

特别根据 **2005** 年考研最新大纲编写

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ME 风华英语

研究生入学考试 英语全真试卷集

TEST OF ENGLISH FOR MA/MS CANDIDATES

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研究生入学考试
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组编

10套历年全真试题——信息量大
名师详尽解题指点——提升实力

**最新
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考研英语全真题详解

最新版

兴图音像电子出版社

编者的话

《研究生入学考试英语历年全真精析》为《风华英语考研英语必备》系列丛书之一。新世纪的来临给我们带来了新的挑战：就业形势日益严峻、社会竞争日益激烈、知识水平日益重要。昔日的大学生曾被认为是天之骄子，如今却有可能前途未卜，考研便成了继高考之后的第二座独木桥。

据教育部统计，1999年研究生报考人数31.9万人，2002年已翻了一倍，达到62.5万人，录取17.9万，录取率仅为28.6%；2003年全国报考人数又创历史新高，达79.9万人，比2002年增长了27.7%，录取21.7万人，而录取率却下降了1.5%；2005年报考人数已升至117.2万人，比2004年增加了22.7万人，增幅为24.1%。这是自1978年恢复研究生招生以来，报考硕士研究生人数首次突破百万。入学竞争更趋白热化。

而同时教育部2003年决定调整全国硕士研究生入学考试科目，初试科目由五门改为四门：政治理论、外国语、基础课和专业基础课。显然，英语作为一门统考的重要科目的地位更加突出，对应试者是否最终被录取起到关键作用，其中包括两层含义：

其一，指英语作为公共课，应试者必须过线；

其二，应试者在英语过线、总分和其它单科均过线的同等条件下，如面临两者取其一时，被录取者往往是那位英语相对高分的应试者。

面对这种局势，备战考研的工作出现了三个明显的趋势：一是动手早，二是抓英语，三是找信息。动手早说明竞争之激烈，抓英语则暗示成功之关键，找信息确保考生少费力，多收益。

然而，在现实中我们面临的是这样一种处境：学习让人头痛，参加考试叫人心虚，而取得高分望尘莫及。英语果真有这么难学吗？考研英语真是不可逾越的障碍吗？俗话说得好：世上无难事，只怕有心人。我们有理由相信：英语和其他任何学科一样是有学习规律和攻克方法的，貌似复杂的考研英语也有其自身的特点和破解对策的，精研历年全真题就是关键中的关键。

为此，本书收录了1994年——2005年间12套考研全真试题，并配有命题研究专家和一线专研辅导老师所做的答案详解和解题思路分析。为了更好的帮助同学们在短时间内全面正确地掌握全真试题的命题原则、题型设计和应试策略，我们特邀了上海交大的黎教授配合我们在有限的时间内对本书进行修订。与其他同类辅导书相比，本书具有以下四大特点：

1. 深度考情分析 以表格的形式对12套考研全真题中的客观题部分中阅读理解、完形填空部分的考点及考频进行了详尽的量化分析，并附有命题专家

对2004年考题的精彩点评和2003年试卷结构表。通过点评和表格可以看出每一个考点在各套试卷中的考查分布情况，了解该套考题测试了哪些考点，让每位考生对题型考点心中有数，备考时能针对自身薄弱的环节对症下药。

2. 全真题与详解充分配合 本书收录的试题均是1994年以来考研考试的原题，配以编者从实战角度对每一道题做出的详尽分析和解释，使得考生在没有教师指导时，也能独立进行学习。

3. 跨度广，容量大 本书收录从1994年至2005年真题共12套全真试题，另外还加了2003年大纲调整后出的样题。考试大纲不断修订，很多考生觉得难以适从，只有尽可能多的收集历年考题，才能清楚地看出考研考试的侧重点及走向，做到处变不惊，从容应答。

通过12套题做下来，你的应试能力和英语实力都会有不同程度的提高。通过自己做题、自己分析和自己总结，考生们定会发现受益匪浅。

由于作者水平有限，难免有错漏之处，欢迎指正。我们真诚地希望这套丛书能为同学们走向成功，带来好运。

祝大家能顺利考上研究生!

考研英语命题研究中心
2005年3月

历年考研试题分析表

(1994 ~ 2005)

■ 阅读理解

题材分布表

阅读理解	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
社 会		1	1	1	1	1	1	2	1	2	1	1
科 技		1	2	1		2	1	2	2	1	1	2
文 化	1	1	1	1	2		2					1
经 济	2			1	1		1	1	1	1	1	
教 育		1	1	1	1	1					1	
生态教育		1				1						
医 学	1											
生 物												
天 文												
健 康				1								

题型分布表

阅读理解	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
细 节 题	3	5	4	3	2	4	3	1	4	4	5	9
推 理 题	5	8	5	3	6	6	5	5	3	5	4	6
归 纳 题	4	3	5	4	4	4	5	3	3	5	3	2
主 旨 题	2		1	1	1		1	1			2	
词 义 题	3	3	2	3	3				3	3	1	2
句 意 题	2		2	2	2	2	3	3	1	2	2	
态 度 题	1	1		2		4	1	1	1	1	2	1
是 非 题			1	2	2		1	1	1		1	

历年考研试题分析表

(1994 ~ 2005)

完形填空

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
名词	1		1	1	2	2	3	6	5	5	5	3
动词	1	4	3	3	3	2	3	6	3	4	4	5
形容词	2	1	1	1		2		1	4	3	2	3
副词			1	1	2	1	1	2		1	1	1
介词	1	1	2	2	1	1	2	3		2	1	2
连词	1	1	1	2	1	2	2	2		1	4	3
非谓语动词							2					
虚词	3	3	2		1		1	1		2	3	3
冠词												
代词	2									1		

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2003年全国硕士研究生入学考试英语试卷结构表

部分	节	为考生提供的信息	指导语语言	测试要点	题型	题目数量	计分	答题卡种类
I 听力 (20分)	A	1段独白或对话 (180~220词)(放两遍录音)	英语	特定或具体信息	填充表格	5	5	答题卡1 (人工阅卷、 机器阅卷)
	B	1段独白或对话 (280~320词)(放两遍录音)	英语	具体或总体信息	补全句子或答题	5	5	
	C	3段材料独白或对话 (200~300词)(放两遍录音)	英语	获取特定信息,理解主旨要义,推测、判断说话者意图、观点或态度等	多项选择题(四选一)	10	10	
II 英语知识运用 (10分)		1篇文章(约240-280词)	英语	词汇、语法和结构	完形填空 多项选择题(四选一)	20	10	
III 阅读理解(50分)	A	4篇文章(共约1600词)	英语	理解具体信息,掌握文章大意,猜测生词义进行推断等	多项选择题(四选一)	20	40	
	B	1篇文章(约400词) 5处划线部分(约150词)	英语	理解的准确性	英译汉	5	10	
IV 写作 (20分)		主题句、写作提纲、规定情景、图、表等	英语	书面表达	短文写作(约200词)	1	20	
总计						65+1	100	

2003 年全国硕士研究生入学考试英语试题

Section I Listening Comprehension

Directions: This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B, and Part C.

Remember, while you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have five minutes to transfer all your answers from your test booklet to Answer Sheet I.

Now look at Part A at your test booklet.

Part A

Directions: For Question 1-5, you will hear a talk about Boston Museum of Fine Art. While you listen, fill out the table with the information you have heard. Some of the information has been given to you in the table. Write Only 1 word or number in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Boston Museum of Fine Arts	
Founded (year)	1870
Opened to the public (year)	1
Moved to the current location (year)	1909
The west wing completed (year)	2
Number of departments	9
The most remarkable department	3
Exhibition Space (m ²)	4
Approximate number of visitors/year	800,000
Programs provided	classes
	lectures
	5
	films

Part B

Directions: For Questions 6-10, you will hear an interview with an expert on marriage problems. While you listen, complete the sentences or answer the questions. Use not more than 3 words for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and questions below. (5 points)

What should be the primary source of help for a troubled couple?

	6
--	---

Writing down a list of problems in the marriage may help a troubled couple discuss them ____ .

	7
--	---

Who should a couple consider seriously turning to if they can't talk with each other?

	8
--	---

Priests are usually unsuccessful in counseling troubled couples despite their _____.

	9
--	---

According to the old notion, what will make hearts grow fonder?

	10
--	----

Part C

Directions: You will hear three pieces of recorded material. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece once only. (10 points)

Questions 11-13 are based on the following talk about napping, you now have 15 seconds to read questions 11-13.

11. Children under five have abundant energy partly because they _____.
 [A] Sleep in three distinct parts. [B] have many five-minute naps.
 [C] sleep in one long block. [D] take one or two naps daily.
12. According to the speaker, the sleep pattern of a baby is determined by _____.
 [A] its genes [B] its nature [C] its mental state [D] its physical condition
13. The talk suggests that, if you feel sleepy through the day, you should _____.
 [A] take some refreshment. [B] go to bed early
 [C] have a long rest. [D] give in to sleep.

Questions: 14-16 are based on the following interview with Sherman Alexie, an American Indian poet. You now have 15 seconds to read Questions 14-16.

14. Why did Sherman Alexie only take day jobs?
 [A] He could bring unfinished work home. [B] He might have time to pursue his interests.
 [C] He might do some evening teaching. [D] He could invest more emotion in his family.
15. What was his original goal at college?
 [A] To teach in high school . [B] To write his own books.
 [C] To be a medical doctor. [D] To be a mathematician.
16. Why did he take the poetry-writing class?
 [A] To follow his father. [B] For an easy grade.
 [C] To change his specialty. [D] For knowledge of poetry.

Questions: 17-20 are based on the following talk about public speaking. You now have 20 seconds to read Questions 17-20.

17. What is the most important thing in public speaking?
 [A] Confidence. [B] Preparation.
 [C] Inform activeness. [D] Organization.
18. What does the speaker advise us to do to capture the audience's attention?
 [A] Gather abundant data. [B] Organize the ideas logically.
 [C] Develop a great opening. [D] Select appropriate material.
19. If you don't start working for the presentation until the day before, you will feel _____.
 [A] uneasy [B] uncertain [C] frustrated [D] depressed
20. Who is this speech, most probably meant for?
 [A] Those interested in the power of persuasion.
 [B] Those trying to improve their public images.

[C] Those planning to take up some public work.

[D] Those eager to become effective speakers.

Section II 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)

Teachers need to be aware of the emotional, intellectual, and physical changes that young adults experience. And they also need to give serious 21 to how they can be best 22 such changes. Growing bodies need movement and 23, but not just in ways that emphasize competition. 24 they are adjusting to their new bodies and a whole host of new intellectual and emotional challenges, teenagers are especially self-conscious and need the 25 that comes from achieving success and knowing that their accomplishments are 26 by others. However, the typical teenage lifestyle is already filled with so much competition that it would be 27 to plan activities in which there are more winners than losers, 28, publishing newsletters with many student-written book reviews, 29 student artwork, and sponsoring book discussion clubs. A variety of small clubs can provide 30 opportunities for leadership, as well as for practice in successful 31 dynamics. Making friends is extremely important to teenagers, and many shy students need the 32 of some kinds of organization with a supportive adult 33 visible in the background.

In these activities, it is important to remember that the young teens have 34 attention spans. A variety of activities should be organized 35 participants can remain active as long as they want and then go on to 36 else without feeling guilty and without letting the other participants 37. This does not mean that adults must accept irresponsibility. 38, they can help students acquire a sense of commitment by 39 for roles that are within their 40 and their attention spans and by having clearly stated rules.

- | | |
|-----------------------------|--------------------------|
| 21. [A] thought [B] idea | [C] opinion [D] advice |
| 22. [A] strengthen | [B] accommodate |
| [C] stimulate | [D] enhance |
| 23. [A] care [B] nutrition | [C] exercise [D] leisure |
| 24. [A] If [B] Although | [C] Whereas [D] Because |
| 25. [A] assistance | [B] guidance |
| [C] confidence | [D] tolerance |
| 26. [A] claimed | [B] admired |
| [C] ignored | [D] surpassed |
| 27. [A] improper | [B] risky |
| [C] fair | [D] wise |
| 28. [A] in effect | [B] as a result |
| [C] for example | [D] in a sense |
| 29. [A] displaying | [B] describing |
| [C] creating | [D] exchanging |
| 30. [A] durable | [B] excessive |
| [C] surplus | [D] multiple |
| 31. [A] groups | [B] individual |
| [C] personnel | [D] corporation |
| 32. [A] consent | [B] insurance |
| [C] admission | [D] security |
| 33. [A] particularly | [B] barely |
| [C] definitely | [D] rarely |
| 34. [A] similar [B] long | [C] different [D] short |
| 35. [A] if only | [B] now that |
| [C] so that | [D] even if |
| 36. [A] everything | [B] anything |
| [C] nothing | [D] something |
| 37. [A] off [B] down | [C] out [D] alone |
| 38. [A] On the contrary | [B] On the average |
| [C] On the whole | [D] On the other hand |
| 39. [A] making [B] standing | [C] planning [D] taking |
| 40. [A] capabilities | [B] responsibilities |
| [C] proficiency | [D] efficiency |

Section III 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

Wild Bill Donovan would have loved the Internet. The American spymaster who built the Office of Strategic Services in the World War II and later laid the roots for the CIA was fascinated with information. Donovan believed in using whatever tools came to hand in the "great game" of espionage—spying as a "profession." These days the Net, which has already remade such everyday pastimes as buying books and sending mail, is reshaping Donovan's vocation as well.

The last revolution isn't simply a matter of gentlemen reading other gentlemen's e-mail. That kind of electronic spying has been going on for decades. In the past three or four years, the World Wide Web has given birth to a whole industry of point-and-click spying. The speakers call it "open source intelligence," and as the Net grows, it is becoming increasingly influential. In 1995 the CIA held a contest to see who could compile the most data about Burundi. The winner, by a large margin, was a tiny Virginia company called Open-Source Solutions—whose clear advantage was its mastery of the electronic world.

Among the firms making the biggest splash in the new world is Straitford, Inc., a private intelligence-analysis firm based in Austin, Texas. Straitford makes money by selling the results of spying (covering nations from Chile to Russia) to corporations like energy-services firm McDermott International. Many of its predictions are available online at www.straitford.com.

Straitford president George Friedman says he sees the online world as a kind of mutually reinforcing tool for both information collection and distribution, a spymaster's dream. Last week his firm was busy vacuuming up data bits from the far corners of the world and predicting a crisis in Ukraine. "As soon as that report runs, we'll suddenly get 500 new internet sign-ups from Ukraine," says Friedman, a former political science professor. "And we'll hear back from some of them." Open-source spying does have its risks, of course, since it can be difficult to tell good information from bad. That's where Straitford earns its keep.

Friedman relies on a lean staff of 20 in Austin. Several of his staff members have military-intelligence backgrounds. He sees the firm's outsider status as the key to its success. Straitford's briefs don't sound like the usual Washington back and forth, whereby agencies avoid dramatic declarations on the chance they might be wrong. Straitford, says Friedman, takes pride in its independent voice.

41. The emergence of the Net has
- [A] received support from fans like Donovan. [B] remolded the intelligence services.
[C] restored many common pastimes. [D] revived spying as a profession.
42. Donovan's story is mentioned in the text to
- [A] introduce the topic of online spying. [B] show how he fought for the U.S.
[C] give an episode of the information war. [D] honor his unique services to the CIA.
43. The phrase "making the biggest splash" (line 1, paragraph 3) most probably means
- [A] causing the biggest trouble. [B] exerting the greatest effort.
[C] achieving the greatest success. [D] enjoying the widest popularity.
44. It can be learned from paragraph 4 that
- [A] Straitford's prediction about Ukraine has proved true.
[B] Straitford guarantees the truthfulness of its information.
[C] Straitford's business is characterized by unpredictability.
[D] Straitford is able to provide fairly reliable information.
45. Straitford is most proud of its
- [A] official status. [B] nonconformist image.
[C] efficient staff. [D] military background.

Text 2

To paraphrase 18th-century statesman Edmund Burke, "all that is needed for the triumph of a misguided cause is that good people do nothing." One such cause now seeks to end biomedical research because of the theory

that animals have rights ruling out their use in research. Scientists need to respond forcefully to animal rights advocates, whose arguments are confusing the public and thereby threatening advances in health knowledge and care. Leaders of the animal rights movement target biomedical research because it depends on public funding, and few people understand the process of health care research. Hearing allegations of cruelty to animals in research settings, many are perplexed that anyone would deliberately harm an animal.

For example, a grandmotherly woman staffing an animal rights booth at a recent street fair was distributing a brochure that encouraged readers not to use anything that comes from or is tested in animals—no meat, no fur, no medicines. Asked if she opposed immunizations, she wanted to know if vaccines come from animal research. When assured that they do, she replied, “Then I would have to say yes.” Asked what will happen when epidemics return, she said, “Don’t worry, scientists will find some way of using computers.” Such well-meaning people just don’t understand.

Scientists must communicate their message to the public in a compassionate, understandable way—in human terms, not in the language of molecular biology. We need to make clear the connection between animal research and a grandmother’s hip replacement, a father’s bypass operation, a baby’s vaccinations, and even a pet’s shots. To those who are unaware that animal research was needed to produce these treatments, as well as new treatments and vaccines, animal research seems wasteful at best and cruel at worst.

Much can be done. Scientists could “adopt” middle school classes and present their own research. They should be quick to respond to letters to the editor, lest animal rights misinformation go unchallenged and acquire a deceptive appearance of truth. Research institutions could be opened to tours, to show that laboratory animals receive human care. Finally, because the ultimate stakeholders are patients, the health research community should actively recruit to its cause not only well-known personalities such as Stephen Cooper, who has made courageous statements about the value of animal research, but all who receive medical treatment. If good people do nothing there is a real possibility that an uninformed citizenry will extinguish the precious embers of medical progress.

46. The author begins his article with Edmund Burke’s words to

- [A] call on scientists to take some actions. [B] criticize the misguided cause of animal rights.
[C] warn of the doom of biomedical research. [D] show the triumph of the animal rights movement.

47. Misguided people tend to think that using an animal in research is

- [A] cruel but natural. [B] inhuman and unacceptable.
[C] inevitable but vicious. [D] pointless and wasteful.

48. The example of the grandmotherly woman is used to show the public’s

- [A] discontent with animal research. [B] ignorance about medical science.
[C] indifference to epidemics. [D] anxiety about animal rights.

49. The author believes that, in face of the challenge from animal rights advocates, scientists should

- [A] communicate more with the public. [B] employ hi-tech means in research.
[C] feel no shame for their cause. [D] strive to develop new cures.

50. From the text we learn that Stephen Cooper is

- [A] a well-known humanist. [B] a medical practitioner.
[C] an enthusiast in animal rights. [D] a supporter of animal research.

Text 3

In recent years, railroads have been combining with each other, merging into supersystems, causing heightened concerns about monopoly. As recently as 1995, the top four railroads accounted for under 70 percent of the total ton-miles moved by rails. Next year, after a series of mergers is completed, just four railroads will control well over 90 percent of all the freight moved by major rail carriers.

Supporters of the new supersystems argue that these mergers will allow for substantial cost reductions and better coordinated service. Any threat of monopoly, they argue, is removed by fierce competition from trucks.

But many shippers complain that for heavy bulk commodities traveling long distances, such as coal, chemicals, and grain, trucking is too costly and the railroads therefore have them by the throat.

The vast consolidation within the rail industry means that most shippers are served by only one rail company. Railroads typically charge such “captive” shippers 20 to 30 percent more than they do when another railroad is competing for the business. Shippers who feel they are being overcharged have the right to appeal to the federal government's Surface Transportation Board for rate relief, but the process is expensive, time consuming, and will work only in truly extreme cases.

Railroads justify rate discrimination against captive shippers on the grounds that in the long run it reduces everyone's cost. If railroads charged all customers the same average rate, they argue, shippers who have the option of switching to trucks or other forms of transportation would do so, leaving remaining customers to shoulder the cost of keeping up the line. It's a theory to which many economists subscribe, but in practice it often leaves railroads in the position of determining which companies will flourish and which will fail. “Do we really want railroads to be the arbiters of who wins and who loses in the marketplace?” Asks Martin Bercovici, a Washington lawyer who frequently represents shipper.

Many captive shippers also worry they will soon be hit with a round of huge rate increases. The railroad industry as a whole, despite its brightening fortunes still does not earn enough to cover the cost of the capital it must invest to keep up with its surging traffic. Yet railroads continue to borrow billions to acquire one another, with Wall Street cheering them on. Consider the \$10.2 billion bid by Norfolk Southern and CSX to acquire Conrail this year. Conrail's net railway operating income in 1996 was just \$427 million, less than half of the carrying costs of the transaction. Who's going to pay for the rest of the bill? Many captive shippers fear that they will, as Norfolk Southern and CSX increase their grip on the market.

51. According to those who support mergers, railway monopoly is unlikely because
- [A] cost reduction is based on competition. [B] services call for cross-trade coordination.
[C] outside competitors will continue to exist. [D] shippers will have the railway by the throat.
52. What is many captive shippers' attitude towards the consolidation in the rail industry?
- [A] Indifferent. [B] Supportive. [C] Indignant. [D] Apprehensive.
53. It can be inferred from paragraph 3 that
- [A] shippers will be charged less without a rival railroad.
[B] there will soon be only one railroad company nationwide.
[C] overcharged shippers are unlikely to appeal for rate relief.
[D] a government board ensures fair play in railway business.
54. The word “arbiters”(line 6, paragraph 4) most probably refers to those
- [A] who work as coordinators. [B] who function as judges.
[C] who supervise transactions. [D] who determine the price.
55. According to the text, the cost increase in the rail industry is mainly caused by
- [A] the continuing acquisition. [B] the growing traffic.
[C] the cheering Wall Street. [D] the shrinking market.

Text 4

It is said that in England death is pressing, in Canada inevitable and in California optional. Small wonder. Americans' life expectancy has nearly doubled over the past century. Failing hips can be replaced, clinical depression controlled, cataracts removed in a 30-minute surgical procedure. Such advances offer the aging population a quality of life that was unimaginable when I entered medicine 50 years ago. But not even a great health-care system can cure death — and our failure to confront that reality now threatens this greatness of ours.

Death is normal; we are genetically programmed to disintegrate and perish, even under ideal conditions. We all understand that at some level, yet as medical consumers we treat death as a problem to be solved. Shielded by third-

party payers from the cost of our care, we demand everything that can possibly be done for us, even if it's useless. The most obvious example is late-stage cancer care. Physicians frustrated by their inability to cure the disease and fearing loss of hope in the patient—too often offer aggressive treatment far beyond what is scientifically justified.

In 1950, the U.S. spent \$ 12.7 billion on health care. In 2002, the cost will be 1540 billion. Anyone can see this trend is unsustainable. Yet few seem willing to try to reverse it. Some scholars conclude that a government with finite resources should simply stop paying for medical care that sustains life beyond a certain age—say 83 or so. Former Colorado governor Richard Lamm has been quoted as saying that the old and infirm “have a duty to die and get out of the way”, so that younger, healthier people can realize their potential.

I would not go that far. Energetic people now routinely work through their 60s and beyond, and remain dazzlingly productive. At 78, Viacom chairman Sumner Redstone jokingly claims to be 53. Supreme Court Justice Sandra Day O'Connor is in her 70s, and former surgeon general C. Everett Koop chairs an Internet start up in his 80s. These leaders are living proof that prevention works and that we can manage the health problems that come naturally with age. As a mere 68-year-old, I wish to age as productively as they have.

Yet there are limits to what a society can spend in this pursuit. Ask a physician, I know the most costly and dramatic measures may be ineffective and painful. I also know that people in Japan and Sweden, countries that spend far less on medical care, have achieved longer, healthier lives than we have. As a nation, we may be over funding the quest for unlikely cures while under funding research on humbler therapies that could improve people's lives.

56. What is implied in the first sentence?

- [A] Americans are better prepared for death than other people.
- [B] Americans enjoy a higher life quality than ever before.
- [C] Americans are over-confident of their medical technology.
- [D] Americans take a vain pride in their long life expectancy.

57. The author uses the example of cancer patients to show that

- [A] medical resources are often wasted. [B] doctors are helpless against fatal diseases.
- [C] some treatments are too aggressive. [D] medical costs are becoming unaffordable.

58. The author's attitude toward Richard Lamm's remark is one of

- [A] strong disapproval. [B] reserved consent.
- [C] slight contempt. [D] enthusiastic support.

59. In contrast to the U.S., Japan and Sweden are funding their medical care

- [A] more flexibly. [B] more extravagantly.
- [C] more cautiously. [D] more reasonably.

60. The text intends to express the idea that

- [A] medicine will further prolong people's lives.
- [B] life beyond a certain limit is not worth living.
- [C] death should be accepted as a fact of life.
- [D] excessive demands increase the cost of health care.

Part B

Directions: Read the following text carefully and then translate the underlines segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (10 points)

Human beings in all times and places think about their world and wonder at their place in it. Humans are thoughtful and creative, possessed of insatiable curiosity. 61) Furthermore, humans have the ability to modify the environment in which they live, thus subjecting all other life forms to their own peculiar ideas and fancies. Therefore, it is important to study humans in all their richness and diversity in a calm and systematic manner, with the hope that the knowledge resulting from such studies can lead humans to a more harmonious way of living

with themselves and with all other life forms on this planet Earth.

“Anthropology” derives from the Greek words “anthropos”: “human” and logos “the study of”. By its very name, anthropology encompasses the study of all humankind.

Anthropology is one of the social sciences. 62) Social science is that branch of intellectual enquiry which seeks to study humans and their endeavors in the same reasoned, orderly, systematic, and dispassioned manner that natural scientists use for the study of natural phenomena.

Social science disciplines include geography, economics, political science, psychology, and sociology. Each of these social sciences has a subfield or specialization which lies particularly close to anthropology.

All the social sciences focus upon the study of humanity. Anthropology is a field-study oriented discipline which makes extensive use of the comparative method in analysis. 63) The emphasis on data gathered first-hand, combined with a cross-cultural perspective brought to the analysis of cultures past and present, makes this study a unique and distinctly important social science.

Anthropological analyses rest heavily upon the concept of culture. Sir Edward Tylor's formulation of the concept of culture was one of the great intellectual achievements of 19th century science. 64) Tylor defined culture as “...that complex whole which includes belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.” This insight, so profound in its simplicity, opened up an entirely new way of perceiving and understanding human life. Implicit within Tylor's definition is the concept that culture is learned, shared, and patterned behavior.

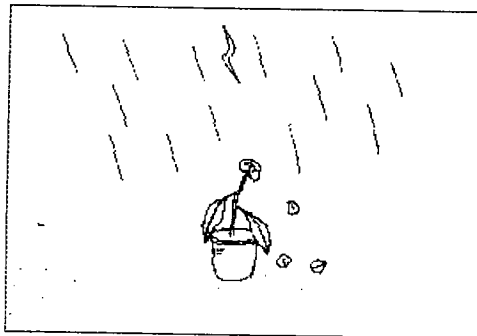
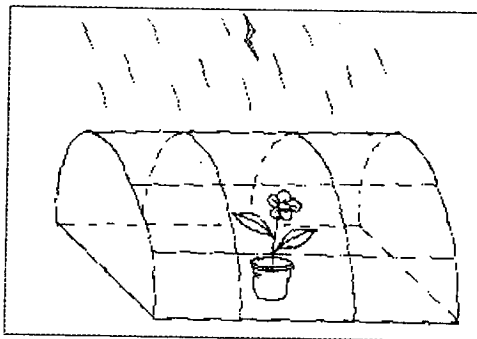
65) Thus, the anthropological concept of “culture,” like the concept of “set” in mathematics, is an abstract concept which makes possible immense amounts of concrete research and understanding.

Section IV Writing

66. Directions:

- 1) describe the set of drawings, interpret its meaning, and
- 2) point out its implications in our life.

You should write about 200 words neatly on ANSWER SHEET 2.(20 points)



2002 年全国硕士研究生入学考试英语试题

Section I Listening Comprehension

Directions: This Section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

Now look at Part A in your test booklet.

Part A

Directions: For Questions 1-5, you will hear an introduction about the life of Margaret Welch. While you listen, fill out the table with the information you've heard. Some of the information has been given to you in the table. Write only 1 word or number in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Welch's Personal Information	
Place of Birth	Philadelphia
Year of Birth	1901
Transfer to Barnard University (Year)	1920
Major at University	1
Final Degree	PhD
Year of Marriage	1928
Growing Up In New Guinea Published (Year)	2
Field Study in the South Pacific (Age)	3
Main Interest	4
Professorship at Columbia Started (Year)	5
Death (Age)	77

Part B

Directions: For questions 6-10, you will hear a talk by a well-known U. S. journalist. While you listen, complete the sentences or answer the questions. Use not more than 3 words for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and questions below. (5 points)

Besides reporters, who else were camped out for days outside the speaker's home?

	6
--	---

One reporter got to the speaker's apartment pretending to pay

	7
--	---

The speaker believed the reporter wanted a picture of her looking

	8
--	---

Where is a correction to a false story usually placed?

	9
--	---