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全国硕士研究生入学考试十年真题精解系列精品丛书

2010年 全国硕士研究生入学考试 十年真题精解

英语

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(第 五 版)

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系列丛书总序

时下,报考硕士研究生已经成为我国当代大学生选择发展方向的重要途径。2009年全国考研人数达到了124.6万人,“考研热”是我国社会发展的大趋势和当代青年谋求发展相结合的产物。全国硕士研究生入学考试是国家选拔高层次、高水平人才的考试,考试的侧重点在于考查考生的综合能力。公共课是参加研究生入学考试道路上最大的障碍和挑战。许多考生并非由于专业课的缘故,而是公共课未达到国家最低录取分数线而与自己理想的学校失之交臂。

历史是一面镜子,了解昨天才能明白今天,掌握了历史和现在才能把握未来。研习历年的试题是研究生入学考试复习备考中必不可少的关键环节,也是考生掌握考试动态,赢得高分的最佳捷径。历年的考题是标准的复习题。自从实行研究生入学考试以来,也时有真题重现的现象发生,如2006年数学一的第一大题第(3)小题与1993年数学一第四大题、2003年数学一的第一大题第(3)小题与1993年数学一的第一大题第(3)小题、2003年数学一的第一大题第(5)小题与1996年数学三的第一大题第(5)小题、2003年数学一的第三大题与2001年数学三的第六大题、2003年数学四的第四大题与2001年数学一的第五大题是基本雷同的。英语与政治也有真题重复出现的情况,2003年英语第36题与1996年英语第43题、2003年英语第37题与1995年英语第34题、2003年英语第26题与1995年英语第21题、2003年英语第29题与1996年英语第42题、2003年英语第24题与1997年英语第42题、1996年英语第46题与1995年英语第6题,等等,都是非常相似的;2003年政治理论第21题与2000年文科政治第31题和1993年理科政治第6题、2003年政治理论第31题与1993年理科政治第32题、2003年政治理论第36题与1995年文科政治第28题和1994年文科政治第29题,等等,都是相同或非常相似的。所以,对往年真题的研究是最有帮助的。循着命题人的思路,我们就可以把握考试的脉搏,明确考试的重点和难点所在。为了让广大参加研究生入学考试的考生能够进行有效的复习,我们倾情推出这套《全国硕士研究生入学考试十年真题精解》系列辅导用书。

这套《全国硕士研究生入学考试十年真题精解》共包括五册,分为《全国硕士研究生入学考试十年真题精解·数学一》、《全国硕士研究生入学考试十年真题精解·数学二》、《全国硕士研究生入学考试十年真题精解·数学三》、《全国硕士研究生入学考试十年真题精解·政治》和《全国硕士研究生入学考试十年真题精解·英语》。这套书是在清华大学、北京大学和中国人民大学的专家、教授的组织 and 策划下进行编写的,以北京、上海、深圳等全国著名考研辅导班的内部资料为基础,以在一线进行考研辅导的专家和教授的教案为蓝本,经过精心整理和严格按照大纲的要求编写而成。本书按照年代顺序,对历年的考试试题进行精心的讲解和思路点拨,阐释考点和难点,启迪考生的智慧。考生可以以此进行认真研习,准确掌握试题的内容和要求,进行“有的放矢”的考前复习。本书编写时将试题解析与大纲考点相结合,总结出考试特点和规律,考生可以通过试题解析加强对考点

的认识,理清解题思路,了解考试的最新动态和发展趋势。相信这套书能让广大考生如虎添翼,在研究生入学考试中取得理想的成绩,迈进心仪的学校,实现自己的夙愿。

本套系列丛书中,数学一、数学二、数学三由童武、卢明、陶卫琼、赵晓敏、张孜编写;英语分册由周槐雄、刘仕文、苗红宜、谭莉、刘爽、王新会编写;政治分册由宋纪新、崔杰凯、姜宝静、赵艳萍、阮耀明、谢拙编写。另外,为了尊重作者自己的意愿,还有一部分参与编写的教授和专家在此不再一一列出。在本丛书的编写过程中,得到了北京大学光华管理学院和清华大学经管学院部分专家和教授的大力支持,在此表示衷心的感谢。

由于时间仓促,不当和疏漏之处在所难免,望广大专家和读者批评指正。

本套丛书附有超值赠送服务。凡是购买本书者,都将免费获得由考研著名辅导专家主讲的价值100元的“中国大手笔教育在线一卡通”。考生可以登陆 www.firstedu.org.cn,免费注册“用户名”和“密码”,“登录系统”,进行“学习卡注册”,然后可以自由选择2010年考研辅导班相关辅导课程进行学习。

2010年考研辅导班课程均由北京大学、清华大学和中国人民大学专家团名师主讲,领衔主讲老师具有丰富的命题和阅卷评卷的经验。

本套丛书由中国大手笔教育在线提供全程的技术服务与网络课堂支持。凡是购买本书的考生均可免费申请成为中国大手笔教育在线的会员,可以享受中国大手笔教育在线提供的一系列教学服务,如免费下载网络教学资料、本书最新修订信息、权威考试资讯等。

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2007 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], and [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 ideas 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 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 bathes 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 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 as 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 predominance statistics and biographical details but also the results of their own lavatory 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. [410 words]

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 obvi-

ous 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 groups, 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. [451 words]

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 not 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.

[421 words]

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-savings 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 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 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. [416 words]

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 Solomon 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 Kid's 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 kids. 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 unread ness".

41. _____.

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.

42. _____.

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 deadlines 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.

44. _____.

Paying 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.

45. _____.

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 critically. 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 naïve 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 preps 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)

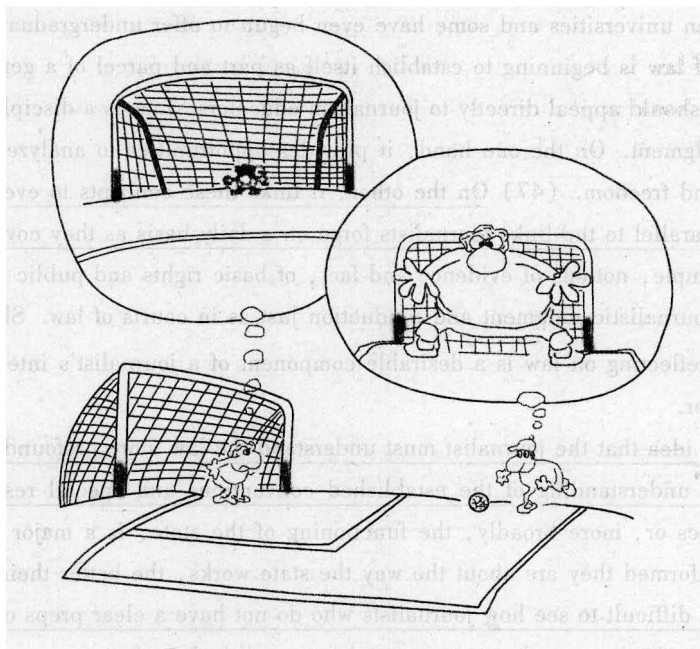
Part B

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)



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Section I Use of English

1. 【答案】 B

【解析】 “native”: “本地人, 本国人”, 指一个地方原始居民或长期居住者中的一位; “inhabitant”: “居民, 居住者”, 指长期居住在某地的人; “people”: “人, 人们”, 本身通常为复数; “individual”: “个体, 个人”, 指具有自己独特个性的、作为个体存在的人。前面句子说“一些殖民地已经成为独立国家”, 本句话说“这些国家的……展望着未来”, 说明本句话指的是生活在这些国家为人民, 所以应选 B。

2. 【答案】 D

【解析】 “confusedly”: “困惑地, 混乱地”; “cheerfully”: “高兴地, 愉快地”; “worriedly”: “担心地, 担忧地”; “hopefully”: “满怀希望地, 抱有希望地”。所填之词修饰“looked to the future”, 所以应选 D。

3. 【答案】 A

【解析】 “share”: “分享, 共事”, 指与另一个人或其他人共同享有或具有……; “forget”: “忘记, 忘却”, 指无法记起……; “attain”: “获得, 得到”, 指经过努力得到……; “reject”: “拒绝, 不接受”, 指拒绝考虑或同意……。句子的主语是“many of the leaders”, 所填之词的宾语是“the ideals”, 根据前面的“Born in the crisis of the old regime...”可知, 应选 A。

4. 【答案】 C

【解析】 “related to”: “与……有关”; “close to”: “接近……”; “open to”: “向……开放”; “devoted to”: “投身于……”, 主语通常是人。所填之词与“to talent(有才能者)”搭配修饰“careers”, 所以应选 C。

5. 【答案】 C

【解析】 “access”: “接近权, 享用权”, 指接近、进入或使用……的权力, 通常与“to”搭配; “succession”: “继承, 继承权”, 指可以继承直系血亲财产的权利, 通常与“of”搭配; “right”: “权, 权利”, 指合法的或正当的要求, 通常与“to”搭配; “return”: “退回、归还”, 指将某物遇到原来的地方, 通常与“to”搭配。根据后面的“to private property”可知, 应选 C。

6. 【答案】 D

【解析】 “presumably”: “可能, 大概”, 指可推测地; “incidentally”: “附带地, 偶然地”, 指作为意想不到的或伴随情况发生地; “obviously”: “明显地, 显然”, 指容易感受到或理解地; “generally”: “普遍地, 一般的”, 指一般而言、大体上。所填之词修饰“there was a belief...”, 所以应选 D。

7. 【答案】 B