

考研英语真题分析第一书

 文都教育

# English 2010

## 考研英语

# 历年真题精析

## ——命题剖析及复习指导

策划◎文都考研命题研究中心

主编◎王 舰 钟 平

★定位解析历年考试真题

★全面指导考研战略战术

 原子能出版社

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# Preface

## 前言

从一九九六年至今,文都的研究生考试命题研究氛围愈加浓厚。发展到今天,精品图书层出不穷、一版再版。不断充实的每年春、秋两季图书征订目录,不仅为选择文都课程的莘莘学子获得高质量的学习成果提供了坚实的平台,而且在最广大的考研学子中树立了良好的口碑。我们在欣喜之余不敢有丝毫懈怠,文都考研信息中心经过精心的策划、长期的市场调查,特推出这本《考研英语历年真题精析:命题剖析及复习指导》。“授人以鱼不如授人以渔”,文都独家授课名师结合多年教学总结的经验,对历年真题进行了解析,完形、阅读、阅读新题型、翻译、写作都推出了权威的命题理论,科学的解题指导方法,对历年真题的每一道题目进行最到位的解析,结合研究生考试试题每一题全国平均得分的情况,又特别对每一道全国得分偏低的题目进行特别解析和点拨,指导考生攻破难关从而取得考研英语科目的高分。

市场上已有考研英语历年真题解析方面的图书,其中也有一些不乏严肃认真、有某种独到之处的作品,但很遗憾的是大多匆匆制成,错误太多,避重就轻,文字口语话,远不够研究生考试这种高难度的水平考试应有的深度和严谨。

这本《考研英语历年真题精析:命题剖析及复习指导》在创作的过程中力求博采众长,为广大考研学子节省最宝贵的备考时间提供最有力的帮助。日复一日,字斟句酌,力图做到寥寥数语,精准到位,使备考同学茅塞顿开、举一反三。所有努力体现在这本书的以下特点中:

### 1. 定位解析 掌握核心

我们知道考研英语一套试题满分 100,考试时间为 180 分钟。除写作部分外约有 2800 字数,而占分值 42% 的写作部分要求你必须再完成共约 300 字数的应用文和短文写作。如果你用 40 分钟来完成后面的写作,前面的从完形、阅读、阅读新题型、翻译(分值共占 58%)共七篇文章,50 道题目你需要在 140 分钟内完成,其中翻译部分和后面的写作部分你必须以书面的形式工整地写在答题卡 2 人工阅卷的部分。

大海捞针似地需求答案,考试时间不够用,而且很容易抓错关键语句,浪费时间,答题丢分。只有正确定位解题关键句,不必在次要文段徘徊,才是又快又好答题的核心。《考研英语历年真题精析:命题剖析及复习指导》别出心裁地设计了定位到原文的图表。在图表中题干和考点定位的语句一目了然,在考点定位的语句中对解题的关键句特别突出,【答案】栏目再进行到位解析,难题还有特别点拨。

通过对“定位解析”方法的学习和练习,广大考生能逐渐掌握考试核心能力,遇到任何文章,解答必将得心应手。

## 2. 识别类型 由难变易

在《考研英语历年真题精析:命题剖析及复习指导》这本书中,作者精心研究了各种题型的解题方法,因为目的不只是帮助考生学会解答已经考过的真题,更为重要的是学会每一种题型的解题方法。如翻译四步法,阅读新题型精读选项语句法,以及识别类型方法。例如:对历年真题中英语知识运用即完形填空部分进行分析、归纳,总结完形填空题的试题全部共分为四种基本类型:语义衔接(词汇辨析)、逻辑衔接(固定搭配)、惯用衔接、结构衔接。在本书中就是对历年真题中的完形填空每一道题目概括类型,然后再解答剖析。考生要触类旁通,通过学习真题,真题的解析以及这本书在解题时运用的方法,目的是为了帮助你学会解答一类题!

## 3. 全书精译 一举两得

每一套题都带有全文精译,而且就排在原文的一侧,甚至连每一个选项都精译过了,是本书的另一大亮点。这样做的目的是为了考生彻底了解考研英语的选材、内容。这是为考生提供一种便利,一种学习的途径,和检测自我理解能力的手段。

这本《考研英语历年真题精析:命题剖析及复习指导》经过潜心钻研、细心打磨,终于与广大考生见面了。衷心的希望为你提供的不仅仅是一本研读、复习真题的“宝典”,更重要的在于达到传授最有效的考研英语解题思路和方法的目的。只要我们能够为了人生的目标一起奋斗成功,所有的心血和努力都是值得的!

编 者

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# 2009 年全国硕士研究生入学考试英语试题

## National Entrance Test of English for MA/MS

### Candidates (NETEM)

#### 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)

Research on animal intelligence always makes me wonder just how smart humans are 1 the fruit-fly experiments described in Carl Zimmer's piece in the *Science Times* on Tuesday. Fruit flies who were taught to be smarter than the average fruit fly 2 to live shorter lives. This suggests that 3 bulbs burn longer, that there is a(n) 4 in not being too terrifically bright.

Intelligence, it 5, is a high-priced option. It takes more upkeep, burns more fuel and is slow 6 the starting line because it depends on learning—a (an) 7 process—instead of instinct. Plenty of other species are able to learn, and one of the things they've apparently learned is when to 8.

Is there an adaptive value to 9 intelligence? That's the question behind this new research. I like it. Instead of casting a wistful glance 10 at all the species we've left in the dust I. Q. -wise, it implicitly asks what the real 11 of our own intelligence might be. This is 12 the mind of every animal we've ever met.

Research on animal intelligence also makes me wonder what experiments animals would 13 on humans if they had the chance. Every cat with an owner, 14, is running a small-scale study in operant conditioning. We believe that 15 animals ran the labs, they would test us to 16 the limits of our patience, our faithfulness, our memory for terrain. They would try to decide what intelligence in humans is really 17, not merely how much of it there is. 18, they would hope to study a 19 question: Are humans actually aware of the world they live in? 20 the results are inconclusive.

- |                      |               |                 |                  |
|----------------------|---------------|-----------------|------------------|
| B1. [A] Suppose      | [B] Consider  | [C] Observe     | [D] Imagine      |
| A2. [A] tended       | [B] feared    | [C] happened    | [D] threatened   |
| ✓ A3. [A] thinner    | [B] stabler   | [C] lighter     | [D] dimmer       |
| B4. [A] tendency     | [B] advantage | [C] inclination | [D] priority     |
| ✓ L5. [A] insists on | [B] sums up   | [C] turns out   | [D] puts forward |
| A6. [A] off          | [B] behind    | [C] over        | [D] along        |



- |                     |                   |                |                  |
|---------------------|-------------------|----------------|------------------|
| 7. [A] incredible   | [B] spontaneous   | [C] inevitable | [D] gradual      |
| 8. [A] fight        | [B] doubt         | [C] stop       | [D] think        |
| 9. [A] invisible    | [B] limited       | [C] indefinite | [D] different    |
| 10. [A] upward      | [B] forward       | [C] afterward  | [D] backward     |
| 11. [A] features    | [B] influences    | [C] results    | [D] costs        |
| 12. [A] outside     | [B] on            | [C] by         | [D] across       |
| 13. [A] deliver     | [B] carry         | [C] perform    | [D] apply        |
| 14. [A] by chance   | [B] in contrast   | [C] as usual   | [D] for instance |
| 15. [A] if          | [B] unless        | [C] as         | [D] lest         |
| 16. [A] moderate    | [B] overcome      | [C] determine  | [D] reach        |
| 17. [A] at          | [B] for           | [C] after      | [D] with         |
| 18. [A] Above all   | [B] After all     | [C] However    | [D] Otherwise    |
| 19. [A] fundamental | [B] comprehensive | [C] equivalent | [D] hostile      |
| 20. [A] By accident | [B] In time       | [C] So far     | [D] Better still |

## Section II Reading Comprehension

### Part A

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

Habits are a funny thing. We reach for them mindlessly, setting our brains on auto-pilot and relaxing into the unconscious comfort of familiar routine. "Not choice, but habit rules the unreflecting herd," William Wordsworth said in the 19th century. In the ever-changing 21st century, even the word "habit" carries a negative implication.

So it seems paradoxical to talk about habits in the same context as creativity and innovation. But brain researchers have discovered that when we consciously develop new habits, we create parallel synaptic paths, and even entirely new brain cells, that can jump our trains of thought onto new, innovative tracks.

Rather than dismissing ourselves as unchangeable creatures of habit, we can instead direct our own change by consciously developing new habits. In fact, the more new things we try—the more we step outside our comfort zone—the more inherently creative we become, both in the workplace and in our personal lives.

But don't bother trying to kill off old habits; once those ruts of procedure are worn into the brain, they're there to stay. Instead, the new habits we deliberately ingrain into ourselves create parallel pathways that can bypass those old roads.

"The first thing needed for innovation is a fascination with wonder," says Dawna Markova, author



of *The Open Mind*. “But we are taught instead to ‘decide,’ just as our president calls himself ‘the Decider.’” She adds, however, that “to decide is to kill off all possibilities but one. A good innovative thinker is always exploring the many other possibilities.”

All of us work through problems in ways of which we’re unaware, she says. Researchers in the late 1960s discovered that humans are born with the capacity to approach challenges in four primary ways: analytically, procedurally, relationally (or collaboratively) and innovatively. At the end of adolescence, however, the brain shuts down half of that capacity, preserving only those modes of thought that have seemed most valuable during the first decade or so of life.

The current emphasis on standardized testing highlights analysis and procedure, meaning that few of us inherently use our innovative and collaborative modes of thought. “This breaks the major rule in the American belief system—that anyone can do anything,” explains M. J. Ryan, author of the 2006 book *This Year I Will...* and Ms. Markova’s business partner. “That’s a lie that we have perpetuated, and it fosters commonness. Knowing what you’re good at and doing even more of it creates excellence.” This is where developing new habits comes in.

21. In Wordsworth’s view, “habits” is characterized by being \_\_\_\_\_.  
 [A] casual. [B] familiar. [C] mechanical. [D] changeable.
22. Brain researchers have discovered that the formation of new habits can be \_\_\_\_\_.  
 [A] predicted. [B] regulated. [C] traced. [D] guided.
23. The word “ruts” (line 1, paragraph 4) is closest in meaning to \_\_\_\_\_.  
 [A] tracks. [B] series. [C] characteristics. [D] connections.
24. Dawna Markova would most probably agree that \_\_\_\_\_.  
 [A] ideas are born of a relaxing mind. [B] innovativeness could be taught.  
 [C] decisiveness derives from fantastic ideas. [D] curiosity activates creative minds.
25. Ryan’s comments suggest that the practice of standard testing \_\_\_\_\_.  
 [A] prevents new habits from being formed.  
 [B] no longer emphasizes commonness.  
 [C] maintains the inherent American thinking mode.  
 [D] complies with the American belief system.

## Text 2

It is a wise father that knows his own child, but today a man can boost his paternal (fatherly) wisdom—or at least confirm that he’s the kid’s dad. All he needs to do is shell out \$30 for a paternity testing kit (PTK) at his local drugstore—and another \$120 to get the results.

More than 60,000 people have purchased the PTKs since they first became available without prescriptions last years, according to Doug Fogg, chief operating officer of Identigene, which makes the over-the-counter kits. More than two dozen companies sell DNA tests directly to the public, ranging in price from a few hundred dollars to more than \$2500.

Among the most popular : paternity and kinship testing , which adopted children can use to find their biological relatives and families can use to track down kids put up for adoption. DNA testing is also the latest rage among passionate genealogists—and supports businesses that offer to search for a family's geographic roots.

Most tests require collecting cells by swabbing saliva in the mouth and sending it to the company for testing. All tests require a potential candidate with whom to compare DNA.

But some observers are skeptical, "There is a kind of false precision being hawked by people claiming they are doing ancestry testing," says Trey Duster, a New York University sociologist. He notes that each individual has many ancestors—numbering in the hundreds just a few centuries back. Yet most ancestry testing only considers a single lineage, either the Y chromosome inherited through men in a father's line or mitochondrial DNA, which is passed down only from mothers. This DNA can reveal genetic information about only one or two ancestors, even though, for example, just three generations back people also have six other great-grandparents or, four generations back, 14 other great-great-grandparents.

Critics also argue that commercial genetic testing is only as good as the reference collections to which a sample is compared. Databases used by some companies don't rely on data collected systematically but rather lump together information from different research projects. This means that a DNA database may have a lot of data from some regions and not others, so a person's test results may differ depending on the company that processes the results. In addition, the computer programs a company uses to estimate relationships may be patented and not subject to peer review or outside evaluation.

26. In paragraphs 1 and 2 , the text shows PTK's

DA

[A] easy availability.

[B] flexibility in pricing.

[C] successful promotion.

[D] popularity with households.

27. PTK is used to

C

[A] locate one's birth place.

[B] promote genetic research.

[C] identify parent-child kinship.

[D] choose children for adoption.

28. Skeptical observers believe that ancestry testing fails to

DD

[A] trace distant ancestors.

[B] rebuild reliable bloodlines.

[C] fully use genetic information.

[D] achieve the claimed accuracy.

29. In the last paragraph , a problem commercial genetic testing faces is

A

[A] disorganized data collection.

[B] overlapping database building.

[C] excessive sample comparison.

[D] lack of patent evaluation.

30. An appropriate title for the text is most likely to be

BA

[A] Fors and Againsts of DNA Testing

[B] DNA Testing and It's Problems

[C] DNA Testing Outside the Lab

[D] Lies behind DNA Testing

## Text 3

The relationship between formal education and economic growth in poor countries is widely misunderstood by economists and politicians alike. Progress in both areas is undoubtedly necessary for the social, political and intellectual development of these and all other societies; however, the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong. We are fortunate that is it, because building new educational systems there and putting enough people through them to improve economic performance would require two or three generations. The findings of a research institution have consistently shown that workers in all countries can be trained on the job to achieve radically higher productivity and, as a result, radically higher standards of living.

Ironically, the first evidence for this idea appeared in the United States. Not long ago, with the country entering a recession and Japan at its pre-bubble peak, the U. S. workforce was derided as poorly educated and one of the primary cause of the poor U. S. economic performance. Japan was, and remains, the global leader in automotive-assembly productivity. Yet the research revealed that the U. S. factories of Honda, Nissan, and Toyota achieved about 95 percent of the productivity of their Japanese counterparts—a result of the training that U. S. workers received on the job.

More recently, while examining housing construction, the researchers discovered that illiterate, non-English-speaking Mexican workers in Houston, Texas, consistently met best-practice labor productivity standards despite the complexity of the building industry's work.

What is the real relationship between education and economic development? We have begun to suspect that continuing economic growth promotes the development of education even when governments don't force it. After all, that's how education got started. When our ancestors were hunters and gatherers 10,000 years ago, they didn't have time to wonder much about anything besides finding food. Only when humanity began to get its food in a more productive way was there time for other things.

As education improved, humanity's productivity potential increased as well. When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education. This increasingly high level of education is probably a necessary, but not a sufficient, condition for the complex political systems required by advanced economic performance. Thus poor countries might not be able to escape their poverty traps without political changes that may be possible only with broader formal education. A lack of formal education, however, doesn't constrain the ability of the developing world's workforce to substantially improve productivity for the foreseeable future. On the contrary, constraints on improving productivity explain why education isn't developing more quickly there than it is.

31. The author holds in paragraph 1 that the importance of education in poor countries \_\_\_\_\_  
[A] is subject to groundless doubts. [B] has fallen victim of bias.  
[C] is conventionally downgraded. [D] has been overestimated.
32. It is stated in paragraph 1 that construction of a new educational system \_\_\_\_\_

[A] challenges economists and politicians.

[B] takes efforts of generations.

[C] demands priority from the government.

[D] requires sufficient labor force.

33. A major difference between the Japanese and U. S workforces is that \_\_\_\_\_

[A] the Japanese workforce is better disciplined.

[B] the Japanese workforce is more productive.

[C] the U. S workforce has a better education.

[D] the U. S workforce is more organized.

34. The author quotes the example of our ancestors to show that education emerged \_\_\_\_\_

[A] when people had enough time.

[B] prior to better ways of finding food.

[C] when people no longer went hungry.

[D] as a result of pressure on government.

35. According to the last paragraph, development of education \_\_\_\_\_

[A] results directly from competitive environments.

[B] does not depend on economic performance.

[C] follows improved productivity.

[D] cannot afford political changes.

#### Text 4

The most thoroughly studied intellectuals in the history of the New World are the ministers and political leaders of seventeenth-century New England. According to the standard history of American philosophy, nowhere else in colonial America was "so much important attached to intellectual pursuits." According to many books and articles, New England's leaders established the basic themes and preoccupations of an unfolding, dominant Puritan tradition in American intellectual life.

To take this approach to the New Englanders normally mean to start with the Puritans' theological innovations and their distinctive ideas about the church—important subjects that we may not neglect. But in keeping with our examination of southern intellectual life, we may consider the original Puritans as carriers of European culture adjusting to New World circumstances. The New England colonies were the scenes of important episodes in the pursuit of widely understood ideals of civility and virtuosity.

The early settlers of Massachusetts Bay included men of impressive education and influence in England. Besides the ninety or so learned ministers who came to Massachusetts church in the decade after 1629, there were political leaders like John Winthrop, an educated gentleman, lawyer, and official of the Crown before he journeyed to Boston. These men wrote and published extensively, reaching both New World and Old World audiences, and giving New England an atmosphere of intellectual earnestness.

We should not forget, however, that most New Englanders were less well educated. While few craftsmen or farmers, let alone dependents and servants, left literary compositions to be analyzed, it is obvious that their views were less fully intellectualized. Their thinking often had a traditional superstitions quality. A tailor named John Dane, who emigrated in the late 1630s, left an account of his reasons for leaving England that is filled with signs. Sexual confusion, economic frustrations, and religious hope—all name together in a decisive moment when he opened the Bible, told his father the first line he saw would settle his fate, and read the magical words: "come out from among them, touch no unclean thing, and I will be your God and you shall be my people." One wonders what Dane thought of the careful sermons explaining the Bible that he heard in puritan churches.

Meanwhile, many settlers had slighter religious commitments than Dane's, as one clergyman learned in confronting folk along the coast who mocked that they had not come to the New world for religion. "Our main end was to catch fish."

36. The author holds that in the seventeenth-century New England DB  
 [A] Puritan tradition dominated political life.  
 [B] intellectual interests were encouraged.  
 [C] politics benefited much from intellectual endeavors.  
 [D] intellectual pursuits enjoyed a liberal environment.
37. It is suggested in Paragraph 2 that New Englanders DB  
 [A] experienced a comparatively peaceful early history.  
 [B] brought with them the culture of the Old World.  
 [C] paid little attention to southern intellectual life.  
 [D] were obsessed with religious innovations.
38. The early ministers and political leaders in Massachusetts Bay D  
 [A] were famous in the New World for their writings.  
 [B] gained increasing importance in religious affairs.  
 [C] abandoned high positions before coming to the New World.  
 [D] created a new intellectual atmosphere in New England.
39. The story of John Dane shows that less well-educated New Englanders were often D  
 [A] influenced by superstitions. [B] troubled with religious beliefs.  
 [C] puzzled by church sermons. [D] frustrated with family earnings.
40. The text suggests that early settlers in New England C  
 [A] were mostly engaged in political activities. [B] were motivated by an illusory prospect.  
 [C] came from different intellectual backgrounds. [D] left few formal records for later reference.

## Part B

### Directions:

In the following text, some sentences have been removed. For Questions (41-45), choose the most suitable one from the list A-G to fit into each of the numbered blank. There are two extra choices, which do not fit in any of the gaps. Mark your answers on ANSWER SHEET 1. (10 points)

Coinciding with the groundbreaking theory of biological evolution proposed by British naturalist Charles Darwin in the 1860s, British social philosopher Herbert Spencer put forward his own theory of biological and cultural evolution. Spencer argued that all worldly phenomena, including human societies, changed over time, advancing toward perfection. 41. \_\_\_\_\_

American social scientist Lewis Henry Morgan introduced another theory of cultural evolution in the late 1800s. Morgan, along with Tylor, was one of the founders of modern anthropology. In his work, he

attempted to show how all aspects of culture changed together in the evolution of societies. 42. \_\_\_\_\_

In the early 1900s in North America, German-born American anthropologist Franz Boas developed a new theory of culture known as historical particularism. Historical particularism, which emphasized the uniqueness of all cultures, gave new direction to anthropology. 43. \_\_\_\_\_

Boas felt that the culture of any society must be understood as the result of a unique history and not as one of many cultures belonging to a broader evolutionary stage or type of culture. 44. \_\_\_\_\_

Historical particularism became a dominant approach to the study of culture in American anthropology, largely through the influence of many students of Boas. ~~But~~ a number of anthropologists in the early 1900s also rejected the particularist theory of culture in favor of diffusionism. Some attributed virtually every important cultural achievement to the inventions of a few, especially gifted peoples that, according to diffusionists, then spread to other cultures. 45. \_\_\_\_\_

Also in the early 1900s, French sociologist Emile Durkheim developed a theory of culture that would greatly influence anthropology. Durkheim proposed that religious beliefs functioned to reinforce social solidarity. An interest in the relationship between the function of society and culture—known as functionalism—became a major theme in European, and especially British, anthropology.

- 43 [A] Other anthropologists believed that cultural innovations, such as inventions, had a single origin and passed from society to society. This theory was known as diffusionism.
- 44 [B] In order to study particular cultures as completely as possible, Boas became skilled in linguistics, the study of languages, and in physical anthropology, the study of human biology and anatomy.
- 45 [C] He argued that human evolution was characterized by a struggle he called the “survival of the fittest,” in which weaker races and societies must eventually be replaced by stronger, more advanced races and societies.
- [D] They also focused on important rituals that appeared to preserve a people’s social structure, such as initiation ceremonies that formally signify children’s entrance into adulthood.
- [E] Thus, in his view, diverse aspects of culture, such as the structure of families, forms of marriage, categories of kinship, ownership of property, forms of government, technology, and systems of food production, all changed as societies evolved.
- [F] Supporters of the theory viewed as a collection of integrated parts that work together to keep a society functioning.
- 165 [G] For example, British anthropologists Grafton Elliot Smith and W. J. Perry incorrectly suggested, on the basis of inadequate information, that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world. In fact, all of these cultural developments occurred separately at different times in many parts of the world.

## Part C

### Directions:

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

There is a marked difference between the education which every one gets from living with others, and the deliberate educating of the young. In the former case the education is incidental; it is natural and important, but it is not the express reason of the association. (46) It may be said that the measure of the worth of any social institution is its effect in enlarging and improving experience; but this effect is not a part of its original motive. Religious associations began, for example, in the desire to secure the favor of overruling powers and to ward off evil influences; family life in the desire to gratify appetites and secure family perpetuity; systematic labor, for the most part, because of enslavement to others, etc. (47) Only gradually was the by-product of the institution noted, and only more gradually still was this effect considered as a directive factor in the conduct of the institution. Even today, in our industrial life, apart from certain values of industriousness and thrift, the intellectual and emotional reaction of the forms of human association under which the world's work is carried on receives little attention as compared with physical output.

But in dealing with the young, the fact of association itself as an immediate human fact, gains in importance. (48) While it is easy to ignore in our contact with them the effect of our acts upon their disposition, it is not so easy as in dealing with adults. The need of training is too evident; the pressure to accomplish a change in their attitude and habits is too urgent to leave these consequences wholly out of account. (49) Since our chief business with them is to enable them to share in a common life we cannot help considering whether or not we are forming the powers which will secure this ability. If humanity has made some headway in realizing that the ultimate value of every institution is its distinctively human effect we may well believe that this lesson has been learned largely through dealings with the young.

(50) We are thus led to distinguish, within the broad educational process which we have been so far considering, a more formal kind of education—that of direct tuition or schooling. In undeveloped social groups, we find very little formal teaching and training. These groups mainly rely for instilling needed dispositions into the young upon the same sort of association which keeps the adults loyal to their group.

## Section III Writing

### Part A

#### 51. Directions:

*Restrictions on the use of plastic bags have not been so successful in some regions. "White pollution" is still going on. Write a letter to the editor(s) of your local newspaper to*

*1) give your opinions briefly and,*



2) make two or three suggestions

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

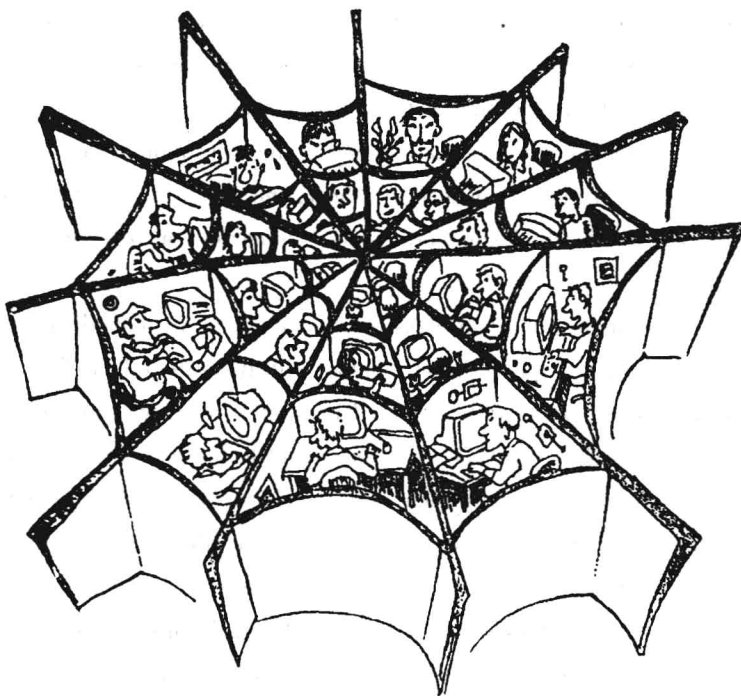
## Part B

### 52. Directions:

In your essay, you should

- 1) describe the drawing briefly,
- 2) explain its intended meaning, and then
- 3) give your comments.

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



网络的“近”与“远”

implicitly

# 2009 年全国硕士研究生入学考试英语试题答案与解析

## 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)

Research on animal intelligence always makes me wonder just how smart humans are. 1 the fruit-fly experiments described in Carl Zimmer's piece in the *Science Times* on Tuesday. Fruit flies who were taught to be smarter than the average fruit fly 2 to live shorter lives. This suggests that 3 bulbs burn longer, that there is a(n) 4 in not being too terrifically bright.

Intelligence, it 5, is a high-priced option. It takes more upkeep, burns more fuel and is slow 6 the starting line because it depends on learning—a (an) 7 process—instead of instinct. Plenty of other species are able to learn, and one of the things they've apparently learned is when to 8.

Is there an adaptive value to 9 intelligence? That's the question behind this new research. I like it. Instead of casting a wistful glance 10 at all the species we've left in the dust I. Q.-wise, it implicitly asks what the real 11 of our own intelligence might be. This is 12 the mind of every animal we've ever met.

*implicitly asks*

Research on animal intelligence also makes me wonder what experiments animals would 13 on humans if they had the chance. Every cat with an owner, 14, is running a small-scale study in operant conditioning. We believe that 15 animals ran the labs, they would test us to 16 the limits of our patience, our faithfulness, our memory for terrain.

*experiments*

对动物智能进行的研究总是让我想了解人类到底有多聪明。不妨考虑一下卡尔·齐默周二发表在《科学时报》杂志上的对于果蝇实验的描述,那些学得比普通果蝇更聪明的果蝇往往寿命比较短。这让人想起比较暗淡的灯泡照明时间反而比较长,不那么聪明也有自身的优势。

事实证明,聪明是一种昂贵的选择。它需要更多的保养,消耗更多的燃料,起步慢,这是因为聪明依赖学习——一个渐进的过程——而不是本能。许多其他物种都能够学习,它们显然已经学会的一件事就是什么时候停止学习。

是否有一个有限聪明的适应值呢?这是该项研究背后的问题。我喜欢它。该研究不是要我们对那些在智力方面已被人类远远抛在后面的物种投以悲怜的眼光,而是含蓄地提出一个问题:人类智慧的真正代价可能是什么。而这是我们遇见所有动物都在思考的问题。

研究动物智能也让我想知道如果动物有机会的话,它们会对人类进行何种实验。例如,每一只有主人的猫都在进行一项有关操作性条件反射的小规模研究。我认为,如果让动物管理实验室的话,它们会对我们进行测试,来确定我们的忍耐力、我们的忠诚度、我们对地域的