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全国硕士研究生入学考试辅导用书

2010年全国硕士研究生 入学考试历年真题精解 英语分册

成芬 董亮 主编



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前 言

为了指导参加 2010 年全国硕士研究生入学统一考试的广大考生英语考试的复习,根据最新考试大纲的要求,我们组织部分多年来参加考试大纲制订和修订工作及参加考前辅导的教授、专家编写了这本《2010 年全国硕士研究生入学统一考试历年真题精解英语分册》,以供广大考生复习使用。

研究生入学考试是选拔性考试,当然重在考查考生的能力高低。能力是建立在基础之上的,基本功不扎实,一切无从谈起。从考试大纲来看,要求考生对基本知识、基本概念的掌握理解要深要透要准,尽管大学期间的期中期末考试基本反映了这一要求,但从程度上讲,远没有考研的要求高,相信大家都有同感,通过大学的期末考试其实不难,甚至基本概念不甚清晰,知识点掌握不够通透也有可能取得较不错的成绩。这是由于大学考试有其固定套路,即便考查相同的知识点,其题目的迷惑性、技巧性都远逊于研究生入学考试的题目。因此,狠抓基础是一项必要的工作,虽然很多考生可能会认为基础的东西学起来有点费力不讨好,短期收效不明显,但笔者再三强调,不可轻视基础,必须夯实到理解得入木三分的程度。

研习历年的试题是研究生入学考试复习备考中必不可少的关键环节,也是考生掌握考试动态,赢得高分的最佳捷径。历年的考题是标准的复习题。自从实行研究生入学考试以来,也时有真题重现的现象发生,如 2006 年数学一的第一大题第(3)小题与 1993 年数学一第四大题、2003 年数学一的第一大题第(3)小题与 1993 年数学一的第一大题第(3)小题、2003 年数学一的第一大题第(5)小题与 1996 年数学三的第一大题第(5)小题、2003 年数学一的第三大题与 2001 年数学三的第六大题、2003 年数学四的第四大题与 2001 年数学——的第五大题是基本雷同的。英语与政治也有真题重复出现的情况,2003 年英语第 36 题与 1996 年英语第 43 题,2003 年英语第 37 题与 1995 年英语第 34 题,2003 年英语第 26 题与 1995 年英语第 21 题,2003 年英语第 29 题与 1996 年英语第 42 题,2003 年英语第 24 题与 1997 年英语第 42 题,1996 年英语第 46 题与 1995 年英语第 6 题等,都是非常相似的。2003 年政治理论第 21 题与 2000 年文科政治第 31 题和 1993 年理科政治第 6 题,2003 年政治理论第 31 题与 1993 年理科政治第 32 题,2003 年政治理论第 36 题与 1995 年文科政治第 28 题和 1994 年文科政治第 29 题等等,都是相同或非常相似的。所以,对往年真题的研究是最有帮助的。循着命题人的思路,我们就可以把握考试的脉搏,明确考试的重点和难点所在。

本书是北大清华英语辅导教师及原考研命题组的专家、教授智慧和劳动的结晶,是一份宝贵的资料。其中的每一道试题,既反映了考研英语考试大纲对考生基础知识、能力和水平的要求,又蕴含着命题的指导思想、基本原则和趋势。因此,对照考试大纲分析、研究这些试题,考生不仅可以了解考研以来英语考试的全貌,而且可以方便地了解有关试题和信息,从中发现规律,归纳出各部分内容的重点、难点,以及常考的题型,进一步把握考试的特点及命题的思路和规律,从而从容应考,轻取高分。

编 者
于北大燕园

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2009 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)

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 an 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 gradual 7 — 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 I'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.

- | | | | |
|------------------|----------------|----------------|-----------------|
| 1. A. Suppose | B. Consider | C. Observe | D. Imagine |
| 2. A. tended | B. feared | C. happened | D. threatened |
| 3. A. thinner | B. stabler | C. lighter | D. dimmer |
| 4. A. tendency | B. advantage | C. inclination | D. priority |
| 5. A. insists on | B. sums up | C. turns out | D. puts forward |
| 6. 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

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

Habits are 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 connotation.

So it seems antithetical 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, the can jump our trains of thought onto new, innovative tracks.

But don't bother trying to kill off old habits, once those ruts of procedure are worn into the hippocampus, 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" and an executive change consultant for Professional Thinking Partners. "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 innovational 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 covered that humans are born with the capacity to approach challenges in four primary ways: analytically, procedurally, relationally (or collaboratively) and innovatively. At puberty,

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 the view of Wordsworth habit is claimed by being _____.
A. usual B. familiar C. mechanical D. changeable
22. The researchers have discovered that the formation of habit can be _____.
A. predicted B. regulated C. traced D. guided
23. "ruts" (in line 1, paragraph 3) has closest meaning to _____.
A. tracks B. series C. characteristics D. connections
24. Ms. Markova'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
25. Ryn 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

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 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 Fog, 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 \$2,500.

Among the most popular: paternity and kinship testing, which adopted children can use to find their biological relatives and latest rage a many passionate genealogists — and supports businesses that offer to search for a family's geographic roots.

Most tests require collecting cells by webbing 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

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 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 _____.
 - A. easy availability
 - B. flexibility in pricing
 - C. successful promotion
 - D. popularity with households
27. PTK is used to _____.
 - 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 _____.
 - 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. 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 "_____".
 - A. For and Againsts of DNA Testing
 - B. DNA Testing and Its Problems
 - C. DNA Testing Outside the Lab
 - D. Lies Behind DNA Testing

The relationship between formal education and economic growth in poor countries is widely misunderstood by economists and politicians alike. Progress in both area 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 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 radical 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 recessing and Japan at its pre-bubble peak. The U. S. workforce was derided as poorly educated and one of 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 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, 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 to the forested 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 groundless doubts B. has fallen victim of bias
C. is conventional downgraded D. has been overestimated
32. It is stated in paragraph 1 that construction of a new education system _____.
A. challenges economists and politicians B. takes efforts of gene rations
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 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 crafts men or farmers, let alone dependents and servants, left literary compositions to be analyzed, 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 notes that in the seventeenth-century New England _____.
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 _____.
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 _____.
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 _____.
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 _____.
A. were mostly engaged in political activities
B. were motivated by an illusory prospect
C. came from different 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, 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.

- 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.
- 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.
- 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.
- 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 on 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.

Part B

52. Directions:

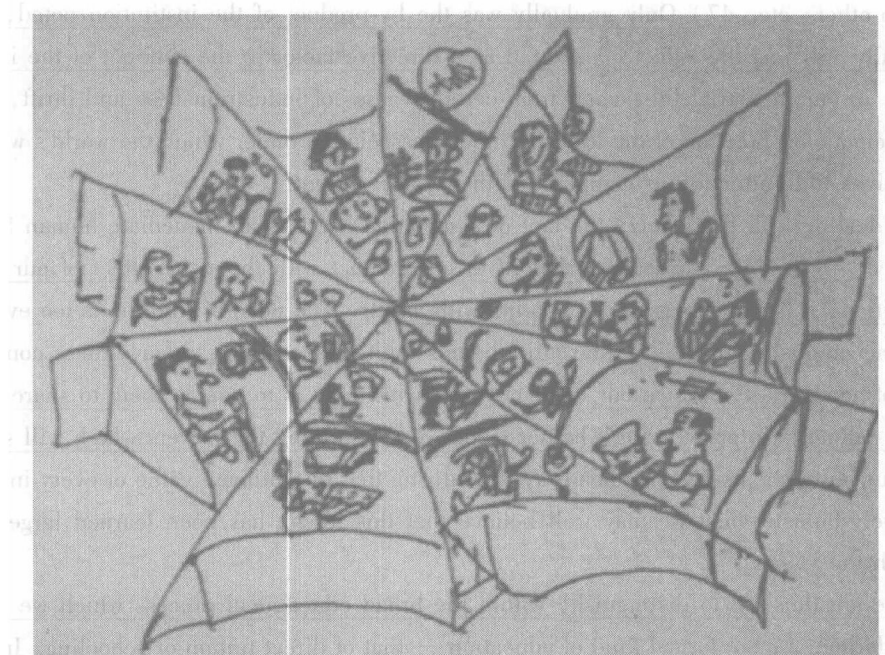
In your essay, you should

- 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)



2009 年全国硕士研究生入学 统一考试英语试题精解

Section I Use of English

1. 【答案】B 【解析】A 选项意为“假设,猜想”; B 选项意为“考虑”; C 选项意为“观察”; D 选项意为“想象”,本题空白处句子译文是“关于这个问题,我们可以参考果蝇实验”,因此应选 B。
2. 【答案】A 【解析】A 选项的 tend to 是固定搭配,意为“有某种倾向;有……的趋势”符合题意。因此应选 A。
3. 【答案】D 【解析】A 选项意为“更瘦的;更稀薄的”,B 选项意为“更稳定的”;C 选项意为“更明亮的”,D 选项意为“更暗淡的”。本题空白处句子译文是“比较暗的灯泡会亮得更久一些”,因此应选 D。
4. 【答案】B 【解析】A 选项意为“趋向,倾向”;B 选项意为“优势,有利条件”;C 选项意为“倾向,爱好”;D 选项意为“优先权”。本题空白处句子译文是“不过分聪明反而是有利的”,因此应选 B。
5. 【答案】C 【解析】选择本题的依据是前文,大意是越聪明的生物寿命越短,我们可以得出这样的结论“智能是一种昂贵的选择(需要付出代价)。”A 选项意为“坚持”;B 选项意为“总结,概括”;C 选项意为“结果就是……”;D 选项意为“拿出,提出”。由上可知只有 C 符合题意。
6. 【答案】A 【解析】固定搭配。slow off the starting line 意为“落后于起跑线”,符合题意。其他的三项均搭配不当。故选 A。
7. 【答案】D 【解析】根据题意,学习是一个循序渐进的过程。A 选项意为“难以置信的”;B 选项意为“自发的,自然产生的”;C 选项意为“必然的”;D 选项意为“逐步的,渐进的”。只有 D 符合文意。
8. 【答案】C 【解析】A 选项意为“打架,战斗,斗志”;B 选项意为“怀疑,疑惑”;C 选项意为“停止”;D 选项意为“想,思索,认为”。本题空白处句子译文是“很显然它们学会的其中的一件事就是什么时候该停下来”,由上可知应选 C。
9. 【答案】B 【解析】A 选项意为“无形的”;B 选项意为“有限的”;C 选项意为“模糊的,不确定的”;D 选项意为“不同的”。由后文判断,本题空白处句子译文是“有限的智能有一个适应值吗?”故选 B。
10. 【答案】D 【解析】A 选项意为“向上”;B 选项意为“向前”;C 选项意为“后来”;D 选项意为“向后”。根据后文“我们留下的”可知,本题空白处句子译文是“留恋地回首瞥一眼”,由此可知应选 D。
11. 【答案】D 【解析】本题只有 D 项符合题意,the real costs of our own intelligence 意为“我们智力的真正成本。”

12. 【答案】B 【解析】B 选项意为“在……心中”是正确搭配。
13. 【答案】C 【解析】选项 C 符合文意, perform on somebody 意为“在某人身上执行”。
14. 【答案】D 【解析】由题意知, 此处是一个插入语。由上下文判断, 此句话是举猫的例子来说明情况。A 选项意为“偶然”; B 选项意为“相反”; C 选项意为“像往常一样”; D 选项意为“例如”; 只有 D 符合题意。
15. 【答案】A 【解析】本题应选 A 项“if”, 因此空白处句子译文是“如果动物们管理实验室”, 符合题意。
16. 【答案】C 【解析】A 选项意为“缓和”; B 选项意为“战胜, 克服”; C 选项意为“决定, 确定”; D 选项意为“到达”。本题空白处句子译文是“它们会通过对我们的测试来确定我们的忍耐限度”, 因此应选 C。
17. 【答案】B 【解析】本题 B 项 for“为了”符合题意, 此时空白处句子译文是“它们会设法决定人类的智商真正的用途”。
18. 【答案】A 【解析】A 选项意为“最重要, 首先”; B 选项意为“毕竟”; C 选项意为“然而”; D 选项意为“否则”。本题空白处句子译文是“最重要的是, 它们希望研究一个基本的问题”, 由上可知 A 是正确的。
19. 【答案】A 【解析】A 选项意为“基础的, 基本的”; B 选项意为“全面的, 广泛的, 能充分理解的”; C 选项意为“相等的”; D 选项意为“敌对的”。本题空白处句子译文是“它们希望研究一个基本的问题”, 由上可知应选 A。
20. 【答案】C 【解析】A 选项意为“偶然”; B 选项意为“及时”; C 选项意为“迄今为止”; D 选项意为“更好的是”。本题空白处句子译文是“迄今为止, 这个问题还未得出肯定的结论”, 四个选项中只有 C 项符合题意。

参考译文:

有关动物智能的研究总会使我想知道, 人类究竟有多聪明。关于这个问题我们可以参考果蝇实验, 该实验的文章刊载在周二版的《科学时代》杂志中, 作者是卡尔·齐默。在这个实验中, 那些受过训练的果蝇比普通果蝇更聪明, 但寿命往往更短。这表明较暗的灯泡会亮得更久一些, 也就是说不过分聪明反而是有利的。

这个实验的结果表明, 智能是一种代价昂贵的选择。它需要花费更多的保养费, 燃烧更多的燃料才能缓慢地从起点出发, 因为它依靠学习——一种渐进的过程——而不是本能。很多其他的物种也能学习, 并且很显然它们学会的其中的一件事就是什么时候该停下来。

有限的智能有一个适应值吗? 这是该项新研究背后所存在的问题。我喜欢这个问题。它含蓄地提出我们拥有智能的真正代价是什么, 而不是留恋地回眸我们留在智商尘埃中的所有物种。我所见过的所有动物都会谨记这一点。

有关动物智商的研究也使我想知道, 如果动物们有机会的话, 它们会在人类身上做什么实验呢? 例如, 对每只有主人的猫正在进行小规模的操作条件反射的研究。我相信, 如果动物们管理实验室, 它们会通过对我们的测试来确定我们的忍耐限度、忠诚度和对地形的记忆力。它们会努力去判断人类的智商真正的用途, 而不只是研究智商的高低。最重要的是, 它们希望研究一个基本的问题: 人类真的了解他们所居住的世界吗? 迄今为止, 这个问题还未得出肯定的结论。