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2019

历年考研英语 真题名家详解

主编 / 郭庆民 主审 / 张锦芯

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- ✓ 配套全文翻译，精心剖析难点、重点、盲点，分析选题体裁、题材，帮助考生掌握命题思路

2019

历年考研英语

真题名家详解

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前言



2018年考题难,尤其是阅读理解 Part A 部分的 Text 2、Text 3 和 Text 4。这三篇文章话题新,内容艰涩,需要频繁参考上下文并具有一定相关知识基础才能完全读懂。Part B 和 Part C 的文章内容也很难完全读懂,其中超纲词汇很多,还好题本身并没有那么难做。

在此之前,2015年至2017年考题在总体上难度相当,甚至可以说,2017年的完形填空、阅读理解 Part B 和 Part C (翻译)部分较上一年更容易一些,写作部分也涉及一个老生常谈的话题——读书与不读书的问题,每一名考生都不会无内容可写,因此各自的得分取决于用词水平。实际上,从2015年开始,考研英语整体难度比以往明显下降,这一方面是考生人数增加造成的,另一方面是为了淡化公共课考试的分量,增强专业课考试在选拔学生上的决定作用。由此可见,2018年考题在难度上的确是一个例外,请考生不必因此过于担心。

应该指出的是,无论考题难度如何,考生必须清醒地认识到,充足的词汇量和解读疑难长句的能力是考研成功的关键。

对2018年考题各部分做一个细致分析,并与历年考题稍作对比,我们发现如下特点:

一、完形填空部分话题涉及社会心理,文章内容贴近生活,其中没有艰涩的句子,多数题目只需要看懂局部内容就能选对。总之,它的命题角度和难度与往年真题相当。

二、阅读理解 Part A 部分除了 Text 1 之外,其他三篇都是英美社会新的热点话题,涉及网络和高新技术对英美社会产生的冲击。Text 2 极其难读,也许是删减过于严重使这篇文章连贯性差。更糟糕的是,在2018年阅读理解 Part A 部分的20道题中,有5道题提问文章的主旨和作者的态度(title 和 attitude),而这类题对多数考生来说属于最难做的那类题。

三、无论是阅读理解 Part A,还是 Part B 和 Part C,都含有很多超纲词汇,尤其是阅读理解 Part B 和 Part C。这提醒考生,除了大纲规定的词汇之外,考生务必还要记忆一些超纲但常用的词汇。充足的词汇量是做好各部分考题的基础,盲目地追求做题技巧而忽视扩大词汇量是舍本逐末!

四、和2017年一样,2018年阅读理解 Part B 考的是排序,这是经常被考到的形式。令考生始料未及的是,该题考的是美国历史,而且是某个建筑的历史。文章来自美国政府网站。虽然文章内有多个超纲词汇,而且长句子也不少,但是因为谈的是历史,考生只需要抓住这座建筑从构想、设计、建造到使用的时间顺序,就能顺利地把段落顺序排出来。2017年 Part B 考的也是排序,内容与英国小说家狄更斯的生平有关,只需要把握好时序就能做对。

五、翻译部分文章本身很难,而且选自1913年出版的一本书,使用的英语跟现在的

英语有所差别。可喜的是，画线的五个句子并不难，只有第五句的结构和用词稍微复杂一些，需要仔细解读才能翻译对。但总体来说，该部分同 2017 年考题一样，五个句子中几乎没有偏词，句子结构也不复杂，也几乎不需要对上下文进行仔细研读就能着手翻译。只要考生词汇量充足，基础语法好，近三年的翻译甚至可以得满分。

六、与往年考题一样，2018 年考题多数选文内容涉及美国社会，但也有两篇文章涉及英国社会（Part A 的 Text 3 和 Part C）。2017 年考题也是如此，涉及美国社会的文章占大多数，比如完形填空以及 Part A 的 Text 1、Text 2、Text 4；但涉及英国社会的内容也不少，比如 Part A 的 Text 3、Part B 和 Part C 的文章。这提醒考生，在复习过程中，除了重点关注美国社会外，也要加强对英国和欧洲社会的了解。

反复研读历年真题并从中洞悉命题规律和趋势，是备考英语考试的最佳途径之一。为帮助考生充分体会历年考题的命题思路，对自己面临的任务和需要解决的问题获得清醒的认识，提高应试能力，我们特地编写了这本《2019 历年考研英语真题名家详解》，力争对过去 15 年真题做出权威的解读。

对真题的研究应该贯穿备考的整个过程，这是因为，市面上各种模拟试题集大都不能如实反映真题的命题思路，它们或者在选文方面与真题大相径庭，或者在命题思路不能有效地把握真题的精髓。而且，大部分对真题所做的详解在思路存在问题。比如，在对阅读理解部分进行讲解时，如果某个题的提问指向文章中某个句子或某两个句子，他们就称之为“细节题”。实际上，很多所谓的“细节题”并非考查学生理解文章个别“细节”的能力，因为这些“细节”涉及它所在段落的重要信息或作者的观点。例如，如果提问指向的句子是某段第一句或最后一句或段中的某个转折句，那么这个句子很可能表达的是该段的中心思想或作者在该段的主要观点或意图。可见，表面上的“细节题”实际上是涉及该段重要信息和作者观点的题，仅靠读懂个别句子来答题可能出现偏差。

所以，本书在对阅读理解部分进行题解时，特别注重对解题思路的剖析，经常会指出被提问的句子在段落乃至全文中所起的作用，或者在解读词汇题时会教考生如何在上下文中寻找答题线索。

那么，认真研究真题究竟能告诉我们什么呢？

首先从选文体裁上来看。通过对过去 15 年考题的统计我们不难发现，历年考题的选文多是较新的报刊评论，大多数文章出自《卫报》《自然》《经济学人》《赫芬顿邮报》《基督教科学箴言报》《大西洋月刊》《华盛顿邮报》《纽约时报》《时代周刊》《华尔街日报》《商业周刊》等英美主流报刊。每年的翻译部分是一个例外，文章多出自某本经典著作，比如 2018 年选文出自 1913 年出版的一本专著，是莎士比亚研究的经典著作。

其次从选文题材来看。多数文章涉及社会、经济、网络媒体、教育、生物医学、社会心理、法律、文化等方面的内容。另外，文章都比较新颖，尤其是最近几年来，考题中的文章几乎都是当年发表的或上一年发表的——多是当年 6、7 月前后发表的。这提醒考生，在备考时一定要读在话题上具有代表性的新文章。比如 2018 年考题涉及美国年轻人如何使用社交媒体（Text 2）、大数据时代如何保护个人信息和隐私（Text 3）等。2017 年考题涉及英国脱欧（Text 3）、为防止恐怖活动开展的安全（Text 1）、英语霸权地位的动摇（Part C）等新颖话题。

再次是命题思路。在做完形填空时必须训练自己利用上下文提供的线索把握词汇和词组的能力，不能把精力过多地投入所谓“固定搭配”和“同义词辨析”中。在做阅读理解时必须学会把握文章的重要信息，这些重要信息包括作者的主要观点、态度、意图，也包

括支持作者观点的主要论据。如果作者是在批评某个观点，一定要弄清楚被批评的观点是什么样的。做阅读理解时切记不要受到个别句子或个别生词的羁绊，应该学会利用上下文线索，通过能读懂的句子解读重要的疑难长句。在做翻译时一定要弄清楚画线句子的主干语法结构，这样，即使个别词汇翻译不出来，句子的总体意思也不会被扭曲，而翻译错个别词汇丢掉的只是小分。作文部分基本涉及中国的社会热点问题，2018年考题大作文出得很好，主题是学生网上选课，贴近学生的生活；2017年主题是人们不再读书的问题；2016年主题是家庭教育问题；2015年主题是聚会时低头玩手机现象。审题并不难，关键是必须要有表达思想的句式和词汇，一定要平时多积累一些评论社会热点问题的词汇和句式。

以上提到的这些能力，都是考生在做历年考题时应该认真体会和训练的。

最后是词汇问题。无论考题出得简单还是难，足够的词汇量是应试各个部分的关键，甚至可以毫不夸张地说，掌握了有效的词汇，就为考试的成功打下了坚实的基础。大纲词汇只是一个参考，不能盲目地背诵大纲词汇表，这是因为：第一，背诵词汇表比较枯燥，而且记住了词汇表中单词的释义并不等于理解了词汇在具体语境中的含义，考生要善于在阅读文章的过程中记忆词汇；第二，历年考题中有很多超纲词汇，这一部分词汇没有列入大纲词汇表，只能靠考生在读文章时不断积累。

以上是对历年考题各个方面的概述。本书收录了15年的真题，我们不建议考生一口气把所有考题做完，而应该每做两年的真题稍作停顿，做一做模拟试题，有一些积累之后再做两年的真题，依此类推。与真题详解相配合，我们编写了《2019郭庆民考研英语阅读200篇》和《2019考研英语新教程》，考生可以根据自己的实际水平和需要选择与本书配合使用。书的使用方式具体见各书的“前言”和“使用说明”。

本书由中国人民大学外国语学院郭庆民担任主编，参加本书编写的都是多年从事一线英语教学和考研辅导的教师，他们对历年考题的命题特点和学生复习中所存在的问题都有深刻的认识。本书以其精确而严谨的解题思路多年来受到广大考生的欢迎。

限于水平，疏漏及失误在所难免，欢迎广大读者、英语界同仁批评指正。

编者



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2018

年

全国攻读硕士学位研究生

入学考试英语试题

● Section I Use of English

Directions:

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

Trust is a tricky business. On the one hand, it's a necessary condition 1 many worthwhile things: child care, friendships, etc. On the other hand, putting your 2 in the wrong place often carries a high 3.

4, why do we trust at all? Well, because it feels good. 5 people place their trust in an individual or an institution, their brains release oxytocin, a hormone that 6 pleasurable feelings and triggers the herding instinct that prompts humans to 7 with one another. Scientists have found that exposure 8 this hormone puts us in a trusting 9: in a Swiss study, researchers sprayed oxytocin into the noses of half the subjects; those subjects were ready to lend significantly higher amounts of money to strangers than were their 10 who inhaled something else.

11 for us, we also have a sixth sense for dishonesty that may 12 us. A Canadian study found that children as young as 14 months can differentiate 13 a credible person and a dishonest one. Sixty toddlers were each 14 to an adult tester holding a plastic container. The tester would ask, "What's in here?" before looking into the container, smiling, and exclaiming, "Wow!" Each subject was then invited to look 15. Half of them found a toy; the other half 16 the container was empty—and realized the tester had 17 them.

Among the children who had not been tricked, the majority were 18 to cooperate with the tester in learning a new skill, demonstrating that they trusted his leadership. 19, only five of the 30 children paired with the "20" tester participated in a follow-up activity.

1. [A] on [B] like [C] for [D] from
2. [A] faith [B] concern [C] attention [D] interest

- | | | | |
|----------------------|-----------------|------------------|------------------|
| 3. [A] benefit | [B] debt | [C] hope | [D] price |
| 4. [A] Therefore | [B] Then | [C] Instead | [D] Again |
| 5. [A] Until | [B] Unless | [C] Although | [D] When |
| 6. [A] selects | [B] produces | [C] applies | [D] maintains |
| 7. [A] consult | [B] compete | [C] connect | [D] compare |
| 8. [A] at | [B] by | [C] of | [D] to |
| 9. [A] context | [B] mood | [C] period | [D] circle |
| 10. [A] counterparts | [B] substitutes | [C] colleagues | [D] supporters |
| 11. [A] Funny | [B] Lucky | [C] Odd | [D] Ironical |
| 12. [A] monitor | [B] protect | [C] surprise | [D] delight |
| 13. [A] between | [B] within | [C] toward | [D] over |
| 14. [A] transferred | [B] added | [C] introduced | [D] entrusted |
| 15. [A] out | [B] back | [C] around | [D] inside |
| 16. [A] discovered | [B] proved | [C] insisted | [D] remembered |
| 17. [A] betrayed | [B] wronged | [C] fooled | [D] mocked |
| 18. [A] forced | [B] willing | [C] hesitant | [D] entitled |
| 19. [A] In contrast | [B] As a result | [C] On the whole | [D] For instance |
| 20. [A] inflexible | [B] incapable | [C] unreliable | [D] unsuitable |

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 the ANSWER SHEET. (40 points)

Text 1

Among the annoying challenges facing the middle class is one that will probably go unmentioned in the next presidential campaign: What happens when the robots come for their jobs?

Don't dismiss that possibility entirely. About half of U. S. jobs are at high risk of being automated, according to a University of Oxford study, with the middle class disproportionately squeezed. Lower-income jobs like gardening or day care don't appeal to robots. But many middle-class occupations—trucking, financial advice, software engineering—have aroused their interest, or soon will. The rich own the robots, so they will be fine.

This isn't to be alarmist. Optimists point out that technological upheaval has benefited workers in the past. The Industrial Revolution didn't go so well for Luddites whose jobs were displaced by mechanized looms, but it eventually raised living standards and created more jobs than it destroyed. Likewise, automation should eventually boost productivity, stimulate demand by driving down prices, and free workers from hard, boring work. But

in the medium term, middle-class workers may need a lot of help adjusting.

The first step, as Erik Brynjolfsson and Andrew McAfee argue in *The Second Machine Age*, should be rethinking education and job training. Curriculums—from grammar school to college—should evolve to focus less on memorizing facts and more on creativity and complex communication. Vocational schools should do a better job of fostering problem-solving skills and helping students work alongside robots. Online education can supplement the traditional kind. It could make extra training and instruction affordable. Professionals trying to acquire new skills will be able to do so without going into debt.

The challenge of coping with automation underlines the need for the U. S. to revive its fading business dynamism: Starting new companies must be made easier. In previous eras of drastic technological change, entrepreneurs smoothed the transition by dreaming up ways to combine labor and machines. The best uses of 3D printers and virtual reality haven't been invented yet. The U. S. needs the new companies that will invent them.

Finally, because automation threatens to widen the gap between capital income and labor income, taxes and the safety net will have to be rethought. Taxes on low-wage labor need to be cut, and wage subsidies such as the earned income tax credit should be expanded. This would boost incomes, encourage work, reward companies for job creation, and reduce inequality.

Technology will improve society in ways big and small over the next few years, yet this will be little comfort to those who find their lives and careers upended by automation. Destroying the machines that are coming for our jobs would be nuts. But policies to help workers adapt will be indispensable.

21. Who will be most threatened by automation?

- [A] Leading politicians. [B] Low-wage laborers.
[C] Robot owners. [D] Middle-class workers.

22. Which of the following best represent the author's view?

- [A] Worries about automation are in fact groundless.
[B] Optimists' opinions on new tech find little support.
[C] Issues arising from automation need to be tackled.
[D] Negative consequences of new tech can be avoided.

23. Education in the age of automation should put more emphasis on

- [A] creative potential. [B] job-hunting skills.
[C] individual needs. [D] cooperative spirit.

24. The author suggests that tax policies be aimed at

- [A] encouraging the development of automation.
[B] increasing the return on capital investment.
[C] easing the hostility between rich and poor.
[D] preventing the income gap from widening.

25. In this text, the author presents a problem with

- [A] opposing views on it. [B] possible solutions to it.
[C] its alarming impacts. [D] its major variations.

Text 2

A new survey by Harvard University finds more than two-thirds of young Americans disapprove of President Trump's use of Twitter. The implication is that Millennials prefer news from the White House to be filtered through other source, not a president's social media platform.

Most Americans rely on social media to check daily headlines. Yet as distrust has risen toward all media, people may be starting to beef up their media literacy skills. Such a trend is badly needed. During the 2016 presidential campaign, nearly a quarter of web content shared by Twitter users in the politically critical state of Michigan was fake news, according to the University of Oxford. And a survey conducted for BuzzFeed News found 44 percent of Facebook users rarely or never trust news from the media giant.

Young people who are digital natives are indeed becoming more skillful at separating fact from fiction in cyberspace. A Knight Foundation focus-group survey of young people between ages 14 and 24 found they use "distributed trust" to verify stories. They cross-check sources and prefer news from different perspectives—especially those that are open about any bias. "Many young people assume a great deal of personal responsibility for educating themselves and actively seeking out opposing viewpoints," the survey concluded.

Such active research can have another effect. A 2014 survey conducted in Australia, Britain, and the United States by the University of Wisconsin-Madison found that young people's reliance on social media led to greater political engagement.

Social media allows users to experience news events more intimately and immediately while also permitting them to re-share news as a projection of their values and interests. This forces users to be more conscious of their role in passing along information. A survey by Barna research group found the top reason given by Americans for the fake news phenomenon is "reader error," more so than made-up stories or factual mistakes in reporting. About a third say the problem of fake news lies in "misinterpretation or exaggeration of actual news" via social media. In other words, the choice to share news on social media may be the heart of the issue. "This indicates there is a real personal responsibility in counteracting this problem," says Roxanne Stone, editor in chief at Barna Group.

So when young people are critical of an over-tweeting president, they reveal a mental discipline in thinking skills—and in their choices on when to share on social media.

26. According to Paragraphs 1 and 2, many young Americans cast doubts on

- [A] the justification of the news-filtering practice.
- [B] people's preference for social media platforms.
- [C] the administration's ability to handle information.
- [D] social media as a reliable source of news.

27. The phrase "beef up" (Line 2, Para. 2) is closest in meaning to

- [A] sharpen.
- [B] define.
- [C] boast.
- [D] share.

28. According to the knight foundation survey, young people
- [A] tend to voice their opinions in cyberspace.
 - [B] verify news by referring to diverse resources.
 - [C] have a strong sense of responsibility.
 - [D] like to exchange views on “distributed trust”.
29. The Barna survey found that a main cause for the fake news problem is
- [A] readers outdated values.
 - [B] journalists’ biased reporting.
 - [C] readers’ misinterpretation.
 - [D] journalists’ made-up stories.
30. Which of the following would be the best title for the text?
- [A] A Rise in Critical Skills for Sharing News Online
 - [B] A Counteraction Against the Over-Tweeting Trend
 - [C] The Accumulation of Mutual Trust on Social Media
 - [D] The Platforms for Projection of Personal Interests

Text 3

Any fair-minded assessment of the dangers of the deal between Britain’s National Health Service (NHS) and DeepMind must start by acknowledging that both sides mean well. DeepMind is one of the leading artificial intelligence (AI) companies in the world. The potential of this work applied to healthcare is very great, but it could also lead to further concentration of power in the tech giants. It is against that background that the information commissioner, Elizabeth Denham, has issued her damning verdict against the Royal Free hospital trust under the NHS, which handed over to DeepMind the records of 1.6 million patients in 2015 on the basis of a vague agreement which took far too little account of the patients’ rights and their expectations of privacy.

DeepMind has almost apologized. The NHS trust has mended its ways. Further arrangements—and there may be many—between the NHS and DeepMind will be carefully scrutinised to ensure that all necessary permissions have been asked of patients and all unnecessary data has been cleaned. There are lessons about informed patient consent to learn. But privacy is not the only angle in this case and not even the most important. Ms Denham chose to concentrate the blame on the NHS trust, since under existing law it “controlled” the data and DeepMind merely “processed” it. But this distinction misses the point that it is processing and aggregation, not the mere possession of bits, that gives the data value.

The great question is who should benefit from the analysis of all the data that our lives now generate. Privacy law builds on the concept of damage to an individual from identifiable knowledge about them. That misses the way the surveillance economy works. The data of an individual there gains its value only when it is compared with the data of countless millions more.

The use of privacy law to curb the tech giants in this instance feels slightly maladapted. This

practice does not address the real worry. It is not enough to say that the algorithms DeepMind develops will benefit patients and save lives. What matters is that they will belong to a private monopoly which developed them using public resources. If software promises to save lives on the scale that drugs now can, big data may be expected to behave as a big pharm has done. We are still at the beginning of this revolution and small choices now may turn out to have gigantic consequences later. A long struggle will be needed to avoid a future of digital feudalism. Ms Denham's report is a welcome start.

31. What is true of the agreement between the NHS and DeepMind?
 - [A] It caused conflicts among tech giants.
 - [B] It failed to pay due attention to patient's rights.
 - [C] It fell short of the latter's expectations.
 - [D] It put both sides into a dangerous situation.
32. The NHS trust responded to Denham's verdict with
 - [A] empty promises.
 - [B] tough resistance.
 - [C] necessary adjustments.
 - [D] sincere apologies.
33. The author argues in Paragraph 2 that
 - [A] privacy protection must be secured at all costs.
 - [B] leaking patients' data is worse than selling it.
 - [C] making profits from patients' data is illegal.
 - [D] the value of data comes from the processing of it.
34. According to the last paragraph, the real worry arising from this deal is
 - [A] the vicious rivalry among big pharms.
 - [B] the ineffective enforcement of privacy law.
 - [C] the uncontrolled use of new software.
 - [D] the monopoly of big data by tech giants.
35. The author's attitude toward the application of AI to healthcare is
 - [A] ambiguous.
 - [B] cautious.
 - [C] appreciative.
 - [D] contemptuous.

Text 4

The U. S. Postal Service (USPS) continues to bleed red ink. It reported a net loss of \$5.6 billion for fiscal 2016, the 10th straight year its expenses have exceeded revenue. Meanwhile, it has more than \$120 billion in unfunded liabilities, mostly for employee health and retirement costs. There are many bankruptcies. Fundamentally, the USPS is in a historic squeeze between technological change that has permanently decreased demand for its bread-and-butter product, first-class mail, and a regulatory structure that denies management the flexibility to adjust its operations to the new reality.

And interest groups ranging from postal unions to greeting-card makers exert self-interested pressure on the USPS's ultimate overseer—Congress—insisting that whatever else happens to the Postal Service, aspects of the status quo they depend on get protected. This is why repeated attempts at reform legislation have failed in recent years, leaving the

Postal Service unable to pay its bills except by deferring vital modernization.

Now comes word that everyone involved—Democrats, Republicans, the Postal Service, the unions and the system's heaviest users—has finally agreed on a plan to fix the system. Legislation is moving through the House that would save USPS an estimated \$28.6 billion over five years, which could help pay for new vehicles, among other survival measures. Most of the money would come from a penny-per-letter permanent rate increase and from shifting postal retirees into Medicare. The latter step would largely offset the financial burden of annually pre-funding retiree health care, thus addressing a long-standing complaint by the USPS and its union.

If it clears the House, this measure would still have to get through the Senate—where someone is bound to point out that it amounts to the bare, bare minimum necessary to keep the Postal Service afloat, not comprehensive reform. There's no change to collective bargaining at the USPS, a major omission considering that personnel accounts for 80 percent of the agency's costs. Also missing is any discussion of eliminating Saturday letter delivery. That common-sense change enjoys wide public support and would save the USPS \$2 billion per year. But postal special-interest groups seem to have killed it, at least in the House. The emerging consensus around the bill is a sign that legislators are getting frightened about a politically embarrassing short-term collapse at the USPS. It is not, however, a sign that they're getting serious about transforming the postal system for the 21st century.

36. The financial problem with the USPS is caused partly by

- [A] its unbalanced budget.
- [B] its rigid management.
- [C] the cost for technical upgrading.
- [D] the withdrawal of bank support.

37. According to Paragraph 2, the USPS fails to modernize itself due to

- [A] the interference from interest groups.
- [B] the inadequate funding from Congress.
- [C] the shrinking demand for postal service.
- [D] the incompetence of postal unions.

38. The long-standing complaint by the USPS and its unions can be addressed by

- [A] removing its burden of retiree health care.
- [B] making more investment in new vehicles.
- [C] adopting a new rate-increase mechanism.
- [D] attracting more first-class mail users.

39. In the last paragraph, the author seems to view legislators with

- [A] respect.
- [B] tolerance.
- [C] discontent.
- [D] gratitude.

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

- [A] The USPS Starts to Miss Its Good Old Days
- [B] The Postal Service: Keep Away from My Cheese

[C] The USPS; Chronic Illness Requires a Quick Cure,

[D] The Postal Service Needs More than a Band-Aid

Part B

Directions:

The following paragraphs are given in a wrong order. For questions 41—45, you are required to reorganize these paragraphs into a coherent text by choosing from the list A-G and filling them into the numbered boxes. Paragraphs C and F have been correctly placed. Mark your answers on ANSWER SHEET. (10 points)

[A] In December of 1869, Congress appointed a commission to select a site and prepare plans and cost estimates for a new State Department Building. The commission was also to consider possible arrangements for the War and Navy Departments. To the horror of some who expected a Greek Revival twin of the Treasury Building to be erected on the other side of the White House, the elaborate French Second Empire style design by Alfred Mullett was selected, and construction of a building to house all three departments began in June of 1871.

[B] Completed in 1875, the State Department's south wing was the first to be occupied, with its elegant four-story library (completed in 1876), Diplomatic Reception Room, and Secretary's office decorated with carved wood, Oriental rugs, and stenciled wall patterns. The Navy Department moved into the east wing in 1879, where elaborate wall and ceiling stenciling and marquetry floors decorated the office of the Secretary.

[C] The State, War, and Navy Building, as it was originally known, housed the three Executive Branch Departments most intimately associated with formulating and conducting the nation's foreign policy in the last quarter of the nineteenth century and the first quarter of the twentieth century—the period when the United States emerged as an international power. The building has housed some of the nation's most significant diplomats and politicians and has been the scene of many historic events.

[D] Many of the most celebrated national figures have participated in historical events that have taken place within the EEOB's granite walls. Theodore and Franklin D. Roosevelt, William Howard Taft, Dwight D. Eisenhower, Lyndon B. Johnson, Gerald Ford, and George H. W. Bush all had offices in this building before becoming president. It has housed 16 Secretaries of the Navy, 21 Secretaries of War, and 24 Secretaries of State. Winston Churchill once walked its corridors and Japanese emissaries met here with Secretary of State Cordell Hull after the bombing of Pearl Harbor.

[E] The Eisenhower Executive Office Building (EEOB) commands a unique position in both the national history and the architectural heritage of the United States. Designed by Supervising Architect of the Treasury, Alfred B. Mullett, it was built from 1871 to 1888 to house the growing staffs of the State, War, and Navy Departments, and is considered one of the best examples of French Second Empire architecture in the country.

[F] Construction took 17 years as the building slowly rose wing by wing. When the EEOB was finished, it was the largest office building in Washington, with nearly 2 miles of black and white tiled corridors. Almost all of the interior detail is of cast iron or plaster; the use of wood was minimized to insure fire safety. Eight monumental curving staircases of granite with over 4,000 individually cast bronze balusters are capped by four skylight domes and two stained glass rotundas.

[G] The history of the EEOB began long before its foundations were laid. The first executive offices were constructed between 1799 and 1820. A series of fires (including those set by the British in 1814) and overcrowded conditions led to the construction of the existing Treasury Building. In 1866, the construction of the North Wing of the Treasury Building necessitated the demolition of the State Department building.

41. → C → 42. → 43. → F → 44. → 45.

Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese.

Your translation should be written neatly on the ANSWER SHEET. (10 points)

Shakespeare's life time was coincident with a period of extraordinary activity and achievement in the drama. (46) By the date of his birth Europe was witnessing the passing of the religious drama, and the creation of new forms under the incentive of classical tragedy and comedy. These new forms were at first mainly written by scholars and performed by amateurs, but in England, as everywhere else in western Europe, the growth of a class of professional actors was threatening to make the drama popular, whether it should be new or old, classical or medieval, literary or farcical. Court, school organizations of amateurs, and the traveling actors were all rivals in supplying a widespread desire for dramatic entertainment; and (47) no boy who went to a grammar school could be ignorant that the drama was a form of literature which gave glory to Greece and Rome and might yet bring honor to England.

When Shakespeare was twelve years old, the first public playhouse was built in London. For a time literature showed no interest in this public stage. Plays aiming at literary distinction were written for school or court, or for the choir boys of St. Paul's and the royal chapel, who, however, gave plays in public as well as at court. (48) But the professional companies prospered in their permanent theaters, and university men with literature ambitions were quick to turn to these theaters as offering a means of livelihood. By the time Shakespeare was twenty-five, Lyly, Peele, and Greene had made comedies that were at once popular and literary; Kyd had written a tragedy that crowded the pit; and Marlowe had brought poetry and genius to triumph on the common stage—where they had played no part since the death of Euripides. (49) A native literary drama had been created, its alliance with the public playhouses established, and at least some of its great traditions had been begun.

The development of the Elizabethan drama for the next twenty-five years is of exceptional interest to students of literary history, for in this brief period we may trace the beginning, growth, blossoming, and decay of many kinds of plays, and of many great careers. We are amazed today at the mere number of plays produced, as well as by the number of dramatists writing at the same time for this London of two hundred thousand inhabitants. (50) To realize how great was the dramatic activity, we must remember further that hosts of plays have been lost, and that probably there is no author of note whose entire work has survived.

Section III Writing

Part A

51. Directions:

Write an email to all international experts on campus, inviting them to attend the graduation ceremony. In this email you should include time, place and other relevant information about the ceremony.

You should write about 100 words neatly on the ANSWER SHEET.

Do not sign your own name at the end of the email. 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 picture below. In your essay, you should

- 1) describe the picture briefly,
- 2) interpret the meaning, and
- 3) give your comments.

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

