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英语专业基础英语 考研真题详解

(第8版)

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考研专业课辅导系列

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内 容 提 要

本书是详解名校英语专业考研科目“基础英语”历年真题的复习资料。它根据众多院校“基础英语”试题的结构和难易程度,从全国15所院校历年“基础英语”试题中挑选了27套近年试题,并提供了详细的参考答案及解析。

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图书在版编目(CIP)数据

英语专业基础英语考研真题详解/圣才考研网主编.
—8版.—北京:中国石化出版社,2015.4
ISBN 978-7-5114-3296-4

I. ①英… II. ①圣… III. ①英语-研究生-入学考试-题解 IV. ①H319.6

中国版本图书馆CIP数据核字(2015)第072887号

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中国石化出版社出版发行

地址:北京市东城区安定门外大街58号

邮编:100011 电话:(010)84271850

读者服务部电话:(010)84289974

<http://www.sinopec-press.com>

E-mail: press@sinopec.com

北京东运印刷有限公司印刷

全国各地新华书店经销

*

787×1092毫米16开本18.75印张4彩页474千字

2015年4月第8版 2015年4月第1次印刷

定价:45.00元

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序 言

目前我国硕士研究生入学考试中“基础英语”考试科目没有采取全国统考的方式,没有统一的考试大纲,而是采取各招生院校自行命题、自行组织考试的办法,但是各校的考试要求、命题特点大同小异,一些学校的试题类型、内容难易程度都非常相似,因此,研究一些学校的考研试题非常有价值。我们参照一些名校基础英语硕士研究生入学考试大纲和要求,认真研究了50多所高校300多份考研科目“基础英语”真题,精心挑选部分试题和相关资料,并进行了详细的解答,以减轻考生寻找试题及整理答案的痛苦,让读者用最少的的时间获得最多的重点题、难点题(包括参考答案),这是本书的目的所在。

本书是根据众多院校“基础英语”试题的结构和难易程度,从全国15所院校历年“基础英语”试题中挑选了27套近年试题,每套试题均附有详细的答案解析。可以说,通过本书,读者可以了解英语专业硕士研究生入学考试的最高水平和各个院校英语专业考研科目“基础英语”的出题思路。对于准备参加英语专业考研科目“基础英语”的考生来说,本书是一本不可多得的辅导资料。

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圣才学习网编辑部

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第1章 全国院校英语专业 基础英语考研真题分析

对于绝大多数报考英语专业的考生而言,“基础英语”是全国各院校英语专业研究生入学考试必考的科目。一般来说,报考英语专业研究生的考核科目为:政治(分值100分)、第二外语(分值100分)、基础英语(分值150分)以及专业课(包括英美文学、语言学与应用语言学、翻译理论与实践等)(分值150分)。

需要说明的是,有些院校对此科目的考试名称有所不同:例如北京大学称之为“专业能力”,上海外国语大学称之为“英语综合”,北京外国语大学称之为“英语基础测试(技能)”,上海交通大学、广东外语外贸大学等称之为“英语水平考试”,四川大学称之为“英语专业基础”,山东大学称之为“实践英语”。上述院校的科目名称和大多数院校所用的“基础英语”名称虽有差别,但实质是一样的,都是由各学校自主命题、考核英语专业考生基本功底的考试科目。

1.1 基础英语考研真题分析

全国各大院校在制定本校英语专业考研考试大纲时,对“基础英语”的考核基本上不指定参考书,考生在备考时往往感到漫无目的,无所适从,所以对各大院校的基础英语历年真题分析则显得尤为重要。分析各大院校的基础英语试题能够为考生准确定位自己的英语水平提供很好的参照,也使考生对“基础英语”考试有一个全面的了解,更加清晰地了解出题者的思路,从而正确地制定出复习方法和学习步骤,使复习具有针对性,使复习的效果更上一层楼。

1. 考核要求

对于“基础英语”,全国各大院校自主命题,而且各院校的考核要求水平也有差异,所以没有相应的考试大纲来说明其考核要求。但国内大部分院校在命题时都会把1999年教育部批准实施的《高等学校英语专业英语教学大纲》作为指导标准,因此,这个大纲仍能反映目前高校对英语专业学生基本功的大体要求。具体要求如下:

语法方面,较好地掌握句子之间和段落之间的衔接手段如照应、省略、替代等;熟练地使用各种衔接手段,连贯地表达思想。

词汇方面,通过基础英语课、阅读课和其他途径认知词汇达10000~12000个;且能正确而熟练地使用其中的5000~6000个及其最常用的搭配。

听力方面,听懂真实实际场合中各种英语会话;听懂英语国家广播电台以及电视台(如CNN)有关政治、经济、文化、教育、科技等方面的专题报道以及与此类题材相关的演讲和演讲后的问答;听懂电视时事报道和电视短剧中的对话。语速为每分钟150~180个单词,听两遍可以听懂,理解准确率以60%为合格。

口语方面,能就国内外重大问题与外宾进行流利而得体的交流;能系统、深入、连贯地发表自己的见解。

阅读方面,能读懂一般英美报刊杂志上的社论和书评、英语国家出版的有一定难度的历史传记和文学作品;能分析上述题材文章的思想观点、语篇结构、语言特点和修辞手法。能在5分钟内速读1600词左右的文章,掌握文章的主旨和大意,理解事实和细节。

写作方面,能写各类体裁的文章,做到内容充实,语言通顺,用词恰当,表达得体。写作速度为30分钟300~400个单词。能撰写长度为3000~5000个单词的毕业论文,要求思路清晰、内容充实、语言通顺。

翻译方面,能运用翻译的理论和技巧,将英美报刊上的文章以及文学原著译成汉语,或将我国报刊、杂志上的文章和一般文学作品译成英语,速度为每小时250~300个英文单词。译文要求忠实原意,语言

流畅。能担任一般外事活动的口译。

文化素养方面,熟悉中国文化传统,具有一定的艺术修养;熟悉英语国家的地理、历史、发展现状、文化传统、风俗习惯;具有较多的人文知识和科技知识;具有较强的汉语口头和书面表达能力;具有较强的创新意识和一定的创新能力。

2. 试题类型和出题形式

通过分析全国众多院校“基础英语”的历年真题,其题目类型大致包括词汇、语法、完形填空、改错、阅读理解、翻译和写作等内容,各题目类型的出题形式灵活多样,而考核内容也不尽相同,具体归纳如下:

(1) 词汇题

词汇题的考核内容较为广泛,包括对名词、形容词、动词、冠词等多种词性、各种短语及固定搭配结构的判断和理解,其中包括对同义词、近义词、反义词的辨认与区分等;根据上下文对词和词组意义的判断等。

出题形式主要有以下几种:

①题目为一个留有空白的英文句子,要求考生从所给的四个选项中选出最恰当的词或词组。如:

Anyone who has a sore throat should _____ from alcohol.

- A. detain B. abstain C. sustain D. pertain

个别院校(如对外经济贸易大学)有时句子中会留2~4个空白,酷似GRE的sentence completion,不同的是GRE是填2个空,而外经贸要求填2~4个。如:

Literature may _____ and inform, entertain, express personal joy or _____, reflect religious devotion, glorify a nation or hero, or _____ a particular point of view—whether it _____ political, social, or aesthetic.

- A. inspire; love; describe; is B. instruct; pain; advocate; be
C. convince; hatred; reveal; were D. alert; pleasure; explain; has been

②要求对单句中划有底横线的词进行替换选择,即从所给出的四个选择项中选出一个最佳替换词。如:

Don't be callous to the suffering of others.

- A. apathetic B. curious C. sensitive D. supercilious

③根据词的相关解释,从表格所给出的词汇中选出意思与之符合的单词。如:

a thing that is changeable: _____ (答案为 variable)

④要求为所给出的单词选择其同义词。如:

phlegmatic

- A. calm B. penetrative C. dilapidated D. illegible
E. exclusive

⑤要求为所给出的单词选择其反义词。如:

decorous

- A. unlikely B. uncomfortable C. unrepentant D. unseemly
E. unattractive

(2) 语法题

语法题测试的重点包括时态、语态、语气、动词非限定形式、强调、倒装、平行结构等。

出题形式主要有以下几种:

①题目为一个留有空白的英文句子,要求考生从时态、句型等语法角度,从所给的四个选项中选出可用在句中的最恰当的词、词组或句子。如:

_____, he might have retired before the end.

- A. Didn't he enjoy the concert B. Has he not enjoyed the concert
C. Were he not enjoy the concert D. Had he not enjoyed the concert

②要求补全句子。

A. 从所给出的词汇中,根据语境运用单词的正确形式及时态把句子补充完整。如:

People _____ in the building trade have suffered many set-backs recently. (want, write, employ, say, see, feel, miss)

B. 要求在句子的空白处填入正确的介词、冠词等,使句子完整。如:

He may be patient _____ his own children, but he shows absolutely no tolerance _____ anybody else's.

③句型转换。如把给出的句子转换为主动或被动语态;运用不定式结构把句子从复合句变为简单句等。

(3)完形填空题

该部分主要考查考生对不同语境中规范的语言要素(包括词汇、短语和句子结构)的掌握程度,以及对语段特征(如衔接与连贯等)的辨识能力。

出题形式主要有以下几种:

①在一篇文章中留出 10~20 个空白,要求考生从每题所给出的四个选项中选出最佳答案,使填空后的文章意义通顺、连贯,结构完整。

②在一篇文章中留出 10~20 个空白,并给出一个词汇表格,要求考生从表格中选出符合句意的单词,形式上要注意词的性、数变化。

③在一篇文章中留出 10~20 个空白,要求考生根据上下文填出合适的词,没有选项。

④在一个句子中留出 1 个空白,要求考生根据上下文写出所给单词的正确形式填入空白处。

如: The global trade environment is much _____ for their countries now than during the Asian crisis of four years ago. (tough)

⑤在一个句子中留出 1 个空白,要求考生根据上下文填出合适的词,没有选项。(一般院校是对留有空白的篇章填空,这种出题形式只被个别院校采用,如上海交通大学。)

(4)改错题

这部分主要考查考生运用语法、词汇、修辞等语言知识识别所给短文或句子的语病并改正的能力。

出题形式主要有以下几种:

①给出一篇 250 词左右的短文,共 10 处标记,可能有错误也可能完全正确,要求考生根据“增添”、“删除”或“改变其中的某一单词或短语”三种方法中的一种改正语误。

②给出一篇短文,没有标记,要求考生删除 10 处多余的词,不一定每行文字都有错误,也不一定 1 行文字只有 1 处错误。

③给出一篇短文,没有标记,要求考生根据“增添”、“删除”或“改变其中的某一单词或短语”三种方法中的一种改正语误。不一定每行文字都有错误,也不一定 1 行文字只有 1 处错误。

④给出的为一个单句,句子中有四处标有下划线,要求考生选出有错误的一项。如:

Tokyo Bay shook as if huge rug had been pulled from under it.

A B C D

⑤给出的为一个单句,要求考生在错误处加下划线,并根据“增添”、“删除”或“改变其中的某一单词或短语”三种方法中的一种改正语误。

(5)阅读理解题

阅读理解题考察的范围很大,其考核的内容主要包括:能理解所读材料的主旨大意,分辨出其中的事实和细节;能理解字面意义和隐含意义;能根据所读材料进行判断和推理;能分析所读材料的思想观点、语篇结构、语言特点和修辞手法。

①要求考生阅读若干篇短文,每篇短文后有若干问题。考生应根据文章内容从 4 个选项中选出一个最佳答案。(个别院校阅读理解文章有 5 个选项,有些像 GRE 题型。)

②要求考生阅读若干篇短文,每篇短文后有若干问题。考生应根据文章内容作出简要回答。问题多种多样,既可以针对整篇文章,也可以针对文中的某个单词,比如:概括文章的主旨大意;提问文中画线的句子或单词暗含的意思,要求用自己的语言来表述(即 Paraphrase 或 Explain);指明文中运用的修辞手法,如反复、对比、比喻等;对文中的某个观点进行评论,要求简要说明理由等等。

③给出一篇文章,文中一般有 6 个空白处,空白处可能位于段首、段落中间、段尾,选项部分一般为 8 段文字,每段可能为一个句子,也可能是两三个句子。要求考生从选项中选 6 段文字放回到文章中相应

的6个空白处。(各院校留出的空白处个数并不统一,一般选项部分要比空白处多出几个。)

④根据文章内容,对所给出的题干内容判断正误。

(6) 翻译题

该部分主要考察考生将原文思想传送到译文中的能力,能运用英译汉和汉译英的理论和技巧,着重测试整体性、逻辑性、信息的完整性和准确性。

出题形式主要有以下几种:

①段落或篇章的英汉互译。

②给出一篇包含若干下划线句子的文章,要求考生根据全文意思将这些句子译出,一般英译汉常采用这种形式。

③单句的英汉互译。

④Paraphrase 题型,即英语释义,也就是“英译英”,用自己的语言解释说明题干的意思,题干可能是单句,也可能是术语。其中单句往往是一些难度较大、结构复杂的复合句,术语范围较广,涉及人文知识、修辞、文学等方面。

⑤为所给出的英语习语或英文句子从四个选项中选出最为准确的中文解释或译文。(这类出题方式较为少见,仅被武汉大学等个别院校采用。)

(7) 写作题

这部分目的是测试考生用英语表达思想或传递信息的能力及对英文写作基础知识的实际运用。

出题形式主要有以下几种:

①根据所给出的相关信息或 Topic,写一篇作文,有可能是一篇描述一个场景的说明文或记叙文,也可能是一篇发表观点的议论文。字数要求不一,多的500词左右,少的150词左右。

②要求考生为给出的一篇文章补充一个段落,要求补充内容与所给出段落的论调、风格以及修辞结构相一致。(这种出题形式是上海外国语大学采用较多的一种,其他院校并不多见。)

③要求考生根据所给文章内容写一篇中文或英文摘要。(写中文摘要是对外经济贸易大学一直采用的一种出题形式,写英文摘要西安外国语大学2006年所采用的一种新的出题形式。)

1.2 重点院校基础英语考研真题比较

通过分析比较全国重点院校的基础英语考研历年试题,可以看出有些院校的历年试题之间以及不同院校的试题之间都会存在差异,具体来说,不同点主要体现在:

一、多数院校每年会在原来试题的基础上对基础英语试卷的题型和分值作一些改动

“基础英语”科目是院校自主命题,没有统一规定的考试大纲,因此,大多数院校在命题方面呈现出很强的灵活性。尤其是当题型和分值等发生较大变动时,考生对此一定要引起注意,用心揣摩出题者的命题思路。需要说明的是,考生不要把最新一年的考试题型作为惟一的参考依据,以前考过的题型或未考到的题型均有可能出现。

二、不同院校的试题在试卷结构、难易程度、选材、题量和分值等方面存在差异

1. 不同院校试题的试卷结构不同

基础英语试卷包括词汇、语法、完形填空、改错、阅读理解、翻译和写作等内容,但各院校均有自己所侧重的方面,不会面面俱到。比如北京外国语大学“基础英语”特别重视阅读和翻译,整个试卷也就是由这两部分构成,北京大学“专业能力”只有英译汉,汉译英和写作三个部分,每部分各占50分,而北京师范大学、对外经济贸易大学、中国人民大学、北京第二外国语学院、南开大学等很多院校则很重视对词汇语法的考察,历年题型都会出现各种各样五花八门的词汇题。另外,极个别院校在基础英语试卷中还会考到汉语知识(如天津外国语学院),或涉及到英美文化常识的简答题(如中山大学)。

2. 不同院校试题的难易程度不同

一般而言,北京外国语大学、上海外国语大学等为代表的外语类院校以及北京大学、清华大学、复旦大学、南开大学、武汉大学等研究类院校特别重视语言的基本功,尤其是语言运用的基本功,有些题型非常细腻,其难度水平要高于甚至远远高于英语专业八级水平;又如上海交通大学、北京理工大学、北京航空航天大学等理工科英语专业,他们较为重视词汇量,重视语言和科学技术的联系;还有把英语和政治、

经济、文化、外交联系紧密的院校，如对外经济贸易大学、外交学院、广东外语外贸大学，其基础英语试题均具有一定的难度；而一些冷门、专业性比较偏的院校，试卷水平相当于或略低于英语专业八年级。

3. 不同院校试题的选材不同

这里所说的选材不同主要是针对翻译部分而言，在阅读文章、写作话题等方面各院校没有明显的差别和自己强烈的规律性，题材一般都是经济、文化、教育、社会等方面，而在翻译方面有些院校则存在着自己的偏好，比如北京大学“专业能力”中英译汉多考的是十七、十八世纪的文章，如培根的《论婚姻》，汉译英多以文言文为主，如《出师表》等，以及现代著名散文，如《秋夜》、《荷塘月色》等这一类文学色彩浓、思想性比较深刻而且语言优雅的散文，北京师范大学翻译文章绝大多数为散文，武汉大学、同济大学等侧重古文的翻译等。

4. 不同院校试题的题量和分值不同

各院校“基础英语”的试题一般满分都为150分，考试时间为3个小时，总体来看，各院校试题的题量和分值差别是很细小的。这里所说的题量和分值不同是针对个别题型而言，一般来说，题量大的试题，分值比重应该较高，但由于高校出题侧重点的差异，有些院校则相反，题量小，分值大或题量大，分值小。比如四川大学“英语专业基础”写作部分要求写一篇300字左右的作文，分值为50分，而南开大学写作部分要求写一篇不少于400字的文章，分值为30分；再比如南京大学“基础英语”考试科目阅读理解部分，为一篇较长的文章，其中客观选择题(3选1)有10个小题，共30分，而西安交通大学阅读部分为7篇较短的文章，其中客观选择题(4选1)有50个小题，共50分。

总的来看，各院校的历年试题之间和不同院校的试题之间在基础知识和能力要求、知识点考查的范围等方面都存在差异，有时差异还会很大。考生可以根据个人的实际情况选择不同院校，也就是说，选择自己比较擅长的考试题型。但是，“基础英语”归根结底是考查考生的基本功，扎扎实实巩固语言功底才是关键。在基础水平达到一定程度后，多做一些重点院校基础英语考研真题，拓展复习的广度和深度，提高基础英语的综合应试能力。

第2章 名校英语专业 基础英语考研真题详解

1. 北京大学专业能力考研真题及详解(2007)

北京大学 2007 年专业能力考研真题

一、Translate the passage into Chinese. (50 分)

A strong common sense, which it is not easy to unseat or disturb, marks the English mind for a thousand years; a rude strength newly applied to thought, as of sailors and soldiers who had lately learned to read. They have no fancy, and never are surprised into a covert or witty word, such as pleased the Athenians and Italians, and was convertible into a fable not long after; but they delight in strong earthy expression, not mistakable, coarsely true to the human body, and, though spoken among princes, equally fit and welcome to the mob. This homeliness, veracity, and plain style, appear in the earliest extant works, and in the latest. It imports into songs and ballads the smell of the earth, the breath of cattle, and, like a Dutch painter, seeks a household charm, though by pails and pans. They ask their constitutional utility in verse. The kail and herrings are never out of sight. The poet nimbly recovers himself from every sally of the imagination. The English muse loves the farmyard, the lane, and market. She says, with De Stael, "I tramp in the mire with wooden shoes, whenever they would force me into the clouds." For, the Englishman has accurate perceptions; takes hold of things by the right end, and there is no slipperiness in his grasp. He loves the axe, the spade, the oar, the gun, the steampipe; he has built the engine he uses. He is materialist, economical, mercantile. He must be treated with sincerity and reality, with muffins, and not the promise of muffins; and prefers his hot chop, with perfect security and convenience in the eating of it, to the chances of the amplest and Frenchiest bill of fare, engraved on embossed paper. When he is intellectual, and a poet or a philosopher, he carries the same hard truth and the same keen machinery into the mental sphere. His mind must stand on a fact. He will not be baffled, or catch at clouds, but the mind must have a symbol palpable and resisting. What he relishes in Dante, is the vice-like tenacity with which he holds a mental image before the eyes, as if it were a scutcheon painted on a shield. Byron "liked something craggy to break his mind upon." A taste for plain strong speech, what is called a biblical style, marks the English. It is in Alfred, and the Saxon Chronicle, and in the Sagas of the Northmen. Latimer was homely. Hobbes was perfect in the "noble vulgar speech." Donne, Bunyan, Milton, Taylor, Evelyn, Pepys, Hooker, Cotton, and the translators, wrote it. How realistic or materialistic in treatment of his subject, is Swift. He describes his fictitious persons, as if for the police. Defoe has no insecurity or choice. Hudibras has the same hard mentality, —keeping the truth at once to the senses, and to the intellect.

It is not less seen in poetry. Chaucer's hard painting of his Canterbury pilgrims satisfies the senses. Shakspeare, Spenser, and Milton, in their loftiest ascents, have this national grip and exactitude of mind. This mental materialism makes the value of English transcendental genius; in these writers, and in Herbert, Henry More, Donne, and Sir Thomas Browne. The Saxon materialism and narrowness, exalted into the sphere of intellect, makes the very genius of Shakspeare and Milton. When it reaches the pure element, it treads the clouds as securely as the adamant. Even in its elevations, materialistic, its poetry is common sense inspired; or iron raised to white heat.

Contributed by Ralph Waldo Emerson

RWE. org - The Complete Works of Ralph Waldo Emerson - Volume V - English Traits (1856)

二、Translate the passage into English. (50 分)

1. 笑是最流动、最迅速的表情,从眼睛里泛到嘴角边。笑的确可以说是人面上的电光,眼睛忽然增添了明亮,唇吻间闪烁着牙齿的光芒。我们不能扣留住闪电来代替高悬普照的太阳和月亮,所以我们也无法把笑变为一个固定的、集体的表情。经提倡而产生的幽默,一定是矫揉造作的幽默。幽默不能提倡,也

是为此。一经提倡，自然流露的弄成模仿的，变化不拘的弄成刻板的。这种幽默本身就是幽默的资料，这种笑本身就可笑。一个真有幽默的人别有会心，欣然独笑，冷然微笑，替沉闷的人生透一口气。

选自钱钟书《说笑》(有删节)

2. 找遍了化学书，在炭气、氧气以至于氯气之外，你看不到俗气的。这是比任何气体更稀淡、更迷茫，超出五官感觉之上的一种气体，只有在文艺里和社交里才能碰见。文艺里和社交里还有许多旁的气也是化学所不谈的，例如寒酸气、泥土气。不过，这许多气都没有俗气那样难捉摸：因为它们本身虽然是超越感觉的，它们的名字却是藉感觉中的事物来比方着，象征着；每一个比喻或象征都无形中包含一个类比推理(analogy)，所以，顾名思义，你还有线索可求。说到酸气，你立刻联想着山西或镇江的老醋；说起泥土气，你就记忆到夏雨初晴，青草池塘四周围氤氲着的气息。但是俗气呢？不幸的很，“气”已是够空虚的了，“俗”比“气”更抽象！

选自钱钟书《论俗气》

三、Writing. (50分)(300-500字)

题目：The unexamined life is not worth living

参考答案

一、Translate the passage into Chinese. (50分)

一千多年以来，英国人的思维中一直存在着一种极其强烈的共识，这种共识已经成为了英国人思维的标志，难以磨灭也难以扰乱，即新近才涌现在其思维中的一种粗狂与豪迈，就好像才学会读书识字的水手和士兵那样。他们没有过多的幻想，也从来不会因为听到一场动听的皈依演说或俏皮话而大惊小怪，而雅典人和意大利人就喜欢听这些，即使是荒诞的无稽之谈，不假时日他们照信不误。英国人不同，他们爱听的是朴实无华的表达，不会引起误解或歧义，平民老百姓的大众真理，适用于王公贵族，也同样适用于下层民众。这种朴实无华的风格以及诚实中肯的品质不仅存在于现存的早期作品中，也出现在了近期的作品当中。它将泥土的气息，生灵的味道带入了歌曲与民谣之中，仿佛一位荷兰画家追寻家居场景所带来的创作灵感，尽管这种灵感仅仅来自于再平常不过的锅碗瓢盆。即使被问起宪法的功能，他们也会出口成诗，而甘蓝菜和鲱鱼却也始终在他们的视线里。在每一次想象力迸发之后，英国诗人都能很快应变到现实中去。英国人的缪斯女神喜爱农家宅院，喜爱乡间小道，也喜爱人们的集市，她同 De Stael(法国画家斯塔尔)一同说道：“每当他们要我进入云彩中时，我都会穿着木鞋踩入泥潭里。”这是因为英国人有很精确的洞察力，掌控有度，从不失手。他热爱他的斧子，他的铁锹，他的桨，他的枪，他的排气管——他的发动机可是自己造的。他有商人的气质，精打细算且崇尚物质。别人对他也必须坦诚，实在，要给他松饼就实实在在的摆在他面前，而不能只是说说。相比有机会观瞻法国人的印在浮凸纸张上的五花八门的菜单，英国人更加喜欢舒适安逸地坐在那尽情享受一盘热腾腾的排骨。若他是位充满智慧的诗人或哲人，他也同样会把这种大众真理和精明的商人头脑带入他的思想境界中去。他的思维必须是基于事实基础上的，因此他不会迷惑，也不会云里雾里地茫然不知所措，他的心里必然会有一个清晰可见却又难以改变的象征。当他徜徉于但丁著作中时，令他陶醉的是一种近乎邪恶的坚决，正是这种坚决，让他在脑海中绘制了一副长存的形象，就好像雕刻在盾面上的花纹一样。拜伦就“喜欢有棱有角的东西来激发他的思想。”英国人喜爱平实，强烈的言辞，即所谓的圣经风格，这种风格便成了英国人的标记，在阿弗莱德，撒克逊编年史以及诺曼人的诺斯神话中处处可见。拉蒂莫的风格平易近人，霍布则拿手于“高贵的低俗语言”。唐恩，班扬，米尔顿，泰勒，伊夫林，佩皮斯，胡克，科顿以及翻译家们的语言风格均是如此，斯威夫特处理他的写作对象时是多么的真实，他对虚构的小说人物的描写仿佛是写给警察看的一样，真实可信。笛福的语言可靠而不加修饰，胡迪布拉斯的写作思想也同样基于现实，即始终将真理与感官与智慧联系在一起。

在诗歌中也不少见。乔叟对坎特伯雷朝圣者的现实描写极大地满足了感官的享受。莎士比亚，斯宾塞，米尔顿在他们伟大的诗作中，也同样表达了精确的思想，抓住了这个民族所特有的性质。这种精神上的物质主义构成了英国超验主义天才们的价值，造就了这些作家，造就了赫伯特，亨利·摩尔，唐恩，托玛斯·布朗。撒克逊时代的物质主义和狭隘思想已经上升到了文学界，成就了莎士比亚，米尔顿这样的伟大才子。当仅涉及单一因素时，他们在云中漫步也平稳得如履平地，即使是在其物质主义的上升过程中，他们的诗歌也是从常识中获得灵感，从而趋向于白热化。

二、Translate the passage into English. (50 分)

1. Smile is the most fluid and rapid expression, rippling from eyes to mouth corner. Indeed, smile can be said to be the lightening on face, which makes the eyes sparkling and the teeth glistening between lips. Just as we cannot hold lightening to substitute the sun and moon that stand high and long, we cannot turn smile into a fixed and stable expression shared by everyone. The humor that is proposed must be affected and unnatural, so humor is not to be proposed. Once proposed, the natural becomes the artificial; the undefined ends up with the rigid. This humor itself is the source of humor, and this laugh is the laughingstock. A really humorous person has his sense of humor; he laughs alone with pleasure and calmness, taking a breath for the suffocating life.

2. In search of all the chemical books, you can find carbon dioxide, oxygen, chlorine, but you can never see a gas called "vulgar air." This air, beyond five sense organs, is far thinner and more imperceptible than any other gas, and can only be traced when you are dealing with art, literature, and social activity. Of course, there are other airs not treated in chemical books when you are involved in these, such as sour air (shabby air), earthy air (cloddish air). None of them can be compared with vulgar air in terms of impalpability, because although they transcend senses themselves, their names are compared and symbolized by senses. Every metaphor or symbol contains an analogy in an invisible way, so, as the names suggest, you have clues to follow, as you can associate sour air with the Shanxi or Zhenjiang mature vinegar, earthy air with the smell around the grassy pool shortly after a summer rain. But what about vulgar air? Unfortunately, "air" is abstract enough, and "vulgar" is even more.

三、Writing. (50 分) (300 - 500 字)

The unexamined life is not worth living

Throughout the whole course of our life, we all go through a lot of tests in various forms. There are tests to check how much we have learnt in school, or to examine whether we have the courage to take a challenge, or to test our ability to deal with thorny problems in some situations. All these, though somewhat looking intimidating and annoying, actually help us to learn, to grow and to become strong. Without them, we will get nowhere in our life.

On the one hand, examinations provide the driving force for us to improve ourselves. The examination sets up a goal for us. Towards this goal, we try our best to learn more knowledge, without which, we will live an ignorant and wasted life, or may not be able to live at all; towards this goal, we spend a lot of time practicing to master skills, without which, we are doomed to be useless to the society. That is to say, if there were no examination, man would never be motivated to do anything to perfect their life. It is just because the primitive man took the test to fight against beasts that man-made tool, a great symbol of human progress, came into being. Otherwise, human now may still cower in a cave, living a coward life.

On the other hand, a life without any ups and downs brought by exams is not a complete life; a life that goes smoothly for ever will be the most insipid one in the world, for the person who lives this kind of life will never have a chance to taste the sweetness of achievement in an exam, nor able to experience the fun in the process of finding a solution to a question. Just as a beautiful flower blooms after experiencing not only the brilliant sunshine but also the dark night, people must go through all kinds of things before fully blooming.

In a word, life that does not undergo any test is a meaningless life which is not worth living. In order to have a full and colorful life, one should embrace every test in his or her life.

2. 北京外国语大学英语基础测试(技能)考研真题及详解(2013~2014)

北京外国语大学2014年英语基础测试(技能)考研真题

Part I GRAMMAR (30 Points)

Correct Errors

The passage contains ten errors. Each indicated line contains a maximum of one error. In each case, only ONE word is involved. You should proofread the passage and correct it in the following way:

For a wrong word, copy the wrong word to your answer sheet and write the correct one after it.

For a missing word, write \wedge on the answer sheet followed by the word after the missing word, and then write the word which you believe is missing.

For an unnecessary word, copy the unnecessary word to your answer sheet and cross it with a slash/.

In Hardy's fiction and poetry, letters are ready sources of excitement and suspense, harbingers of loss and disappointment. They go missing, fall to the wrong hands, or arrive too lately. Most famously, Tess's letter of confession, hastily pushed not just under the door but under the carpet too, remains unread by the priggish Angel Clare, as Hardy delivers his most powerful attack of the Victorian sexual double standard.

Hardy's own letters were places for quite reflection and deepening emotional ties, for occasional advice, details to visitors of the times of the Waterloo trains, and for public protests towards the iniquity of war and against cruelty to animals. They ensured regular contact with their friends and the publishing world, contained correctives to readings of his work. More than any other form, letters make insight into Hardy's many-sidedness. Writing in 1907 to the poet Elspeth Grahame, he expressed admiration, and not little surprise, that she had written verses on the top of an omnibus. Commiserating with one of his American admirers, Rebekah Owen, for having to get in a plumber, he suggested that she took up plumbing herself. Such solid practical advice exists alongside Hardy the natural modernist, wrote to tell Arthur Symons that he liked his poem "Haschisch" (the world is "the phantom of a haschisch dream"), discussing timeless reality and the nature of matter at the drop of a hat.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Part II READING COMPREHENSION (80 points)

A. Multiple Choice

Please read the following passages and choose A, B, C or D to best complete the statements or best answer the questions in front of them.

Passage 1

In a clearing outside the Kallahti Comprehensive School, a handful of 9-year-olds are sitting back-to-back, arranging sticks, pinecones, stones and berries into shapes on the frozen ground. The arrangers will then have to describe these shapes using geometric terms so that the kids who can't see them can say what they are.

"It's a different way of conceptualizing math when you do it this way instead of using pen and paper, and it goes straight to the brain," says Veli-Matti Harjula, who teaches the same group of children straight through from third to sixth grade. Educators in Sweden, not Finland, came up with the concept of "outside math", but Harjula didn't have to get anybody's approval to borrow it. He can pretty much do whatever he wants, provided that his students meet the very general objectives of the core curriculum set by Finland's National Board of Education. For math, the latest national core curriculum runs just under 10 pages, up from 3 and 1/2 pages for the previous core curriculum.

The Finns are as surprised as much as anyone else that they have recently emerged as the new rock stars of global education. It surprises them because they do as little measuring and testing as they can get away with. They just don't believe it does much good. They did, however, decide to participate in the Program for International Student Assessment (PISA), run by the Organization for Economic Cooperation and Development (OECD). And to put it in a way that would make the noncompetitive Finns cringe, they kicked major butt. The Finns have participated in the global survey four times and have usually placed among the top three finishers in reading, math and science.

In the latest PISA survey, in 2009, Finland placed second in science literacy, third in mathematics and second in reading. Finland's only real rivals are the Asian education powerhouses—Korea and Singapore, whose drill-heavy teaching methods often recall those of the old-Soviet-bloc Olympic medal programs. Indeed, a recent manifesto by Chinese-American mother Amy Chua, *Battle Hymn of the Tiger Mother*. In Asia, it's about long hours—long hours in school, long hours after school.

In Finland, the school day is shorter. "It's a more appealing model," says Andreas Schleicher, who directs the PISA program at the OECD. There is less homework too. "An hour a day is good enough to be a successful student," says Katja Tuori, who is in charge of student counseling at Kallahti Comprehensive School, which educates kids up to age 16. "These kids have a life." There are rules, of course. No iPods or portable phones in class. No hats indoors. But not much else. Tuori spots a kid texting in class and shoots him a reproachful glance. He quickly put the phone away. "You have to do something really bad, like hit somebody, to actually get punished," says Tuori.

Finland has a number of smart ideas about how to teach kids while letting them be kids. For instance, one teacher ideally stays with a class from first grade through sixth grade. That way the teacher has years to learn the quirks of a particular group and tailor the teaching approach accordingly. But Finland's sweeping success is largely due to one big, not-so-secret weapon: its teachers. "It's the quality of the teaching that is driving Finland's results," says the OECD's Schleicher. "The U. S. has an industrial model where teachers are the means for conveying a pre-fabricated product. In Finland, the teachers are the standard."

That's one reason why so many Finns want to become teachers, which provides a rich talent pool that Finland filters very selectively. In 2008, 1258 undergrads applied for training to become elementary school teachers. Only 123, or 9.8%, were accepted into the five-year teaching program. That's typical. There's another thing: in Finland, every teacher is required to have a master's degree. Annual salaries range from about \$40,000 to \$60,000, and teachers work 190 days a year. "It's very expensive to educate all of our teachers in five-year programs, but it helps make our teachers highly respected and appreciated," says Jari Lavonen, head of the department of teacher education at the University of Helsinki.

11. What does the example in the opening paragraph show of Finland's education?
 - A. Its education is equal to play.
 - B. Its outside math is mad math.
 - C. Its math teaching is being transformed.
 - D. It has adopted NBE objectives.
12. Finland has recently become a new rock star of global education because _____.
 - A. its schools have adopted the concept of "outside math"
 - B. it has set general objectives of the core curriculum
 - C. it has continuously won the top three in the PISA
 - D. its schools do not emphasize measuring and testing
13. What are the characteristics of Asia's education, compared to that of Finland?
 - A. Better science literacy.
 - B. More drill-heavy teaching.
 - C. Longer school hours.
 - D. More competitive students.
14. Finland's school rules will penalize a kid if he or she _____.
 - A. plays with i-Phone in class
 - B. listens to music on i-Pod
 - C. sends text messages in class
 - D. harms or injures fellow students
15. What has OECD's Schleicher said about US and Finland's teachers?

- A. US teachers perform the role of product manufacturers.
- B. Finland has a very strict system for teacher selection.
- C. Finland's teachers perform the role of role models.
- D. The US has a larger pool of talents for teachers.

Passage 2

QUAINT is not an obvious word to use about America—a country built on revolution, restless expansion and the unabashed pursuit of profits. Yet for years a cloud of quaintness hung about many of the country's founding-places. Museums and historic sites depicted the birth of the United States as a morality tale and an Anglo-Saxon family dispute, pitting tyrannical King George and his redcoats' against freedom-loving colonial subjects (helped, just a bit, by the French).

Often physical settings added to this sense of quaintness. From Boston to Philadelphia, or to the lovingly-restored Georgian streets of Colonial Williamsburg in Virginia, many New World cradles of liberty looked strikingly like the Old: all red-brick mansions, cobbled lanes and candlelit inns, haunted by ghosts in tricorne hats.

At some sites the quaintness was more extreme. Jamestown, the country's earliest permanent English settlement, was reconstructed in 1957 near its original site in Virginia to celebrate the 350th anniversary of its founding, 13 years before the Pilgrims landed in Massachusetts. Drawing on sketchy written records, Jamestown was imagined as an English village transplanted to Virginia, complete with thatched cottages, a church and a wooden-walled fort. Visitors gawped at replicas of the three ships—so fragile! So tiny! —that brought the first arrivals. When Queen Elizabeth paid a visit, costumed “settlers” played a version of lawn bowls and placed villagers in the stocks for gossiping. Non-Europeans mentioned included Pocahontas, daughter of the local Indian chief, who married a Jamestown settler (and inspired an inaccurate Disney cartoon film). Then there were the “20 and odd” Africans who arrived in 1619, opening the grim annals of slavery in English-speaking America. Together with the nearby battlefield at Yorktown, the site of a great victory over the British, the area became celebrated as “the cradle of the republic”.

In today's America the republic's story looms large but not quaintly. Politicians wrangle over the constitution as if 1789 were yesterday. Yet a transatlantic focus on the British crown and British colonists is irrelevant to lots of modern Americans; they are more stirred by tales of the revolution as a contest of ideas. A school party from Virginia's hyper-diverse northern counties may comprise children whose ancestors were on four different continents in 1607. That puts unprecedented pressure on historians and museum curators working to explain the nation's birth.

Happily, they have new material to work with. In recent years historians have traced trade routes and commercial inter-connections that together amounted to a global economy as early as the 16th century: the so-called “world-systems theory”. Archaeologists found the original Jamestown in the 1990s, uncovering not a village but a “fortified trading post” built by “buccaneer merchant-adventurers” similar to those seen in India and West Africa, says Tom Davidson, a curator of the foundation that oversees the settlement. A serendipitous trawl of Spanish and Portuguese archives traced the story of Jamestown's first Africans. Captured during fighting in Angola, they were being carried by a Portuguese ship to Mexico when an English privateer captured them, diverting them to Virginia. Even the names of the ships are now known.

The Jamestown Settlement museum has been completely rebuilt over recent years, reflecting new discoveries. Tourists gazing at its replica ships now learn that the Atlantic of 1607 was actually rather busy with such vessels, trading and fighting along America's coasts.

Its sister museum at Yorktown—currently a small “victory centre” focused on the battle of 1781—is to become a large and ambitious American Revolution Museum, opening in 2016. The aim is to reflect new research and insights into the 18th-century colonies. By the eve of the Declaration of Independence, American colonists were among the richest people in the world: richer and probably freer than their compatriots in England, note the new museum's creators. Visitors may ask; why would such people revolt?

In addition to abstract arguments about liberty, they will hear a lot about trade and commerce. Stress will be laid on the international nature of the war of independence, and of forgotten conflicts between Britain and Spain, and