

2014 考研英语

十年真题点石成金

(2004年-2013年)

胡敏 主编

陈采霞 编著

最新版

讲解透彻，方法点拨

注重基础，考点突出

整套翻译，扫清盲点

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前言

考研难，考研英语更难。如何战胜考研英语？研究真题是关键。可以毫不夸张地讲，作为最珍贵的考研资料，历年真题理应成为考生的备考首选，它是市面上任何一本辅导书都无法比拟的。每一年的真题都是在众多专家深思熟虑、反复论证下“成型”的，可谓是“一年磨一套真题”，题目设置自然是“处处陷阱、题题惊心”。可惜的是，很多考生并未意识到这一点，对真题的研究和重视程度不够，这就很可能在备考过程中事倍功半，达不到理想的复习效果，自然也就不能取得理想的成绩。鉴于上述原因，笔者萌生了写一本真题配套辅导书的念头，由此《考研英语十年真题点石成金》这本书诞生了。本书主要有以下几个特点：

一、注重基础，强调理解

本书的解题技巧特别注重基础知识，题目的分析过程中会提醒考生该题是考一词多义、一词多用、固定表达、习惯搭配还是特殊句型，不只为帮助考生选对答案，更为培养考生的思维模式，让考生慢慢学会分析每道题的重点在哪儿、难点在哪儿、答案在哪儿。此外，书中也会反复强调在理解上下功夫。长期以来，我们的英语学习一直处于一种尴尬的局面：背了一大堆单词，学了一大堆语法，可看文章时还是云里雾里，写作文时还是词不达意，做题目时还是犹犹豫豫。造成这一局面的罪魁祸首就是考生在平时的学习中习惯于蜻蜓点水、一知半解，由于考试难度大，竞争相对激烈，考生好似没有时间从容不迫、精雕细琢，殊不知“欲速则不达”，看似学得多、学得快的方法最后反而导致了前面所说的结果。笔者总在强调对题目的理解、对某个词的理解、对某个句子的理解、对某段话的理解，这实际上就是让考生多动脑筋，进入“不仅知其然，而且知其所以然”的境界。

二、整套翻译，不留盲点

本书集合了最近十年（2004年-2013年）全国硕士研究生入学考试的英语真题，每套题（作文题除外）都提供全部译文：整篇文章有翻译，一句话有翻译，一个单词也有翻译。这样做的目的是为了考生彻底看清考研英语试题的本来面目。试想一下，如果所有考

题都能看懂,答题是否会变得容易一些呢?不明白题意、看不懂题目要求甚至扭曲作者原意往往就是出错的原因,况且题目本身就有可能涉及一些知识点,这次是在问题中出现,下次就有可能在答案里出现,所以考生应把对考题的翻译当成一种学习、辅助和检测的手段,不给日后的学习和复习留下任何盲点。

三、解析透彻,由表及里

市面上已经有很多真题详解方面的参考书,这些书虽然鱼龙混杂,其中却也不乏严肃认真、观点新颖、视角独特的力作,但遗憾的是这些书要么错误太多,要么避重就轻,要么挖掘不够。本书在创作过程中力求博采众长,独创四步定位翻译法,见招拆招、游刃有余。解题过程也尽量做到明了透彻,排除干扰法、四招突围法一应俱全,不仅为考生展示正确答案的获得过程,还会分析错误答案的出错原因。此外,对于一些常考、常错的重点和考点,笔者也做了一些特别的提示,对出题者设置的陷阱进行了独到的分析。“只有某个选项符合题意,所以选……”、“根据上下文只能选……”之类的解析绝不是本书的制胜法宝。

四、重点突出,稳步前进

虽然每道题都有自己的考点和难点,考生还需从一套题中寻找和发现一些学习中 and 做题时应注意的重点,这样既能减轻负担,又能提高学习效率。英语里有句话:Everybody's business is nobody's business. (人人负责的事谁都不会负责。)同样的道理,每道题都一样难就失去了考试的意义,因为考试就是靠有难有易测出不同的水平。对于那些大家都觉得容易的题,书中会注明此题比较容易;对于那些一部分人觉得有难度的题,书中会说明此题有一定的难度;对于那些大部分人都觉得难的题,书中也会标明此题偏难,这样每个人都可以根据自己的水平确定起点和目标,不会因为不知道自己的实力而作盲目的追求,而是会脚踏实地一点点向前迈进。

常言道:“智者千虑,必有一失。”因此,本书在编写过程中虽经过仔细的编审和校订,也难免会有疏漏之处。在此恳请广大读者和考生不吝赐教,及时与我们沟通交流。最后,谨以此书献给考研路上坚定而执着前行的考生们,愿你们收获知识,收获梦想,收获人生!

编者

2013年3月

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2004 年全国硕士研究生入学考试英语试卷

Section I Listening Comprehension

[略]

Section II 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)

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories 21 on the individual suggest that children engage in criminal behavior 22 they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through 23 with others. Theories focusing on the role of society suggest that children commit crimes in 24 to their failure to rise above their socioeconomic status, 25 as a rejection of middle-class values.

Most theories of juvenile delinquency have focused on children from disadvantaged families, 26 the fact that children from wealthy homes also commit crimes. The latter may commit crimes 27 lack of adequate parental control. All theories, however, are tentative and are 28 to criticism.

Changes in the social structure may indirectly 29 juvenile crime rates. For example, changes in the economy that 30 to fewer job opportunities for youth and rising unemployment 31 make gainful employment increasingly difficult to obtain. The resulting discontent may in 32 lead more youths into criminal behavior.

Families have also 33 changes these years. More families consist of one-parent households or two working parents; 34, children are likely to have less supervision at home 35 was common in the traditional family 36. This lack of parental supervision is thought to be an influence on juvenile crime rates. Other 37 causes of offensive acts include frustration or failure in school, the increased 38 of drugs and alcohol, and the growing 39 of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, 40 a direct causal relationship has not yet been established.

- | | | | |
|---------------------|------------------|------------------|------------------|
| 21. [A] acting | [B] relying | [C] centering | [D] commenting |
| 22. [A] before | [B] unless | [C] until | [D] because |
| 23. [A] interaction | [B] assimilation | [C] cooperation | [D] consultation |
| 24. [A] return | [B] reply | [C] reference | [D] response |
| 25. [A] or | [B] but rather | [C] but | [D] or else |
| 26. [A] considering | [B] ignoring | [C] highlighting | [D] discarding |
| 27. [A] on | [B] in | [C] for | [D] with |
| 28. [A] immune | [B] resistant | [C] sensitive | [D] subject |
| 29. [A] affect | [B] reduce | [C] check | [D] reflect |
| 30. [A] point | [B] lead | [C] come | [D] amount |
| 31. [A] in general | [B] on average | [C] by contrast | [D] at length |
| 32. [A] case | [B] short | [C] turn | [D] essence |

- | | | | |
|--------------------|------------------|----------------|--------------------|
| 33. [A] survived | [B] noticed | [C] undertaken | [D] experienced |
| 34. [A] contrarily | [B] consequently | [C] similarly | [D] simultaneously |
| 35. [A] than | [B] that | [C] which | [D] as |
| 36. [A] system | [B] structure | [C] concept | [D] heritage |
| 37. [A] assessable | [B] identifiable | [C] negligible | [D] incredible |
| 38. [A] expense | [B] restriction | [C] allocation | [D] availability |
| 39. [A] incidence | [B] awareness | [C] exposure | [D] popularity |
| 40. [A] provided | [B] since | [C] although | [D] supposing |

Section III 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

Hunting for a job late last year, lawyer Gant Redmon stumbled across CareerBuilder, a job database on the Internet. He searched it with no success but was attracted by the site's "personal search agent". It's an interactive feature that lets visitors key in job criteria such as location, title, and salary, then E-mails them when a matching position is posted in the database. Redmon chose the keywords *legal*, *intellectual property*, and *Washington, D.C.* Three weeks later, he got his first notification of an opening. "I struck gold," says Redmon, who E-mailed his resume to the employer and won a position as in-house counsel for a company.

With thousands of career-related sites on the Internet, finding promising openings can be time-consuming and inefficient. Search agents reduce the need for repeated visits to the databases. But although a search agent worked for Redmon, career experts see drawbacks. Narrowing your criteria, for example, may work against you: "Every time you answer a question you eliminate a possibility," says one expert.

For any job search, you should start with a narrow concept—what you think you want to do—then broaden it. "None of these programs do that," says another expert. "There's no career counseling implicit in all of this." Instead, the best strategy is to use the agent as a kind of tip service to keep abreast of jobs in a particular database; when you get E-mail, consider it a reminder to check the database again. "I would not rely on agents for finding everything that is added to a database that might interest me," says the author of a job-searching guide.

Some sites design their agents to tempt job hunters to return. When CareerSite's agent sends out messages to those who have signed up for its service, for example, it includes only three potential jobs—those it considers the best matches. There may be more matches in the database; job hunters will have to visit the site again to find them—and they do. "On the day after we send our messages, we see a sharp increase in our traffic," says Seth Peets, vice president of marketing for CareerSite.

Even those who aren't hunting for jobs may find search agents worthwhile. Some use them to keep a close watch on the demand for their line of work or gather information on compensation to arm themselves when negotiating for a raise. Although happily employed, Redmon maintains his agent at CareerBuilder. "You always keep your eyes open," he says. Working with a personal search agent means having another set of eyes looking out for you.

41. How did Redmon find his job?
- [A] By searching openings in a job database.
[B] By posting a matching position in a database.
[C] By using a special service of a database.
[D] By E-mailing his resume to a database.

42. Which of the following can be a disadvantage of search agents?
 [A] Lack of counseling. [B] Limited number of visits.
 [C] Lower efficiency. [D] Fewer successful matches.
43. The expression "tip service" (Paragraph 3) most probably means.
 [A] advisory [B] compensation
 [C] interaction [D] reminder
44. Why does CareerSite's agent offer each job hunter only three job options?
 [A] To focus on better job matches.
 [B] To attract more returning visits.
 [C] To reserve space for more messages.
 [D] To increase the rate of success.
45. Which of the following is true according to the text?
 [A] Personal search agents are indispensable to job-hunters.
 [B] Some sites keep E-mailing job seekers to trace their demands.
 [C] Personal search agents are also helpful to those already employed.
 [D] Some agents stop sending information to people once they are employed.

Text 2

Over the past century, all kinds of unfairness and discrimination have been condemned or made illegal. But one insidious form continues to thrive: alphabetism. This, for those as yet unaware of such a disadvantage, refers to discrimination against those whose surnames begin with a letter in the lower half of the alphabet.

It has long been known that a taxi firm called AAAA cars has a big advantage over Zodiac cars when customers thumb through their phone directories. Less well known is the advantage that Adam Abbott has in life over Zoë Zysman. English names are fairly evenly spread between the halves of the alphabet. Yet a suspiciously large number of top people have surnames beginning with letters between A and K.

Thus the American president and vice-president have surnames starting with B and C respectively; and 26 of George Bush's predecessors (including his father) had surnames in the first half of the alphabet against just 16 in the second half. Even more striking, six of the seven heads of government of the G7 rich countries are alphabetically advantaged (Berlusconi, Blair, Bush, Chirac, Chrétien and Koizumi). The world's three top central bankers (Greenspan, Duisenberg and Hayami) are all close to the top of the alphabet, even if one of them really uses Japanese characters. As are the world's five richest men (Gates, Buffett, Allen, Ellison and Albrecht).

Can this merely be coincidence? One theory, dreamt up in all the spare time enjoyed by the alphabetically disadvantaged, is that the rot sets in early. At the start of the first year in infant school, teachers seat pupils alphabetically from the front, to make it easier to remember their names. So short-sighted Zysman junior gets stuck in the back row, and is rarely asked the improving questions posed by those insensitive teachers. At the time the alphabetically disadvantaged may think they have had a lucky escape. Yet the result may be worse qualifications, because they get less individual attention, as well as less confidence in speaking publicly.

The humiliation continues. At university graduation ceremonies, the ABCs proudly get their awards first; by the time they reach the Zysmans most people are literally having a ZZZ. Shortlists for job interviews, election ballot papers, lists of conference speakers and attendees: all tend to be drawn up alphabetically, and their recipients lose interest as they plough through them.

46. What does the author intend to illustrate with AAAA cars and Zodiac cars?
 [A] A kind of overlooked inequality.
 [B] A type of conspicuous bias.
 [C] A type of personal prejudice.
 [D] A kind of brand discrimination.
47. What can we infer from the first three paragraphs?
 [A] In both East and West, names are essential to success.

- [B] The alphabet is to blame for the failure of Zoë Zysman.
[C] Customers often pay a lot of attention to companies' names.
[D] Some form of discrimination is too subtle to recognize.
48. The 4th paragraph suggests that _____.
[A] questions are often put to the more intelligent students
[B] alphabetically disadvantaged students often escape from class
[C] teachers should pay attention to all of their students
[D] students should be seated according to their eyesight
49. What does the author mean by "most people are literally having a ZZZ" (Paragraph 5) ?
[A] They are getting impatient.
[B] They are noisily dozing off.
[C] They are feeling humiliated.
[D] They are busy with word puzzles.
50. Which of the following is true according to the text?
[A] People with surnames beginning with N to Z are often ill-treated.
[B] VIPs in the Western world gain a great deal from alphabetism.
[C] The campaign to eliminate alphabetism still has a long way to go.
[D] Putting things alphabetically may lead to unintentional bias.

Text 3

When it comes to the slowing economy, Ellen Spero isn't biting her nails just yet. But the 47-year-old manicurist isn't cutting, filling or polishing as many nails as she'd like to, either. Most of her clients spend \$12 to \$50 weekly, but last month two longtime customers suddenly stopped showing up. Spero blames the softening economy. "I'm a good economic indicator," she says. "I provide a service that people can do without when they're concerned about saving some dollars." So Spero is downscaling, shopping at middle-brow Dillard's department store near her suburban Cleveland home, instead of Neiman Marcus. "I don't know if other clients are going to abandon me, too," she says.

Even before Alan Greenspan's admission that America's red-hot economy is cooling, lots of working folks had already seen signs of the slowdown themselves. From car dealerships to Gap outlets, sales have been lagging for months as shoppers temper their spending. For retailers, who last year took in 24 percent of their revenue between Thanksgiving and Christmas, the cautious approach is coming at a crucial time. Already, experts say, holiday sales are off 7 percent from last year's pace. But don't sound any alarms just yet. Consumers seem only mildly concerned, not panicked, and many say they remain optimistic about the economy's long-term prospects even as they do some modest belt-tightening.

Consumers say they're not in despair because, despite the dreadful headlines, their own fortunes still feel pretty good. Home prices are holding steady in most regions. In Manhattan, "there's a new gold rush happening in the \$4 million to \$10 million range, predominantly fed by Wall Street bonuses," says broker Barbara Corcoran. In San Francisco, prices are still rising even as frenzied overbidding quiets. "Instead of 20 to 30 offers, now maybe you only get two or three," says John Taldi, a Bay Area real-estate broker. And most folks still feel pretty comfortable about their ability to find and keep a job.

Many folks see silver linings to this slowdown. Potential home buyers would cheer for lower interest rates. Employers wouldn't mind a little fewer bubbles in the job market. Many consumers seem to have been influenced by stock-market swings, which investors now view as a necessary ingredient to a sustained boom. Diners might see an upside, too. Getting a table at Manhattan's hot new Alain Ducasse restaurant used to be impossible. Not anymore. For that, Greenspan & Co. may still be worth toasting.

51. By "Ellen Spero isn't biting her nails just yet" (Paragraph 1), the author means _____.
[A] Spero can hardly maintain her business
[B] Spero is too much engaged in her work

- [C] Spero has grown out of her bad habit
[D] Spero is not in a desperate situation
52. How do the public feel about the current economic situation?
[A] Optimistic. [B] Confused.
[C] Carefree. [D] Panicked.
53. When mentioning "the \$4 million to \$10 million range" (Paragraph 3) the author is talking about _____.
[A] gold market [B] real estate
[C] stock exchange [D] venture investment
54. Why can many people see "silver linings" to the economic showdown?
[A] They would benefit in certain ways.
[B] The stock market shows signs of recovery.
[C] Such a slowdown usually precedes a boom.
[D] The purchasing power would be enhanced.
55. To which of the following is the author likely to agree?
[A] A new boom, on the horizon.
[B] Tighten the belt, the single remedy.
[C] Caution all right, panic not.
[D] The more ventures, the more chances.

Text 4

Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find.

"Schools have always been in a society where practical is more important than intellectual," says education writer Diane Ravitch. "Schools could be a counterbalance." Ravitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, "We will become a second-rate country. We will have a less civil society."

"Intellect is resented as a form of power or privilege," writes historian and professor Richard Hofstadter in *Anti-Intellectualism in American Life*, a Pulitzer Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: "We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing." Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids being civilized—going to school and learning to read—so he can preserve his innate goodness.

Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. Intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, re-order, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes and imagines.

School remains a place where intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least intellectual promise."

56. What do American parents expect their children to acquire in school?
[A] The habit of thinking independently.
[B] Profound knowledge of the world.
[C] Practical abilities for future career.
[D] The confidence in intellectual pursuits.
57. We can learn from the text that Americans have a history of _____.
[A] undervaluing intellect
[B] favoring intellectualism
[C] supporting school reform
[D] suppressing native intelligence
58. The views of Ravitch and Emerson on schooling are _____.
[A] identical [B] similar
[C] complementary [D] opposite
59. Emerson, according to the text, is probably _____.
[A] a pioneer of education reform
[B] an opponent of intellectualism
[C] a scholar in favor of intellect
[D] an advocate of regular schooling
60. What does the author think of intellect?
[A] It is second to intelligence. [B] It evolves from common sense.
[C] It is to be pursued. [D] It underlies power.

Part B

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 relation of language and mind has interested philosophers for many centuries. (61) The Greeks assumed that the structure of language had some connection with the process of thought, which took root in Europe long before people realized how diverse languages could be.

Only recently did linguists begin the serious study of languages that were very different from their own. Two anthropologist-linguists, Franz Boas and Edward Sapir, were pioneers in describing many native languages of North and South America during the first half of the twentieth century. (62) We are obliged to them because some of these languages have since vanished, as the peoples who spoke them died out or became assimilated and lost their native languages. Other linguists in the earlier part of this century, however, who were less eager to deal with bizarre data from "exotic" language, were not always so grateful. (63) The newly described languages were often so strikingly different from the well studied languages of Europe and Southeast Asia that some scholars even accused Boas and Sapir of fabricating their data. Native American languages are indeed different, so much so in fact that Navajo could be used by the US military as a code during World War II to send secret messages.

Sapir's pupil, Benjamin Lee Whorf, continued the study of American Indian languages. (64) Being interested in the relationship of language and thought, Whorf developed the idea that the structure of language determines the structure of habitual thought in a society. He reasoned that because it is easier to formulate certain concepts and not others in a given language, the speakers of that language think along one track and not along another. (65) Whorf came to believe in a sort of linguistic determinism which, in its strongest form, states that language imprisons the mind, and that the grammatical patterns in a language can produce far-reaching consequences for the culture of a society. Later, this idea became to be known as the Sapir-Whorf hypothesis, but this term is somewhat inappropriate. Although both Sapir and Whorf emphasized the diversity of languages, Sapir himself never explicitly supported the notion of linguistic determinism.

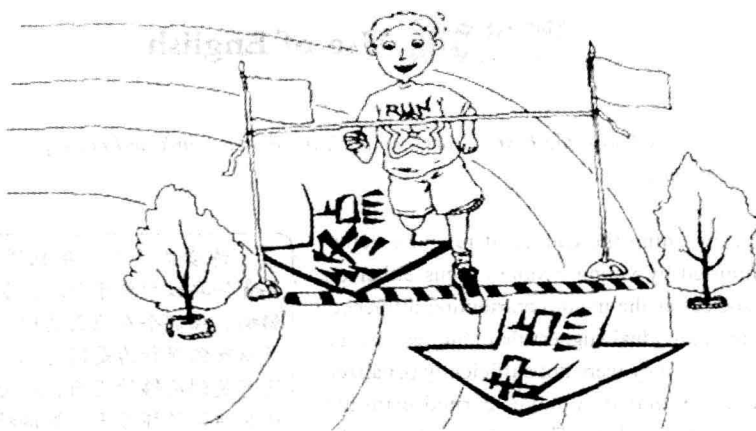
Section IV Writing

66. Directions:

Study the following drawing carefully and write an essay in which you should

1. describe the drawing,
2. interpret its meaning, and
3. support your view with examples.

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



终点又是新起点

2004 年全国硕士研究生入学考试英语试卷答案与解析

Section I Listening Comprehension

[略]

Section II 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)

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories 21 on the individual suggest that children engage in criminal behavior 22 they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through 23 with others. Theories focusing on the role of society suggest that children commit crimes in 24 to their failure to rise above their socioeconomic status, 25 as a rejection of middle-class values.

Most theories of juvenile delinquency have focused on children from disadvantaged families, 26 the fact that children from wealthy homes also commit crimes. The latter may commit crimes 27 lack of adequate parental control. All theories, however, are tentative and are 28 to criticism.

Changes in the social structure may indirectly 29 juvenile crime rates. For example, changes in the economy that 30 to fewer job opportunities for youth and rising unemployment 31 make gainful employment increasingly difficult to obtain. The resulting discontent may in 32 lead more youths into criminal behavior.

Families have also 33 changes these years. More families consist of one-parent households or two working parents; 34, children are likely to have less supervision at home 35 was common in the traditional family 36. This lack of parental supervision is thought to be an influence on juvenile crime rates. Other 37 causes of offensive acts include frustration or failure in school, the increased 38 of drugs and alcohol, and the growing 39 of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, 40 a direct causal relationship has not yet been established.

许多关于青少年犯罪原因的理论把主要责任要么归咎于个人, 要么归咎于社会的影响。强调个人原因的理论认为, 青少年之所以有犯罪行为是因为他们以前的不良行为没有受到足够的惩罚, 或者是因为跟别人交往时沾染了坏习气。强调社会原因的理论认为, 孩子们犯罪是因为他们想出人头地、提高社会经济地位的理想没有实现, 或者是因为他们想拒绝接受中产阶级的价值观。

大多数关于青少年犯罪的理论认为家庭经济条件较差的孩子更容易犯罪, 从而忽略了富家子弟同样也犯罪的事实。富家子弟可能会因为父母管教不够而犯罪。然而, 所有理论都只是推测, 都有可批判之处。

社会结构的变化可能会对青少年犯罪率产生间接影响。比方说, 经济领域里的变化导致了年轻人就业机会的减少和失业率的普遍上升, 使有报酬的工作越来越难找, 由此引发的不满可能会反过来导致更多的年轻人走向犯罪。

家庭近年来也经历了一些变化: 单亲家庭或者父母都要上班的家庭越来越多, 这样一来, 家庭对孩子的管教比起传统家庭来可能会少一些。父母疏于管教被认为对青少年犯罪率产生了一定的影响。其他可以找到的犯罪原因包括: 在学校遭受挫折或者成绩不好、毒品和酒越来越容易到手、虐待儿童和不管孩子事件越来越多。所有这些情况都会增加青少年犯罪的可能性, 尽管直接的犯罪原因还没有确定。

- | | | | |
|---------------------|------------------|------------------|--------------------|
| 21. [A] acting | [B] relying | [C] centering | [D] commenting |
| 22. [A] before | [B] unless | [C] until | [D] because |
| 23. [A] interaction | [B] assimilation | [C] cooperation | [D] consultation |
| 24. [A] return | [B] reply | [C] reference | [D] response |
| 25. [A] or | [B] but rather | [C] but | [D] or else |
| 26. [A] considering | [B] ignoring | [C] highlighting | [D] discarding |
| 27. [A] on | [B] in | [C] for | [D] with |
| 28. [A] immune | [B] resistant | [C] sensitive | [D] subject |
| 29. [A] affect | [B] reduce | [C] check | [D] reflect |
| 30. [A] point | [B] lead | [C] come | [D] amount |
| 31. [A] in general | [B] on average | [C] by contrast | [D] at length |
| 32. [A] case | [B] short | [C] turn | [D] essence |
| 33. [A] survived | [B] noticed | [C] undertaken | [D] experienced |
| 34. [A] contrarily | [B] consequently | [C] similarly | [D] simultaneously |
| 35. [A] than | [B] that | [C] which | [D] as |
| 36. [A] system | [B] structure | [C] concept | [D] heritage |
| 37. [A] assessable | [B] identifiable | [C] negligible | [D] incredible |
| 38. [A] expense | [B] restriction | [C] allocation | [D] availability |
| 39. [A] incidence | [B] awareness | [C] exposure | [D] popularity |
| 40. [A] provided | [B] since | [C] although | [D] supposing |

21. 正确答案 C

考查重点 此题考动词辨析, 考点是用同义词表达文章中已经出现过的词。

解题过程 四个选项都能与空格后的介词 on 构成动词短语: act on 是“遵照……行动; 作用于”, rely on 是“依靠, 指望”, center on 是“把……集中在, 以……为中心”, comment on 是“评论, 发表意见”。由于前一句话有 focus on the individual 这个表达, 作者现在显然是想详细介绍这种理论, 所以这里出现了观点复现, 根据英语喜欢用不同的词表达相同意思的特点, 我们只要从四个选项中寻找与 focus 意思相同的词就能找到答案, 所以正确答案是 C。

22. 正确答案 D

考查重点 此题考结构识别, 考点是判断从句与从句的关系。

解题过程 空格前是 that 引导的宾语从句, 说的是孩子们有犯罪行为 (children engage in criminal behavior), 空格后的从句是说他们以前有不良行为却没有受到足够的惩罚 (they were not sufficiently penalized for previous misdeeds), 从语义上来讲, 后者应该是前者的原因, 所以正确答案是 D。

23. 正确答案 A

考查重点 此题考名词辨析, 考点是根据上下文选择合适的名词。

解题过程 四个名词后面都能接介词 with: interaction 是“相互作用, 相互影响”, assimilation 是“吸收; 同化”, cooperation 是“合作, 协作”, consultation 是“咨询, 磋商”。从空格前面的 learned criminal behavior (学会了犯罪行为) 来判断, 与别人的交往应该是最能说得起的理由, 所以正确答案是 A。

24. 正确答案 D

考查重点 此题考动词辨析, 考点是对动词短语的掌握。

解题过程 空格前后分别为介词 in 和 to, 四个动词中 return 构成的短语一般是 in return for (作为对……的回报, 作为对……的交换), 介词 to 不能和 return 配合使用, 所以首先排除; 其他三个动词都能与 in 和 to 构成短语: in reply to 是“作为回答”, in reference to 是“关于, 就……而论”, in response to 是“作为对……的回答, 作为对……的反应”。三个可选动词中, response 构成的短语显然最符合要求, 所以正确答案是 D。

25. 正确答案 A

考查重点 此题考结构识别，考点是判断两个介词短语之间的关系。

解题过程 空格前后都是介词短语：in response to ... (作为对……的反应)，as a rejection of ... (作为对……的拒绝)，这显然是两个并列的介词短语解释“青少年犯罪 (children commit crimes)”的原因，选 or 表示：不是前一个原因，就是后一个原因；选 but 表示：不是由于前一个原因，而是由于后面的原因；but rather 没有明确的意思，or else 是“否则，要不然”，明显不符合文章里的意思，所以正确答案是 A。

26. 正确答案 B

考查重点 此题考动词辨析，考点是根据上下文选择合适的词。

解题过程 consider 是“考虑”，ignore 是“忽略”，highlight 是“突出，强调”，discard 是“丢弃，抛弃”。空格前说“……大多数青少年犯罪理论聚焦于家庭经济条件差的孩子 (... focus on children from disadvantaged families)”，空格后面又说“富裕家庭的孩子同样犯罪 (children from wealthy homes also commit crimes)”，从语义上分析，the fact (事实) 应该是被忽略了，所以正确答案是 B。

27. 正确答案 C

考查重点 此题考介词选择，考点是介词与名词的固定搭配。

解题过程 空格后面是名词 lack (缺乏，不足)，for (或 by, from, through) lack of (因缺乏) 是固定搭配，所以正确答案是 C。

28. 正确答案 D

考查重点 此题考形容词辨析，考点是并列结构中形容词的配合。

解题过程 immune 是“免除的；免疫的”，resistant 是“抵抗的，反抗的”，sensitive 是“敏感的”，subject 做形容词可以表示“易受……的，常受……的”。四个形容词都能接空格后的介词 to，这时我们就必须从空格前面寻找解题线索。空格前有并列连词 and，两个系表结构 (are tentative 和 are ... to criticism) 是并列关系，形容词 tentative (试验性的，推测的) 的词义势必影响到与之并列的形容词的选择，既然是实验性的或推测出来的，当然容易受到批评，所以正确答案是 D。

29. 正确答案 A

考查重点 此题考动词辨析，考点是根据上下文选择合适的动词。

解题过程 affect 是“影响”，reduce 是“减少”，check 是“检查；抑制”，reflect 是“反映”。从与空格后面的名词短语 juvenile crime rates (青少年犯罪率) 来看，四个动词都可能入选，但从上下文来判断，affect 是最佳选择，因为前面一直在说各种青少年犯罪的原因，后面又有 fewer job opportunities (更少的工作机会)、rising unemployment (上升的失业率)、make gainful employment increasingly difficult to obtain (使有报酬的工作更加难找) 和 lead more youths into criminal behavior (使更多的年轻人走向犯罪) 之类的阐述，空格处填 affect 是最合适的，所以正确答案是 A。

30. 正确答案 B

考查重点 此题考动词辨析，考点是动词短语与名词的配合。

解题过程 四个动词都与空格后面的介词 to 构成动词短语：point to 是“指向”，lead to 是“导致”，come to 是“等于，结果是”，amount to 是“合计，共计”。从与空格后名词 job opportunities (工作机会) 的搭配来看，只有 lead to 使表达有意义，所以正确答案是 B。

31. 正确答案 A

考查重点 此题考介词短语辨析，考点是根据并列结构选择合适的介词短语。

解题过程 in general 是“总的来说，大体上”，on average 是“按平均值，通常”，by contrast 是“对比之下”，at length 是“最终；详细地”。由于空格前面有并列连词 and，fewer job opportunities for youth (对年轻人来说工作机会更少) 与 rising unemployment ... (……失业率越来越高) 显然是结构上并列、语义上对比，四个选项中只有 in general 与 for youth 能构成对比关系，其他几个短语无法使句子符合逻辑，所以正确答案是 A。