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历年考研 英语 真题名家详解

主编 张锦芯

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历年考研

英语真题名家详解

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考研英语的复习需要记忆词汇，需要单项练习，需要模拟训练，而各种复习方法都离不开一点：研究真题。为帮助考生充分体会历年考题的命题思路，对自己面临的任务和需要解决的问题获得清醒的认识，提高应试能力，我们特别编写了这本《历年考研英语真题名家详解》。全书对1995年至2007年的考研英语试题进行了详细的题解，解题中注重揭示命题角度，注意总结归纳一些应试技能及理解文章和题目的方法。同时，为了帮助考生全面、透彻理解文章与句子，还为英语知识运用、阅读理解、翻译部分提供了全文翻译。我们认为，本书是考生在开始复习时应该首先阅读的书之一，更是考生在整个复习过程中需要始终参考的一本书。

请考生注意体会近几年英语试题显示出的一些突出特征：

◇ 涉及词汇量较大，几乎每部分都有超纲词汇或词义。考生应该清楚地认识到，良好的语言知识基础和充足的词汇量是考试成功的关键。因此，要早动手，在阅读过程中积极扩大词汇量，并提高根据词汇的原义推测其在上下文中的特定意思的能力。

◇ 答题要求一定的技能和不同的方法。不少考生采用一成不变的方法来答所有的题，思路相当狭窄，这显然是不得要领的，不同的题应该采用不同的策略来解决。考生有时抱怨出题的角度太“刁”，实际上也许恰恰是因为他们不懂得答题思路。

◇ 更强调学生综合运用语言的能力，如增加了英语知识运用题目的数量，提高了写作部分的分值。

◇ 语法考试起点高，从表面上看，纯属测试语法的部分仅限于英语知识运用的部分选择项，但实际上对语法的测试贯穿了整个考题，而且涉及相当复杂的句子，无论阅读理解部分还是翻译部分都是如此。很多考生往往孤立地去复习各个部分，忘记了贯穿各部分的一个核心问题：牢固掌握基础语言知识，并利用它提高自己破解复杂句的能力。我们相信，如果真正解决了这个问题，考生的综合应试能力会获得实质性提高。因此，考生应该牢固掌握并学会应用一些重点语法内容。

◇ 考题涉及一些新知识领域或社会热点问题，如近年考题中英语知识运用部分、阅读理解部分和翻译部分的选文等。因为考生对这些新领域或热点问题不了解，再加上语言障碍，读这些文章时充其量只能读到一知半解的程度，无怪乎考生答题时感到没有把握。

在整个复习中自始至终认真研究真题，从真题中找方法、找差距，是考研英语复习中不可忽视的一个重要方法。

张锦忠

编写说明

本书是《历年考研英语真题名家详解》的第9版，由中国人民大学外语学院张锦芯教授主编，参加编写工作的都是多年从事考研辅导的老师，包括张锦芯、田育英教授，白洁、王敏、郭庆民、赵艳萍、韩满玲、王红副教授，对历年考题的命题特点和学生复习中所存在的问题都有深刻的认识。本书自初版以来，因讲解详细深入、针对性强，历年都受到考生好评。根据考生要求，我们将2001年以前真题的语法词汇部分略去，至于2002年、2003年和2004年真题的听力部分，考虑到对考生复试还有帮助仍予以保留，并在中国1考网（www.1kao.net）上将配套音频资料作为本书的增值服务提供给考生。

编写过程中，新华社译审陈金岚同志参加了部分审订工作，郝彩虹、张锦、翟崇生等同志协助编写了其中一部分，陶灿梅、武敏、汪明等同志承担了部分资料整理和打印等工作。在图书的设计上，中国人民大学出版社马胜利同志、李天英同志提出了不少宝贵意见。这里一并表示感谢。

限于水平和时间，疏漏及失误在所难免，欢迎广大读者、英语界同仁批评指正。

编者

2007年2月

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2007^年

全国攻读硕士学位研究生

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] 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 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.

- [A] natives [B] inhabitants [C] peoples [D] individuals
- [A] confusedly [B] cheerfully [C] worriedly [D] hopefully
- [A] shared [B] forgot [C] attained [D] rejected
- [A] related [B] close [C] open [D] devoted
- [A] access [B] succession [C] right [D] return
- [A] Presumably [B] Incidentally [C] Obviously [D] Generally
- [A] unique [B] common [C] particular [D] typical
- [A] freedom [B] origin [C] impact [D] reform
- [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] and [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-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 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 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 unreadiness":

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.

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.

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 fledging 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, democ-

racy 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)

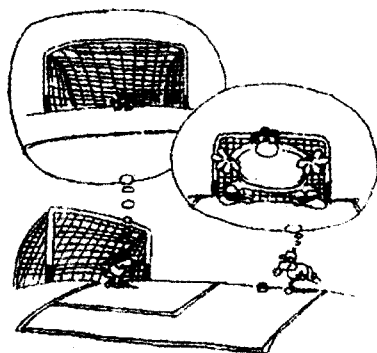
Part B

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 试题答案解析

一、英语知识运用

1. [B] inhabitants

本题主要考理解。本文主要介绍原西班牙和葡萄牙的殖民地独立初期领导人的理想。段首句点出时代背景，本句中含指示形容词的定语 of these nations，表明此处提到的约两千万人应当泛指前西班牙和葡萄牙殖民地的全体人民，故选 **inhabitants** (居民)。**natives** 特指“本地人，土著”，覆盖面过窄；**peoples** 用作复数时意为“民族，(不同国家的)人民”(如 I am sure there will be more exchanges between our two peoples. 肯定我们两国人民之间将会有更多的交往)，“两千万”显然数目过大。**individuals** 意为“个人”，强调个体性，在此也不适用。

2. [D] hopefully

本空需要填修饰动词 looked 的选项，look to the future 意为“展望未来，考虑将来”，本文只是客观描述殖民地独立时的一般问题或矛盾，本段主要介绍独立领导人的理想，没有提及任何独立后的危机，因此排除表示悲观情绪的 **confusedly** (茫然地，困惑地) 和 **worriedly** (担心地，担忧地)；**cheerfully** (快乐的，乐观的) 更强调情感，与本文主题似无直接关系。根据常识，摆脱殖民统治后，人民通常对新的主权国家满怀信心、充满希望，故 **hopefully** 为最佳选择。

3. [A] shared

根据本段主题和下段与本段对比句 (there was less agreement...) 可以看出本句应列举领导人的共同理想，故选 **shared**。其余选项均不合文意：**forgot** (忘记) 和 **rejected** (拒绝，驳回，丢弃) 与文意相反；**attained** 意为“达到，获得”，可以说 These nations attained independence. 这些国家获得了独立，但 attain 不能跟 belief 作宾语。

4. [C] open

本题四个选项均常与介词 to 连用，主要从语意角度决定取舍。独立领袖们的理想国家是人人平等，职业不再被特权阶层所把持，而是向有才能的人开放，故选 **open** (开放，敞开)。其余选项均不能充分反映“平等”的主导思想：**related**，“与……相关的”；**close**，“贴近的，关闭的”；**devoted**，“忠实于……的，专用于……的”。

5. [C] right

the **right** to 意为“(享有)……的权利”，the right to private property 即私有财产的权利，符合文意。其余选项虽然也可与介词 to 搭配使用，但与文意不符：**access**，“通路，进入，使用权”；**succession**，“连续，继承权，继位”；**return**，“退回，还回，回归”。

6. [D] Generally

本句紧接上文共同理想继续介绍大多数领导人对新兴国家性质的看法，**Generally** 意为“普遍地，一般地”，符合文意。其余选项与上下文无关：**Presumably** (假定，大概) 表示推测；**Incidentally** (偶然，顺带提及) 多用于引入非主要话题；前后文中没有提供任何支持本句观点的事实或细节，故 **Obviously** (显然地) 也不适用。

7. [B] common

本句结构为 the new nations should be...integrated by...，描述多数领导人对独立后国家性质的看

法，强调国家的主权独立和完整。统一国家的是一整套具有共性的法律，故只能选 **common**（共同的，共有的）。其余选项均不符合文意：**typical** 意为“典型的，有代表性的”，在此无所指；**unique** 强调“与众不同的，唯一的，独一无二，独特的”；**particular** 意为“特别的，特定的”。

8. [A] **freedom**

本段讲独立领导人们对宗教问题的看法，只有“宗教自由”才能作为新兴国家政府需要面对的一个首要问题和教会的地位（position of the church）相提并论，故选 **freedom**。宗教的起源（origin of religion）、宗教的影响（impact of religion）和宗教改革（reform of religion）等问题都不是新政府要立即解决的问题。另外，根据本段其他三句也可判定 freedom 是正确答案。

9. [B] **however**

本题考上下文逻辑关系。上段讲人们的共同看法，本段讲他们对宗教问题的不同观点。插入状语和主语之间的副词常用来表示本句与前句的逻辑关系，四个选项只有 **however**（然而）可以表示逻辑转折，是正确答案。其余选项均不合上下文逻辑：**therefore**（因此，所以）表示因果关系；**indeed**（确实）表示强调；**moreover**（此外，而且）表示递进。

10. [C] **among**

leadership 在此指领导阶层，即本文所讲的独立运动的领袖人物们，他们之间看法分歧要用 **among**，其余介词均不适用。

11. [A] **allowed**

上句提到宗教自由，本句为被动语态，主语 Catholicism（天主教）实为谓语动词的逻辑宾语，**allowed** 有“准许，允许存在”等意思，为最佳选择。其余选项与本段内容无关：**preached** 意为“布道，宣道”，to preach Catholicism 即“宣传天主教”，虽然从单句看可以接受，但与本段主题句无直接关系；**funded**，“资助，为……提供资金”；**granted**，“给予，授予，允许拥有”，作“承认”讲时一般接宾语从句，如：I grant that his explanation is reasonable. 我承认他的解释是合理的。

12. [D] **While**

本题主要考对段落主题的把握及主从句关系的理解。本段讲分歧，从句讲“大多数……”，主句讲“有些……”，两句的结构分别为 Most leaders sought to maintain... 和 some sought to end...，用词既有重复又有对照，典型的对比句式，故选连词 **While**。其他连词都不能表示逻辑转折或对照。

13. [A] **as**

as 作介词用时意为“作为”，maintain Catholicism as the official religion 即“继续把天主教作为（新生国家的）官方宗教”，其余介词在此均不适用。

14. [C] **exclusion**

本段谈宗教问题，本句中 faiths 为 religion 的同义词，other faiths 指除罗马天主教以外的其他宗教信仰；既然上文提到罗马天主教曾是唯一宗教（Roman Catholicism had been...the only one...），不难推知其他宗教曾是被禁止的，故此处应选 **exclusion**（排除在外，不包括）。其余选项均不符合本文所述的“其他宗教信仰”在独立前的状况，所以独立后也不需“终止（end）”：**spread**，“传播，扩展”；**interference**，“干扰”；**influence**，“影响”。

15. [B] **cry**

本题主要考词组。rally 有“集会，示威运动，重整旗鼓，恢复精神”等意思，rallying **cry** 特指“（为号召人们支持某事业或信仰的）大声疾呼或宣传口号（a slogan used to rally support for a cause）”，符合文意：捍卫教会成为保守势力的战斗口号。其余选项均不被 rallying 修饰：**support**，“支持”；**plea**，“恳求，上诉”；**wish**，“愿望”。

16. [D] **promised**

本句中介词短语 in return 是插入成分，本题需填动词，其宾语是 to abolish slavery。本文介绍独立领导人的理想，玻利瓦尔显然是领导人之一，他曾受到过海地的帮助，作为回报，保证在他解放的地区