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2008 年考研 英语必备

主编 王长喜

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 中国人民大学出版社

2008 年考研

英语必备

► 主 编 王长喜
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主编 王长喜

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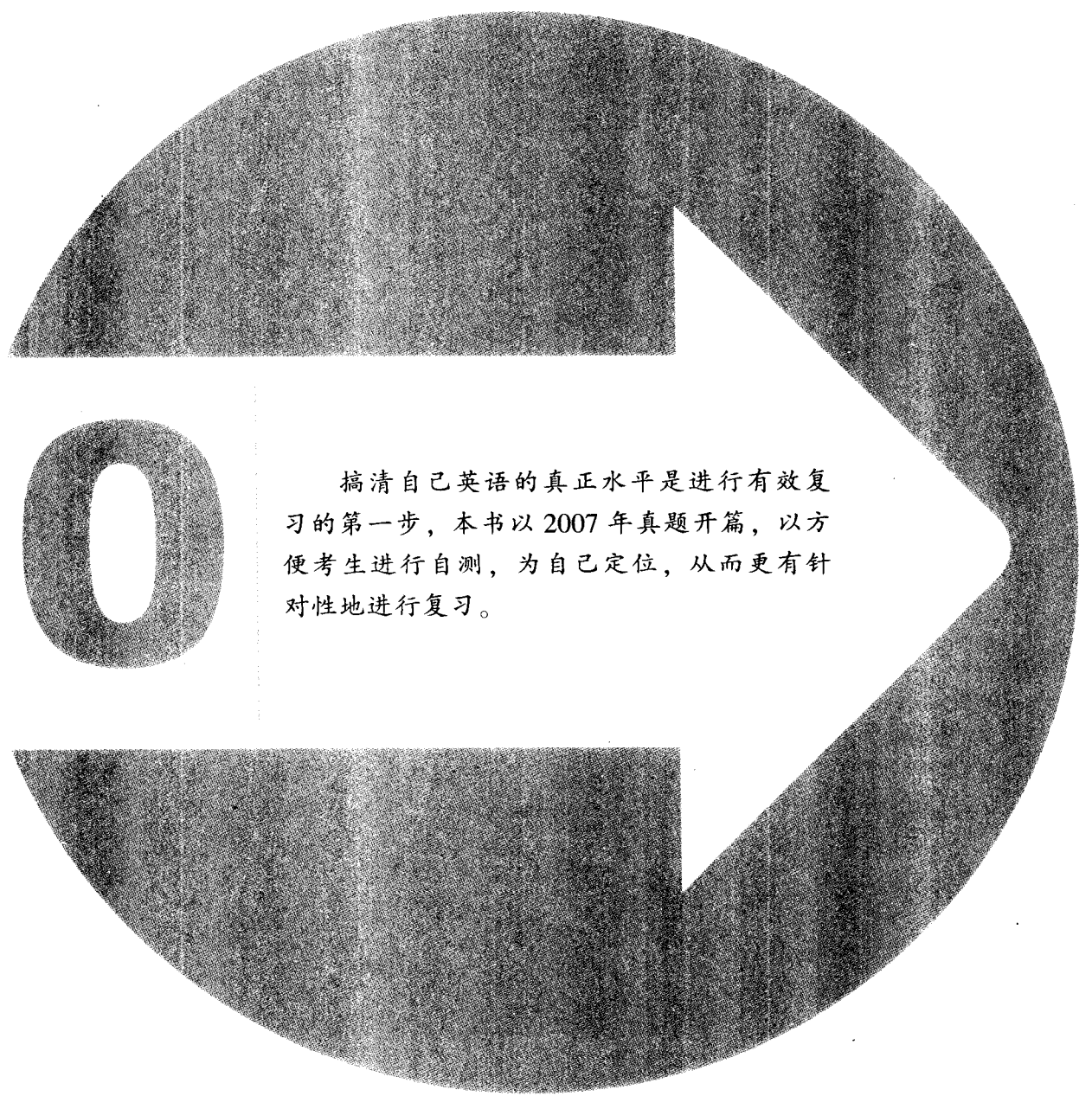
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开卷篇

真题自测



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搞清楚自己英语的真正水平是进行有效复习的第一步，本书以 2007 年真题开篇，以方便考生进行自测，为自己定位，从而更有针对性地进行复习。

2007 年考研英语真题自测

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.

- | | | | |
|---------------------|------------------|-----------------------|--------------------|
| 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] 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 6, 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 fledgling 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



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)

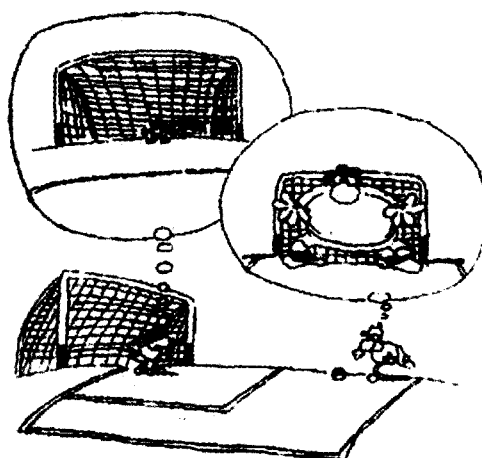
Part B

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 年考研英语真题答案详解

Section I Use of English

【文章大意】本文主要介绍了原西班牙和葡萄牙殖民地解放后在经济、宗教、政治等方面的改革措施及进展情况。

- [B], 语义衔接题。从空格前后的词语很容易判断出这里说的是这些国家的“居民”, 四个选项中只有 [B] 最贴切, [A] “本地人”, 此处不止一个国家, 所以排除; [C] “民族”不符合文义; [D] “个人”强调个体, 而本句中泛指各国人口。
- [D], 语义衔接题。前一句指出各殖民地已经独立, 所以人们对未来的态度应该是积极的, 故排除 [A] 和 [C], 而 [B] “高兴地”和 [D] “充满希望地”中与“未来”搭配最恰当的显然是 [D]。
- [A], 语义衔接题。空格处为句子的谓语, 其含义需从上下文进行推断, 逗号前的分词短语说明了主语 the leaders of independence 生长在殖民主义和旧政体的危机之下, 正是这种环境使得他们分享或者说共同具有了后面的 ideals, 因此谓语应为 [A] shared。干扰项 [C] attained the ideals 搭配成立, 但文章并没有线索说明这些领导人已经达到 (完成) 了他们的理想; 其他两项不合逻辑。
- [C], 语义衔接题。本句的宾语较长, of 后面的几个并列的名词短语是对 ideals 的说明, 符合语境的只有 [C], careers open to talent “面向有才能的人的职业”。干扰项 [A] related 与 to 搭配作 careers 的定语, 在语义上说不通。
- [C], 语义衔接题。由第 3 题的分析可知这些想法应该与殖民主义相对立, 因此他们会提倡私有财产权, 所以空格处应填入 [C] right, 其他三项均不符合文义。
- [D], 语义衔接题。空格前一句叙述了大部分独立国家领袖的共同看法, 本句则承接上句指出他们对新国家的想法, 四个选项中只有 [D] “一般地”符合这种关系。选项 [A] “大概”、[B] “偶然地”、[C] “明显地”均可排除。
- [B], 语义衔接题。本题需选择修饰 set 的形容词, 即一套什么样的法律能使这些独立的新国家结合起来, 适用于 integrated (使成整体, 使一体化) 的法律应该是通用的、共同的, 所以选 [B] common。
- [A], 语义衔接题。第二段主要内容是叙述有的领导人想维持 (maintain), 有的领导人想结束 (end) 罗马天主教的国教地位, 所以应该选 freedom, 也就是说领导人在“宗教自由”问题上的观点不一致。
- [B], 逻辑衔接题。空格后的 there was less agreement ... 是与第一段作比较, 并与第三题照应 (agreement 与 share 语义同现), 由 less 可知此处的逻辑连接词应表示转折, 所以选择 [B]。[A] 表示因果, [C] 表示让步, [D] 表示递进。
- [C], 语义衔接题。解答本题需弄清 agreement “一致”与 leadership “领导层”之间的关系, there be 句型体现了两者的关系, 即“在…中存在…”, 显然本题应选 [C]。选项 [A] 为强干扰项, 注意此处不包含 agree with 的含义。
- [A], 语义衔接题。空格前指出罗马天主教一直是国教, 空格处的词作定语修饰 the only one, 这里的 one 指代 religion, 它是由 the Spanish crown (西班牙王室) 所承认或接受, 选项中 [A] allowed 与 [C] granted 均有“承认”之意, 但 grant 指的是承认 (某事属实), 而 allow 则侧重于 accept, 所以 [A] allowed 确切。
- [D], 逻辑衔接题。空格处需填入逻辑连接词, 由从句的 most leaders sought to maintain ... 和主句的 some sought to end ... 可知两句叙述的是同一群人中相对立的做法, 因此正确答案为 [D] While “在…的同时”。
- [A], 惯用衔接题。由空格前的 maintain 结合上一句提到的天主教的国教地位可以推断出选择 [A] as “作为”, 即保持天主教作为官方宗教的地位。
- [C], 语义衔接题。句中的两个反义词 maintain 和 end 是解题的线索, 既然大部分领导人想维持天主教的官方地位, 那么另外一些人肯定是想结束对其他信仰的排斥 (exclusion), 所以选 [C]。
- [B], 惯用衔接题。a rallying cry 是一个外刊中常用的搭配, 意思为“战斗的口号”。本句意思为: 保卫教会成为了保守力量的战斗口号。
- [D], 语义衔接题。空格前指出 Bolivar (玻利瓦尔) 得到海地政府的帮助, 空格后的 in return 表明他的行动是为了回报帮助, 不定式的内容“废除奴隶制”显然是他的承诺, 故选 [D]。
- [C], 语义衔接题。根据前一句提到的废除已解放地区的奴隶制可知本句的意思应该是: 除了西班牙的未被解放的殖民地, 到 1854 年, 奴隶制在所有 (被解放的) 地方都废除了, 由此推出答案为 [C]。
- [D], 语义衔接题。联系上下文, 我们注意到 By 1854, Early, still 这些时间暗示词, 可以推断最佳答案也是与时间相关的, much 接形容词比较级表示强度更大, 本句是说因为新国家需要财政收入, 所以先前做出取消纳税的承诺实现的 (比废除奴隶制) 就会晚得多, 所以选择 [A] slower。
- [B], 语义衔接题。分析句子结构可知, such policies 与空格词构成定语从句修饰 revenue, 而 such policies 指代的是 Indian tribute and taxes on people of mixed origin, 因此推断新兴国家需要的是这些政策所“产生”的税收, 故选

[B]。

20. [D], 语义衔接题。空格所在句是 fears 的同位语从句, 因此推断所担心的是大众对自我约束和民主还没有做好准备, 故选 [D], 而不可能是选项 [A] “迷惑”、[B] “敌对”和 [C] “悲观”。

Section II Reading Comprehension

Part A

Text 1

【结构分析】本文是一篇关于对天分新看法的科普类议论文。文章以足球运动员的生日多数在上半年这一奇怪现象提出问题, 以心理学家对记忆的研究说明问题, 指出训练对人的成就的重要性。

第一段指出一个奇怪现象: 好的足球运动员一般都在上半年出生; 第二段猜测这一奇怪现象的几个可能的原因; 第三、四段以佛罗里达州立大学心理学教授的研究为例说明记忆并不是天生的, 刻意练习起着非常重要的作用; 第五段以心理学教授的研究为例进一步证明杰出的成就——包括足球, 是训练出来的, 而不是天生的; 同时也解释了文章第一段提出的奇怪现象的原因, 前后呼应。

21. [C], 推理判断题。文章的第一段描述了一种现象: 好的足球运动员大都在上半年出生, 在第二段列举了这种现象原因的几种猜测, 第三、四段通过埃瑞森的实验证明一个事实, 也就是在最后一段才提出来的文章主旨: 杰出的成就是练出来的, 而不是天生的。因此在第一段只是引出了所要谈论的话题, 即 “introduce the topic of what makes expert performance”, 故选 [C]。第一段并没有提到专业训练, 因此排除 [A]; 第一段让人注意的是一个奇怪的现象: 好的足球运动员多在上半年出生, 而不是让人注意世界杯中的足球明星, 排除 [B]; 第一段并没有解释足球运动员表现好的原因, 而是在第二段提出了四个猜测, 最后一段才 “explain” 其真正原因, [D] 也不对。
22. [B], 语义理解题。足球迷父母更可能在足球狂热的高峰期怀孩子, 只有 craze 是 “狂热” 的意思, 因此选 [B]。而 fun “好玩, 有趣” 和后面的 peak 不搭配, 排除 [A]; [C] hysteria “歇斯底里”, 语义太强, 所以排除; 而 [D] excitement “激动”, 意思不符合, 所以也不正确。
23. [A], 推理判断题。第四段第二句话说记忆差别的消除在于 “解码” 的不同, 接着又进一步解释有效解码的最好方式, 可以推断好的记忆取决于有效的信息解码, 也就是 [A], 选项中的 processing 就相当于原文中的 encodes。[B] 表述的意思和第四段第一句话 “...the act of memorizing is more of a cognitive exercise than an intuitive one” 的意思正好相反; 文章没有提到 “psychological factors”, 记忆更不是由基因决定, 因此排除 [C]; 解码的过程就是刻意练习的过程, 刻意练习涉及目标的确定、即时信息反馈和对技巧和结果的重视, 但 [D] 的表述并不全面, 只是第四段最后一句话的片面截取, 没有说明对什么的 concentration。
24. [D], 事实细节题。文章的最后一句话, 也就是文章的主旨, “...expert performers ...are nearly always made, not born.” 说表现杰出者是训练出来的, [D] 正是这句话的同义转述, 选项中的 nurture 是指 “培养”。文章的倒数第二句话 “the trait we commonly call talent is highly overrated” 是说我们高估了平时所说的天分, 而 [C] 却是对这句话的曲解; [A] 和文章的主旨冲突; 生平数据只是埃瑞森和其同事们研究的资料, 而不会是杰出成就的关键, 因此 [B] 是错误的。
25. [C], 推理判断题。本题考查的是对文章主旨大意的判断, 即 “杰出的成就是培养出来的, 而不是天生的”, 所以只有 [C] 项 “熟能生巧” 的含义和文章主旨相近。[A] 的言语强调信念, 排除; [B] 和 [D] 分别意为 “种瓜得瓜, 种豆得豆”, “有其父, 必有其子”, 都和文章主旨没有联系。

Text 2

【结构分析】本文是一篇涉及智力测试的议论文。作者不但介绍了智力测试的方法, 还深入论述了这些测试智力的方法不可靠的几种表现。

第一段以一个极高的 IQ 分数开头, 引出了 IQ 测试的内容。第二段提出问题: 如何测定智力? 第三段列举了两种主要的智力测试方法, 以及其他形式的测试。第四段通过研究说明各种形式的智力测试的缺陷: 测不出创造力和实际能力; 形式变化时, 预测不准确; 压力的大小影响领导能力的测定; 参加测试的技巧也影响测试的分数。

26. [D], 事实细节题。文章第一段第三句话 “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.” 这里说的 IQ 测试方式是概括性的, 而 [D] “Choosing words or graphs similar to the given ones” 则是与前面的测试类似的测试方法, 因此能在智力测试中出现。[A] 项 “回答哲学问题” 在文章中并没有表述, 只是第一段最后一句话中的 “philosophers” 起到干扰作用; 测试中可能会让人想象被折叠和剪切的纸, 而不是 [B] 项中的 “把纸折叠剪切成不同的形状”; 所以排除 [B]; [C] “说出某些概念的不同”, 和第一段第三句话中说的测试没有类似性, 不过文章第四句话中麦瑞林

回答的问题可能会造成干扰。

27. [C], 推理判断题。第三段括号里“both come in adult and children's version”是说斯坦福·毕耐智力量表和韦斯智力量表都有针对成年人和儿童的版本, 既然是两种版本, 就必然有不同, 因此选 [C]。第三段第一句话说 IQ 测试没有以前那样普遍了, 但并不是 IQ 不再是智力的测试标准, 排除 [A]; 第三段第三句话说在书店和万维网上有其他各种形式的测试, 但没有说网络上的 IQ 测试多了, 因此 [B] 错误; [D] 项内容在第三段没有提及, 属于干扰项。
28. [A], 推理判断题。第三段倒数第二句话解释了沃·塞万那样的超高分不会再出现的原因, 即“because scoring is now based on a statistical population distribution among age peers”, 也就是说分数的计算过程不一样了, 所以 [A] 是正确的。第四段罗伯特·J·斯德伯格在其文章中提到“analytical skills”和“creativity”, 但是这和题干所问的问题没有关联, 排除 [B]; [C] 项在文章中没有提及, 因此排除; 第三段第一句话“The defining term of intelligence in humans still seems to be the IQ score”, [D] 项说法和这句话相悖, 所以是错误的。
29. [A], 推理判断题。文章最后一段第一句话就是本段的中心句“Such standardized tests may not assess all the important elements necessary to succeed in school and in life”, 下面都是对这一句话的解释, [A] 是对这一句话的同义转述。最后一段没有提到 IQ 分数和 SAT 的关系, 所以排除 [B]; SAT 测试中的技巧之一就是猜测, 但是我们并不能从中推断出测试中有很多猜测, [C] 是错误的; 文中虽然提到传统测试的不足, 但并没有说其过时, 因此排除 [D]。
30. [B], 观点态度题。考查作者观点的题要通过全文把握。文章在前面几段说明了智力和智力的测试方法, 在最后一段才指出这些测试中的存在的问题, 因此我们可以判断作者对测试是怀疑的态度, 因此选 [B]。

Text 3

【结构分析】本文是一篇关于中产阶级家庭财政问题的论述文。母亲走上工作岗位, 没有了候补养家人的双收入家庭却面临着更大的财政危机。不论是退休保险金, 还是新的医疗保健计划, 中产阶级家庭都处于不利地位, 作者因此预测政治余波的到来。

第一段提出美国中产阶级家庭财政正在发生着变化, 种种原因都可以使中产阶级家庭财政困难; 第二段指出双收入家庭改变了家庭的基本经济情况, 并且指出家庭的财富破裂不能像以前一样通过候补养家人的额外收入来弥补; 第三段进一步指出, 家庭在退休金和医疗保险方面都处于不利地位; 第四段指出中产阶级家庭面临的风险和压力, 而且, 更深一层预见经济方面的影响会波及政治。

31. [C], 推理判断题。文章第二段最后一句话说家庭经济来源中断不能再通过原来呆在家里的配偶的额外收入来弥补, 因此可以推断出现在的家庭更容易受家庭经济的变化影响, 因此选 [C]。第二段倒数第二句话提到“增加劳动力影响”可以协助由失业保险或残疾保险提供的安全网帮助家庭渡过难关, 但是没有提到安全网的消失, 因此 [A] 是错误的, 也没有提到现在的家庭被剥夺了失业保险和残疾保险, 也排除 [D]; 文中并没有提到被解雇的机会增加, 因此排除 [B]。
32. [B], 推理判断题。第三段第三句话说“with retirees trading much or all of their guaranteed payments for payments depending on investment returns”, 由此可以推断退休人的有保障的付款可能会减少, 因此选 [B]。这里也只说了付款取决于投资, 并没有说投资的机会少了, 排除 [C]。整篇文章讲的都是不乐观的经济现象, 而 [A]、[D] 都是说的其正面影响, 因此错误。
33. [D], 观点态度题。文章第三段倒数第二句话“with much higher deductibles and a large new dose of investment risk for families' future healthcare”可以看出医疗保险计划会给家庭带来更多的投资风险, 因此选 [D]。扣除条款多了, 风险大了, 保健的成本也就不会低, 因此排除 [A]; 作者要强调的是医疗保险的带来的风险, 而不是在中产阶级中的流行, 因此 [B] 是错误的; [C] 没有提到, 因此也排除。
34. [C], 推理判断题。文章最后一句话说金融余波已经开始, 政治余波或许也不会远了, 可以推断出金融问题会引起政治问题, 因此选 [C]。[A]、[B] 和 [D] 在最后一段都没有提及, 因此排除。
35. [B], 主旨大意题。纵观全文, 讲的是中产阶级面临的经济的改变带给他们的困难, 只有 [B] 符合文章大意。“警觉的”、“冲突的”和“败落的”中产阶级都不符合文章大意, 因此排除 [A]、[C] 和 [D]。

Text 4

【结构分析】本文是关于信息安全的议论文, 主要讨论了信息泄露的危害及解决办法。第一段引出主题, 信息安全问题日益严峻; 第二段指出几个发生信息泄露事件的知名机构促使管理者提高警惕; 第三、四段引用学者的论述指出信息安全问题必须得到重视而很多老板对此认识不够; 最后一段指出解决信息安全问题的方法就是通过立法进行约束。

36. [D], 主旨大意题。It never rains but it pours. 是一句成语, 意为“不鸣则已, 一鸣惊人”, 而作为文中第一句话, 这一成语是用来引出主题的, 分析本段第二句的结构可知, 主句 a new problem threatens ... 就是论点, 这一新问题即 data insecurity, 显然选项 [D] 正确, 其他三项均为对第二句的错误推断。
37. [A], 事实细节题。答案锁定在第二段。本题题干中的 check 对应文中短语 peering into, find out 对应文中 in search