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备战 2016 年考研

新东方决胜考研系列

# 考研英语

## 历年真题详解 及复习指南 (试题册)

新东方研发中心 ◆ 编著

篇章结构图 名师辅导视频 语篇分析 作文模板 丰富例证  
词汇突破 全文翻译 同源阅读 作者答疑 背景知识  
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# 2015 年全国硕士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)

① Though not biologically related, friends are as “related” as fourth cousins, sharing about 1% of genes. ② That is 1 a study, published from the University of California and Yale University in the Proceedings of the National Academy of Sciences, has 2.

① The study is a genome-wide analysis conducted 3 1,932 unique subjects which 4 pairs of unrelated friends and unrelated strangers. ② The same people were used in both 5.

① While 1% may seem 6, it is not so to a geneticist. ② As James Fowler, professor of medical genetics at UC San Diego, says, “Most people do not even 7 their fourth cousins but somehow manage to select as friends the people who 8 our kin.”

① The study 9 found that the genes for smell were something shared in friends but not genes for immunity. ② Why this similarity exists in smell genes is difficult to explain, for now. ③ 10, as the team suggests, it draws us to similar environments but there is more 11 it. ④ There could be many mechanisms working together that 12 us in choosing genetically similar friends 13 “functional kinship” of being friends with 14!

① One of the remarkable findings of the study was that the similar genes seem to be evolving 15 than other genes. ② Studying this could help 16 why human evolution picked pace in the last 30,000 years, with social environment being a major 17 factor.

① The findings do not simply explain people’s 18 to befriend those of similar 19 backgrounds, say the researchers. ② Though all the subjects were drawn from a population of European extraction, care was taken to 20 that all subjects, friends and strangers were taken from the same population. ③ The team also controlled the data to check ancestry of subjects.

- |                      |                 |                |                |
|----------------------|-----------------|----------------|----------------|
| 1. [A] what          | [B] why         | [C] how        | [D] when       |
| 2. [A] defended      | [B] concluded   | [C] withdrawn  | [D] advised    |
| 3. [A] for           | [B] with        | [C] by         | [D] on         |
| 4. [A] separated     | [B] sought      | [C] compared   | [D] connected  |
| 5. [A] tests         | [B] objects     | [C] samples    | [D] examples   |
| 6. [A] insignificant | [B] unexpected  | [C] unreliable | [D] incredible |
| 7. [A] visit         | [B] miss        | [C] know       | [D] seek       |
| 8. [A] surpass       | [B] influence   | [C] favor      | [D] resemble   |
| 9. [A] again         | [B] also        | [C] instead    | [D] thus       |
| 10. [A] Meanwhile    | [B] Furthermore | [C] Likewise   | [D] Perhaps    |
| 11. [A] about        | [B] to          | [C] from       | [D] like       |
| 12. [A] limit        | [B] observe     | [C] confuse    | [D] drive      |

- |                       |                  |                   |                |
|-----------------------|------------------|-------------------|----------------|
| 13. [A] according to  | [B] rather than  | [C] regardless of | [D] along with |
| 14. [A] chances       | [B] responses    | [C] benefits      | [D] missions   |
| 15. [A] faster        | [B] slower       | [C] later         | [D] earlier    |
| 16. [A] forecast      | [B] remember     | [C] express       | [D] understand |
| 17. [A] unpredictable | [B] contributory | [C] controllable  | [D] disruptive |
| 18. [A] tendency      | [B] decision     | [C] arrangement   | [D] endeavor   |
| 19. [A] political     | [B] religious    | [C] ethnic        | [D] economic   |
| 20. [A] see           | [B] show         | [C] prove         | [D] tell       |

## 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

① King Juan Carlos of Spain once insisted "kings don't abdicate, they die in their sleep." ② But embarrassing scandals and the popularity of the republican left in the recent Euro-elections have forced him to eat his words and stand down. ③ So, does the Spanish crisis suggest that monarchy is seeing its last days? ④ Does that mean the writing is on the wall for all European royals, with their magnificent uniforms and majestic lifestyles?

① The Spanish case provides arguments both for and against monarchy. ② When public opinion is particularly polarised, as it was following the end of the Franco regime, monarchs can rise above "mere" politics and "embody" a spirit of national unity.

① It is this apparent transcendence of politics that explains monarchs' continuing popularity as heads of states. ② And so, the Middle East excepted, Europe is the most monarch-infested region in the world, with 10 kingdoms (not counting Vatican City and Andorra). ③ But unlike their absolutist counterparts in the Gulf and Asia, most royal families have survived because they allow voters to avoid the difficult search for a non-controversial but respected public figure.

① Even so, kings and queens undoubtedly have a downside. ② Symbolic of national unity as they claim to be, their very history—and sometimes the way they behave today—embodies outdated and indefensible privileges and inequalities. ③ At a time when Thomas Piketty and other economists are warning of rising inequality and the increasing power of inherited wealth, it is bizarre that wealthy aristocratic families should still be the symbolic heart of modern democratic states.

① The most successful monarchies strive to abandon or hide their old aristocratic ways. ② Princes and princesses have day-jobs and ride bicycles, not horses (or helicopters). ③ Even so, these are wealthy families who party with the international 1%, and media intrusiveness makes it increasingly difficult to maintain the right image.

① While Europe's monarchies will no doubt be smart enough to strive for some time to come, it is the British royals who have most to fear from the Spanish example.

① It is only the Queen who has preserved the monarchy's reputation with her rather ordinary (if well-heeled) granny style. ② The danger will come with Charles, who has both an expensive taste of lifestyle

and a pretty hierarchical view of the world. ③ He has failed to understand that monarchies have largely survived because they provide a service—as non-controversial and non-political heads of state. ④ Charles ought to know that as English history shows, it is kings, not republicans, who are the monarchy's worst enemies.

21. According to the first two paragraphs, King Juan Carlos of Spain BD.  
~~[A]~~ used to enjoy high public support ~~[B]~~ was unpopular among European royals  
~~[C]~~ eased his relationship with his rivals ~~[D]~~ ended his reign in embarrassment
22. Monarchs are kept/as heads of state in Europe mostly BA.  
~~[A]~~ owing to their undoubted and respectable status  
~~[B]~~ to achieve a balance between tradition and reality  
~~[C]~~ to give voters more public figures to look up to  
~~[D]~~ due to their everlasting political embodiment
23. Which of the following is shown to be odd according to Paragraph 4?  
~~[A]~~ Aristocrats' excessive reliance on inherited wealth.  
~~[B]~~ The role of the nobility in modern democracies.  
~~[C]~~ The simple lifestyle of the aristocratic families.  
~~[D]~~ The nobility's adherence to their privileges.
24. The British royals "have most to fear" because Charles CAO.  
~~[A]~~ takes a tough line on political issues ~~[B]~~ fails to change his lifestyle as advised  
~~[C]~~ takes republicans as his potential allies ~~[D]~~ fails to adapt himself to his future role
25. Which of the following is the best title of the text?  
~~[A]~~ Carlos, Glory and Disgrace Combined ~~[B]~~ Charles, Anxious to Succeed to the Throne  
~~[C]~~ Carlos, a Lesson for All European Monarchs ~~[D]~~ Charles, Slow to React to the Coming Threats

Text 2

3:58

① Just how much does the Constitution protect your digital data? ② The Supreme Court will now consider whether police can search the contents of a mobile phone without a warrant if the phone is on or around a person during an arrest.

① California has asked the justices to refrain from a sweeping ruling, particularly one that upsets the old assumptions that authorities may search through the possessions of suspects at the time of their arrest. ② It is hard, the state argues, for judges to assess the implications of new and rapidly changing technologies.

① The court would be recklessly modest if it followed California's advice. ② Enough of the implications are discernable, even obvious, so that the justices can and should provide updated guidelines to police, lawyers and defendants.

① They should start by discarding California's lame argument that exploring the contents of a smart phone—a vast storehouse of digital information—is similar to, say, rifling through a suspect's purse. ② The court has ruled that police don't violate the Fourth Amendment when they go through the wallet or pocketbook of an arrestee without a warrant. ③ But exploring one's smartphone is more like entering his or her home. ④ A smartphone may contain an arrestee's reading history, financial history, medical history and comprehensive records of recent correspondence. ⑤ The development of "cloud computing," meanwhile, has made that exploration so much easier.

① Americans should take steps to protect their digital privacy. ② But keeping sensitive information on these devices is increasingly a requirement of normal life. ③ Citizens still have a right to expect private documents to remain private and protected by the Constitution's prohibition on unreasonable searches.

① As so often is the case, stating that principle doesn't ease the challenge of line-drawing. ② In many cases, it would not be overly onerous for authorities to obtain a warrant to search through phone contents. ③ They could still invalidate Fourth Amendment protections when facing severe, urgent circumstances, and they could take reasonable measures to ensure that phone data are not erased or altered while a warrant is pending. ④ The court, though, may want to allow room for police to cite situations where they are entitled to more freedom.

① But the justices should not swallow California's argument whole. ② New, disruptive technology sometimes demands novel applications of the Constitution's protections. ③ Orin Kerr, a law professor, compares the explosion and accessibility of digital information in the 21st century with the establishment of automobile use as a virtual necessity of life in the 20th: The justices had to specify novel rules for the new personal domain of the passenger car then; they must sort out how the Fourth Amendment applies to digital information now.

26. The Supreme Court will work out whether, during an arrest, it is legitimate to C.

- ☒ A] prevent suspects from deleting their phone contents  
☐ B] search for suspects' mobile phones without a warrant  
☒ C] check suspects' phone contents without being authorized  
☐ D] prohibit suspects from using their mobile phones

27. The author's attitude toward California's argument is one of D.

- ☒ A] disapproval ☐ B] indifference  
☐ C] tolerance ☒ D] cautiousness

28. The author believes that exploring one's phone contents is comparable to A.

- ☒ A] getting into one's residence ☐ B] handling one's historical records  
☐ C] scanning one's correspondences ☐ D] going through one's wallet

29. In Paragraphs 5 and 6, the author shows his concern that C.

- ☐ A] principles are hard to be clearly expressed ☒ B] the court is giving police less room for action  
☒ C] citizens' privacy is not effectively protected ☐ D] phones are used to store sensitive information

30. Orin Kerr's comparison is quoted to indicate that A.

- ☒ A] the Constitution should be implemented flexibly  
☒ B] new technology requires reinterpretation of the Constitution  
☐ C] California's argument violates principles of the Constitution  
☐ D] principles of the Constitution should never be altered

### Text 3

① The journal *Science* is adding an extra round of statistical checks to its peer-review process, editor-in-chief Marcia McNutt announced today. ② The policy follows similar efforts from other journals, after widespread concern that basic mistakes in data analysis are contributing to the irreproducibility of many published research findings.

① "Readers must have confidence in the conclusions published in our journal," writes McNutt in an editorial. ② Working with the American Statistical Association, the journal has appointed seven experts to a statistics board of reviewing editors (SBoRE). ③ Manuscript will be flagged up for additional scrutiny by the journal's internal editors, or by its existing Board of Reviewing Editors or by outside peer reviewers. ④ The SBoRE panel will then find external statisticians to review these manuscripts.

① Asked whether any particular papers had impelled the change, McNutt said: "The creation of the 'statistics board' was motivated by concerns broadly with the application of statistics and data analysis in

scientific research and is part of *Science*'s overall drive to increase reproducibility in the research we publish."

① Giovanni Parmigiani, a biostatistician at the Harvard School of Public Health, is a member of the SBoRE group. ② He says (he expects the board to "play primarily an advisory role." ③ He agreed to join because he "found the foresight behind the establishment of the SBoRE to be novel, unique and likely to have a lasting impact." ④ This impact will not only be through the publications in *Science* itself, but hopefully through a larger group of publishing places that may want to model their approach after *Science*."

① John Ioannidis, a physician who studies research methodology, says that the policy is "a most welcome step forward" and "long overdue." ② "Most journals are weak in statistical review, and this damages the quality of what they publish. ③ I think that, for the majority of scientific papers nowadays, statistical review is more essential than expert review," he says. ④ But he noted that biomedical journals such as *Annals of Internal Medicine*, the *Journal of the American Medical Association* and *The Lancet* pay strong attention to statistical review.

① Professional scientists are expected to know how to analyze data, but statistical errors are alarmingly common in published research, according to David Vaux, a cell biologist. ② Researchers should improve their standards, he wrote in 2012, but journals should also (take a tougher line) "engaging reviewers who are statistically literate and editors who can verify the process". ③ Vaux says that *Science*'s idea to pass some papers to statisticians "has some merit, but a weakness is that it relies on the board of reviewing editors to identify 'the papers that need scrutiny' in the first place".

31. It can be learned from Paragraph 1 that B.

- [A] *Science* intends to simplify its peer-review process  
[B] journals are strengthening their statistical checks  
[C] few journals are blamed for mistakes in data analysis  
[D] lack of data analysis is common in research projects

32. The phrase "flagged up" (Para. 2) is the closest in meaning to B.

- [A] found [B] marked  
[C] revised [D] stored

33. Giovanni Parmigiani believes that the establishment of the SBoRE may D.

- [A] pose a threat to all its peers [B] meet with strong opposition  
[C] increase *Science*'s circulation [D] set an example for other journals

34. David Vaux holds that what *Science* is doing now C.

- [A] adds to researchers' workload [B] diminishes the role of reviewers  
[C] has room for further improvement [D] is to fail in the foreseeable future

35. Which of the following is the best title of the text?

- [A] *Science* Joins Push to Screen Statistics in Papers  
[B] Professional Statisticians Deserve More Respect  
[C] Data Analysis Finds Its Way onto Editors' Desks  
[D] Statisticians Are Coming Back with *Science*

#### Text 4

① Two years ago, Rupert Murdoch's daughter, Elisabeth, spoke of the "unsettling dearth of integrity across so many of our institutions". ② Integrity had collapsed, she argued, because of a collective acceptance that the only "sorting mechanism" in society should be profit and the market. ③ But "it's us, human beings, we the people who create the society we want, not profit".

① Driving her point home, she continued: "It's increasingly apparent that (the absence of purpose, of a moral language within government, media or business could become one of the most dangerous goals for



capitalism and freedom.” ② This same absence of moral purpose was wounding companies such as News International, she thought, making it more likely that it would lose its way/as it had with widespread illegal telephone hacking.

③ ① As the hacking trial concludes—finding guilty one ex-editor of the *News of the World*, Andy Coulson, for conspiring to hack phones, and finding his predecessor, Rebekah Brooks, innocent of the same charge—the wider issue of dearth of integrity still stand. ② Journalists are known to have hacked the phones of up to 5,500 people. ③ This is hacking on an industrial scale, as was acknowledged by Glenn Mulcaire, the man hired by the *News of the World* in 2001 to be the point person for phone hacking. ④ Others await trial. ⑤ This long story still unfolds.

④ ① In many respects, the dearth of moral purpose frames not only the fact of such widespread phone hacking but the terms on which the trial took place. ② One of the astonishing revelations was how little Rebekah Brooks knew of what went on in her newsroom, how little she thought to ask and the fact that she never inquired how the stories arrived. ③ The core of her successful defence was that she knew nothing.

⑤ ① In today's world, it has become normal that well-paid executives should not be accountable for what happens in the organizations that they run. ② Perhaps we should not be so surprised. ③ For a generation, the collective doctrine has been that the sorting mechanism of society should be profit. ④ The words that have mattered are efficiency, flexibility, shareholder value, business-friendly, wealth generation, sales, impact and, in newspapers, circulation. ⑤ Words degraded to the margin have been justice, fairness, tolerance, proportionality and accountability.

⑥ ① The purpose of editing the *News of the World* was not to promote reader understanding, to be fair in what was written or to betray any common humanity. ② It was to ruin lives in the quest for circulation and impact. ③ Ms Brooks may or may not have had suspicions about how her journalists got their stories, but she asked no questions, gave no instructions—nor received traceable, recorded answers.

36. According to the first two paragraphs, Elisabeth was upset by D.

- ☐ [A] the consequences of the current sorting mechanism  
☐ [B] companies' financial loss due to immoral practices  
☐ [C] governmental ineffectiveness on moral issues  
☒ [D] the wide misuse of integrity among institutions

37. It can be inferred from Paragraph 3 that D.

- ☐ [A] Glenn Mulcaire may deny phone hacking as a crime  
☐ [B] more journalists may be found guilty of phone hacking  
☒ [C] Andy Coulson should be held innocent of the charge  
☐ [D] phone hacking will be accepted on certain occasions

38. The author believes the Rebekah Books's defence C.

- ☐ [A] revealed a cunning personality ☐ [B] centered on trivial issues  
☒ [C] was hardly convincing ☐ [D] was part of a conspiracy

39. The author holds that the current collective doctrine shows A.

- ☒ [A] generally distorted values ☐ [B] unfair wealth distribution  
☐ [C] a marginalized lifestyle ☐ [D] a rigid moral code

40. Which of the following is suggested in the last paragraph?

- ☐ [A] The quality of writing is of primary importance.  
☐ [B] Common humanity is central in news reporting.  
☒ [C] Moral awareness matters in editing a newspaper.  
☒ [D] Journalists need stricter industrial regulations.

## Part B

### Directions:

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

How does your reading proceed? Clearly you try to comprehend, in the sense of identifying meanings for individual words and working out relationships between them, drawing on your implicit knowledge of English grammar. (41) \_\_\_\_\_ You begin to infer a context for the text, for instance, by making decisions about what kind of speech event is involved: Who is making the utterance, to whom, when and where.

The ways of reading indicated here are without doubt kinds of comprehension. But they show comprehension to consist not just of passive assimilation but of active engagement in inference and problem-solving. You infer information you feel the writer has invited you to grasp by presenting you with specific evidence and clues. (42) \_\_\_\_\_

Conceived in this way, comprehension will not follow exactly the same track for each reader. What is in question is not the retrieval of an absolute, fixed or "true" meaning that can be read off and checked for accuracy, or some timeless relation of the text to the world. (43) \_\_\_\_\_

Such background material inevitably reflects who we are. (44) \_\_\_\_\_ This doesn't, however, make interpretation merely relative or even pointless. Precisely because readers from different historical periods, places and social experiences produce different but overlapping readings of the same words on the page—including for texts that engage with fundamental human concerns—debates about texts can play an important role in social discussion of beliefs and values.

How we read a given text also depends to some extent on our particular interest in reading it. (45) \_\_\_\_\_ Such dimensions of reading suggest—as others introduced later in the book will also do—that we bring an implicit (often unacknowledged) agenda to any act of reading. It doesn't then necessarily follow that one kind of reading is fuller, more advanced or more worthwhile than another. Ideally, different kinds of reading inform each other, and act as useful reference points for and counterbalances to one another. Together, they make up the reading component of your overall literacy, or relationship to your surrounding textual environment.

- [A] Are we studying that text and trying to respond in a way that fulfils the requirement of a given course? Reading it simply for pleasure? Skimming it for information? Ways of reading on a train or in bed are likely to differ considerably from reading in a seminar room.
- [B] Factors such as the place and period in which we are reading, our gender, ethnicity, age and social class will encourage us towards certain interpretations but at the same time obscure or even close off others.
- [C] If you are unfamiliar with words or idioms, you guess at their meaning, using clues presented in the context. On the assumption that they will become relevant later, you make a mental note of discourse entities as well as possible links between them.
- [D] In effect, you try to reconstruct the likely meanings or effects that any given sentence, image or reference might have had: These might be the ones the author intended.
- [E] You make further inferences, for instance, about how the text may be significant to you, or about its validity—inferences that form the basis of a personal response for which the author will inevitably be far less responsible.
- [F] In plays, novels and narrative poems, characters speak as constructs created by the author, not necessarily as mouthpieces for the author's own thoughts.

[G] Rather, we ascribe meanings to texts on the basis of interaction between what we might call textual and contextual material: between kinds of organization or patterning we perceive in a text's formal structures (so especially its language structures) and various kinds of background, social knowledge, belief and attitude that we bring to the text.

## 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)*

Within the span of a hundred years, in the seventeenth and early eighteenth centuries, a tide of emigration—one of the great folk wanderings of history—swept from Europe to America. (46) This movement, driven by powerful and diverse motivations, built a nation out of a wilderness and, by its nature, shaped the character and destiny of an uncharted continent.

(47) The United States is the product of two principal forces—the immigration of European peoples with their varied ideas, customs, and national characteristics and the impact of a new country which modified these traits. Of necessity, colonial America was a projection of Europe. Across the Atlantic came successive groups of Englishmen, Frenchmen, Germans, Scots, Irishmen, Dutchmen, Swedes, and many others who attempted to transplant their habits and traditions to the new world. (48) But the force of geographic conditions peculiar to America, the interplay of the varied national groups upon one another, and the sheer difficulty of maintaining old-world ways in a raw, new continent caused significant changes. These changes were gradual and at first scarcely visible. But the result was a new social pattern which, although it resembled European society in many ways, had a character that was distinctly American.

(49) The first shiploads of immigrants bound for the territory which is now the United States crossed the Atlantic more than a hundred years after the 15th-and-16th-century explorations of North America. In the meantime, thriving Spanish colonies had been established in Mexico, the West Indies, and South America. These travelers to North America came in small, unmercifully overcrowded craft. During their six-to twelve-week voyage, they survived on barely enough food allotted to them. Many of the ships were lost in storms, many passengers died of disease, and infants rarely survived the journey. Sometimes storms blew the vessels far off their course, and often calm brought unbearably long delay.

To the anxious travelers the sight of the American shore brought almost inexpressible relief. Said one recorder of events, "The air at twelve leagues' distance smelt as sweet as a new-blown garden." The colonists' first glimpse of the new land was a sight of dense woods. (50) The virgin forest with its richness and variety of trees was a real treasure-house which extended from Maine all the way down to Georgia. Here was abundant fuel and lumber. Here was the raw material of houses and furniture, ships and potash, dyes and naval stores.

## Section III Writing

### Part A

#### 51. Directions:

You are going to host a club reading session. Write an email of about 100 words recommending a book to the club members.

You should state reasons for your recommendation.

You should write neatly on the ANSWER SHEET.

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

**Do not** write the address (10 points)

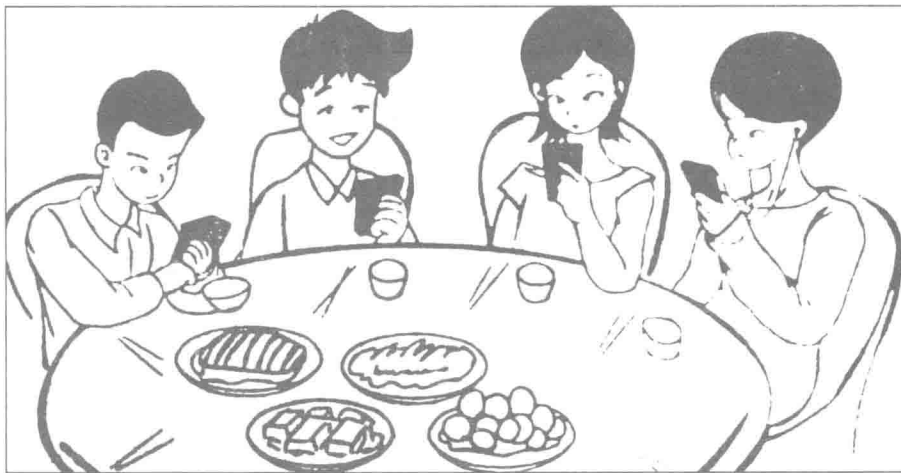
## Part B

### 52. Directions:

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

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

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



手机时代的聚会

## 2015 年答案速查表

自我 评估	Section I	Section II			Section III		总分
		Part A	Part B	Part C	Part A	Part B	

### Section I Use of English (10 points)

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

### Section II Reading Comprehension (60 points)

#### Part A (40 points)

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

#### Part B (10 points)

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

#### Part C (10 points)

46. 这场移民运动由各种强大的动机所推动,在一片荒野之中创立了一个国家,并且,就其本质而言,该运动也塑造了一个未知大陆的性格并决定了它的命运。
47. 美国是两种主要力量结合的产物:一种是思想、习俗和民族特征各不相同的欧洲移民,另一种是这个新国家对于上述特征的影响。
48. 但是美国独特的地理条件,不同民族之间的相互影响,以及在这个原始的新大陆维持原有生活方式的极大难度引起了巨大的变化。
49. 十五和十六世纪的探索发现了北美洲,过了一百多年之后,第一批满载移民的船只横渡大西洋,驶往现在被称为美国的那片土地。
50. 这片原始森林中有数不胜数且种类繁多的树木,从缅因州一直绵延至乔治亚州,是一座名副其实的宝库。

### Section III Writing (30 points)

(略)



# 2014 年全国硕士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)

①As many people hit middle age, they often start to notice that their memory and mental clarity are not what they used to be. ②We suddenly can't remember 1 we put the keys just a moment ago, or an old acquaintance's name, or the name of an old band we used to love. ③As the brain 2, we refer to these occurrences as "senior moments." ④3 seemingly innocent, this loss of mental focus can potentially have a(n) 4 impact on our professional, social, and personal 5.

①Neuroscientists, experts who study the nervous system, are increasingly showing that there's actually a lot that can be done. ②It 6 out that the brain needs exercise in much the same way our muscles do, and the right mental 7 can significantly improve our basic cognitive 8. ③Thinking is essentially a 9 of making connections in the brain. ④To a certain extent, our ability to 10 in making the connections that drive intelligence is inherited. ⑤11, because these connections are made through effort and practice, scientists believe that intelligence can expand and fluctuate 12 mental effort.

①Now, a new Web-based company has taken it a step 13 and developed the first "brain training program" designed to actually help people improve and regain their mental 14.

①The Web-based program 15 you to systematically improve your memory and attention skills. ②The program keeps 16 of your progress and provides detailed feedback 17 your performance and improvement. ③Most importantly, it 18 modifies and enhances the games you play to 19 on the strengths you are developing — much like a(n) 20 exercise routine requires you to increase resistance and vary your muscle use.

- |                      |                   |                   |                  |
|----------------------|-------------------|-------------------|------------------|
| 1. [A] where         | [B] when          | [C] that          | [D] why          |
| 2. [A] improves      | [B] fades         | [C] recovers      | [D] collapses    |
| 3. [A] If            | [B] Unless        | [C] Once          | [D] While        |
| 4. [A] uneven        | [B] limited       | [C] damaging      | [D] obscure      |
| 5. [A] wellbeing     | [B] environment   | [C] relationship  | [D] outlook      |
| 6. [A] turns         | [B] finds         | [C] points        | [D] figures      |
| 7. [A] roundabouts   | [B] responses     | [C] workouts      | [D] associations |
| 8. [A] genre         | [B] functions     | [C] circumstances | [D] criterion    |
| 9. [A] channel       | [B] condition     | [C] sequence      | [D] process      |
| 10. [A] persist      | [B] believe       | [C] excel         | [D] feature      |
| 11. [A] Therefore    | [B] Moreover      | [C] Otherwise     | [D] However      |
| 12. [A] according to | [B] regardless of | [C] apart from    | [D] instead of   |
| 13. [A] back         | [B] further       | [C] aside         | [D] around       |
| 14. [A] sharpness    | [B] stability     | [C] framework     | [D] flexibility  |

- |                     |                |                |               |
|---------------------|----------------|----------------|---------------|
| 15. [A] forces      | [B] reminds    | [C] hurries    | [D] allows    |
| 16. [A] hold        | [B] track      | [C] order      | [D] pace      |
| 17. [A] to          | [B] with       | [C] for        | [D] on        |
| 18. [A] irregularly | [B] habitually | [C] constantly | [D] unusually |
| 19. [A] carry       | [B] put        | [C] build      | [D] take      |
| 20. [A] risky       | [B] effective  | [C] idle       | [D] familiar  |

## 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

① In order to “change lives for the better” and reduce “dependency,” George Osborne, Chancellor of the Exchequer, introduced the “upfront work search” scheme. ② Only if the jobless arrive at the jobcentre with a CV, register for online job search, and start looking for work will they be eligible for benefit — and then they should report weekly rather than fortnightly. ③ What could be more reasonable?

④ More apparent reasonableness followed. ⑤ There will now be a seven-day wait for the jobseeker's allowance. ⑥ “Those first few days should be spent looking for work, not looking to sign on,” he claimed. ⑦ “We're doing these things because we know they help people stay off benefits and help those on benefits get into work faster.” ⑧ Help? ⑨ Really? ⑩ On first hearing, this was the socially concerned chancellor, trying to change lives for the better, complete with “reforms” to an obviously indulgent system that demands too little effort from the newly unemployed to find work, and subsidises laziness. ⑪ What motivated him, we were to understand, was his zeal for “fundamental fairness” — protecting the taxpayer, controlling spending and ensuring that only the most deserving claimants received their benefits.

⑫ Losing a job is hurting: you don't skip down to the jobcentre with a song in your heart, delighted at the prospect of doubling your income from the generous state. ⑬ It is financially terrifying, psychologically embarrassing and you know that support is minimal and extraordinarily hard to get. ⑭ You are now not wanted; you are now excluded from the work environment that offers purpose and structure in your life. ⑮ Worse, the crucial income to feed yourself and your family and pay the bills has disappeared. ⑯ Ask anyone newly unemployed what they want and the answer is always: a job.

⑰ But in Osborneland, your first instinct is to fall into dependency — permanent dependency if you can get it — supported by a state only too ready to indulge your falsehood. ⑱ It is as though 20 years of ever-tougher reforms of the job search and benefit administration system never happened. ⑲ The principle of British welfare is no longer that you can insure yourself against the risk of unemployment and receive unconditional payments if the disaster happens. ⑳ Even the very phrase “jobseeker's allowance” is about redefining the unemployed as a “jobseeker” who had no fundamental right to a benefit he or she has earned through making national insurance contributions. ㉑ Instead, the claimant receives a time-limited “allowance,” conditional on actively seeking a job; no entitlement and no insurance, at £71.70 a week, one of the least generous in the EU.

21. George Osborne's scheme was intended to \_\_\_\_\_.  
 [A] provide the unemployed with easier access to benefits  
 [B] encourage jobseekers' active engagement in job seeking  
 [C] motivate the unemployed to report voluntarily  
 [D] guarantee jobseekers' legitimate right to benefits
22. The phrase "to sign on" (Line 2, Para. 2) most probably means \_\_\_\_\_.  
 [A] to check on the availability of jobs at the jobcentre  
 [B] to accept the government's restrictions on the allowance  
 [C] to register for an allowance from the government  
 [D] to attend a governmental job-training program
23. What promoted the chancellor to develop his scheme?  
 [A] A desire to secure a better life for all.  
 [B] An eagerness to protect the unemployed.  
 [C] An urge to be generous to the claimants.  
 [D] A passion to ensure fairness for taxpayers.
24. According to Paragraph 3, being unemployed makes one feel \_\_\_\_\_.  
 [A] uneasy  
 [B] enraged  
 [C] insulted  
 [D] guilty
25. To which of the following would the author most probably agree?  
 [A] The British welfare system indulges jobseekers' laziness.  
 [B] Osborne's reforms will reduce the risk of unemployment.  
 [C] The jobseekers' allowance has met their actual needs.  
 [D] Unemployment benefits should not be made conditional.

## Text 2

①All around the world, lawyers generate more hostility than the members of any other profession — with the possible exception of journalism. ②But there are few places where clients have more grounds for complaint than America.

①During the decade before the economic crisis, spending on legal services in America grew twice as fast as inflation. ②The best lawyers made skyscrapers-full of money, tempting ever more students to pile into law schools. ③But most law graduates never get a big-firm job. ④Many of them instead become the kind of nuisance-lawsuit filer that makes the tort system a costly nightmare.

①There are many reasons for this. ②One is the excessive costs of a legal education. ③There is just one path for a lawyer in most American states: a four-year undergraduate degree in some unrelated subjects, then a three-year law degree at one of 200 law schools authorized by the American Bar Association and an expensive preparation for the bar exam. ④This leaves today's average law-school graduate with \$100,000 of debt on top of undergraduate debts. ⑤Law-school debt means that many cannot afford to go into government or non-profit work, and that they have to work fearsomely hard.

①Reforming the system would help both lawyers and their customers. ②Sensible ideas have been around for a long time, but the state-level bodies that govern the profession have been too conservative to implement them. ③One idea is to allow people to study law as an undergraduate degree. ④Another is to let students sit for the bar after only two years of law school. ⑤If the bar exam is truly a stern enough test for a would-be lawyer, those who can sit it earlier should be allowed to do so. ⑥Students who do not need the extra training could cut their debt mountain by a third.

①The other reason why costs are so high is the restrictive guild-like ownership structure of the business. ②Except in the District of Columbia, non-lawyers may not own any share of a law firm. ③This

keeps fees high and innovation slow. ④ There is pressure for change from within the profession, but opponents of change among the regulators insist that keeping outsiders out of a law firm isolates lawyers from the pressure to make money rather than serve clients ethically.

① In fact, allowing non-lawyers to own shares in law firms would reduce costs and improve services to customers, by encouraging law firms to use technology and to employ professional managers to focus on improving firms' efficiency. ② After all, other countries, such as Australia and Britain, have started liberalizing their legal professions. ③ America should follow.

26. A lot of students take up law as their profession due to \_\_\_\_\_.  
 [A] the growing demand from clients [B] the increasing pressure of inflation  
 [C] the prospect of working in big firms [D] the attraction of financial rewards
27. Which of the following adds to the costs of legal education in most American states?  
 [A] Higher tuition fees for undergraduate studies.  
 [B] Admissions approval from the bar association.  
 [C] Pursuing a bachelor's degree in another major.  
 [D] Receiving training by professional associations.
28. Hindrance to the reform of the legal system originates from \_\_\_\_\_.  
 [A] lawyers' and clients' strong resistance [B] the rigid bodies governing the profession  
 [C] the stern exam for would-be lawyers [D] non-professionals' sharp criticism
29. The guild-like ownership structure is considered "restrictive" partly because it \_\_\_\_\_.  
 [A] bans outsiders' involvement in the profession [B] keeps lawyers from holding law-firm shares  
 [C] aggravates the ethical situation in the trade [D] prevents lawyers from gaining due profits
30. In this text, the author mainly discusses \_\_\_\_\_.  
 [A] flawed ownership of America's law firms and its causes  
 [B] the factors that help make a successful lawyer in America  
 [C] a problem in America's legal profession and solutions to it  
 [D] the role of undergraduate studies in America's legal education

### Text 3

① The US \$3-million Fundamental Physics Prize is indeed an interesting experiment, as Alexander Polyakov said when he accepted this year's award in March. ② And it is far from the only one of its type. ③ As a News Feature article in *Nature* discusses, a string of lucrative awards for researchers have joined the Nobel Prizes in recent years. ④ Many, like the Fundamental Physics Prize, are funded from the telephone-number-sized bank accounts of Internet entrepreneurs. ⑤ These benefactors have succeeded in their chosen fields, they say, and they want to use their wealth to draw attention to those who have succeeded in science.

① What's not to like? ② Quite a lot, according to a handful of scientists quoted in the News Feature. ③ You cannot buy class, as the old saying goes, and these upstart entrepreneurs cannot buy their prizes the prestige of the Nobels. ④ The new awards are an exercise in self-promotion for those behind them, say scientists. ⑤ They could distort the achievement-based system of peer-review-led research. ⑥ They could cement the status quo of peer-reviewed research. ⑦ They do not fund peer-reviewed research. ⑧ They perpetuate the myth of the lone genius.

① The goals of the prize-givers seem as scattered as the criticism. ② Some want to shock, others to draw people into science, or to better reward those who have made their careers in research.

① As *Nature* has pointed out before, there are some legitimate concerns about how science prizes — both new and old — are distributed. ② The Breakthrough Prize in Life Sciences, launched this year, takes an