

历年考研英语 (配套资料) 真题解析及复习思路



十八年考研英语 (1991-2008) 真题精选与标准答案

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十八年英语真题精选与标准答案

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前言

硕士研究生入学全国统一考试是国家选拔硕士研究生的主要途径,是我国已实行的全国统一考试的教育考试项目中层次最高的考试。教育部考试中心每年负责组织命题专家进行试题命制并对试题给出标准答案。对这些试题进行精选并汇编成册,既能起到保存历史考试资料的作用,又能帮助考生了解研究生入学考试试题改革的有关情况,尽快熟悉试题的形式、内容和要求,以提高考试成绩。

如何使用英语历年真题?这是当前考生最关心,也是最迫切需要解决的问题。许多考生在进行英语备考时,常常认为英语真题只要做一遍就够了,他们甚至认为多做真题是浪费时间,不如去做一些“××篇阅读理解”更实际一些。很显然,这些考生对英语真题重视不够。但那些考研英语成绩在75分以上的大部分考生则对英语历年真题至少研究三遍,这些考生甚至对大部分阅读理解文章都能够熟练地背诵。关于英语真题的使用大致可以划分为以下三个阶段:

第一阶段 做真题,找差距

本资料汇编的十八年真题大致可以分为三个时期:

(1)1998年以前,主要由北京大学的毕金献教授主持英语命题工作。这期间的试题特点是设问比较直接,试题选项之间的干扰项比较明显。这期间的试题从总体上感觉比较简单。

(2)1999年至2003年,这期间主要由本书主编张剑教授主持英语命题工作。这期间的试题特点是干扰项迷惑性大,不再仅仅注重对英美文化背景知识的考察,而是更加注重对所选择材料本身的理解。一些辅导班老师传授的所谓的“方法和技巧”以及解题的“万能模式”几乎全部失去其效用。

(3)2004年至今,这期间主要在保持1999年至2003年试题命制特点的基础上注重对试卷结构的改革和调整。如取消听力测试试题、增加阅读理解的新题型和增加英语应用文的写作。就命题的思路和特点而言,基本没有做多大的变化。

考生在第一阶段做真题时,最好将十八年试题三个组来练习,1991~1998,1999~2003,2004~2008。具体方法是:先使用我们赠送的小册子来进行练习。在做题时不要强行规定时间,但必须要把整套试题都要做完。并且切记不要在小册子上进行勾划,所有答案均写在草稿纸上。做完一组试题后,不要着急对答案。然后,去看《英语思路》一书中各部分“命题的特点和规律”,在认真阅读了该部分的内容后,重新对该组试题再做一遍,看看自己两次做题的结果的差别,之后,再去对答案,看看自己哪些试题做对了,哪些试题做错了,做错的试题错在什么地方。这样做的原因是:考生在做第一遍时,主要测试的是自己平时的英语水平;在做第二遍时,是在命题专家的指导下进行的,主要测试的是自己对命题专家的指导领会了多少。

第二阶段 读真题,找感觉

经过第一轮复习,考生对英语考试的题型和内容都有一个比较简单的理解。因此,在第二阶段,考生应该对真题文章进行精读。《英语思路》的编排体例在这里的优势就突显出来,它把相同题材的文章分类为“社会生活”、“科普”、“商业经济”和“文化教育”四大类。这样编排后非常便于考生熟悉英语试题的题材内容。

具体方法是:考生将要进行精读的文章选定后,首先应当熟悉该篇文章的核心词汇和超纲词汇(《英语思路》有罗列),这样在阅读时不至于因词汇问题影响阅读速度。考生可以选择一僻静的地方大声地朗读这四篇文章,尽可能每篇文章都要读两遍以上。在读第二遍时要适当注意一下文章的组织结构问题。在对文章进行精读后,再去《英语思路》一书中的试题和解析,包括长难句分析和佳句赏析等内容。这一阶段考生所需要解决的问题是:各种题材的文章大致命制什么样的题型,它的命题点在什么地方?

第三阶段 背题干,找方法

经过第二轮的复习,考生对英语试题有了更深刻的认识 and 了解。因此,第三阶段主要是提升阅读速度,掌握解题方法。具体方法是:背诵《英语思路》在分析各种题型时总结的命题模式,也就是题干内容。再次总结第二轮复习中掌握的文章的命题点以及各种题型的解题方法。经过上述三个阶段的复习,考生的考研英语成绩定能产生质的飞跃。

再次,预祝考生金榜题名!!!

总策划 张剑锋

2008年2月18日

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2008 年全国硕士研究生入学统一考试英语试题

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)

The idea that some groups of people may be more intelligent than others is one of those hypotheses that dare not speak its name. But Gregory Cochran is 1 to say it anyway. He is that 2 bird, a scientist who works independently 3 any institution. He helped popularize the idea that some diseases not 4 thought to have a bacterial cause were actually infections, which aroused much controversy when it was first suggested.

5 he, however, might tremble at the 6 of what he is about to do. Together with another two scientists, he is publishing a paper which not only 7 that one group of humanity is more intelligent than the others, but explains the process that has brought this about. The group in 8 are a particular people originated from central Europe. The process is natural selection.

This group generally do well in IQ tests, 9 12–15 points above the 10 value of 100, and have contributed 11 to the intellectual and cultural life of the West, as the 12 of their elites, including several world-renowned scientists, 13. They also suffer more often than most people from a number of nasty genetic diseases, such as breast cancer. These facts, 14, have previously been thought unrelated. The former has been 15 to social effects, such as a strong tradition of 16 education. The latter was seen as a (an) 17 of genetic isolation. Dr Cochran suggests that the intelligence and the diseases are intimately 18. His argument is that the unusual history of these people has 19 them to unique evolutionary pressures that have resulted in this 20 state of affairs.

- | | | | |
|---|--|--|---|
| 1. [A] selected | [B] <input checked="" type="checkbox"/> prepared | [C] obliged | [D] pleased |
| 2. <input checked="" type="checkbox"/> unique | [B] particular | [C] special | [D] rare |
| 3. [A] of | [B] with | [C] <input checked="" type="checkbox"/> in | [D] against |
| 4. [A] subsequently | [B] presently | [C] <input checked="" type="checkbox"/> previously | [D] lately |
| 5. [A] <input checked="" type="checkbox"/> Only | [B] So | [C] Even | [D] Hence |
| 6. [A] <input checked="" type="checkbox"/> thought | [B] sight | [C] cost | [D] risk |
| 7. [A] advises | [B] suggests | [C] <input checked="" type="checkbox"/> protests | [D] objects |
| 8. [A] <input checked="" type="checkbox"/> progress | [B] fact | [C] need | [D] question |
| 9. [A] attaining | [B] <input checked="" type="checkbox"/> scoring | [C] reaching | [D] calculating |
| 10. [A] normal | [B] <input checked="" type="checkbox"/> common | [C] mean | [D] total |
| 11. [A] unconsciously | [B] disproportionately | [C] indefinitely | [D] unaccountably |
| 12. [A] missions | [B] fortunes | [C] interests | [D] <input checked="" type="checkbox"/> careers |

- | | | | |
|---|--|---|--|
| 13. [A] affirm | [B] witness | [C] observe | <input checked="" type="checkbox"/> [D] approve |
| 14. [A] moreover | [B] therefore | <input checked="" type="checkbox"/> [C] however | [D] meanwhile |
| 15. [A] given up | <input checked="" type="checkbox"/> [B] got over | [C] carried on | [D] put down |
| 16. <input checked="" type="checkbox"/> [A] assessing | [B] supervising | [C] administering | [D] valuing |
| 17. [A] development | [B] origin | [C] consequence | <input checked="" type="checkbox"/> [D] instrument |
| 18. <input checked="" type="checkbox"/> [A] linked | [B] integrated | [C] woven | [D] combined |
| 19. [A] limited | [B] subjected | [C] converted | <input checked="" type="checkbox"/> [D] directed |
| 20. [A] paradoxical | <input checked="" type="checkbox"/> [B] incompatible | [C] inevitable | [D] continuous |

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

While still catching-up to men in some spheres of modern life, women appear to be way ahead in at least one undesirable category. "Women are particularly susceptible to developing depression and anxiety disorders in response to stress compared to men," according to Dr. Yehuda, chief psychiatrist at New York's Veteran's Administration Hospital.

Studies of both animals and humans have shown that sex hormones somehow affect the stress response, causing females under stress to produce more of the trigger chemicals than do males under the same conditions. In several of the studies, when stressed-out female rats had their ovaries (the female reproductive organs) removed, their chemical responses became equal to those of the males.

Adding to a woman's increased dose of stress chemicals, are her increased "opportunities" for stress. "It's not necessarily that women don't cope as well. It's just that they have so much more to cope with," says Dr. Yehuda. "Their capacity for tolerating stress may even be greater than men's," she observes, "it's just that they're dealing with so many more things that they become worn out from it more visibly and sooner."

Dr. Yehuda notes another difference between the sexes. "I think that the kinds of things that women are exposed to tend to be in more of a chronic or repeated nature. Men go to war and are exposed to combat stress. Men are exposed to more acts of random physical violence. The kinds of interpersonal violence that women are exposed to tend to be in domestic situations, by, unfortunately, parents or other family members, and they tend not to be one-shot deals. The wear-and-tear that comes from these longer relationships can be quite devastating."

Adeline Alvarez married at 18 and gave birth to a son, but was determined to finish college. "I struggled a lot to get the college degree. I was living in so much frustration that that was my escape, to go to school, and get ahead and do better." Later, her marriage ended and she became a single mother. "It's the hardest thing to take care of a teenager, have a job, pay the rent, pay the car payment, and pay the debt. I lived from paycheck to paycheck."

Not everyone experiences the kinds of severe chronic stresses Alvarez describes. But most women

today are coping with a lot of obligations, with few breaks, and feeling the strain. Alvarez's experience demonstrates the importance of finding ways to diffuse stress before it threatens your health and your ability to function.

21. Which of the following is true according to the first two paragraphs?

- ☒ [A] Women are biologically more vulnerable to stress.
☐ [B] Women are still suffering much stress caused by men.
☐ [C] Women are more experienced than men in coping with stress.
☐ [D] Men and women show different inclinations when faced with stress.

22. Dr. Yehuda's research suggests that women _____.

- ☐ [A] need extra doses of chemicals to handle stress ☐ [B] have limited capacity for tolerating stress
☒ [C] are more capable of avoiding stress ☐ [D] are exposed to more stress

23. According to Paragraph 4, the stress women confront tends to be _____.

- ☐ [A] domestic and temporary ☒ [B] irregular and violent
☐ [C] durable and frequent ☐ [D] trivial and random

24. The sentence "I lived from paycheck to paycheck." (Line 6, Para. 5) shows that _____.

- ☐ [A] Alvarez cared about nothing but making money
☐ [B] Alvarez's salary barely covered her household expenses
☐ [C] Alvarez got paychecks from different jobs
☒ [D] Alvarez paid practically everything by check

25. Which of the following would be the best title for the text?

- ☐ [A] Strain of Stress: No Way Out? ☐ [B] Responses to Stress: Gender Difference
☒ [C] Stress Analysis: What Chemicals Say ☐ [D] Gender Inequality: Women Under Stress

Text 2

It used to be so straightforward. A team of researchers working together in the laboratory would submit the results of their research to a journal. A journal editor would then remove the authors' names and affiliations from the paper and send it to their peers for review. Depending on the comments received, the editor would accept the paper for publication or decline it. Copyright rested with the journal publisher, and researchers seeking knowledge of the results would have to subscribe to the journal.

No longer. The internet—and pressure from funding agencies, who are questioning why commercial publishers are making money from government-funded research by restricting access to it—is making free access to scientific results a reality. The Organisation for Economic Co-operation and Development (OECD) has just issued a report describing the far-reaching consequences of this. The report, by John Houghton of Victoria University in Australia and Graham Vickery of the OECD, makes heavy reading for publishers who have, so far, made handsome profits. But it goes further than that. It signals a change in what has, until now, been a key element of scientific endeavour.

The value of knowledge and the return on the public investment in research depends, in part, upon wide distribution and ready access. It is big business. In America, the core scientific publishing market is estimated at between \$7 billion and \$11 billion. The International Association of Scientific, Technical and Medical Publishers says that there are more than 2,000 publishers worldwide specializing in these subjects. They publish more than 1.2m articles each year in some 16,000 journals.

This is now changing. According to the OECD report, some 75% of scholarly journals are now on-line. Entirely new business models are emerging; three main ones were identified by the report's authors. There is the so-called big deal, where institutional subscribers pay for access to a collection of online journal titles through site-licensing agreements. There is open-access publishing, typically supported by asking the author or his employer to pay for the paper to be published. Finally, there are open-access archives, where organisations such as universities or international laboratories support institutional repositories. Other models exist that are hybrids of these three, such as delayed open-access, where journals allow only subscribers to read a paper for the first six months, before making it freely available to everyone who wishes to see it. All this could change the traditional form of the peer-review process, at least for the publication of papers.

26. In the first paragraph, the author discusses _____.
☒ [A] the background information of journal editing
☐ [B] the publication routine of laboratory reports
☐ [C] the relations of authors with journal publishers
☐ [D] the traditional process of journal publication
27. Which of the following is true of the OECD report?
☐ [A] It criticizes government-funded research.
☐ [B] It introduces an effective means of publication.
☒ [C] It upsets profit-making journal publishers.
☐ [D] It benefits scientific research considerably.
28. According to the text, online publication is significant in that _____.
☐ [A] it provides an easier access to scientific results
☐ [B] it brings huge profits to scientific researchers
☐ [C] it emphasizes the crucial role of scientific knowledge
☒ [D] it facilitates public investment in scientific research
29. With the open-access publishing model, the author of a paper is required to _____.
☒ [A] cover the cost of its publication
☐ [B] subscribe to the journal publishing it
☐ [C] allow other online journals to use it freely
☐ [D] complete the peer-review before submission
30. Which of the following best summarizes the main idea of the passage?
☐ [A] The Internet is posing a threat to publishers.
☐ [B] A new mode of publication is emerging.
☒ [C] Authors welcome the new channel for publication
☐ [D] Publication is rendered easier by online service.

Text 3

In the early 1960s Wilt Chamberlain was one of only three players in the National Basketball Association (NBA) listed at over seven feet. If he had played last season, however, he would have been one of 42. The bodies playing major professional sports have changed dramatically over the years, and managers have been more than willing to adjust team uniforms to fit the growing numbers of bigger, longer frames.

The trend in sports, though, may be obscuring an unrecognized reality: Americans have generally stopped growing. Though typically about two inches taller now than 140 years ago, today's people—es-

pecially those born to families who have lived in the U. S. for many generations—apparently reached their limit in the early 1960s. And they aren't likely to get any taller. "In the general population today, at this genetic, environmental level, we've pretty much gone as far as we can go," says anthropologist William Cameron Chumlea of Wright State University. In the case of NBA players, their increase in height appears to result from the increasingly common practice of recruiting players from all over the world.

Growth, which rarely continues beyond the age of 20, demands calories and nutrients—notably, protein—to feed expanding tissues. At the start of the 20th century, under-nutrition and childhood infections got in the way. But as diet and health improved, children and adolescents have, on average, increased in height by about an inch and a half every 20 years, a pattern known as the secular trend in height. Yet according to the Centers for Disease Control and Prevention, average height—5'9" for men, 5'4" for women—hasn't really changed since 1960.

Genetically speaking, there are advantages to avoiding substantial height. During childbirth, larger babies have more difficulty passing through the birth canal. Moreover, even though humans have been upright for millions of years, our feet and back continue to struggle with bipedal posture and cannot easily withstand repeated strain inflicted by oversize limbs. "There are some real constraints that are set by the genetic architecture of the individual organism," says anthropologist William Leonard of Northwestern University.

Genetic maximums can change, but don't expect this to happen soon. Claire C. Gordon, senior anthropologist at the Army Research Center in Natick, Mass., ensures that 90 percent of the uniforms and workstations fit recruits without alteration. She says that, unlike those for basketball, the length of military uniforms has not changed for some time. And if you need to predict human height in the near future to design a piece of equipment, Gordon says that by and large, "you could use today's data and feel fairly confident."

31. Wilt Chamberlain is cited as an example to _____.
[A] illustrate the change of height of NBA players
[B] show the popularity of NBA players in the U. S.
[C] compare different generations of NBA players
[D] assess the achievements of famous NBA players
32. Which of the following plays a key role in body growth according to the text?
[A] Genetic modification. [B] Natural environment.
[C] Living standards. [D] Daily exercise.
33. On which of the following statements would the author most probably agree?
[A] Non-Americans add to the average height of the nation.
[B] Human height is conditioned by the upright posture.
[C] Americans are the tallest on average in the world.
[D] Larger babies tend to become taller in adulthood.
34. We learn from the last paragraph that in the near future _____.
[A] the garment industry will reconsider the uniform size
[B] the design of military uniforms will remain unchanged
[C] genetic testing will be employed in selecting sportsmen
[D] the existing data of human height will still be applicable

35. The text intends to tell us that _____.

- [A] the change of human height follows a cyclic pattern
- [B] human height is becoming even more predictable
- [C] Americans have reached their genetic growth limit
- [D] the genetic pattern of Americans has altered

Text 4

In 1784, five years before he became president of the United States, George Washington, 52, was nearly toothless. So he hired a dentist to transplant nine teeth into his jaw—having extracted them from the mouths of his slaves.

That's a far different image from the cherry-tree-chopping George most people remember from their history books. But recently, many historians have begun to focus on the role slavery played in the lives of the founding generation. They have been spurred in part by DNA evidence made available in 1998, which almost certainly proved Thomas Jefferson had fathered at least one child with his slave Sally Hemings. And only over the past 30 years have scholars examined history from the bottom up. Works of several historians reveal the moral compromises made by the nation's early leaders and the fragile nature of the country's infancy. More significant, they argue that many of the Founding Fathers knew slavery was wrong—and yet most did little to fight it.

More than anything, the historians say, the founders were hampered by the culture of their time. While Washington and Jefferson privately expressed distaste for slavery, they also understood that it was part of the political and economic bedrock of the country they helped to create.

For one thing, the South could not afford to part with its slaves. Owning slaves was “like having a large bank account,” says Wiencek, author of *An Imperfect God: George Washington, His Slaves, and the Creation of America*. The southern states would not have signed the Constitution without protections for the “peculiar institution,” including a clause that counted a slave as three fifths of a man for purposes of congressional representation.

And the statesmen's political lives depended on slavery. The three-fifths formula handed Jefferson his narrow victory in the presidential election of 1800 by inflating the votes of the southern states in the Electoral College. Once in office, Jefferson extended slavery with the Louisiana Purchase in 1803; the new land was carved into 13 states, including three slave states.

Still, Jefferson freed Hemings's children—though not Hemings herself or his approximately 150 other slaves. Washington, who had begun to believe that all men were created equal after observing the bravery of the black soldiers during the Revolutionary War, overcame the strong opposition of his relatives to grant his slaves their freedom in his will. Only a decade earlier, such an act would have required legislative approval in Virginia.

36. George Washington's dental surgery is mentioned to _____.

- [A] show the primitive medical practice in the past
- [B] demonstrate the cruelty of slavery in his days
- [C] stress the role of slaves in the U. S. history
- [D] reveal some unknown aspect of his life

37. We may infer from the second paragraph that _____.

- [A] DNA technology has been widely applied to history research
- [B] in its early days the U. S. was confronted with delicate situations

- [C] historians deliberately made up some stories of Jefferson's life
[D] political compromises are easily found throughout the U. S. history
38. What do we learn about Thomas Jefferson?
[A] His political view changed his attitude towards slavery.
[B] His status as a father made him free the child slaves.
[C] His attitude towards slavery was complex.
[D] His affair with a slave stained his prestige.
39. Which of the following is true according to the text?
[A] Some Founding Fathers benefit politically from slavery.
[B] Slaves in the old days did not have the right to vote.
[C] Slaves owners usually had large savings accounts.
[D] Slavery was regarded as a peculiar institution.
40. Washington's decision to free slaves originated from his _____.
[A] moral considerations [B] military experience
[C] financial conditions [D] political stand

Part B

Directions:

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

The time for sharpening pencils, arranging your desk, and doing almost anything else instead of writing has ended. The first draft will appear on the page only if you stop avoiding the inevitable and sit, stand up, or lie down to write. (41) _____.

Be flexible. Your outline should smoothly conduct you from one point to the next, but do not permit it to railroad you. If a relevant and important idea occurs to you now, work it into the draft. (42) _____. Grammar, punctuation, and spelling can wait until you revise. Concentrate on what you are saying. Good writing most often occurs when you are in hot pursuit of an idea rather than in a nervous search for errors.

(43) _____. Your pages will be easier to keep track of that way, and, if you have to clip a paragraph to place it elsewhere, you will not lose any writing on the other side.

If you are working on a word processor, you can take advantage of its capacity to make additions and deletions as well as move entire paragraphs by making just a few simple keyboard commands. Some software programs can also check spelling and certain grammatical elements in your writing. (44) _____. These printouts are also easier to read than the screen when you work on revisions.

Once you have a first draft on paper, you can delete material that is unrelated to your thesis and add material necessary to illustrate your points and make your paper convincing. The student who wrote *The A&P* as a State of Mind wisely dropped a paragraph that questioned whether Sammy displays chauvinistic attitudes toward women. (45) _____.

Remember that your initial draft is only that. You should go through the paper many times—and then again—working to substantiate and clarify your ideas. You may even end up with several entire versions of the paper. Rewrite. The sentences within each paragraph should be related to a single topic.

Transitions should connect one paragraph to the next so that there are no abrupt or confusing shifts. Awkward or wordy phrasing or unclear sentences and paragraphs should be mercilessly poked and prodded into shape.

[A] To make revising easier, leave wide margins and extra space between lines so that you can easily add words, sentences and corrections. Write on only one side of the paper.

[B] After you have clearly and adequately developed the body of your paper, pay particular attention to the introductory and concluding paragraphs. It's probably best to write the introduction last, after you know precisely what you are introducing. Concluding paragraphs demand equal attention because they leave the reader with a final impression.

[C] It's worth remembering, however, that though a clean copy fresh off a printer may look terrible, it will read only as well as the thinking and writing that have gone into it. Many writers prudently store their data on disks and print their pages each time they finish a draft to avoid losing any material because of power failures or other problems.

[D] It makes no difference how you write, just so you do. Now that you have developed a topic into a tentative thesis, you can assemble your notes and begin to flesh out whatever outline you have made.

[E] Although this is an interesting issue, it has nothing to do with the thesis, which explains how the setting influences Sammy's decision to quit his job. Instead of including that paragraph, she added one that described Lengel's crabbed response to the girls so that she could lead up to the A & P "policy" he enforces.

[F] In the final paragraph about the significance of the setting in "A&P," the student brings together the reasons Sammy quit his job by referring to his refusal to accept Lengel's store policies.

[G] By using the first draft as a means of thinking about what you want to say, you will very likely discover more than your notes originally suggested. Plenty of good writers don't use outlines at all but discover ordering principles as they write. Do not attempt to compose a perfectly correct draft the first time around.

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)

In his autobiography, Darwin himself speaks of his intellectual powers with extraordinary modesty. He points out that he always experienced much difficulty in expressing himself clearly and concisely, but (46) he believes that this very difficulty may have had the compensating advantage of forcing him to think long and intently about every sentence, and thus enabling him to detect errors in reasoning and in his own observations. He disclaimed the possession of any great quickness of apprehension or wit such as distinguished Huxley. (47) He asserted, also, that his power to follow a long and purely abstract train of thought was very limited, for which reason he felt certain that he never could have succeeded with mathematics. His memory, too, he described as extensive, but hazy. So poor in one sense was it that he never could remember for more than a few days a single date or a line of poetry. (48) On the other hand, he did not accept as well founded the charge made by some of his critics that, while he was a good observer, he had no power of reasoning. This, he thought, could not be true, because the "Origin of Species" is one long argument from the beginning to the end, and has convinced many able men. No one, he submits, could have written it without possessing some power of reason-

ing. He was willing to assert that “I have a fair share of invention, and of common sense or judgment, such as every fairly successful lawyer or doctor must have, but not, I believe, in any higher degree.” (49) He adds humbly that perhaps he was “superior to the common run of men in noticing things which easily escape attention, and in observing them carefully.”

Writing in the last year of his life, he expressed the opinion that in two or three respects his mind had changed during the preceding twenty or thirty years. Up to the age of thirty or beyond it poetry of many kinds gave him great pleasure. Formerly, too, pictures had given him considerable, and music very great, delight. In 1881, however, he said: “Now for many years I cannot endure to read a line of poetry. I have also almost lost my taste for pictures or music.” (50) Darwin was convinced that the loss of these tastes was not only a loss of happiness, but might possibly be injurious to the intellect, and more probably to the moral character.

Section III Writing

Part A

51. Directions:

You have just come back from Canada and found a music CD in your luggage that you forgot to return to Bob, your landlord there. Write him a letter to

- 1) make an apology, and
- 2) suggest a solution.

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)

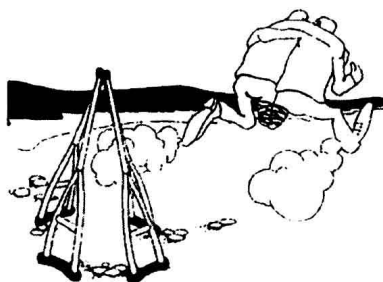
Part B

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) give your comments.

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



你一条腿,我一条腿;
你我一起,走南闯北。

2008 年英语试题答案

Section I Use of English

1. B 2. D 3. A 4. C 5. C 6. A 7. B 8. D 9. B 10. C
11. B 12. D 13. A 14. C 15. D 16. D 17. C 18. A 19. B 20. A

Section II Reading Comprehension

Part A

- Text 1 21. A 22. D 23. C 24. B 25. D
Text 2 26. D 27. C 28. A 29. A 30. B
Text 3 31. A 32. C 33. B 34. D 35. C
Text 4 36. D 37. B 38. C 39. A 40. B

Part B

41. D 42. G 43. A 44. C 45. E

Part C

46. 他认为或许正因为(语言表达上的)这种困难,他不得不对自己要说的每句话都经过长时间的认真思考,从而能发现自己在推理和观察中的错误,结果这反而成为他的优点。

47. 他坚持认为自己进行长时间纯抽象思维的能力十分有限,由此他也认定自己在数学方面根本不可能有大的作为。

48. 另一方面,某些人批评他虽然善于观察,却不具备推理能力,而他认为这种说法也是缺乏根据的。

49. 他又自谦地说,或许自己“在注意到容易被忽略的事物,并对其加以仔细观察方面优于常人”。

50. 达尔文确信,没有了这些爱好不只是少了乐趣,而且可能会有损于一个人的思维能力,更有可能导致一个人道德品质的下降。

Section III Writing 略

2007 年全国硕士研究生入学统一考试英语试题

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 ideas 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 |