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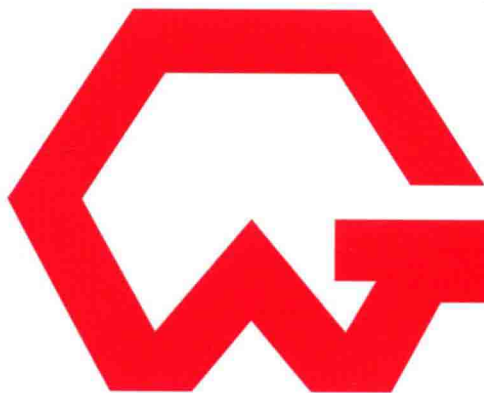
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前言

《考研英语历年真题超详解(基础阶段)》是奇喵学院考研高分系列丛书的核心之一,也是我们为95后考研人打造的专属考研宝典。众所周知,历年真题是考研英语最宝贵的复习资料。现在市面上考研真题书籍泛滥、鱼目混珠,但是大都千篇一律,既没有归纳出高效应试技巧,也未能降低学习的难度。为了能够解决这一市场刚性需求,我们博采众长,精心打造了此书。

就基础阶段的复习而言,最佳复习方法是分模块进行复习,故本书将解析部分按照考试的各个板块进行了划分。而阅读理解部分又是整个考试中最重要的一部分,所以为辅助大家更高效地复习,阅读理解部分的解析单独成册。

由于题型改革,考研真题从1999年起就不再包含“Structure and Vocabulary”部分,而是直接以“Cloze Test”(完形填空)作为试题的第一部分,故为节约各位考生的宝贵时间,本书的真题及讲解一律省去了“Structure and Vocabulary”部分,特此说明。

一、为什么选择我们

【最高效】

我们在编写前,对市面上所有的主流书籍进行了调研,发现绝大多数书籍的解析都十分繁琐,且层次不够分明。为此,我们采用突出重点、条理明晰的方法进行试题分析,保证解析的简明性和高效性,为考生节约宝贵时间。

【最权威】

我们特意邀请了阅卷组成员、命题研究专家和测试学专家,对历年真题进行鞭辟入里的剖析,深入挖掘考点,透彻解读命题思路,引领各位考生在学会做一道题的同时学会解一类题,即授人以鱼不如授人以渔。

【最全面】

我们提供最全面的真题解析,涵盖考研真题的每个板块,根据各板块的特点,进行个性化编写,提供针对性极强的解题技巧。由词汇到句子,再到文章,我们在“点——线——面”的格局之上进行讲解,引导各位考生不仅要精读文章,精深学习每个知识点,也要注意跳脱出具体的某一道题,从而掌握现象背后的规律与技巧。

二、我们都做了什么

为了能够让各位考生更好地使用本书,充分提升应试功力,下面对本书各板块进行简要介绍。

1. **文章框架:** 本书以结构图的形式对文章每一段进行了分析,帮助各位考生迅速了解段落大意,以及深刻领会文章的行文逻辑和论证结构,从而提纲挈领地把握文章主旨。

2. **语篇分析:** 本书对真题原文进行了深入解读,使原文和译文左右对应,详细分析了重要的词汇与表达,更对文中的长难句进行深入分析,帮助大家全面把握文章细

节，提高获取文章信息的速度和准确性。

3. 试题精解：本书对每一道真题都进行了透彻解读，全面总结了各类考点，细致科学地分析每个选项，真正做到为广大考生服务。另外，我们几经尝试，最后总结出最科学合理的排版方式，力求给各位考生带来最舒心的学习体验。

三、怎样使用最高效

第一步，利用随书附赠的全套真题进行全真模拟自测。本书特别赠送了独立装订的全套真题，以便考生进行全真模拟练习。各位考生在做题过程中，一定要注意远离参考工具，并严格计时。注意：不要一口气做完所有真题，在复习初期，先选择几套真题进行练习；请不要在真题上做任何标记，以便重复利用真题。

第二步，利用本书精解核对答案，仔细分析真题。在规定时间内完成试题后，对照答案进行复习，认真研读每一个板块，把握文章主旨，总结错题的原因和错题类型，做一个简单而全面的分析。同时了解命题人的命题思路，掌握各种题型的做题技巧，实现由“一道题”到“一类题”的飞跃。

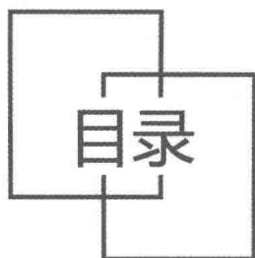
第三步，全面精读真题。分析完真题后，一定要重新阅读真题，认真参照译文和题解，注意掌握文章中的重点词汇、短语和解题技巧，做到每个单词都认识，每个句子都明白。

由于图书的编纂过程繁杂细琐，尽管编者一丝不苟，但难免有疏漏，还恳请各位考生、同行不吝斧正。特别值得一提的是每一位不辞辛劳的编辑老师，他们是副主编蔡桢然，编者沈瑛和周俊，排版设计由北京精智教育科技有限公司马骄阳完成，对以上同仁的努力表示衷心感谢。

本书由奇喵学院策划出品。

最后，预祝各位考生金榜题名！

主编 刘博强



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1996 年全国硕士研究生入学 统一考试英语试题

说明：由于考研英语基础阶段的最佳复习方法是分模块进行复习，而阅读理解部分又是整个考试中最重要的一部分，所以为辅助大家更高效地复习，本书将阅读理解部分放到了最前面，特此说明。

Section II Reading Comprehension



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Part A

Directions:

Each of the passages below is followed by some questions. For each question there are four answers marked [A], [B], [C] and [D]. Read the passages carefully and choose the best answer to each of the questions. Then mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (40 points)

Text 1

Tight-lipped elders used to say, “It’s not what you want in this world, but what you get.”

Psychology teaches that you do get what you want if you know what you want and want the right things.

You can make a mental blueprint of a desire as you would make a blueprint of a house, and each of us is continually making these blueprints in the general routine of everyday living. If we intend to have friends to dinner, we plan the menu, make a shopping list, decide which food to cook first, and such planning is an essential for any type of meal to be served.

Likewise, if you want to find a job, take a sheet of paper, and write a brief account of yourself. In making a blueprint for a job, begin with yourself, for when you know exactly what you have to offer, you can intelligently plan where to sell your services.

This account of yourself is actually a sketch of your working life and should include education, experience and references. Such an account is valuable. It can be referred to in filling out standard application blanks and is extremely helpful in personal interviews. While talking to you, your could-be employer is deciding whether your education, your experience, and other qualifications, will pay him to employ you and your “wares” and abilities must be displayed in an orderly and reasonably connected manner.

When you have carefully prepared a blueprint of your abilities and desires, you have something tangible to sell. Then you are ready to hunt for a job. Get all the possible information about your could-be job. Make inquiries as to the details regarding the job and the firm. Keep your eyes and ears open, and use your own judgment. Spend a certain amount of time each day seeking the employment you wish for, and keep in mind: Securing a job is your job now.

11. What do the elders mean when they say, "It's not what you want in this world, but what you get"?
- [A] You'll certainly get what you want.
 - [B] It's no use dreaming.
 - [C] You should be dissatisfied with what you have.
 - [D] It's essential to set a goal for yourself.
12. A blueprint made before inviting a friend to dinner is used in this passage as _____.
- [A] an illustration of how to write an application for a job
 - [B] an indication of how to secure a good job
 - [C] a guideline for job description
 - [D] a principle for job evaluation
13. According to the passage, one must write an account of himself before starting to find a job because _____.
- [A] that is the first step to please the employer
 - [B] that is the requirement of the employer
 - [C] it enables him to know when to sell his services
 - [D] it forces him to become clearly aware of himself
14. When you have carefully prepared a blueprint of your abilities and desires, you have something _____.
- [A] definite to offer
 - [B] imaginary to provide
 - [C] practical to supply
 - [D] desirable to present

Text 2

With the start of BBC World Service Television, millions of viewers in Asia and America can now watch the Corporation's news coverage, as well as listen to it.

And of course in Britain listeners and viewers can tune in to two BBC television channels, five BBC national radio services and dozens of local radio stations. They are brought sport, comedy, drama, music, news and current affairs, education, religion, parliamentary coverage, children's programmes and films for an annual license fee of £ 83 per household.

It is a remarkable record, stretching back over 70 years—yet the BBC's future is now in doubt. The Corporation will survive as a publicly-funded broadcasting organization, at least for the time being, but its role, its size and its programmes are now the subject of a nation-wide debate in Britain.

The debate was launched by the Government, which invited anyone with an opinion of the BBC—including ordinary listeners and viewers—to say what was good or bad about the Corporation, and even whether they thought it was worth keeping. The reason for its inquiry is that the BBC's royal charter runs out in 1996 and it must decide whether to keep the organization as it is, or to make changes.

Defenders of the Corporation—of whom there are many—are fond of quoting the American slogan "If it ain't broke, don't fix it." The BBC "ain't broke", they say, by which they mean it is not broken (as distinct from the word "broke", meaning having no money), so why bother to change it?

Yet the BBC will have to change, because the broadcasting world around it is changing. The commercial TV channels—ITV and Channel 4—were required by the Thatcher Government's Broadcasting Act to become more commercial, competing with each other for advertisers, and cutting costs and jobs. But it is the arrival of new satellite channels—funded partly by advertising and partly by viewers' subscriptions—which will bring about the biggest changes in the long term.

15. The world famous BBC now faces _____.
- [A] the problem of new coverage [B] an uncertain prospect
[C] inquiries by the general public [D] shrinkage of audience
16. In the passage, which of the following about the BBC is NOT mentioned as the key issue?
- [A] Extension of its TV service to Far East.
[B] Programmes as the subject of a nation-wide debate.
[C] Potentials for further international cooperations.
[D] Its existence as a broadcasting organization.
17. The BBC's "royal charter" (Line 4, Paragraph 4) stands for _____.
- [A] the financial support from the royal family
[B] the privileges granted by the Queen
[C] a contract with the Queen
[D] a unique relationship with the royal family
18. The foremost reason why the BBC has to readjust itself is no other than _____.
- [A] the emergence of commercial TV channels
[B] the enforcement of Broadcasting Act by the government
[C] the urgent necessity to reduce costs and jobs
[D] the challenge of new satellite channels

Text 3

In the last half of the nineteenth century "capital" and "labor" were enlarging and perfecting their rival organizations on modern lines. Many an old firm was replaced by a limited liability company with a bureaucracy of salaried managers. The change met the technical requirements of the new age by engaging a large professional element and prevented the decline in efficiency that so commonly spoiled the fortunes of family firms in the second and third generation after the energetic founders. It was moreover a step away from individual initiative, towards collectivism and municipal and state-owned business. The railway companies, though still private business managed for the benefit of shareholders, were very unlike old family business. At the same time the great municipalities went into business to supply lighting, trams and other services to the taxpayers.

The growth of the limited liability company and municipal business had important consequences. Such large, impersonal manipulation of capital and industry greatly increased the numbers and importance of shareholders as a class, an element in national life representing irresponsible wealth detached from the land and the duties of the landowners; and almost equally detached from the responsible management of business. All through the nineteenth century,

America, Africa, India, Australia and parts of Europe were being developed by British capital, and British shareholders were thus enriched by the world's movement towards industrialization. Towns like Bournemouth and Eastbourne sprang up to house large "comfortable" classes who had retired on their incomes, and who had no relation to the rest of the community except that of drawing dividends and occasionally attending a shareholders' meeting to dictate their orders to the management. On the other hand "shareholding" meant leisure and freedom which was used by many of the later Victorians for the highest purpose of a great civilization.

The "shareholders" as such had no knowledge of the lives, thoughts or needs of the workmen employed by the company in which he held shares, and his influence on the relations of capital and labor was not good. The paid manager acting for the company was in more direct relation with the men and their demands, but even he had seldom that familiar personal knowledge of the workmen which the employer had often had under the more patriarchal system of the old family business now passing away. Indeed the mere size of operations and the numbers of workmen involved rendered such personal relations impossible. Fortunately, however, the increasing power and organization of the trade unions, at least in all skilled trades, enabled the workmen to meet on equal terms the managers of the companies who employed them. The cruel discipline of the strike and lockout taught the two parties to respect each other's strength and understand the value of fair negotiation.

19. It's true of the old family firms that _____.
- [A] they were spoiled by the younger generations
 - [B] they failed for lack of individual initiative
 - [C] they lacked efficiency compared with modern companies
 - [D] they could supply adequate services to the taxpayers
20. The growth of limited liability companies resulted in _____.
- [A] the separation of capital from management
 - [B] the ownership of capital by managers
 - [C] the emergence of capital and labor as two classes
 - [D] the participation of shareholders in municipal business
21. According to the passage, all of the following are true EXCEPT that _____.
- [A] the shareholders were unaware of the needs of the workers
 - [B] the old firm owners had a better understanding of their workers
 - [C] the limited liability companies were too large to run smoothly
 - [D] the trade unions seemed to play a positive role
22. The author is most critical of _____.
- [A] family firm owners
 - [B] landowners
 - [C] managers
 - [D] shareholders

Text 4

What accounts for the great outburst of major inventions in early America—breakthroughs such as the telegraph, the steamboat and the weaving machine?

Among the many shaping factors, I would single out the country's excellent elementary

schools; a labor force that welcomed the new technology; the practice of giving premiums to inventors; and above all the American genius for nonverbal, “spatial” thinking about things technological.

Why mention the elementary schools? Because thanks to these schools our early mechanics, especially in the New England and Middle Atlantic states, were generally literate and at home in arithmetic and in some aspects of geometry and trigonometry.

Acute foreign observers related American adaptiveness and inventiveness to this educational advantage. As a member of a British commission visiting here in 1853 reported, “With a mind prepared by thorough school discipline, the American boy develops rapidly into the skilled workman.”

A further stimulus to invention came from the “premium” system, which preceded our patent system and for years ran parallel with it. This approach, originated abroad, offered inventors medals, cash prizes and other incentives.

In the United States, multitudes of premiums for new devices were awarded at county fairs and at the industrial fairs in major cities. Americans flocked to these fairs to admire the new machines and thus to renew their faith in the beneficence of technological advance.

Given this optimistic approach to technological innovation, the American worker took readily to that special kind of nonverbal thinking required in mechanical technology. As Eugene Ferguson has pointed out, “A technologist thinks about objects that cannot be reduced to unambiguous verbal descriptions; they are dealt with in his mind by a visual, nonverbal process... The designer and the inventor... are able to assemble and manipulate in their minds devices that as yet do not exist.”

This nonverbal “spatial” thinking can be just as creative as painting and writing. Robert Fulton once wrote, “The mechanic should sit down among levers, screws, wedges, wheels, etc., like a poet among the letters of the alphabet, considering them as an exhibition of his thoughts, in which a new arrangement transmits a new idea.”

When all these shaping forces—schools, open attitudes, the premium system, a genius for spatial thinking—interacted with one another on the rich U. S. mainland, they produced that American characteristic, emulation. Today that word implies mere imitation. But in earlier times it meant a friendly but competitive striving for fame and excellence.

23. According to the author, the great outburst of major inventions in early America was in a large part due to _____.
- | | |
|-----------------------------------|-------------------------------|
| [A] elementary schools | [B] enthusiastic workers |
| [C] the attractive premium system | [D] a special way of thinking |
24. It is implied that adaptiveness and inventiveness of the early American mechanics _____.
- | |
|---|
| [A] benefited a lot from their mathematical knowledge |
| [B] shed light on disciplined school management |
| [C] was brought about by privileged home training |
| [D] owed a lot to the technological development |
25. A technologist can be compared to an artist because _____.
- | |
|-------------------------------------|
| [A] they are both winners of awards |
|-------------------------------------|

- [B] they are both experts in spatial thinking
- [C] they both abandon verbal description
- [D] they both use various instruments

26. The best title for this passage might be _____.

- [A] Inventive Mind
- [B] Effective Schooling
- [C] Ways of Thinking
- [D] Outpouring of Inventions

Text 5

Rumor has it that more than 20 books on creationism/evolution are in the publisher's pipelines. A few have already appeared. The goal of all will be to try to explain to a confused and often unenlightened citizenry that there are not two equally valid scientific theories for the origin and evolution of universe and life. Cosmology, geology, and biology have provided a consistent, unified, and constantly improving account of what happened. "Scientific" creationism, which is being pushed by some for "equal time" in the classrooms whenever the scientific accounts of evolution are given, is based on religion, not science. Virtually all scientists and the majority of non-fundamentalist religious leaders have come to regard "scientific" creationism as bad science and bad religion.

The first four chapters of Kitcher's book give a very brief introduction to evolution. At appropriate places, he introduces the criticisms of the creationists and provides answers. In the last three chapters, he takes off his gloves and gives the creationists a good beating. He describes their programmes and tactics, and, for those unfamiliar with the ways of creationists, the extent of their deception and distortion may come as an unpleasant surprise. When their basic motivation is religious, one might have expected more Christian behavior.

Kitcher is a philosopher, and this may account, in part, for the clarity and effectiveness of his arguments. The non-specialist will be able to obtain at least a notion of the sorts of data and argument that support evolutionary theory. The final chapter on the creationists will be extremely clear to all. On the dust jacket of this fine book, Stephen Jay Gould says: "This book stands for reason itself." And so it does—and all would be well were reason the only judge in the creationism/evolution debate.

27. "Creationism" in the passage refers to _____.

- [A] evolution in its true sense as to the origin of the universe
- [B] a notion of the creation of religion
- [C] the scientific explanation of the earth formation
- [D] the deceptive theory about the origin of the universe

28. Kitcher's book is intended to _____.

- [A] recommend the views of the evolutionists
- [B] expose the true features of creationists
- [C] curse bitterly at this opponents
- [D] launch a surprise attack on creationists

29. From the passage we can infer that _____.

- [A] reasoning has played a decisive role in the debate

[B] creationists do not base their argument on reasoning

[C] evolutionary theory is too difficult for non-specialists

[D] creationism is supported by scientific findings

30. This passage appears to be a digest of _____.

[A] a book review

[B] a scientific paper

[C] a magazine feature

[D] a newspaper editorial

Section I Use of English

Directions:

For each numbered blank in the following passage, there are four choices marked [A], [B], [C] and [D]. Choose the best one and mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (10 points)

Vitamins are organic compounds necessary in small amounts in the diet for the normal growth and maintenance of life of animals, including man.

They do not provide energy, 1 do they construct or build any part of the body. They are needed for 2 foods into energy and body maintenance. There are thirteen or more of them, and if 3 is missing a deficiency disease becomes 4.

Vitamins are similar because they are made of the same elements—usually carbon, hydrogen, oxygen, and 5 nitrogen. They are different 6 their elements are arranged differently, and each vitamin 7 one or more specific functions in the body.

8 enough vitamins is essential to life, although the body has no nutritional use for 9 vitamins. Many people, 10 believe in being on the “safe side” and thus take extra vitamins. However, a well-balanced diet will usually meet all the body’s vitamin needs.

- | | | | |
|------------------------|--------------------|-----------------|--------------------|
| 1. [A] either | [B] so | [C] nor | [D] never |
| 2. [A] shifting | [B] transferring | [C] altering | [D] transforming |
| 3. [A] any | [B] some | [C] anything | [D] something |
| 4. [A] serious | [B] apparent | [C] severe | [D] fatal |
| 5. [A] mostly | [B] partially | [C] sometimes | [D] rarely |
| 6. [A] in that | [B] so that | [C] such that | [D] except that |
| 7. [A] undertakes | [B] holds | [C] plays | [D] performs |
| 8. [A] Supplying | [B] Getting | [C] Providing | [D] Furnishing |
| 9. [A] exceptional | [B] exceeding | [C] excess | [D] external |
| 10. [A] nevertheless | [B] therefore | [C] moreover | [D] meanwhile |

Section II Reading Comprehension

Part B

Directions:

Read the following passage carefully and then translate the underlined sentences into Chinese.

Your translation must be written clearly on ANSWER SHEET 2. (15 points)

The differences in relative growth of various areas of scientific research have several causes. (31) Some of these causes are completely reasonable results of social needs. Others are reasonable consequences of particular advances in science being to some extent self-accelerating. Some, however, are less reasonable processes of different growth in which preconception of the form scientific theory ought to take, by persons in authority, act to alter the growth pattern of different areas. This is a new problem probably not yet unavoidable; but it is a frightening trend. (32) This trend began during the Second World War, when several governments came to the conclusion that the specific demands that a government wants to make of its scientific establishment cannot generally be foreseen in detail. It can be predicted, however, that from time to time, questions will arise which will require specific scientific answers. It is therefore generally valuable to treat the scientific establishment as a resource or machine to be kept in functional order. (33) This seems mostly effectively done by supporting a certain amount of research not related to immediate goals but of possible consequence in the future.

This kind of support, like all government support, requires decisions about the appropriate recipients of funds. Decisions based on utility as opposed to lack of utility are straightforward. But a decision among projects none of which has immediate utility is more difficult. The goal of the supporting agencies is the praisable one of supporting "good" as opposed to "bad" science, but a valid determination is difficult to make. Generally, the idea of good science tends to become confused with the capacity of the field in question to generate an elegant theory. (34) However, the world is so made that elegant systems are in principle unable to deal with some of the world's more fascinating and delightful aspects. (35) New forms of thought as well as new subjects for thought must arise in the future as they have in the past, giving rise to new standards of elegance.

Section III Writing

36. Directions:

- A. Title: GOOD HEALTH
- B. Time limit: 40 minutes
- C. Word limit: 120~150 words (not including the given opening sentence)
- D. Your composition should be based on the OUTLINE below and should start with the given opening sentence: "The desire for good health is universal."
- E. Your composition should be written neatly on ANSWER SHEET 2. (15 points)

OUTLINE:

- 1) Importance of good health
- 2) Ways to keep fit
- 3) My own practices

参考答案

Section II Reading Comprehension

Part A (40 points) (详细解析见第2分册)

11. [B]	12. [A]	13. [D]	14. [A]	15. [B]
16. [C]	17. [C]	18. [D]	19. [C]	20. [A]
21. [C]	22. [D]	23. [D]	24. [A]	25. [B]
26. [A]	27. [D]	28. [B]	29. [B]	30. [A]

Section I Use of English(10 points) (详细解析见第3分册)

1. [C]	2. [D]	3. [A]	4. [B]	5. [C]
6. [A]	7. [D]	8. [B]	9. [C]	10. [A]

Section II Reading Comprehension

Part B (15 points) (详细解析见第3分册)

31. 在这些原因中,有些完全是社会需求的合理结果;另一些则是由于科学在一定程度上自我加速而产生某些特定发展的必然结果。
32. 这种趋势始于第二次世界大战期间,当时一些国家的政府得出结论:政府向其科研机构提出的具体要求通常是无法详尽预见的。
33. 通过支持某些与当前目标无关而将来可能产生影响的科研,看来能够有效地解决这个问题。
34. 然而,世界就是如此,完美的体系一般而言是无法解决世上某些更加令人着迷和高兴的问题的。
35. 同过去一样,将来也必然会出现新的思维方式和新的思维对象,给完美以新的标准。

Section III Writing (15 points) (详细解析见第3分册)

1997 年全国硕士研究生入学 统一考试英语试题

说明：由于考研英语基础阶段的最佳复习方法是分模块进行复习，而阅读理解部分又是整个考试中最重要的一部分，所以为辅助大家更高效地复习，本书将阅读理解部分放到了最前面，特此说明。

Section II Reading Comprehension



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Part A

Directions:

Each of the passages below is followed by some questions. For each question there are four answers marked [A], [B], [C] and [D]. Read the passages carefully and choose the best answer to each of the questions. Then mark your answer on the ANSWER SHEET 1 by blackening the corresponding letter in the brackets. (40 points)

Text 1

It was 3 :45 in the morning when the vote was finally taken. After six months of arguing and final 16 hours of hot parliamentary debates, Australia's Northern Territory became the first legal authority in the world to allow doctors to take the lives of incurably ill patients who wish to die. The measure passed by the convincing vote of 15 to 10. Almost immediately word flashed on the Internet and was picked up, half a world away, by John Hofsess, executive director of the Right to Die Society of Canada. He sent it on via the group's on-line service, Death NET. Says Hofsess: "We posted bulletins all day long, because of course this isn't just something that happened in Australia. It's world history."

The full import may take a while to sink in. The NT Rights of the Terminally Ill law has left physicians and citizens alike trying to deal with its moral and practical implications. Some have breathed sighs of relief, others, including churches, right-to-life groups and the Australian Medical Association, bitterly attacked the bill and the haste of its passage. But the tide is unlikely to turn back. In Australia—where an aging population, life-extending technology and changing community attitudes have all played their part—other states are going to consider making a similar law to deal with euthanasia. In the U. S. and Canada, where the right-to-die movement is gathering strength, observers are waiting for the dominoes to start falling.

Under the new Northern Territory law, an adult patient can request death—probably by a deadly injection or pill—to put an end to suffering. The patient must be diagnosed as terminally ill by two doctors. After a "cooling off" period of seven days, the patient can sign a certificate of request. After 48 hours the wish for death can be met. For Lloyd Nickson, a 54-year-old

Darwin resident suffering from lung cancer, the NT Rights of Terminally Ill law means he can get on with living without the haunting fear of his suffering: a terrifying death from his breathing condition. "I'm not afraid of dying from a spiritual point of view, but what I was afraid of was how I'd go, because I've watched people die in the hospital fighting for oxygen and clawing at their masks," he says.

11. From the second paragraph we learn that _____.
- [A] the objection to euthanasia is slow to come in other countries
 - [B] physicians and citizens share the same view on euthanasia
 - [C] changing technology is chiefly responsible for the hasty passage of the law
 - [D] it takes time to realize the significance of the law's passage
12. When the author says that observers are waiting for the dominoes to start falling, he means _____.
- [A] observers are taking a wait-and-see attitude towards the future of euthanasia
 - [B] similar bills are likely to be passed in the US, Canada and other countries
 - [C] observers are waiting to see the result of the game of dominoes
 - [D] the effect-taking process of the passed bill may finally come to a stop
13. When Lloyd Nickson dies, he will _____.
- [A] face his death with calm characteristic of euthanasia
 - [B] experience the suffering of a lung cancer patient
 - [C] have an intense fear of terrible suffering
 - [D] undergo a cooling off period of seven days
14. The author's attitude towards euthanasia seems to be that of _____.
- [A] opposition
 - [B] suspicion
 - [C] approval
 - [D] indifference

Text 2

A report consistently brought back by visitors to the U. S. is how friendly, courteous, and helpful most Americans were to them. To be fair, this observation is also frequently made of Canada and Canadians, and should best be considered North American. There are, of course, exceptions. Small-minded officials, rude waiters, and ill-mannered taxi drivers are hardly unknown in the U. S. Yet it is an observation made so frequently that it deserves comment.

For a long period of time and in many parts of the country, a traveler was a welcome break in an otherwise dull existence. Dullness and loneliness were common problems of the families who generally lived distant from one another. Strangers and travelers were welcome sources of diversion, and brought news of the outside world.

The harsh realities of the frontier also shaped this tradition of hospitality. Someone traveling alone, if hungry, injured, or ill, often had nowhere to turn except to the nearest cabin or settlement. It was not a matter of choice for the traveler or merely a charitable impulse on the part of the settlers. It reflected the harshness of daily life; if you didn't take in the stranger and take care of him, there was no one else who would. And someday, remember, you might be in the same situation.

Today there are many charitable organizations which specialize in helping the weary travel-