



2008年 曹其军
考研英语 1

英语

历年试题解析

○ 主编 曹其军

国家行政学院出版社



2008 年曹其军考研英语①

英语历年试题解析

主编	曹其军		
编者	曹其军	魏红	
	王润	章杰	

国家行政学院出版社

图书在版编目 (CIP) 数据

英语历年试题解析/曹其军主编. —北京: 国家行政学院出版社, 2003
(曹其军考研系列)

ISBN 978-7-80140-266-0

I. 英... II. 曹... III. 英语-研究生-入学考试-解题 IV. H319.6

中国版本图书馆 CIP 数据核字 (2003) 第 004076 号

书 名 英语历年试题解析
作 者 曹其军
责任编辑 李锦慧
出版发行 国家行政学院出版社
(北京市海淀区长春桥路 6 号 100089)
电 话 (010) 88517082
经 销 新华书店
印 刷 北京市朝阳印刷厂
版 次 2007 年 2 月北京第 5 版
印 次 2007 年 2 月北京第 1 次印刷
开 本 787 毫米 × 1092 毫米 16 开
印 张 15
字 数 400 千字
书 号 ISBN 978-7-80140-266-0/H · 61
定 价 20.00 元

曹其军老师答考研学子问

(代前言)

考生：曹老师，请问在考研复习中，我们应该如何有效地安排英语复习呢？

曹其军老师：英语学习不可能一蹴而就，必须有一个积累的过程。对于任何复习参加考研的人而言，整个英语复习都必须经过以下三个阶段，对于不同英语基础的人只存在每个阶段花费时间长短的问题，不存在是否需要在某个阶段花费时间的问题：

(一) 第一阶段：独上层楼，望断天涯路

基础训练阶段。因为考研英语考试大纲对我们广大的考生提出了与考研难度系数相当的要求，这个要求不同于大学英语四级或六级的要求，对于广大考生而言，必须要清晰地掌握所有考研英语必须掌握的词汇和语法，这些基础的要求是在考试中取得高分的前提。在复习的第一阶段，要将大部分时间投入基础训练。在第一阶段中对于词汇和语法的复习最好从真题入手。我们反对一开始拿着大纲或类似于大纲的词汇手册进行单词的背诵，对于 5,500 个基本单词我们应当先背核心高频单词，而判断一个单词是否为核心高频单词的标准就是它是否在历年真题中出现过，所以对于单词的背诵我们提出的理念是“通过真题记忆单词”。在解决了主要矛盾之后，我们再拿出词汇手册进行拾漏补缺。

(二) 第二阶段：为伊消得人憔悴，衣带渐宽终不悔

专项剖析各种题型的命题思路和解题方法。第二阶段复习的重点即考研英语的重点是阅读理解和写作。这个阶段仍要立足真题，把过去历年的真题（至少 7 年）进行分类，把阅读放在一起组成阅读专题，完型放在一起组成完型专题，写作也是一样的做法。然后仔细研究每个专题，从中发现命题者的命题思路，再从命题者的思路中寻找化解的方法。注意考生一定要把真题的命题思路和解题方法烂熟于胸。

(三) 第三阶段：蓦然回首，那人却在灯火阑珊处

最后冲刺阶段。该阶段以提高速度为主，坚持每周做 1~2 套模拟试题（在限定时间内完成，包括作文），为每类题型科学合理地分配时间，并根据自身特点对主观题进行估分（尽量稍估低一些），对单题分值较大的阅读和写作应该高度重视。

考生：曹老师，您认为考研英语复习最重要的理念是什么？

曹其军老师：“真题统领一切!!!”这就是考研英语复习最重要的理念。命题组那么多专家一年只专心出一套真题。题目出得不可谓不精，处处陷阱，题题要命。而辅导书的老师们呼啦啦一下子出那么多套题，其命题质量不可能与真题相比。真题比模拟试题更具有针对性，在真题没有搞定的时候不要去研究模拟试题。

在真题里记忆单词，在真题里提高阅读能力，在真题里攻克长难句，在真题里悟出解题要领。考研文章的选材都有继承性，句子的复杂程度、文章的难度和常考的领域都有重复性，选用其他的阅读材料未必与考研贴近。所以精读真题，深入分析每一篇文章的难句结构、段落结构，熟悉常考领域的词汇和引申的意思是提高考研英语成绩的捷径，是必须下的扎实功夫。另外，真题不应只重文章轻解题。在读懂文章后，还有一件事情要做，就是仔细分析题目和答案。考研试题陷阱很多，要慢慢领悟。对于真题是否把握，我们提出三个判断标准：（1）七年真题中没有一个单词是生词；（2）七年真题中没有一个句子是长难句；（3）七年真题中没有一个选项没有分析清楚。

本书由曹其军主编。在本书出版过程中，国家行政学院出版社的李锦慧作为本书的责任编辑，作了认真细致地编辑工作，在此表示感谢。

本书在编写、编辑和出版过程中，尽管我们抱着对广大考生认真负责的精神，高质量、严要求，但由于时间紧、任务重，加上我们水平有限，难免有许多不足、不尽人意之处。敬请广大读者和专家同行不吝赐教、批评指正。

祝考生复习顺利，心想事成，考研成功！

曹其军

2007年2月

目 录

第一篇 2007 年考研英语试题及标准答案与解析

2007 年研究生入学考试英语试题	(1)
2007 年研究生入学考试英语试题标准答案与解析	(10)

第二篇 英语知识运用

一、英语知识运用命题规律及解题技巧	(23)
二、英语知识运用历年试题 (1998 ~ 2006 年)	(25)
三、英语知识运用历年试题 (1998 ~ 2006 年) 答案与解析	(34)

第三篇 阅读理解

第一部分 阅读理解——Part A 多项选择题	(55)
一、阅读理解 A 部分命题规律及解题技巧	(55)
二、阅读理解 A 部分历年试题 (1998 ~ 2006 年)	(59)
三、阅读理解 A 部分历年试题 (1998 ~ 2006 年) 答案与解析	(107)
第二部分 阅读理解——Part B 选择搭配题	(181)
一、阅读理解 B 部分命题规律及解题思路	(181)
二、阅读理解 B 部分历年试题 (2005, 2006 年)	(185)
三、阅读理解 B 部分历年试题 (2005, 2006 年) 答案与解析	(188)
第三部分 阅读理解——Part C 英译汉	(193)
一、阅读理解 C 部分命题规律及解题指导	(193)
二、阅读理解 C 部分历年试题 (1998 ~ 2006 年)	(195)
三、阅读理解 C 部分历年试题 (1998 ~ 2006 年) 参考译文与解析	(202)

第四篇 写 作

第一部分 写作 A 部分——应用文写作	(217)
一、写作 A 部分命题规律及注意事项	(217)
二、写作 A 部分历年试题 (2005, 2006 年)	(217)
三、写作 A 部分历年试题 (2005, 2006 年) 写作指导与参考范文	(218)
第二部分 写作 B 部分——短文写作	(220)
一、写作 B 部分命题特点及写作步骤与技巧	(220)
二、写作 B 部分历年试题 (1998 ~ 2006 年)	(223)
三、写作 B 部分历年试题 (1998 ~ 2006 年) 写作指导与参考范文	(228)

第一篇 2007 年考研英语试题及标准答案与解析

2007 年研究生入学考试英语试题

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

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

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

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

- | | | | |
|-------------------|------------------|----------------|-----------------|
| 1. [A] natives | [B] inhabitants | [C] peoples | [D] individuals |
| 2. [A] confusedly | [B] cheerfully | [C] worriedly | [D] hopefully |
| 3. [A] shared | [B] forgot | [C] attained | [D] rejected |
| 4. [A] related | [B] close | [C] open | [D] devoted |
| 5. [A] access | [B] succession | [C] right | [D] return |
| 6. [A] Presumably | [B] Incidentally | [C] Obviously | [D] Generally |
| 7. [A] unique | [B] common | [C] particular | [D] typical |
| 8. [A] freedom | [B] origin | [C] impact | [D] reform |

- | | | | |
|--------------------------|-----------------------|----------------------------|-------------------------|
| 9. [A] therefore | [B] however | [C] indeed | [D] moreover |
| 10. [A] with | [B] about | [C] among | [D] by |
| 11. [A] allowed | [B] preached | [C] granted | [D] funded |
| 12. [A] Since | [B] If | [C] Unless | [D] While |
| 13. [A] as | [B] for | [C] under | [D] against |
| 14. [A] spread | [B] interference | [C] exclusion | [D] influence |
| 15. [A] support | [B] cry | [C] plea | [D] wish |
| 16. [A] urged | [B] intended | [C] expected | [D] promised |
| 17. [A] controlling | [B] former | [C] remaining | [D] original |
| 18. [A] slower | [B] faster | [C] easier | [D] tougher |
| 19. [A] created | [B] produced | [C] contributed | [D] preferred |
| 20. [A] puzzled by | [B] hostile to | [C] pessimistic about | [D] unprepared for |

Section II Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

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

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

Anders Ericsson, a 58-year-old psychology professor at Florida State University, says he believes strongly in "none of the above." Ericsson grew up in Sweden, and studied nuclear engineering until he realized he would have more opportunity to conduct his own research if he switched to psychology. His first experiment, nearly 30 years ago, involved memory: training a person to hear and then repeat a random series of numbers. "With the first subject, after about 20 hours of training, his digit span had risen from 7 to 20," Ericsson recalls. "He kept improving, and after about 200 hours of training he had risen to over 80 numbers."

This success, coupled with later research showing that memory itself is not genetically determined, led Ericsson to conclude that the act of memorizing is more of a cognitive exercise than an intuitive one.

In other words, whatever inborn differences two people may exhibit in their abilities to memorize, those differences are swamped by how well each person “encodes” the information. And the best way to learn how to encode information meaningfully, Ericsson determined, was a process known as deliberate practice. Deliberate practice entails more than simply repeating a task. Rather, it involves setting specific goals, obtaining immediate feedback and concentrating as much on technique as on outcome.

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

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

Text 2

For the past several years, the Sunday newspaper supplement *Parade* has featured a column called “Ask Marilyn.” People are invited to query Marilyn Vos Savant, who at age 10 had tested at a mental level of someone about 23 years old, that gave her an IQ of 228—the highest score ever recorded. IQ tests ask you to complete verbal and visual analogies, to envision paper after it has been folded and cut, and to deduce numerical sequences, among other similar tasks. So it is a bit confusing when Vos Savant fields such queries from the average Joe (whose IQ is 100) as, what’s the difference between love and fondness? Or what is the nature of luck and coincidence? It’s not obvious how the capacity to visualize ob-

jects 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, the 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 current interests their fledgling adult (as naive or ill-conceived as it may seem) have while becoming a partner in exploring options for the future. Most of all, these new adults must feel that they are respected and supported by a family that appreciates them.

Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (10 points)

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

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

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

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

Section III Writing

Part A

51. Directions:

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

You should write about 100 words on ANSWER SHEET 2. Do not sign your own name at the end of the letter. Use "Li Ming" instead. Do not write the address. (10 points)

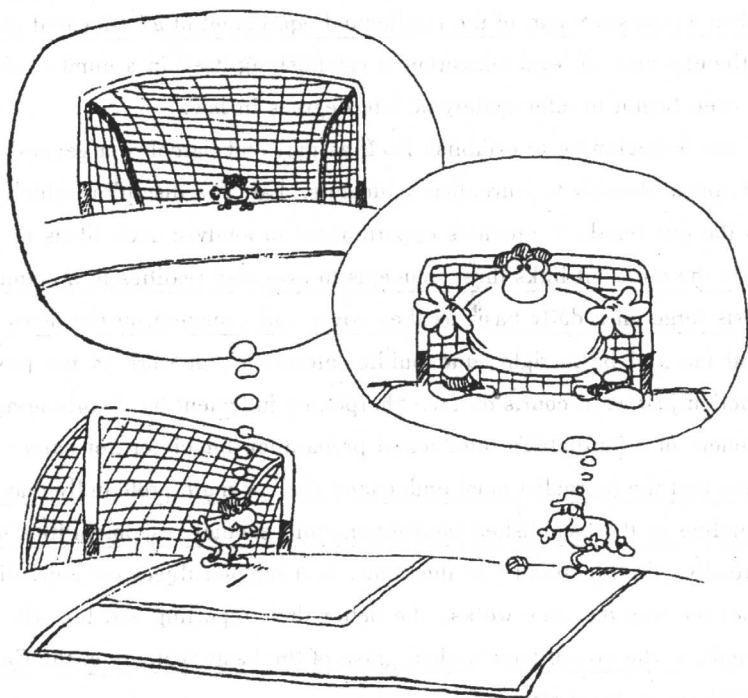
Part B

52. Directions:

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

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

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



2007 年研究生入学考试英语试题标准答案与解析

Section I 英语知识运用

■ 答案与解析

1. B 本题测试词义辨析。“native”意为“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”意为“居民,居住者”,指长期居住在某地的人;“people”意为“人,人们”,本身通常为复数;“individual”意为“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此国家的人民,所以应选 B。
2. D 本题测试词义辨析与搭配。“confusedly”意为“困惑地,混乱地”;“cheerfully”意为“高兴地,愉快地”;“worriedly”意为“担心地,担忧地”;“hopefully”意为“满怀希望地,抱有希望地”。所填