of journal editing.
 - [B] the publication routine of laboratory reports.
 - [C] the relations of authors with journal publishers.
 - [D] the traditional process of journal publication.
27. Which of the following is true of the OECD report?
- [A] It criticizes government-funded research.
 - [B] It introduces an effective means of publication.
 - [C] It upsets profit-making journal publishers.
 - [D] It benefits scientific research considerably.
28. According to the text, online publication is significant in that
- [A] it provides an easier access to scientific results.
 - [B] it brings huge profits to scientific researchers.
 - [C] it emphasizes the crucial role of scientific knowledge.
 - [D] it facilitates public investment in scientific research.
29. With the open-access publishing model, the author of a paper is required to
- [A] cover the cost of its publication.
 - [B] subscribe to the journal publishing it.
 - [C] allow other online journals to use it freely.
 - [D] complete the peer-review before submission.

30. Which of the following best summarizes the text?

- [A] The Internet is posing a threat to publishers.
- [B] A new mode of publication is emerging.
- [C] Authors welcome the new channel for publication.
- [D] Publication is rendered easier by online service.

Text 3

In the early 1960s Wilt Chamberlain was one of the only three players in the National Basketball Association (NBA) listed at over seven feet. If he had played last season, however, he would have been one of 42. The bodies playing major professional sports have changed dramatically over the years, and managers have been more than willing to adjust team uniforms to fit the growing numbers of bigger, longer frames.

The trend in sports, though, may be obscuring an unrecognized reality: Americans have generally stopped growing. Though typically about two inches taller now than 140 years ago, today's people—especially those born to families who have lived in the U. S. for many generations—apparently reached their limit in the early 1960s. And they aren't likely to get any taller. "In the general population today, at this genetic, environmental level, we've pretty much gone as far as we can go," says anthropologist William Cameron Chumlea of Wright State University. In the case of NBA players, their increase in height appears to result from the increasingly common practice of recruiting players from all over the world.

Growth, which rarely continues beyond the age of 20, demands calories and nutrients—notably, protein—to feed expanding tissues. At the start of the 20th century, under-nutrition and childhood infections got in the way. But as diet and health improved, children and adolescents have, on average, increased in height by about an inch and a half every 20 years, a pattern known as the secular trend in height. Yet according to the Centers for Disease Control and Prevention, average height—5'9" for men, 5'4" for women—hasn't really changed since 1960.

Genetically speaking, there are advantages to avoiding substantial height. During childbirth, larger babies have more difficulty passing through the birth canal. Moreover, even though humans have been upright for millions of years, our feet and back continue to struggle with bipedal posture and cannot easily withstand repeated strain imposed by oversize limbs. "There are some real constraints that are set by the genetic architecture of the individual organism," says anthropologist William Leonard of Northwestern University.

Genetic maximums can change, but don't expect this to happen soon. Claire C. Gordon, senior anthropologist at the Army Research Center in Natick, Mass., ensures that 90 percent of the uniforms and workstations fit recruits without alteration. She says that, unlike those for basketball, the length of military uniforms has not changed for some time. And if you need to predict human height in the near future to design a piece of equipment, Gordon says that by and large, "you could use today's data and feel fairly confident."

31. Wilt Chamberlain is cited as an example to

- [A] illustrate the change of height of NBA players.
 [B] show the popularity of NBA players in the U. S.
 [C] compare different generations of NBA players.
 [D] assess the achievements of famous NBA players.
32. Which of the following plays a key role in body growth according to the text?
 [A] Genetic modification. [B] Natural environment.
 [C] Living standards. [D] Daily exercise.
33. On which of the following statements would the author most probably agree?
 [A] Non-Americans add to the average height of the nation.
 [B] Human height is conditioned by the upright posture.
 [C] Americans are the tallest on average in the world.
 [D] Larger babies tend to become taller in adulthood.
34. We learn from the last paragraph that in the near future
 [A] the garment industry will reconsider the uniform size.
 [B] the design of military uniforms will remain unchanged.
 [C] genetic testing will be employed in selecting sportsmen.
 [D] the existing data of human height will still be applicable.
35. The text intends to tell us that
 [A] the change of human height follows a cyclic pattern.
 [B] human height is becoming even more predictable.
 [C] Americans have reached their genetic growth limit.
 [D] the genetic pattern of Americans has altered.

Text 4

In 1784, five years before he became president of the United States, George Washington, 52, was nearly toothless. So he hired a dentist to transplant nine teeth into his jaw—having extracted them from the mouths of his slaves.

That's a far different image from the cherry-tree-chopping George most people remember from their history books. But recently, many historians have begun to focus on the roles slavery played in the lives of the founding generation. They have been spurred in part by DNA evidence made available in 1998, which almost certainly proved Thomas Jefferson had fathered at least one child with his slave Sally Hemings. And only over the past 30 years have scholars examined history from the bottom up. Works of several historians reveal the moral compromises made by the nation's early leaders and the fragile nature of the country's infancy. More significantly, they argue that many of the Founding Fathers knew slavery was wrong—and yet most did little to fight it.

More than anything, the historians say, the founders were hampered by the culture of their time. While Washington and Jefferson privately expressed distaste for slavery, they also understood that it was part of the political and economic bedrock of the country they helped to create.

For one thing, the South could not afford to part with its slaves. Owning slaves was

“like having a large bank account,” says Wiencek, author of *An Imperfect God: George Washington, His Slaves, and the Creation of America*. The southern states would not have signed the Constitution without protections for the “peculiar institution,” including a clause that counted a slave as three fifths of a man for purposes of congressional representation.

And the statesmen’s political lives depended on slavery. The three-fifths formula handed Jefferson his narrow victory in the presidential election of 1800 by inflating the votes of the southern states in the Electoral College. Once in office, Jefferson extended slavery with the Louisiana Purchase in 1803; the new land was carved into 13 states, including three slave states.

Still, Jefferson freed Hemings’s children—though not Hemings herself or his approximately 150 other slaves. Washington, who had begun to believe that *all* men were created equal after observing the bravery of the black soldiers during the Revolutionary War, overcame the strong opposition of his relatives to grant his slaves their freedom in his will. Only a decade earlier, such an act would have required legislative approval in Virginia.

36. George Washington’s dental surgery is mentioned to

- [A] show the primitive medical practice in the past.
- [B] demonstrate the cruelty of slavery in his days.
- [C] stress the role of slaves in the U. S. history.
- [D] reveal some unknown aspect of his life.

37. We may infer from the second paragraph that

- [A] DNA technology has been widely applied to history research.
- [B] in its early days the U. S. was confronted with delicate situations.
- [C] historians deliberately made up some stories of Jefferson’s life.
- [D] political compromises are easily found throughout the U. S. history.

38. What do we learn about Thomas Jefferson?

- [A] His political view changed his attitude towards slavery.
- [B] His status as a father made him free the child slaves.
- [C] His attitude towards slavery was complex.
- [D] His affair with a slave stained his prestige.

39. Which of the following is true according to the text?

- [A] Some Founding Fathers benefit politically from slavery.
- [B] Slaves in the old days did not have the right to vote.
- [C] Slave owners usually had large savings accounts.
- [D] Slavery was regarded as a peculiar institution.

40. Washington’s decision to free slaves originated from his

- [A] moral considerations.
- [B] military experience.
- [C] financial conditions.
- [D] political stand.

Part B

Directions:

In the following text, some segments have been removed. For Questions 41 – 45, choose the most suitable one from the list A – G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 1. (10 points)

The time for sharpening pencils, arranging your desk, and doing almost anything else instead of writing has ended. The first draft will appear on the page only if you stop avoiding the inevitable and sit, stand up, or lie down to write. (41)

Be flexible. Your outline should smoothly conduct you from one point to the next, but do not permit it to railroad you. If a relevant and important idea occurs to you now, work it into the draft. (42) Grammar, punctuation, and spelling can wait until you revise. Concentrate on what you are saying. Good writing most often occurs when you are in hot pursuit of an idea rather than in a nervous search for errors.

(43) Your pages will be easier to keep track of that way, and, if you have to clip a paragraph to place it elsewhere, you will not lose any writing on the other side.

If you are working on a word processor, you can take advantage of its capacity to make additions and deletions as well as move entire paragraphs by making just a few simple keyboard commands. Some software programs can also check spelling and certain grammatical elements in your writing. (44) These printouts are also easier to read than the screen when you work on revisions.

Once you have a first draft on paper, you can delete material that is unrelated to your thesis and add material necessary to illustrate your points and make your paper convincing. The student who wrote “The A & P as a State of Mind” wisely dropped a paragraph that questioned whether Sammy displays chauvinistic attitudes toward women. (45)

Remember that your initial draft is only that. You should go through the paper many times—and then again—working to substantiate and clarify your ideas. You may even end up with several entire versions of the paper. Rewrite. The sentences within each paragraph should be related to a single topic. Transitions should connect one paragraph to the next so that there are no abrupt or confusing shifts. Awkward or wordy phrasing or unclear sentences and paragraphs should be mercilessly poked and prodded into shape.

- [A] To make revising easier, leave wide margins and extra space between lines so that you can easily add words, sentences, and corrections. Write on only one side of the paper.
- [B] After you have clearly and adequately developed the body of your paper, pay particular attention to the introductory and concluding paragraphs. It’s probably best to write the introduction last, after you know precisely what you are introducing. Concluding paragraphs demand equal attention because they leave the reader with a final impression.
- [C] It’s worth remembering, however, that though a clean copy fresh off a printer may look terrific, it will read only as well as the thinking and writing that have gone into it. Many writers prudently store their data on disks and print their pages each time they finish a draft to avoid losing any material because of power failures or other problems.

- [D] It makes no difference how you write, just so you do. Now that you have developed a topic into a tentative thesis, you can assemble your notes and begin to flesh out whatever outline you have made.
- [E] Although this is an interesting issue, it has nothing to do with the thesis, which explains how the setting influences Sammy's decision to quit his job. Instead of including that paragraph, she added one that described Lengel's crabbed response to the girls so that she could lead up to the A & P "policy" he enforces.
- [F] In the final paragraph about the significance of the setting in "A & P," the student brings together the reasons Sammy quit his job by referring to his refusal to accept Lengel's store policies.
- [G] By using the first draft as a means of thinking about what you want to say, you will very likely discover more than your notes originally suggested. Plenty of good writers don't use outlines at all but discover ordering principles as they write. Do not attempt to compose a perfectly correct draft the first time around.

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)

In his autobiography, Darwin himself speaks of his intellectual powers with extraordinary modesty. He points out that he always experienced much difficulty in expressing himself clearly and concisely, but (46) he believes that this very difficulty may have had the compensating advantage of forcing him to think long and intently about every sentence, and thus enabling him to detect errors in reasoning and in his own observations. He disclaimed the possession of any great quickness of apprehension or wit, such as distinguished Huxley. (47) He asserted, also, that his power to follow a long and purely abstract train of thought was very limited, for which reason he felt certain that he never could have succeeded with mathematics. His memory, too, he described as extensive, but hazy. So poor in one sense was it that he never could remember for more than a few days a single date or a line of poetry. (48) On the other hand, he did not accept as well founded the charge made by some of his critics that, while he was a good observer, he had no power of reasoning. This, he thought, could not be true, because the "Origin of Species" is one long argument from the beginning to the end, and has convinced many able men. No one, he submits, could have written it without possessing some power of reasoning. He was willing to assert that "I have a fair share of invention, and of common sense or judgment, such as every fairly successful lawyer or doctor must have, but not, I believe, in any higher degree." (49) He adds humbly that perhaps he was "superior to the common run of men in noticing things which easily escape attention, and in observing them carefully."

Writing in the last year of his life, he expressed the opinion that in two or three respects his mind had changed during the preceding twenty or thirty years. Up to the age of thirty or be-

yond it poetry of many kinds gave him great pleasure. Formerly, too, pictures had given him considerable, and music very great, delight. In 1881, however, he said: "Now for many years I cannot endure to read a line of poetry. I have also almost lost my taste for pictures or music." (50) Darwin was convinced that the loss of these tastes was not only a loss of happiness, but might possibly be injurious to the intellect, and more probably to the moral character.

Section III Writing

Part A

51. Directions:

You have just come back from Canada and found a music CD in your luggage that you forgot to return to Bob, your landlord there. Write him a letter to

- 1) make an apology, and
- 2) suggest a solution.

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)

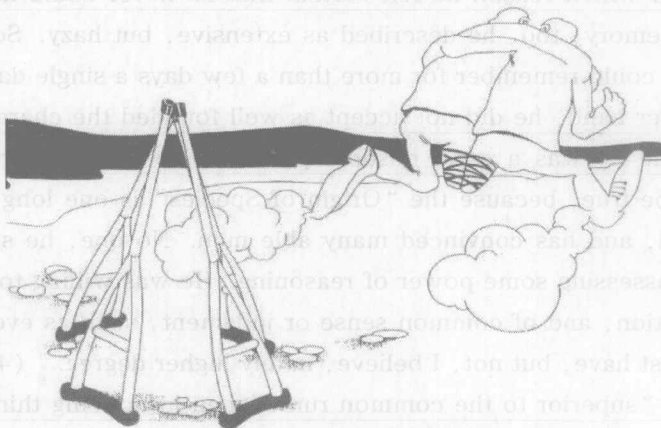
Part B

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) give your comments.

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



你一条腿，我一条腿；
你我一起，走南闯北。

考点与常见错误透析

Section I Use of English / 英语知识运用

1. 【答案与题目难度】 B ★★★★★

【选项与释义】

[A] selected 选择; 挑选, 选拔

[B] prepared 准备

[C] obliged 迫使, 强使 (以道义、法律或体力) [D] pleased 使高兴; 使满意

【考点透析】上下句语意转折题型。

【常见错误与防范】本题所在的位置是全文的第二句, 该句句首的转折词“but”是破解本题的突破口。“but”一词前面的大意是: “认为一些群体也许会比另外一些群体更有才智的观点是那些不敢留名的假设之一。”由此推断: “but”一词后面的大意应该是“Gregory Cochran 敢于指名道姓地说出来。”可见选项[B]应该是本题的正确答案, 因为“be prepared to do sth.”的意思是“能够并愿意做某事 (尤指令人不愉快的事)。”选项[D]是最为棘手的干扰项, 因为“be pleased to do sth.”的意思是“乐意做某事”, 但是这个固定表达法并不含有“做令人不愉快的事”之含义, 故不能成为正确答案。对启承转合词缺乏认识会导致误选, 建议考生加强相关知识的提高和练习。

2. 【答案与题目难度】 D ★★★★★

【选项与释义】

[A] unique 独一无二的; 无比的

[B] particular 独特的, 特有的

[C] special 特殊的, 特别的

[D] rare 稀有的, 罕见的; 珍稀的

【考点透析】上下句语意推导及词语 (形容词与名词) 搭配题型。

【常见错误与防范】本题所在位置是第一段第三句, 根据本句前面的内容, 似乎四个候选项均可以使用。但是, 本题空格后面的名词“bird”暗示选项[D]是本题的正确答案, 因为“rare birds” (稀有的鸟类) 是一种较为固定的表达形式, 当然本句话中“bird”的含义是“人”, 是俚语中的一种用法。本句话中的同位语“a scientist who works independently of any institution” (一位独立于任何机构的科学家) 暗示选项[A]、[B]和[C]均是错误的, 因为这类科学家只是“稀少的”, 但并非是“独一无二的”、“特别的”或“特殊的”。对词语搭配缺乏认识会导致误选, 建议考生加强相关知识。

3. 【答案与题目难度】 A ★★

【选项与释义】

[A] of 属于……的

[B] with 和……一起; 由于

[C] in 在……里

[D] against 相反, 反对, 逆着

【考点透析】固定搭配题型。

【常见错误与防范】本题空白前面的“independently” (独立地, 不相关联) 一词暗示本题的正确选项应该与“independently”一词构成一个固定的表达形式。与“independently”能够构成固定表达方式的只有介词“of”, 可见选项[A]是本题的正确答案。对词语固定搭配知识的缺乏会造成误选, 建议考生加强相关知识。

4. 【答案与题目难度】 C ★★★

【选项与释义】

[A] subsequently 随后; 继之而来

[B] presently 现在, 目前

[C] previously 以前

[D] lately 最近, 不久前

【考点透析】对立对比题型。

【常见错误与防范】本题空格前后的成分 (not 4 thought to have a bacterial cause) 实际上是一个过去分词短语, 在句中充当定语, 用来限定修饰其前面的名词 “diseases” (疾病)。本题空格后面的副词 “actually” (如今, 目前; 实际上) 一词暗示第4题空格处应该填入一个与其在语意上形成鲜明对立对比的一个词语。由此推断选项 [C] (previously 以前) 应该是本题的正确答案。对语句中对立对比成分缺乏认识会造成误选, 建议考生加强相关知识能力的提高。

5. 【答案与题目难度】C ★★★

【选项与释义】

[A] Only 仅仅

[B] So 因此, 所以

[C] Even 甚至

[D] Hence 因此; 由此

【考点透析】上下段推导题型。

【常见错误与防范】本题处于第二段第一句的句首, 这本身就表明只有通过上下段落之间的相关推导才能得出本题的正确答案。本句话大意是: “一想到他要做的事情他也许会不寒而栗”; 第一段有关 “他” 的描述是: 别人都不敢公开说, 他却准备大胆地言明此事。由此推断, 第一段和第二段之间存在着一种对立的状态, 故在这两段之间需要一个让步或转折性的词语, 所以选项 [C] (Even 甚至) 是本题的正确选项。对上下段之间的关系缺乏归纳和推导能力会产生误选。建议考生加强对段落之间关系的把握和认识。

6. 【答案与题目难度】A ★★★

【选项与释义】

[A] thought 思想

[B] sight 眼界; 看见

[C] cost 成本; 费用; 代价

[D] risk 危险, 风险

【考点透析】语意推导题型。

【常见错误与防范】本题空格前面的动词 “tremble” (不寒而栗) 是破解本题的突破口。确切地说, “tremble” 在本句中的最贴切的含义应该是 “be very anxious or agitated” (焦虑; 担心; 不安)。这种行为一般均是 “大脑思想” 的产物。由此可以推断本题的正确选项是 [A] (thought 思想)。“at the thought of” 是一个固定的介词短语, 其含义是 “一想到……”。对空格前后相互关联缺乏认识会导致本题的误选。故建议考生提高对句子语意关系的认识和能力。

7. 【答案与题目难度】B ★★★★★

【选项与释义】

[A] advises 建议; 劝告

[B] suggests 提出; (间接地) 表明

[C] protests 抗议; 反对

[D] objects 反对; 不赞成

【考点透析】逆向推导题型。

【常见错误与防范】本题空格处位于 “not only... but (also)…” 这一固定搭配结构之中的 “not only” 之后, 所以破解本题的突破口在于正确理解和掌握 “but (also)” 其后的内容。“but” 后面的大意是 “论文还解释了 (explains) 过程”。根据通常的表达方式应该是: 首先提出问题, 然后再解释问题。由此推断本题的正确答案应该是 [B] (suggests 提