

offcn 中公考研

2018 中公版

# 考研英语

## 30年真题详解

### 10年提高篇(1998-2007)

中公教育研究生考试研究院◎编著

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北京·广州·上海·西安

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## 2007 年考研英语试题

### 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 ideals of representative government, careers 4 to talent, freedom of commerce and trade, the 5 to private property, and a belief in the individual as the basis of society. 6 there was a belief that the new nations should be sovereign and independent states, large enough to be economically viable and integrated by a 7 set of laws.

On the issue of 8 of religion and the position of the Church, 9, there was less agreement 10 the leadership. Roman Catholicism had been the state religion and the only one 11 by the Spanish Crown. 12 most leaders sought to maintain Catholicism 13 the official religion of the new states, some sought to end the 14 of other faiths. The defense of the Church became a rallying 15 for the conservative forces.

The ideals of the early leaders of independence were often egalitarian, valuing equality of everything. Bolivar had received aid from Haiti and had 16 in return to abolish slavery in the areas he liberated. By 1854 slavery had been abolished everywhere except Spain's 17 colonies. Early promises to end Indian tribute and taxes on people of mixed origin came much 18 because the new nations still needed the revenue such policies 19. Egalitarian sentiments were often tempered by fears that the mass of the population was 20 self-rule and democracy.

- |                   |                  |                |                 |
|-------------------|------------------|----------------|-----------------|
| 1. [A] natives    | [B] inhabitants  | [C] peoples    | [D] individuals |
| 2. [A] confusedly | [B] cheerfully   | [C] worriedly  | [D] hopefully   |
| 3. [A] shared     | [B] forgot       | [C] attained   | [D] rejected    |
| 4. [A] related    | [B] close        | [C] open       | [D] devoted     |
| 5. [A] access     | [B] succession   | [C] right      | [D] return      |
| 6. [A] Presumably | [B] Incidentally | [C] Obviously  | [D] Generally   |
| 7. [A] unique     | [B] common       | [C] particular | [D] typical     |
| 8. [A] freedom    | [B] origin       | [C] impact     | [D] reform      |
| 9. [A] therefore  | [B] however      | [C] indeed     | [D] moreover    |
| 10. [A] with      | [B] about        | [C] among      | [D] by          |
| 11. [A] allowed   | [B] preached     | [C] granted    | [D] funded      |
| 12. [A] Since     | [B] If           | [C] Unless     | [D] While       |
| 13. [A] as        | [B] for          | [C] under      | [D] against     |

- |                     |                       |                    |               |
|---------------------|-----------------------|--------------------|---------------|
| 14. [A] spread      | [B] interference      | [C] exclusion      | [D] influence |
| 15. [A] support     | [B] cry               | [C] plea           | [D] wish      |
| 16. [A] urged       | [B] intended          | [C] expected       | [D] promised  |
| 17. [A] controlling | [B] former            | [C] remaining      | [D] original  |
| 18. [A] slower      | [B] faster            | [C] easier         | [D] tougher   |
| 19. [A] created     | [B] produced          | [C] contributed    | [D] preferred |
| 20. [A] puzzled by  |                       | [B] hostile to     |               |
|                     | [C] pessimistic about | [D] unprepared for |               |

## Section II Reading Comprehension

### Part A

#### Directions:

Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1. (40 points)

#### Text 1

If you were to examine the birth certificates of every soccer player in 2006's World Cup tournament, you would most likely find a noteworthy quirk: elite soccer players are more likely to have been born in the earlier months of the year than in the later months. If you then examined the European national youth teams that feed the World Cup and professional ranks, you would find this strange phenomenon to be even more pronounced.

What might account for this strange phenomenon? Here are a few guesses: a) certain astrological signs confer superior soccer skills; b) winter-born babies tend to have higher oxygen capacity, which increases soccer stamina; c) soccer-mad parents are more likely to conceive children in springtime, at the annual peak of soccer mania; d) none of the above.

Anders Ericsson, a 58-year-old psychology professor at Florida State University, says he believes strongly in "none of the above." Ericsson grew up in Sweden, and studied nuclear engineering until he realized he would have more opportunity to conduct his own research if he switched to psychology. His first experiment, nearly 30 years ago, involved memory: training a person to hear and then repeat a random series of numbers. "With the first subject, after about 20 hours of training, his digit span had risen from 7 to 20," Ericsson recalls. "He kept improving, and after about 200 hours of training he had risen to over 80 numbers."

This success, coupled with later research showing that memory itself is not genetically determined, led Ericsson to conclude that the act of memorizing is more of a cognitive exercise than an intuitive one. In other words, whatever inborn differences two people may exhibit in their abilities to memorize, those differences are swamped by how well each person "encodes" the information. And the best way to learn how to encode information meaningfully, Ericsson determined, was a process known as deliberate practice. Deliberate practice entails more than simply repeating a task. Rather, it involves setting specific goals, obtaining immediate feedback and concentrating as much on technique as on outcome.

Ericsson and his colleagues have thus taken to studying expert performers in a wide range of pursuits, including soccer. They gather all the data they can, not just performance statistics and biographical details but also the results of their own laboratory experiments with high achievers. Their work makes a rather startling assertion: the trait we commonly call talent is highly overrated. Or, put another way, expert performers—whether in memory or surgery, ballet or computer programming—are nearly always made, not born.

21. The birthday phenomenon found among soccer players is mentioned to
- [A] stress the importance of professional training.  
[B] spotlight the soccer superstars in the World Cup.  
[C] introduce the topic of what makes expert performance.  
[D] explain why some soccer teams play better than others.
22. The word “mania” (Para. 2) most probably means
- [A] fun. [B] craze. [C] hysteria. [D] excitement.
23. According to Ericsson, good memory
- [A] depends on meaningful processing of information.  
[B] results from intuitive rather than cognitive exercises.  
[C] is determined by genetic rather than psychological factors.  
[D] requires immediate feedback and a high degree of concentration.
24. Ericsson and his colleagues believe that
- [A] talent is a dominating factor for professional success.  
[B] biographical data provide the key to excellent performance.  
[C] the role of talent tends to be overlooked.  
[D] high achievers owe their success mostly to nurture.
25. Which of the following proverbs is closest to the message the text tries to convey?
- [A] “Faith will move mountains.”  
[B] “One reaps what one sows.”  
[C] “Practice makes perfect.”  
[D] “Like father, like son.”

### Text 2

For the past several years, the Sunday newspaper supplement *Parade* has featured a column called “Ask Marilyn.” People are invited to query Marilyn vos Savant, who at age 10 had tested at a mental level of someone about 23 years old; that gave her an IQ of 228—the highest score ever recorded. IQ tests ask you to complete verbal and visual analogies, to envision paper after it has been folded and cut, and to deduce numerical sequences, among other similar tasks. So it is a bit confusing when vos Savant fields such queries from the average Joe (whose IQ is 100) as, what’s the difference between love and fondness? Or what is the nature of luck and coincidence? It’s not obvious how the capacity to visualize objects and to figure out numerical patterns suits one to answer questions that have eluded some of the best poets and philosophers.

Clearly, intelligence encompasses more than a score on a test. Just what does it mean to be smart? How much of intelligence can be specified, and how much can we learn about it from neurology, genetics,



computer science and other fields?

The defining term of intelligence in humans still seems to be the IQ score, even though IQ tests are not given as often as they used to be. The test comes primarily in two forms: the Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scales (both come in adult and children's version). Generally costing several hundred dollars, they are usually given only by psychologists, although variations of them populate bookstores and the World Wide Web. Superhigh scores like vos Savant's are no longer possible, because scoring is now based on a statistical population distribution among age peers, rather than simply dividing the mental age by the chronological age and multiplying by 100. Other standardized tests, such as the Scholastic Assessment Test (SAT) and the Graduate Record Exam (GRE), capture the main aspects of IQ tests.

Such standardized tests may not assess all the important elements necessary to succeed in school and in life, argues Robert J. Sternberg. In his article "How Intelligent Is Intelligence Testing?", Sternberg notes that traditional test best assess analytical and verbal skills but fail to measure creativity and practical knowledge, components also critical to problem solving and life success. Moreover, IQ tests do not necessarily predict so well once populations or situations change. Research has found that IQ predicted leadership skills when the tests were given under low-stress conditions, but under high-stress conditions, IQ was negatively correlated with leadership—that is, it predicted the opposite. Anyone who has toiled through SAT will testify that test-taking skill also matters, whether it's knowing when to guess or what questions to skip.

26. Which of the following may be required in an intelligence test?

- [A] Answering philosophical questions.
- [B] Folding or cutting paper into different shapes.
- [C] Telling the differences between certain concepts.
- [D] Choosing words or graphs similar to the given ones.

27. What can be inferred about intelligence testing from Paragraph 3?

- [A] People no longer use IQ scores as an indicator of intelligence.
- [B] More versions of IQ tests are now available on the Internet.
- [C] The test contents and formats for adults and children may be different.
- [D] Scientists have defined the important elements of human intelligence.

28. People nowadays can no longer achieve IQ scores as high as vos Savant's because

- [A] the scores are obtained through different computational procedures.
- [B] creativity rather than analytical skills is emphasized now.
- [C] vos Savant's case is an extreme one that will not repeat.
- [D] the defining characteristic of IQ tests has changed.

29. We can conclude from the last paragraph that

- [A] test scores may not be reliable indicators of one's ability.
- [B] IQ scores and SAT results are highly correlated.
- [C] testing involves a lot of guesswork.
- [D] traditional test are out of date.

30. What is the author's attitude towards IQ tests?

- [A] Supportive.
- [B] Skeptical.
- [C] Impartial.
- [D] Biased.

## Text 3

During the past generation, the American middle-class family that once could count on hard work and fair play to keep itself financially secure has been transformed by economic risk and new realities. Now a pink slip, a bad diagnosis, or a disappearing spouse can reduce a family from solidly middle class to newly poor in a few months.

In just one generation, millions of mothers have gone to work, transforming basic family economics. Scholars, policymakers, and critics of all stripes have debated the social implications of these changes, but few have looked at the side effect: family risk has risen as well. Today's families have budgeted to the limits of their new two-paycheck status. As a result, they have lost the parachute they once had in times of financial setback—a back-up earner (usually Mom) who could go into the workforce if the primary earner got laid off or fell sick. This “added-worker effect” could support the safety net offered by unemployment insurance or disability insurance to help families weather bad times. But today, a disruption to family fortunes can no longer be made up with extra income from an otherwise-stay-at-home partner.

During the same period, families have been asked to absorb much more risk in their retirement income. Steelworkers, airline employees, and now those in the auto industry are joining millions of families who must worry about interest rates, stock market fluctuation, and the harsh reality that they may outlive their retirement money. For much of the past year, President Bush campaigned to move Social Security to a saving-account model, with retirees trading much or all of their guaranteed payments for payments depending on investment returns. For younger families, the picture is not any better. Both the absolute cost of healthcare and the share of it borne by families have risen—and newly fashionable health-savings plans are spreading from legislative halls to Wal-Mart workers, with much higher deductibles and a large new dose of investment risk for families' future healthcare. Even demographics are working against the middle class family, as the odds of having a weak elderly parent—and all the attendant need for physical and financial assistance—have jumped eightfold in just one generation.

From the middle-class family perspective, much of this, understandably, looks far less like an opportunity to exercise more financial responsibility, and a good deal more like a frightening acceleration of the wholesale shift of financial risk onto their already overburdened shoulders. The financial fallout has begun, and the political fallout may not be far behind.

31. Today's double-income families are at greater financial risk in that

- [A] the safety net they used to enjoy has disappeared.
- [B] their chances of being laid off have greatly increased.
- [C] they are more vulnerable to changes in family economics.
- [D] they are deprived of unemployment or disability insurance.

32. As a result of President Bush's reform, retired people may have

- [A] a higher sense of security.
- [B] less secured payments.
- [C] less chance to invest.
- [D] a guaranteed future.

33. According to the author, health-savings plans will

- [A] help reduce the cost of healthcare.



- [B] popularize among the middle class.
- [C] compensate for the reduced pensions.
- [D] increase the families' investment risk.
34. It can be inferred from the last paragraph that
- [A] financial risks tend to outweigh political risks.
- [B] the middle class may face greater political challenges.
- [C] financial problems may bring about political problems.
- [D] financial responsibility is an indicator of political status.
35. Which of the following is the best title for this text?
- [A] The Middle Class on the Alert
- [B] The Middle Class on the Cliff
- [C] The Middle Class in Conflict
- [D] The Middle Class in Ruins

#### Text 4

It never rains but it pours. Just as bosses and boards have finally sorted out their worst accounting and compliance troubles, and improved their feeble corporation governance, a new problem threatens to earn them—especially in America—the sort of nasty headlines that inevitably lead to heads rolling in the executive suite: data insecurity. Left, until now, to odd, low-level IT staff to put right, and seen as a concern only of data-rich industries such as banking, telecoms and air travel, information protection is now high on the boss's agenda in businesses of every variety.

Several massive leakages of customer and employee data this year—from organizations as diverse as Time Warner, the American defense contractor Science Applications International Corp and even the University of California, Berkeley—have left managers hurriedly peering into their intricate IT systems and business processes in search of potential vulnerabilities.

"Data is becoming an asset which needs to be guarded as much as any other asset," says Haim Mendelson of Stanford University's business school. "The ability to guard customer data is the key to market value, which the board is responsible for on behalf of shareholders." Indeed, just as there is the concept of Generally Accepted Accounting Principles (GAAP), perhaps it is time for GASP, Generally Accepted Security Practices, suggested Eli Noam of New York's Columbia Business School. "Setting the proper investment level for security, redundancy, and recovery is a management issue, not a technical one," he says.

The mystery is that this should come as a surprise to any boss. Surely it should be obvious to the dimmest executive that trust, that most valuable of economic assets, is easily destroyed and hugely expensive to restore—and that few things are more likely to destroy trust than a company letting sensitive personal data get into the wrong hands.

The current state of affairs may have been encouraged—though not justified—by the lack of legal penalty (in America, but not Europe) for data leakage. Until California recently passed a law, American firms did not have to tell anyone, even the victim, when data went astray. That may change fast: lots of proposed data-security legislation is now doing the rounds in Washington, D.C. Meanwhile, the theft of information about some 40 million credit-card accounts in America, disclosed on June 17th, overshadowed a

highly important decision a day earlier by America's Federal Trade Commission (FTC) that puts corporate America on notice that regulators will act if firms fail to provide adequate data security.

36. The statement "It never rains but it pours" is used to introduce
- [A] the fierce business competition.
  - [B] the feeble boss-board relations.
  - [C] the threat from news reports.
  - [D] the severity of data leakage.
37. According to Paragraph 2, some organizations check their systems to find out
- [A] whether there is any weak point.
  - [B] what sort of data has been stolen.
  - [C] who is responsible for the leakage.
  - [D] how the potential spies can be located.
38. In bringing up the concept of GASP the author is making the point that
- [A] shareholders' interests should be properly attended to.
  - [B] information protection should be given due attention.
  - [C] businesses should enhance their level of accounting security.
  - [D] the market value of customer data should be emphasized.
39. According to Paragraph 4, what puzzles the author is that some bosses fail to
- [A] see the link between trust and data protection.
  - [B] perceive the sensitivity of personal data.
  - [C] realize the high cost of data restoration.
  - [D] appreciate the economic value of trust.
40. It can be inferred from Paragraph 5 that
- [A] data leakage is more severe in Europe.
  - [B] FTC's decision is essential to data security.
  - [C] California takes the lead in security legislation.
  - [D] legal penalty is a major solution to data leakage.

## Part B

### Directions:

You are going to read a list of headings and a text about what parents are supposed to do to guide their children into adulthood. Choose a heading from the list A-G that best fits the meaning of each numbered part of the text (41-45). The first and last paragraphs of the text are not numbered. There are two extra headings that you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

- [A] Set a Good Example for Your Kids
- [B] Build Your Kids' Work Skills
- [C] Place Time Limits on Leisure Activities
- [D] Talk about the Future on a Regular Basis
- [E] Help Kids Develop Coping Strategies
- [F] Help Your Kids Figure Out Who They Are

[G] Build Your Kids' Sense of Responsibility

Mothers and fathers can do a lot to ensure a safe landing in early adulthood for their kids. Even if a job's starting salary seems too small to satisfy an emerging adult's need for rapid content, the transition from school to work can be less of a setback if the start-up adult is ready for the move. Here are a few measures, drawn from my book *Ready or Not, Here Life Comes*, that parents can take to prevent what I call "work-life uneasiness."

(41) \_\_\_\_\_

You can start this process when they are 11 or 12. Periodically review their emerging strengths and weaknesses with them and work together on any shortcomings, like difficulty in communicating well or collaborating. Also, identify the kinds of interests they keep coming back to, as these offer clues to the careers that will fit them best.

(42) \_\_\_\_\_

Kids need a range of authentic role models—as opposed to members of their clique, pop stars and vaunted athletes. Have regular dinner-table discussions about people the family knows and how they got where they are. Discuss the joys and downsides of your own career and encourage your kids to form some ideas about their own future. When asked what they want to do, they should be discouraged from saying "I have no idea." They can change their minds 200 times, but having only a foggy view of the future is of little good.

(43) \_\_\_\_\_

Teachers are responsible for teaching kids how to learn; parents should be responsible for teaching them how to work. Assign responsibilities around the house and make sure homework deadlines are met. Encourage teenagers to take a part-time job. Kids need plenty of practice delaying gratification and deploying effective organizational skills, such as managing time and setting priorities.

(44) \_\_\_\_\_

Playing video games encourages immediate content. And hours of watching TV shows with canned laughter only teaches kids to process information in a passive way. At the same time, listening through earphones to the same monotonous beats for long stretches encourages kids to stay inside their bubble instead of pursuing other endeavors. All these activities can prevent the growth of important communication and thinking skills and make it difficult for kids to develop the kind of sustained concentration they will need for most jobs.

(45) \_\_\_\_\_

They should know how to deal with setbacks, stresses and feelings of inadequacy. They should also learn how to solve problems and resolve conflicts, ways to brainstorm and think critically. Discussions at home can help kids practice doing these things and help them apply these skills to everyday life situations.

What about the son or daughter who is grown but seems to be struggling and wandering aimlessly through early adulthood? Parents still have a major role to play, but now it is more delicate. They have to be careful not to come across as disappointed in their child. They should exhibit strong interest and respect for whatever currently interests their fledgling adult (as naive or ill conceived as it may seem) while becoming a partner in exploring options for the future. Most of all, these new adults must feel that they are respected and supported by a family that appreciates them.

**Part 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)

The study of law has been recognized for centuries as a basic intellectual discipline in European universities. However, only in recent years has it become a feature of undergraduate programs in Canadian universities. (46) Traditionally, legal learning has been viewed in such institutions as the special preserve of lawyers, rather than a necessary part of the intellectual equipment of an educated person. Happily, the older and more continental view of legal education is establishing itself in a number of Canadian universities and some have even begun to offer undergraduate degrees in law.

If the study of law is beginning to establish itself as part and parcel of a general education, its aims and methods should appeal directly to journalism educators. Law is a discipline which encourages responsible judgment. On the one hand, it provides opportunities to analyze such ideas as justice, democracy and freedom. (47) On the other, it links these concepts to everyday realities in a manner which is parallel to the links journalists forge on a daily basis as they cover and comment on the news. For example, notions of evidence and fact, of basic rights and public interest are at work in the process of journalistic judgment and production just as in courts of law. Sharpening judgment by absorbing and reflecting on law is a desirable component of a journalist's intellectual preparation for his or her career.

(48) But the idea that the journalist must understand the law more profoundly than an ordinary citizen rests on an understanding of the established conventions and special responsibilities of the news media. Politics or, more broadly, the functioning of the state, is a major subject for journalists. The better informed they are about the way the state works, the better their reporting will be. (49) In fact, it is difficult to see how journalists who do not have a clear grasp of the basic features of the Canadian Constitution can do a competent job on political stories.

Furthermore, the legal system and the events which occur within it are primary subjects for journalists. While the quality of legal journalism varies greatly, there is an undue reliance amongst many journalists on interpretations supplied to them by lawyers. (50) While comment and reaction from lawyers may enhance stories, it is preferable for journalists to rely on their own notions of significance and make their own judgments. These can only come from a well-grounded understanding of the legal system.

**Section III Writing****Part A****51. Directions:**

Write a letter to your university library, making suggestions for improving its service.

You should write about 100 words on ANSWER SHEET 2.

Do not sign your own name at the end of the letter. Use "Li Ming" instead.

Do not write the address. (10 points)

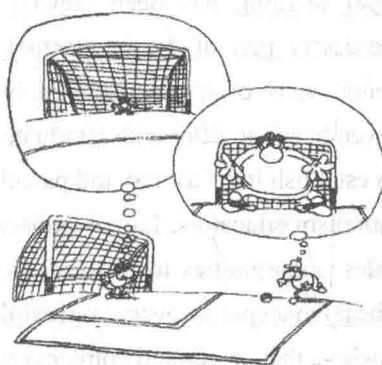
## Part B

### 52. Directions:

Write an essay of 160-200 words based on the following drawing. In your essay, you should

- 1) describe the drawing briefly,
- 2) explain its intended meaning, and then
- 3) support your view with an example / examples.

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



## 2007 年考研英语试题精讲



## 答案速查

1-5	BDACC	6-10	DBABC	11-15	ADACB
16-20	DCABD	21-25	CBADC	26-30	DCAAB
31-35	CBDCB	36-40	DABAD	41-45	FDBCE

## Section I Use of English

## 文章大意

本文主要介绍了西班牙和葡萄牙的殖民地在获得独立后在政治、宗教以及信念等各个方面对未来的展望。虽然他们的领导人拥有共同的信念,即建立一个独立自主的国家,同时在经济上能够养活自己的国民,但在宗教自由以及教会的地位问题上,领导阶层之间的意见就不那么一致了。文章分别从政治、宗教、殖民地领导人的理想三个方面展开论述。

## 重点词汇及短语

roughly	ad.大体上	inhabitant	n.居民,居住者
colonialism	n.殖民主义	representative	n.代表,议员
sovereign	a.具有独立主权的	viable	a.切实可行的
integrate	v.使整合,使完整	catholicism	n.天主教,天主教义
rally	v.召集,集合	conservative	a.保守的
egalitarian	a.主张平等的,平等主义的	abolish	v.废除
retaining	a.遗留的	revenue	n.税收
sentiment	n.感情,情绪	democracy	n.民主
the right to	……的权利	maintain ... as ...	保留……成为……
rallying cry	战斗口号	in return	作为回报

## 参考答案及解析

1. B. 【解析】考查名词辨析。通过四个选项可得知本空需填跟人民或居民有关的词。通过上下文分析可知,这些独立后的国家大约有两千万的居民(包括移民和本地人),故选 B. inhabitants“居民”。natives“当地人”,peoples“民族”,individuals“个人”,均不符合题意。
2. D. 【解析】考查副词辨析及上下文语义。根据上下句分析,生活在独立国家的人民对未来应该是充满希望的,所以此空应填 D. hopefully. confusedly“困惑地”,cheerfully“欢快地”,worriedly“忧虑地”,均不符合题意。
3. A. 【解析】考查动词辨析。空格所在句子的含义是“很多独立国家的领导人出生于旧政体和伊比利



亚殖民主义的危机之中,他们\_\_\_\_代议制政府等理念”。A. shared“分享”,符合文意,表示建立代议制政府等是许多独立运动领导人“共同的”理念。forgot“忘记”,attained“获得”,rejected“拒绝”,均不符合题意。故选A项。

4. C. 【解析】考查形容词辨析。空格处填入的形容词与 to talent 搭配,作 career 的后置定语,相当于 (which are)... to talent。本句谈论独立运动领导人的治国理念,符合语境的只有 C. open“公开的,开着的”。“careers open to talent”意为“职位向有才能的人开放”。related to“相关的”,close to“接近”,devoted to“奉献的,投入的”,均不符合题意。
5. C. 【解析】考查名词短语辨析及上下文语义。综合语境,独立运动领导人的理念应该是“对私有财产的正当权利”。right to“……的权利”,符合语境,因此C项正确。access to“接近,有权使用”,succession to“继承”,return to“返回”,均不符合题意。
6. D. 【解析】考查副词辨析及上下文的逻辑衔接。本空所在句子中的核心词是 the new nations,与上面的语句形成对应,根据上下逻辑衔接可知,本句中提到的“新生国家独立自主,经济自立等”也属于他们“普遍持有”的观点,所以D. Generally“普遍地”正确。Presumably“大概”,Incidentally“偶然”,Obviously“显然”,均不符合题意。
7. B. 【解析】考查形容词辨析。根据文章语句,可知此处意思是“通过一套共同的法律将各个新独立的国家联合”。B. common“普通的”,a common set of laws意为“一套共同的法律”,符合题意,故选B项。unique“唯一的”,particular“特别的,独有的”,typical“典型的”,均不符合题意。
8. A. 【解析】考查名词辨析。本题的关键是下面两句的内容,从下文“Roman Catholicism had been the state religion and the only one ...”可知,争论的焦点主要围绕“继续将天主教作为唯一的教派”与“改变排斥其他信仰的局面”展开,因此这里谈论的主要问题应该是“宗教自由的问题”。故应选A. freedom“自由”。origin“起源”,impact“影响”,reform“改革”,均不符合题意。
9. B. 【解析】考查上下文的逻辑衔接。第一段末句指出,领导人在国家的政治、经济、法律方面的理念基本达成了一致。第二段首句指出,领导层在宗教自由和教会地位的问题上存在分歧。此空根据上下文语境可分析是转折词。故选B. however“然而(表转折)”。therefore“因此(表结果)”,indeed“的确(表确定)”,moreover“而且(表递进)”,其余选项均不符合题意。
10. C. 【解析】考查介词辨析。C. among“在……之间”,代入文中表示“在领导人之间存在分歧”,符合语境。agreement with“与……的一致”,agreement about“有关……的一致看法”,by与前后名词无法连接,故均可排除。
11. A. 【解析】考查动词辨析。本空需要填入的过去分词作后置定语,先行词是“the only one”,指代的是“the state religion”。空格处所在从句的意思是“由西班牙王室\_\_\_\_的唯一教派”。本段在谈论宗教自由,强调的应该是“王室允许存在的唯一教派”,所以只有A. allowed符合题意。preached“布道,宣扬”,granted“授予”,funded“为……提供资金”,均不符合题意。
12. D. 【解析】考查逻辑衔接。本题考查句内的逻辑关系。空格处所在句意为“大多数领导人致力于保留天主教,\_\_\_\_一些人致力于结束……”。关于宗教信仰问题,领导人分成两个派别,即,多数领导人致力于保留天主教为新国家的官方宗教,而一些领导人致力于终结不能有其他宗教信仰的状况。之间有一定转折意味,所以选D. While“(然)而(表比较)”。Since“自……以来;既然(表时间或原因)”;If“如果,即使(表条件或让步)”;Unless“除非,如果不”;均没有转折或比较意味,故排除。
13. A. 【解析】考查介词辨析。maintain ... as ...表示“保留……成为……”。as用在文中表示“继续将天主教作为新兴国家的国教”,故选A项。for“为了”,under“在……之下”,against“反对”,均不符合

题意。

14. C. 【解析】考查语境分析。句子叙述道“一些领导人致力于结束对于其他宗教信仰的\_\_\_”。长久以来西班牙王室只允许人们信奉罗马天主教,一些领袖打算依然把天主教定为国教,与之对立的观点是:结束对其他宗教的排斥,即允许人们信奉其他宗教。exclusion 用在此处表示“结束对于其他宗教的排挤”,故选 C 项。spread “传播”,interference “干涉”,influence “影响”,均不符合题意。
15. B. 【解析】考查固定搭配。rallying cry 是固定词组,表示“战斗口号”。所以选 B. cry。其余均不符合题意。
16. D. 【解析】考查动词辨析。本题选择动词,与 to 构成搭配,在句子中作宾语。空格处所在的句意为“玻利瓦尔得到海地的援助,作为回报,他\_\_\_在自己解放的地区废除奴隶制度”。从句中的 in return 可以看出,海地对玻利瓦尔的帮助并非无条件的,其条件就是后者承诺废除奴隶制度。因此,正确答案为 D. promised “承诺,答应,保证”。urged “敦促,力劝”,intended “打算,计划”,expected “要求,指望”,均不符合题意。
17. C. 【解析】考查语境分析。本句意为“到了 1854 年,除了西班牙\_\_\_的殖民地外,其他的地区都已经废除奴隶制”。本段第二句提到,玻利维亚承诺在他解放的地方废除奴隶制,因此可以推出奴隶制未被废除的地区应该是“剩余的”殖民地,故选 C. remaining “剩余的,遗留的”。controlling “正在统治的”,former “原来的”,original “原始的”,均不符合题意。
18. A. 【解析】考查语境分析。空格处所在句意为“取消向印第安人纳贡以及向混血人种征税的早期承诺在执行上\_\_\_”。上文提到玻利瓦尔承诺废除奴隶制,到 1854 年除了西班牙剩余的殖民地外,其他地区都已废除奴隶制,根据上下文分析,此处应选 A. slower “较慢”。即实现承诺来得很缓慢。faster “较快”,easier “较容易”,tougher “较难”,均不符合题意。
19. B. 【解析】考查动词辨析与语境分析。空格处所在句意为“新的国家仍然需要这些政策所\_\_\_的税收收入”。B. produced “引起,带来”,表示“政策带来收入”,符合文意。created “创建”,不能与“revenue 收入”构成合理的主谓关系;contributed “有助于”,一般要构成“contribute to”的短语才能够接宾语,此处不符合题意;preferred “更喜欢”,一般要构成“prefer to”的短语,句中没有提供比较的参照,故排除。
20. D. 【解析】考查形容词短语辨析。空格处所在句意为“平等主义的情绪经常被人们的担心消磨,而这种担心是由于大众对自治和民主\_\_\_”。D. unprepared for “对于……未准备好”,符合语境,表示人们尚未对自治和民主准备好。puzzled by “因……感到困惑”,hostile to “对……产生敌对情绪”,pessimistic about “对……感到悲观”,均不符合题意。

#### 参考译文

#### Problems after Independence (编者加)

#### 独立后面临的问题

到 1830 年时,西班牙和葡萄牙的前殖民地已经成为独立国家。这些国家有大约两千万居民对未来充满希望。很多独立国家的很多领导人出生于旧政权以及伊比利亚殖民主义统治岌岌可危的时期,他们都具有共同的治国理念:创建代议制政府、为有才能的人提供职业、实行商贸自由、尊重私有财产的所有权、坚持“个人是社会的基础”。当时,人们普遍都存在这样的信念——新成立的国家应该是自主、独立的,应该足以在经济上养活国民,并通过一套共同的法律统一在一起。

但是,针对宗教自由及教会地位问题,领导阶层之间对此的意见是不一致的。罗马天主教一直是

西班牙的国教,并且是西班牙王室所准予的唯一教派。虽然大多数领导人试图继续将天主教作为新国家的官方宗教,但是一些领导人却试图结束这种排挤其他宗教信仰的局面。保护教会成为保守力量的战斗号角。

早期独立国家领导人的理想通常是平等主义,即强调一切平等。玻利瓦尔从海地获得了援助,作为回报,他承诺在他所解放的地区废除奴隶制。到1854年,除了西班牙剩余的殖民地以外,其他地方都废除了奴隶制。取消向印第安人纳贡以及向混血人种征税的早期承诺在执行上减缓了很多,因为新国家仍然需要这类税收。平等主义者的情绪往往因为担心民众对自治和民主尚未做好准备而有所缓解。



## Section II Reading Comprehension

### Part A

#### Text 1

#### 文章大意

本文选自2006年 *The New York Times*《纽约时报》,原文标题是 A Star is Made: The Birth-Month Soccer Anomaly(明星是后天造就:异常的足球运动员出生月份现象)。文章主要论述了人的成就取决于后天培养而非先天遗传。第一、二段为“引子”——利用优秀足球运动员出生月份集中的现象引出“人的成就取决于先天遗传”的观点。第三段 Ericsson 教授驳斥“人的成就取决于先天遗传”的观点。第四段 Ericsson 的研究证明记忆是一种认知行为,可通过刻意练习来培养。第五段为结论——人的成就取决于后天培养而非先天遗传。

#### 重点词汇及短语

tournament	n. 锦标赛, 联赛	noteworthy	a. 值得注意的
quirk	n. 奇事, 趣事	elite	n. 精英, 杰出人士
phenomenon	n. 现象 (pl. phenomena)	astrological	a. 占星术的
confer	v. 授予, 给与	stamina	n. 体力, 耐力
conceive	v. 怀孕	mania	n. 狂热, 热衷
genetically	ad. 基因地	intuitive	a. 直觉的
cognitive	a. 认知的	swamp	v. 淹没
encode	v. 编码	deliberate	a. 故意的
startling	a. 令人吃惊的	assertion	n. 声称, 断言, 主张
overrate	v. 高估	account for	解释, 说明
switch to	转变	be coupled with	与……联合, 与……结合

#### 参考答案及解析

21. C. 【解析】结构题。根据题干定位到第一段。第一段由两个 if 引导的并列句构成,两句话得出的结论都是 elite soccer players are more likely to have been born in the earlier months of the year than in the later months(优秀的足球运动员往往出生在一年的头几个月)。这一段其实是引子,作用是引出下文“人的成就取决于先天遗传”的观点。紧接着第二段首句就开始针对这种现象解释