



# 2009 考研英语

## 十年真题点石成金

胡敏 主编

陈采霞 编著

最新版

- 经十年磨砺，得考研真谛
- 倾真情打造，方点石成金
- 重循序渐进，铸成功之道
- 聚实力技巧，览众山无余



高等教育出版社  
Higher Education Press

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# 前言

## 衣带渐宽为考研

又是一个下雪的日子。与以往不同的是,今年的雪花让我多了几分沉重和担忧,作为一个湖南人,我的家乡是2008年雪灾的重灾区,电视上一个又一个受灾画面使我寝食难安、归心似箭。然而,不多的几天假,几尽瘫痪的交通,最重要的是这本考研真题的修订使我最终选择了留下,经过大年三十的拼搏和连续几天的日夜奋战,修订工作得以完成,而此时的家乡也开始传来好消息……。我想这正是湖南人的真实写照:命运多舛,自强不息,绝不向困难低头。

向考研的目标发起进攻又何尝不是一种对命运发起的挑战,面对困难的顽强拼搏?成千上万的考研学子之所以选择考研并不是为了获得更高的学历、找到更理想的工作、挣到更多的钱这么简单,这其中一定还有更丰富和更深刻的东西。作为一个过来人,我始终把考研这件事看成是人生的一种境界、一种历练。

自1997年开始从事考研英语辅导以来,我就跟这项工作结下了不解之缘。首先我在讲台上一站就是十几年,不仅教过的学生无数,而且交到的朋友也不少,直到现在还经常收到一些学生的问候和祝福。从2000年起,我开始埋头撰写考研辅导书。由于和考生接触得多,我发现考生的当务之急是过词汇关,于是我首先编写了《考研英语核心词汇笔记》,几年下来这本书一版再版,一直受到考生的高度欢迎和认可,在网上各个考研图书排行榜上也一直高居榜首。因为本身就是学翻译出身,而且教翻译的时间也很长,我又结合课堂经验编写了《考研英语英译汉四步定位翻译法》,这本书不仅填补了考研英语英译汉辅导教材的空白,而且被许多学生和业内人士认为是少有的学术含量较高的著作之一。写完《考研英语核心词汇笔记》和《考研英语英译汉四步定位翻译法》这两本考研英语辅导书,原以为我跟考研英语之间的关系会就此画上句号,没想到2004年我加入了新航道,从此又回到了考研英语辅导这项工作中来,于是就有了继续钻研完型填空和十年真题的想法。这一方面是我做事做到底、选定方向不回头的性格使然,另一方面是考研英语辅导这项工作的确有它的魅力。

这种魅力首先来自广大考生。我经常听到这样的感叹:专业我一点问题也没有,能不能考上就看英语了。作为一名英语教师,我可以按部就班地教书育人,也可以关起门来著书立说,因为做一名好的大学老师和搞好科研也能实现我的人生价值,可是一次意外的经历改变了我对事业的看法。那天我给一个辅导班上完最后一堂课,因为没有像平常一样骑自行车而不得不走路去等公交车,有个学生便推着他的自行车陪我一起走。交谈之中我发现我们是老乡,于是谈话一下子变得轻松起来。这个学生向我介绍起他的情况:前一年他已经考过一次,虽然专业有明显优势,英语却一败涂地,因为他在考场上紧张得脑子一片空白。经询问,我发现他是个很用功的学生,基础并不差,词汇量也不小,但是对阅读把握不好,对写作也缺少感觉。后来我让他写了一篇作文给我看,发现他的确存在一些认识和技巧上的误区,经过我耐心的分析和辅导,他很

快就找到了突破口,结果在接下来的考试中脱颖而出。这名考生不仅在后来几年顺利拿下了硕士和博士学位,而且还去美国读了博士后,现在他的英语不仅让他在工作中如鱼得水,而且还成了他生活中很重要的一部分,因为我了解到他读高中的女儿成绩最好的科目就是英语,因为父女俩在家会经常用英语对话,交流学习英语的经验。虽然他年龄比我大,而且已经功成名就,但他会经常跟别人说我是他的英语老师。能让一名在英语门外徘徊的考生有如此的转变,能帮助一个人度过一个难关,生活和事业从此柳暗花明,能让一名学生一辈子承认你是他的老师,还有什么工作比这更有意义、更值得我去做呢?

这种魅力还来自考研英语本身。作为一种高水平的资格选拔考试,考研英语具有难度高、挑战大的特点。正因为它不容易被拿下,考研英语辅导对老师的要求也很高,这种要求不仅体现在专业水平上,同时还体现在对试题的研究和技巧的掌握上,此外它还需要有全身心的投入、坚忍不拔的精神和持之以恒的毅力,不然就会一知半解、夜郎自大。如同找到一个你甘愿为之奉献的爱人是一生的幸福一样,找到一个你乐于为之奋斗的事业又何尝不是永远的快乐。说实话,为了写这些考研辅导书,我可能添了不少白发、长了不少皱纹、牺牲了许多其他的东西,但我深深感悟到了什么叫“衣带渐宽终不悔,为伊消得人憔悴”。

## 点石为什么成金

这本《2009 考研英语十年真题点石成金》与前面提到的几本书有着共同的编写理念和创作过程,但它毕竟是一本综合性的辅导书,与一个方面和单个题型的研究还是会有一些区别。下面我就来介绍这本书的主要特点:

### 1. 注重基础,强调整解

本书的解题技巧特别注重基础知识,也就是说我会经常提醒考生一道题是考一词多义、一词多用、固定表达、习惯搭配还是特殊句型,这样做的目的不仅是为了找到正确答案,同时也是为了培养一种思维模式,让考生慢慢学会分析一道题的重点在哪儿?难点在哪儿?答案在哪儿?此外,我还特别强调在理解上下功夫。长期以来,我们的英语学习一直处于一种尴尬的局面:背了一大堆单词、学了一大堆语法,可看文章时还是云里雾里,写作文时还是词不达意,做题时还是犹犹豫豫。造成这一局面的罪魁祸首就是我们在平时的学习中习惯于蜻蜓点水、一知半解、模棱两可,因为考试难度是那么大、竞争是那么激烈,我们好像没有时间从容不迫、精雕细琢,殊不知“欲速则不达”,看似学得多、学得快的方法最后反而导致了前面所说的结果,有的考生甚至在考完之后急切地对答案,全然不关心那些做过的题为什么对或错。我们强调对题目的理解、对某个词的理解、对某个句子的理解、对某段话的理解,这实际上就是让考生多动脑筋,进入“不仅知其然,而且知其所以然”的境界。

### 2. 整套翻译,不留盲点

整套题都带翻译(作文题除外)是本书的一大特点:整篇文章有翻译,一句话有翻译,一个单词也有翻译。这样做的目的是为了考生彻底看清考研英语试题的本来面目。我曾经问过一些考生,如果所有考题都能看懂,答题是否会变得容易一些,回答一般都是肯定的。看不懂题、不明白题目要求或者干脆把题目的意思弄反了往往就是出错的原因,况且题目本身就有可能涉及一些知识点,这次是在提问中出现,下次就有可能出现在答案里,所以我们把对考题的翻译当成一种学习手段、辅助手段和检测手段,不给我们的学习和复习留下任何盲点。

### 3. 解析透彻,由表及里

市面上已经有很多真题详解方面的参考书,这些书虽然鱼龙混杂,其中却也不乏严肃认真、观点新颖、视角独特的力作,但遗憾的是这些书要么错误太多、要么避重就轻、要么挖掘不够。本书在创作过程中力求博采众长,解题过程尽量做到明了透彻,不仅展示正确答案的获得过程,而且分析错误答案的出错原因,对于一些常用、常考、常错的重点和考点我会做一些特别的提示,对出题者设置的陷阱会有独到的分析,“只有某个选项符合题意,所以选……”、“根据上下文只能选……”之类的解析决不是本书的制胜法宝。

### 4. 重点突出,稳步前进

虽然每道题都有自己的考点和难点,我们还是试图从一套题中寻找和发现一些学习中和做题时应注意的重点,这样既能减轻我们的学习负担,又能提高我们的工作效率。英语里有句话: *Everybody's business is nobody's business.* (人人负责的事谁都不会负责。),同样的道理,每道题都一样难就失去了考试的意义,因为考试就是靠有难有易测出不同的水平。对于那些大家都觉得容易的题,我们会说此题比较容易;对于那些一部分人觉得有难度的题,我们会说此题有一定的难度;对于那些大部分人都觉得难的题,我们会说此题偏难,这样每个人就可以根据自己的水平确定自己的起点和目标,不会因为不知道自己的实力而作盲目的追求,而是脚踏实地一点点向前迈进。

本书的创作还从很多新航道的定制培训学员(如中央音乐学院的张婷同学、解放军医科大学的滕跃同学、首都师范大学的马莉同学)身上得到灵感和启发,和他们的交流使我对考生的问题和需求有了更进一步的了解,他们对我的肯定和鼓励使我的创作更加充满了意义,在此我要向这些学员深表谢意。此外我还要感谢新航道学校校长胡敏老师对我的激励和信任,感谢他把这么重要的任务交给了我,还要感谢新航道图书事业部的各位同事对我的理解与支持,感谢我母亲和儿子对我的关心和支持。

怀着欣喜的心情得知《2009 考研英语十年真题点石成金》今年将改由高等教育出版社出版。高等教育出版社是中国出版教育类图书的重镇堡垒,一向以严格、专业著称,所以,较之去年,本书在审校方面把关更为严格,在考量考生的需求时也更加准确和专业,质量更胜一筹。同时,本书除了1999-2008年10年真题之外,还收录了1996,1997,1998年的真题作为该书的附录部分,相信他们也会给对广大考生提供一定的参考价值。

谨以此书献给考研路上坚定而执着前行的考生们,愿你们收获知识、收获梦想、收获人生!

陈采霞  
2008年2月

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2008 年全国硕士研究生入学考试英语试卷

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)

The idea that some groups of people may be more intelligent than others is one of those hypotheses that dare not speak its name. But Gregory Cochran is 1 to say it anyway. He is that 2 bird, a scientist who works independently 3 any institution. He helped popularize the idea that some diseases not 4 thought to have a bacterial cause were actually infections, which aroused much controversy when it was first suggested.

5 he, however, might tremble at the 6 of what he is about to do. Together with another two scientists, he is publishing a paper which not only 7 that one group of humanity is more intelligent than the others, but explains the process that has brought this about. The group in 8 are a particular people originated from central Europe. The process is natural selection.

This group generally do well in IQ test, 9 12 - 15 points above the 10 value of 100, and have contributed 11 to the intellectual and cultural life of the West, as the 12 of their elites, including several world-renowned scientists, 13. They also suffer more often than most people from a number of nasty genetic diseases, such as breast cancer. These facts, 14, have previously been thought unrelated. The former has been 15 to social effects, such as a strong tradition of 16 education. The latter was seen as a (an) 17 of genetic isolation. Dr. Cochran suggests that the intelligence and diseases are intimately 18. His argument is that the unusual history of these people has 19 them to unique evolutionary pressures that have resulted in this 20 state of affairs.

- |                       |                        |                   |                   |
|-----------------------|------------------------|-------------------|-------------------|
| 1. [A] selected       | [B] prepared           | [C] obliged       | [D] pleased       |
| 2. [A] unique         | [B] particular         | [C] special       | [D] rare          |
| 3. [A] of             | [B] with               | [C] in            | [D] against       |
| 4. [A] subsequently   | [B] presently          | [C] previously    | [D] lately        |
| 5. [A] Only           | [B] So                 | [C] Even          | [D] Hence         |
| 6. [A] thought        | [B] sight              | [C] cost          | [D] risk          |
| 7. [A] advises        | [B] suggests           | [C] protests      | [D] objects       |
| 8. [A] progress       | [B] fact               | [C] need          | [D] question      |
| 9. [A] attaining      | [B] scoring            | [C] reaching      | [D] calculating   |
| 10. [A] normal        | [B] common             | [C] mean          | [D] total         |
| 11. [A] unconsciously | [B] disproportionately | [C] indefinitely  | [D] unaccountably |
| 12. [A] missions      | [B] fortunes           | [C] interests     | [D] careers       |
| 13. [A] affirm        | [B] witness            | [C] observe       | [D] approve       |
| 14. [A] moreover      | [B] therefore          | [C] however       | [D] meanwhile     |
| 15. [A] given up      | [B] got over           | [C] carried on    | [D] put down      |
| 16. [A] assessing     | [B] supervising        | [C] administering | [D] valuing       |
| 17. [A] development   | [B] origin             | [C] consequence   | [D] instrument    |
| 18. [A] linked        | [B] integrated         | [C] woven         | [D] combined      |
| 19. [A] limited       | [B] subjected          | [C] converted     | [D] directed      |
| 20. [A] paradoxical   | [B] incompatible       | [C] inevitable    | [D] continuous    |

## 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

While still catching-up to men in some spheres of modern life, women appear to be way ahead in at least one undesirable category. "Women are particularly susceptible to developing depression and anxiety disorders in response to stress compared to men," according to Dr. Yehuda, chief psychiatrist at New York's Veteran's Administration Hospital.

Studies of both animals and humans have shown that sex hormones somehow affect the stress response, causing females under stress to produce more of the trigger chemicals than do males under the same conditions. In several of the studies, when stressed-out female rats had their ovaries (the female reproductive organs) removed, their chemical responses became equal to those of the males.

Adding to a woman's increased dose of stress chemicals, are her increased "opportunities" for stress. "It's not necessarily that women don't cope as well. It's just that they have so much more to cope with," says Dr. Yehuda. "Their capacity for tolerating stress may even be greater than men's." She observes, "it's just that they're dealing with so many more things that they become worn out from it more visibly and sooner."

Dr. Yehuda notes another difference between the sexes. "I think that the kinds of things that women are exposed to tend to be in more of a chronic or repeated nature. Men go to war and are exposed to combat stress. Men are exposed to more acts of random physical violence. The kinds of interpersonal violence that women are exposed to tend to be in domestic situations, by, unfortunately, parents or other family members, and they tend not to be one-shot deals. The wear-and-tear that comes from these longer relationships can be quite devastating."

Adeline Alvarez married at 18 and gave birth to a son, but was determined to finish college. "I struggled a lot to get the college degree. I was living in so much frustration that that was my escape, to go to school, and get ahead and do better." Later, her marriage ended and she became a single mother. "It's the hardest thing to take care of a teenager, have a job, pay the rent, pay the car payment and pay the debt. I lived from paycheck to paycheck."

Not everyone experiences the kinds of severe chronic stresses Alvarez describes. But most women today are coping with a lot of obligations, with few breaks, and feeling the strain. Alvarez's experience demonstrates the importance of finding ways to diffuse stress before it threatens your health and your ability to function.

21. Which of the following is true according to the first two paragraphs?
  - [A] Women are biologically more vulnerable to stress.
  - [B] Women are still suffering much stress caused by men.
  - [C] Women are more experienced than men in coping with stress.
  - [D] Men and women show different inclinations when faced with stress.
22. Dr. Yehuda's research suggests that women \_\_\_\_\_.
  - [A] need extra doses of chemicals to handle stress
  - [B] have limited capacity for tolerating stress
  - [C] are more capable of avoiding stress
  - [D] are exposed to more stress.
23. According to paragraph 4, the stress women confront tends to be \_\_\_\_\_.
  - [A] domestic and temporary
  - [B] irregular and violent
  - [C] durable and frequent
  - [D] trivial and random

24. The sentence "I lived from paycheck to paycheck." (Paragraph 5) shows that \_\_\_\_\_.
- [A] Alvarez cared about nothing but making money
  - [B] Alvarez's salary barely covered her household expenses
  - [C] Alvarez got paychecks from different jobs
  - [D] Alvarez paid practically everything by check
25. Which of the following would be the best title for the text?
- [A] Strain of Stress; No Way Out?
  - [B] Responses to Stress; Gender Difference
  - [C] Stress Analysis; What Chemicals Say
  - [D] Gender Inequality; Women under Stress

## Text 2

It used to be so straightforward. A team of researchers working together in the laboratory would submit the results of their research to a journal. A journal editor would then remove the authors' names and affiliations from the paper and send it to their peers for review. Depending on the comments received, the editor would accept the paper for publication or decline it. Copyright rested with the journal publisher, and researchers seeking knowledge of the results would have to subscribe to the journal.

No longer. The Internet—and pressure from funding agencies, who are questioning why commercial publishers are making money from government-funded research by restricting access to it—is making access to scientific results a reality. The Organization for Economic Co-operation and Development (OECD) has just issued a report describing the far-reaching consequences of this. The report, by John Houghton of Victoria University in Australia and Graham Vickery of the OECD, makes heavy reading for publishers who have, so far, made handsome profits. But it goes further than that. It signals a change in what has, until now, been a key element of scientific endeavor.

The value of knowledge and the return on the public investment in research depends, in part, upon wide distribution and ready access. It is big business. In America, the core scientific publishing market is estimated at between \$7 billion and \$11 billion. The International Association of Scientific, Technical and Medical Publishers says that there are more than 2,000 publishers worldwide specializing in these subjects. They publish more than 1.2 million articles each year in some 16,000 journals.

This is now changing. According to the OECD report, some 75% of scholarly journals are now online. Entirely new business models are emerging: three main ones were identified by the report's authors. There is the so-called big deal, where institutional subscribers pay for access to a collection of online journal titles through site-licensing agreements. There is open-access publishing, typically supported by asking the author (or his employer) to pay for the paper to be published. Finally, there are open-access archives, where organizations such as universities or international laboratories support institutional repositions. Other models exist that are hybrids of these three, such as delayed open-access, where journals allow only subscribers to read a paper for the first six months, before making it freely available to everyone who wishes to see it. All this could change the traditional form of the peer-review process, at least for the publication of papers.

26. In the first paragraph, the author discusses \_\_\_\_\_.
- [A] the background information of journal editing
  - [B] the publication routine of laboratory reports
  - [C] the relations of authors with journal publishers
  - [D] the traditional process of journal publication
27. Which of the following is true of the OECD report?
- [A] It criticizes government-funded research.
  - [B] It introduces an effective means of publication.
  - [C] It upsets profit-making journal publishers.
  - [D] It benefits scientific research considerably.
28. According to the text, online publication is significant in that \_\_\_\_\_.
- [A] it provides an easier access to scientific results

- [ B ] it brings huge profits to scientific researchers  
 [ C ] it emphasizes the crucial role of scientific knowledge  
 [ D ] it facilitates public investment in scientific research
29. With the open-access publishing model, the author of a paper is required to \_\_\_\_\_.
- [ A ] cover the cost of its publication  
 [ B ] subscribe to the journal publishing it  
 [ C ] allow other online journals to use it freely  
 [ D ] complete the peer-review before submission
30. Which of the following best summarizes the main idea of the passage?
- [ A ] The Internet is posing a threat to publishers.  
 [ B ] A new mode of publication is emerging.  
 [ C ] Authors welcome the new channel for publication.  
 [ D ] Publication is rendered easier by online service.

### Text 3

In the early 1960s Wilt Chamberlain was one of only three players in the National Basketball Association (NBA) listed at over seven feet. If he had played last season, however, he would have been one of 42. The bodies playing major professional sports have changed dramatically over the years, and managers have been more than willing to adjust team uniforms to fit the growing numbers of bigger, longer frames.

The trend in sports, though, may be obscuring an unrecognized reality: Americans have generally stopped growing. Though typically about two inches taller now than 140 years ago, today's people—especially those born to families who have lived in the U. S. for many generations—apparently reached their limit in the early 1960s. And they aren't likely to get any taller. "In the general population today, at this genetic, environmental level, we've pretty much gone as far as we can go," says anthropologist William Cameron Chumlea of Wright State University. In the case of NBA players, their increase in height appears to result from the increasingly common practice of recruiting players from all over the world.

Growth, which rarely continues beyond the age of 20, demands calories and nutrients—notably, protein—to feed expanding tissues. At the start of the 20th century, under-nutrition and childhood infections got in the way. But as diet and health improved, children and adolescents have, on average, increased in height by about an inch and a half every 20 years, a pattern known as the secular trend in height. Yet according to the Centers for Disease Control and Prevention, average height—5'9" for men, 5'4" for women—hasn't really changed since 1960.

Genetically speaking, there are advantages to avoiding substantial height. During childbirth, larger babies have more difficulty passing through the birth canal. Moreover, even though humans have been upright for millions of years, *our feet and back continue to struggle with bipedal posture and cannot easily withstand repeated strain imposed by oversize limbs.* "There are some real constraints that are set by the genetic architecture of the individual organism," says anthropologist William Leonard of Northwestern University.

Genetic maximums can change, but don't expect this to happen soon. Claire C. Gordon, senior anthropologist at the Army Research Center in Natick, Mass, ensures that 90 percent of the uniforms and workstations fit recruits without alteration. She says that, unlike those for basketball, the length of military uniforms has not changed for some time. And if you need to predict human height in the near future to design a piece of equipment, Gordon says that by and large, "you could use today's data and feel fairly confident."

31. Wilt Chamberlain is cited as an example to \_\_\_\_\_.
- [ A ] illustrate the change of height of NBA players  
 [ B ] show the popularity of NBA players in the U. S.  
 [ C ] compare different generations of NBA players  
 [ D ] assess the achievements of famous NBA players
32. Which of the following plays a key role in body growth according to the text?
- [ A ] Genetic modification.  
 [ B ] Natural environment.

- [ C ] Living standards.  
[ D ] Daily exercise.
33. On which of the following statements would the author most probably agree?  
[ A ] Non-Americans add to the average height of the nation.  
[ B ] Human height is conditioned by the upright posture.  
[ C ] Americans are the tallest on average in the world.  
[ D ] Larger babies tend to become taller in adulthood.
34. We learn from the last paragraph that in the near future \_\_\_\_\_.  
[ A ] the garment industry will reconsider the uniform size  
[ B ] the design of military uniforms will remain unchanged  
[ C ] genetic testing will be employed in selecting sportsmen  
[ D ] the existing data of human height will still be applicable
35. The text intends to tell us that \_\_\_\_\_.  
[ A ] the change of human height follows a cyclic pattern  
[ B ] human height is becoming even more predictable  
[ C ] Americans have reached their genetic growth limit  
[ D ] the genetic pattern of Americans has altered

### Text 4

In 1784, five years before he became president of the United States, George Washington, 52, was nearly toothless. So he hired a dentist to transplant nine teeth into his jaw—having extracted them from the mouths of his slaves.

That's a far different image from the cherry-tree-chopping George most people remember from their history books. But recently, many historians have begun to focus on the roles slavery played in the lives of the founding generation. They have been spurred in part by DNA evidence made available in 1998, which almost certainly proved Thomas Jefferson had fathered at least one child with his slave Sally Hemings. And only over the past 30 years have scholars examined history from the bottom up. Works of several historians reveal the moral compromises made by the nation's early leaders and the fragile nature of the country's infancy. More significantly, they argue that many of the Founding Fathers knew slavery was wrong—and yet most did little to fight it.

More than anything, the historians say, the founders were hampered by the culture of their time. While Washington and Jefferson privately expressed distaste for slavery, they also understood that it was part of the political and economic bedrock of the country they helped to create.

For one thing, the South could not afford to part with its slaves. Owning slaves was like "having a large bank account," says Wienczek, author of *An Imperfect God: George Washington, His Slaves, and the Creation of America*. The southern states would not have signed the Constitution without protections for the "peculiar institution," including a clause that counted a slave as three fifths of a man for purposes of congressional representation.

And the statesmen's political lives depended on slavery. The three-fifths formula handed Jefferson his narrow victory in the presidential election of 1800 by inflating the votes of the southern states in the Electoral College. Once in office, Jefferson extended slavery with the Louisiana Purchase in 1803; the new land was carved into 13 states, including three slave states.

Still, Jefferson freed Hemings's children—though not Hemings herself or his approximately 150 other slaves. Washington, who had begun to believe that all men were created equal after observing the bravery of the black soldiers during the Revolutionary War, overcame the strong opposition of his relatives to grant his slaves their freedom in his will. Only a decade earlier, such an act would have required legislative approval in Virginia.

36. George Washington's dental surgery is mentioned to \_\_\_\_\_.  
[ A ] show the primitive medical practice in the past  
[ B ] demonstrate the cruelty of slavery in his days  
[ C ] stress the role of slaves in the U. S. history  
[ D ] reveal some unknown aspect of his life

37. We may infer from the second paragraph that \_\_\_\_\_.
- [ A ] DNA technology has been widely applied to history research  
 [ B ] in its early days the U. S. was confronted with delicate situations  
 [ C ] historians deliberately made up some stories of Jefferson's life  
 [ D ] political compromises are easily found throughout the U. S. history
38. What do we learn about Thomas Jefferson?
- [ A ] His political view changed his attitude towards slavery.  
 [ B ] His status as a father made him free the child slaves.  
 [ C ] His attitude towards slavery was complex.  
 [ D ] His affair with a slave stained his prestige.
39. Which of the following is true according to the text?
- [ A ] Some Founding Fathers benefit politically from slavery.  
 [ B ] Slaves in the old days did not have the right to vote.  
 [ C ] Slave owners usually had large savings accounts.  
 [ D ] Slavery was regarded as a peculiar institution.
40. Washington's decision to free slaves originated from his \_\_\_\_\_.
- [ A ] moral considerations  
 [ B ] military experience  
 [ C ] financial conditions  
 [ D ] political stand

## Part B

### Directions:

*In the following text, some segments 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 ANSWER SHEET 1. (10 points)*

The time for sharpening pencils, arranging your desk, and doing almost anything else instead of writing has ended. The first draft will appear on the page only if you stop avoiding the inevitable and sit, stand up, or lie down to write. (41) \_\_\_\_\_

Be flexible. Your outline should smoothly conduct you from one point to the next, but do not permit it to railroad you. If a relevant and important idea occurs to you now, work it into the draft. (42) \_\_\_\_\_ Grammar, punctuation, and spelling can wait until you revise. Concentrate on what you are saying; Good writing most often occurs when you are in hot pursuit of an idea rather than in a nervous search for errors.

(43) \_\_\_\_\_ Your pages will be easier to keep track of that way, and, if you have to clip a paragraph to place it elsewhere, you will not lose any writing on the other side.

If you are working on a word processor, you can take advantage of its capacity to make additions and deletions as well as move entire paragraphs by making just a few simple keyboard commands. Some software programs can also check spelling and certain grammatical elements in your writing. (44) \_\_\_\_\_ These printouts are also easier to read than the screen when you work on revisions.

Once you have a first draft on paper, you can delete material that is unrelated to your thesis and add material necessary to illustrate your points and make your paper convincing. The student who wrote "The A & P as a State of Mind" wisely dropped a paragraph that questioned whether Sammy displays chauvinistic attitudes toward women. (45) \_\_\_\_\_

Remember that your initial draft is only that. You should go through the paper many times—and then again—working to substantiate and clarify your ideas. You may even end up with several entire versions of the paper. Rewrite. The sentences within each paragraph should be related to a single topic. Transitions should connect one paragraph to the next so that there are no abrupt or confusing shifts. Awkward or wordy phrasing or unclear sentences and paragraphs should be mercilessly poked and prodded into shape.

- [A] To make revising easier, leave wide margins and extra space between lines so that you can easily add words, sentences, and corrections. Write on only one side of the paper.
- [B] After you have clearly and adequately developed the body of your paper, pay particular attention to the introductory and concluding paragraphs. It's probably best to write the introduction last, after you know precisely what you are introducing. Concluding paragraphs demand equal attention because they leave the reader with a final impression.
- [C] It's worth remembering, however, that though a clean copy fresh off a printer may look terrific, it will read only as well as the thinking and writing that have gone into it. Many writers prudently store their data on disks and print their pages each time they finish a draft to avoid losing any material because of power failures or other problems.
- [D] It makes no difference how you write, just so you do. Now that you have developed a topic into a tentative thesis, you can assemble your notes and begin to flesh out whatever outline you have made.
- [E] Although this is an interesting issue, it has nothing to do with the thesis, which explains how the setting influences Sammy's decision to quit his job. Instead of including that paragraph, she added one that described Lengel's crabbed response to the girls so that she could lead up to the A & P "policy" he enforces.
- [F] In the final paragraph about the significance of the setting in "A & P", the student brings together the reasons Sammy quit his job by referring to his refusal to accept Lengel's store policies.
- [G] By using the first draft as a means of thinking about what you want to say, you will very likely discover more than your notes originally suggested. Plenty of good writers don't use outlines at all but discover ordering principles as they write. Do not attempt to compose a perfectly correct draft the first time around.

## 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)

In his autobiography, Darwin himself speaks of his intellectual powers with extraordinary modesty. He points out that he always experienced much difficulty in expressing himself clearly and concisely, but (46) he believes that this very difficulty may have had the compensating advantage of forcing him to think long and intently about every sentence, and thus enabling him to detect errors in reasoning and in his own observations. He disclaimed the possession of any great quickness of apprehension or wit, such as distinguished Huxley. (47) He asserted, also, that his power to follow a long and purely abstract train of thought was very limited, for which reason he felt certain that he never could have succeeded with mathematics. His memory, too, he described as extensive, but hazy. So poor in one sense was it that he never could remember for more than a few days a single date or a line of poetry. (48) On the other hand, he did not accept as well founded the charge made by some of his critics that, while he was a good observer, he had no power of reasoning. This, he thought, could not be true, because the "Origin of Species" is one long argument from the beginning to the end, and has convinced many able men. No one, he submits, could have written it without possessing some power of reasoning. He was willing to assert that "I have a fair share of invention, and of common sense or judgment, such as every fairly successful lawyer or doctor must have, but not, I believe, in any higher degree." (49) He adds humbly that perhaps he was "superior to the common run of men in noticing things which easily escape attention, and in observing them carefully."

Writing in the last year of his life, he expressed the opinion that in two or three respects his mind had changed during the preceding twenty or thirty years. Up to the age of thirty or beyond it poetry of many kinds gave him great pleasure. Formerly, too, pictures had given him considerable, and music very great, delight. In 1881, however, he said: "Now for many years I cannot endure to read a line of poetry. I have also almost lost my taste for pictures or music." (50) Darwin was convinced that the loss of these tastes was not only a loss of happiness, but might possibly be injurious to the intellect, and more probably to the moral character.

## Section III Writing

### Part A

51. **Directions:**

You have just come back from Canada and found a music CD in your luggage that you forgot to return to Bob, your landlord there. Write him a letter to

- 1) make an apology, and
- 2) suggest a solution.

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)

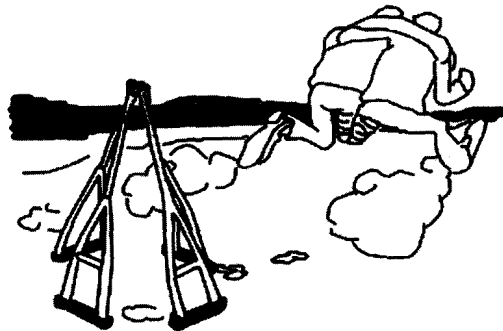
### Part B

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) give your comments.

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





## 2008 全国硕士研究生入学考试英语试卷答案与解析

## 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)

The idea that some groups of people may be more intelligent than others is one of those hypotheses that dare not speak its name. But Gregory Cochran is 1 to say it anyway. He is that 2 bird, a scientist who works independently 3 any institution. He helped popularize the idea that some diseases not 4 thought to have a bacterial cause were actually infections, which aroused much controversy when it was first suggested.

5 he, however, might tremble at the 6 of what he is about to do. Together with another two scientists, he is publishing a paper which not only 7 that one group of humanity is more intelligent than the others, but explains the process that has brought this about. The group in 8 are a particular people originated from central Europe. The process is natural selection.

This group generally do well in IQ test, 9 12 - 15 points above the 10 value of 100, and have contributed 11 to the intellectual and cultural life of the West, as the 12 of their elites, including several world-renowned scientists, 13. They also suffer more often than most people from a number of nasty genetic diseases, such as breast cancer. These facts, 14, have previously been thought unrelated. The former has been 15 to social effects, such as a strong tradition of 16 education. The latter was seen as a (an) 17 of genetic isolation. Dr. Cochran suggests that the intelligence and diseases are intimately 18. His argument is that the unusual history of these people has 19 them to unique evolutionary pressures that have resulted in this 20 state of affairs.

一群人比其他人更聪明,这个观点只是一种假设,提出这种假设的人往往不敢说出自己的名字。但是格雷戈里·科克伦却准备说出来。这个人非同寻常,他是一个科学家,但不属于任何机构。他推波助澜普及了一个概念,即一些原先认为并非细菌引起的疾病实际上都是传染病。他首次提出这个观点时引起了很大的争议。

然而,即使是这个人,一想到自己即将要做的事情,也可能要哆嗦一番。他正和另外两名科学家联合发表一篇论文,不仅认为一群人比其他人聪明,并且还要解释其中的过程。他们说的这群特殊的人来自中欧,其过程是自然选择。

这群人在智商测验中总是取得好成绩,比平均值100要高出12至15分。他们在西方学术和文化生活中所作的贡献特别大,他们之中的精英人物所取得的成就——其中包括几名世界著名的科学家——就是很好的证明。他们还比别人更容易罹患多种遗传方面的疾病,比如说乳腺癌。然而,这些事实从前被认为是互不相干的,前者(即他们的成就)被归因于社会作用,比如他们历来就有重视教育的传统,后者(即他们的疾病)被看成基因隔离产生的结果。科克伦博士认为,智力与疾病的关系非常密切,他认为正是由于有着与众不同的历史,这些人很容易产生独特的进化压力,结果导致了这种矛盾情况的出现。

- |                     |                |                |              |
|---------------------|----------------|----------------|--------------|
| 1. [A] selected     | [B] prepared   | [C] obliged    | [D] pleased  |
| 2. [A] unique       | [B] particular | [C] special    | [D] rare     |
| 3. [A] of           | [B] with       | [C] in         | [D] against  |
| 4. [A] subsequently | [B] presently  | [C] previously | [D] lately   |
| 5. [A] Only         | [B] So         | [C] Even       | [D] Hence    |
| 6. [A] thought      | [B] sight      | [C] cost       | [D] risk     |
| 7. [A] advises      | [B] suggests   | [C] protests   | [D] objects  |
| 8. [A] progress     | [B] fact       | [C] need       | [D] question |