

历年考研英语 (配套资料) 真题解析及复习思路



历年考研英语真题及标准答案

(1986-2009)

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2009 年试题

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

① Research on animal intelligence always makes us wonder just how smart humans are. ② 1 the fruit-fly experiments described by Carl Zimmer in the *Science Times*. ③ Fruit flies who were taught to be smarter than the average fruit fly 2 to live shorter lives. ④ This suggests that 3 bulbs burn longer, that there is a(n) 4 in not being too bright.

⑤ Intelligence, it 5, is a high-priced option. ⑥ It takes more upkeep, burns more fuel and is slow 6 the starting line because it depends on learning—a(n) 7 process—instead of instinct. ⑦ Plenty of other species are able to learn, and one of the things they've apparently learned is when to 8.

⑧ Is there an adaptive value to 9 intelligence? ⑨ That's the question behind this new research. ⑩ Instead of casting a wistful glance 10 at all the species we've left in the dust I.Q.-wise, it implicitly asks what the real 11 of our own intelligence might be. ⑪ This is 12 the mind of every animal we've ever met.

⑫ Research on animal intelligence also makes us wonder what experiments animals would 13 on humans if they had the chance. ⑬ Every cat with an owner, 14, is running a small-scale study in operant conditioning. ⑭ We believe that 15 animals ran the labs, they would test us to 16 the limits of our patience, our faithfulness, our memory for locations. ⑮ They would try to decide what intelligence in humans is really 17, not merely how much of it there is. ⑯ 18, they would hope to study a(n) 19 question: Are humans actually aware of the world they live in? ⑰ 20 the results are inconclusive. (275 words)

- | | | | |
|-------------------|-----------------|-----------------|------------------|
| 1. [A] Suppose | [B] Consider | [C] Observe | [D] Imagine |
| 2. [A] tended | [B] feared | [C] happened | [D] threatened |
| 3. [A] thinner | [B] stabler | [C] lighter | [D] dimmer |
| 4. [A] tendency | [B] advantage | [C] inclination | [D] priority |
| 5. [A] insists on | [B] sums up | [C] turns out | [D] puts forward |
| 6. [A] off | [B] behind | [C] over | [D] along |
| 7. [A] incredible | [B] spontaneous | [C] inevitable | [D] gradual |
| 8. [A] fight | [B] doubt | [C] stop | [D] think |
| 9. [A] invisible | [B] limited | [C] indefinite | [D] different |
| 10. [A] upward | [B] forward | [C] afterward | [D] backward |
| 11. [A] features | [B] influences | [C] results | [D] costs |
| 12. [A] outside | [B] on | [C] by | [D] across |
| 13. [A] deliver | [B] carry | [C] perform | [D] apply |

- | | | | |
|---------------------|-------------------|----------------|------------------|
| 14. [A] by chance | [B] in contrast | [C] as usual | [D] for instance |
| 15. [A] if | [B] unless | [C] as | [D] lest |
| 16. [A] moderate | [B] overcome | [C] determine | [D] reach |
| 17. [A] at | [B] for | [C] after | [D] with |
| 18. [A] Above all | [B] After all | [C] However | [D] Otherwise |
| 19. [A] fundamental | [B] comprehensive | [C] equivalent | [D] hostile |
| 20. [A] By accident | [B] In time | [C] So far | [D] Better still |

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

Habits are a funny thing. We reach for them mindlessly, setting our brains on auto-pilot and relaxing into the unconscious comfort of familiar routine. "Not choice, but habit rules the unreflecting herd," William Wordsworth said in the 19th century. In the ever-changing 21st century, even the word "habit" carries a negative implication.

So it seems paradoxical to talk about habits in the same context as creativity and innovation. But brain researchers have discovered that when we consciously develop new habits, we create parallel paths, and even entirely new brain cells, that can jump our trains of thought onto new, innovative tracks.

Rather than dismissing ourselves as unchangeable creatures of habit, we can instead direct our own change by consciously developing new habits. In fact, the more new things we try—the more we step outside our comfort zone—the more inherently creative we become, both in the workplace and in our personal lives.

But don't bother trying to kill off old habits; once those ruts of procedure are worn into the brain, they're there to stay. Instead, the new habits we deliberately press into ourselves create parallel pathways that can bypass those old roads.

"The first thing needed for innovation is a fascination with wonder," says Dawna Markova, author of *The Open Mind*. "But we are taught instead to 'decide,' just as our president calls himself 'the Decider.'" She adds, however, that "to decide is to kill off all possibilities but one. A good innovational thinker is always exploring the many other possibilities."

All of us work through problems in ways of which we're unaware, she says. Researchers in the late 1960s discovered that humans are born with the capacity to approach challenges in four primary ways: analytically, procedurally, relationally (or collaboratively) and innovatively. At the end of adolescence, however, the brain shuts down half of that capacity, preserving only those modes of thought that have seemed most valuable during the first decade or so of life.

The current emphasis on standardized testing highlights analysis and procedure, meaning that few of us inherently use our innovative and collaborative modes of thought. "This breaks the major rule in the American belief system—that anyone can do anything," explains M. J. Ryan, author of the 2006 book

This Year, I Will... and Ms. Markova's business partner. "That's a lie that we have perpetuated, and it fosters commonness. Knowing what you're good at and doing even more of it creates excellence." This is where developing new habits comes in. [417 words]

21. In Wordsworth's view, "habits" is characterized by being _____.
[A] casual [B] familiar [C] mechanical 机械 [D] changeable
22. Brain researchers have discovered that the formation of new habits can be _____.
[A] predicted [B] regulated [C] traced [D] guided
23. The word "ruts" (Line 1, Paragraph 4) is closest in meaning to _____.
[A] tracks [B] series [C] characteristics [D] connections
24. Dawna Markova would most probably agree that _____.
[A] ideas are born of a relaxing mind [B] innovativeness could be taught
[C] decisiveness derives from fantastic ideas [D] curiosity activates creative minds
25. Ryan's comments suggest that the practice of standardized testing _____.
[A] prevents new habits from being formed [B] no longer emphasizes commonness
[C] maintains the inherent American thinking mode [D] complies with the American belief system

Text 2

It is a wise father that knows his own child, but today a man can boost his paternal (fatherly) wisdom—or at least confirm that he's the kid's dad. All he needs to do is shell out \$30 for a paternity testing kit (PTK) at his local drugstore and another \$120 to get the results.

More than 60 000 people have purchased the PTKs since they first became available without prescriptions last year, according to Doug Fogg, chief operating officer of Identigene, which makes the over-the-counter kits. More than two dozen companies sell DNA tests directly to the public, ranging in price from a few hundred dollars to more than \$2 500.

Among the most popular: paternity and kinship testing, which adopted children can use to find their biological relatives and families can use to track down kids put up for adoption. DNA testing is also the latest rage among passionate genealogists—and supports businesses that offer to search for a family's geographic roots.

Most tests require collecting cells by swabbing saliva in the mouth and sending it to the company for testing. All tests require a potential candidate with whom to compare DNA.

But some observers are skeptical. "There's a kind of false precision being hawked by people claiming they are doing ancestry testing," says Troy Duster, a New York University sociologist. He notes that each individual has many ancestors—numbering in the hundreds just a few centuries back. Yet most ancestry testing only considers a single lineage, either the Y chromosome inherited through men in a father's line or mitochondrial DNA, which is passed down only from mothers. This DNA can reveal genetic information about only one or two ancestors, even though, for example, just three generations back people also have six other great-grandparents or, four generations back, 14 other great-great-grandparents.

Critics also argue that commercial genetic testing is only as good as the reference collections to which a sample is compared. Databases used by some companies don't rely on data collected systematically but rather lump together information from different research projects. This means that a DNA database may have a lot of data from some regions and not others, so a person's test results may differ depending on the

company that processes the results. In addition, the computer programs a company uses to estimate relationships may be patented and not subject to peer review or outside evaluation. [401 words]

- A 26. In Paragraphs 1 and 2, the text shows PTK's _____.
[A] easy availability [B] flexibility in pricing
[C] successful promotion [D] popularity with households
- C 27. PTK is used to _____.
[A] locate one's birth place [B] promote genetic research
[C] identify parent-child kinship [D] choose children for adoption
- D 28. Skeptical observers believe that ancestry testing fails to _____.
[A] trace distant ancestors [B] rebuild reliable bloodlines
[C] fully use genetic information [D] achieve the claimed accuracy
- A 29. In the last paragraph, a problem commercial genetic testing faces is _____.
[A] disorganized data collection [B] overlapping database building
[C] excessive sample comparison [D] lack of patent evaluation
- A 30. An appropriate title for the text is most likely to be _____.
[A] For and Againsts of DNA Testing [B] DNA Testing and Its Problems
[C] DNA Testing Outside the Lab [D] Lies Behind DNA Testing

Text 3

The relationship between formal education and economic growth in poor countries is widely misunderstood by economists and politicians alike. Progress in both areas is undoubtedly necessary for the social, political, and intellectual development of these and all other societies; however, the conventional view that education should be one of the very highest priorities for promoting rapid economic development in poor countries is wrong. We are fortunate that it is, because building new educational systems there and putting enough people through them to improve economic performance would require two or three generations. The findings of a research institution have consistently shown that workers in all countries can be trained on the job to achieve radically higher productivity and, as a result, radically higher standards of living.

Ironically, the first evidence for this idea appeared in the United States. Not long ago, with the country entering a recession and Japan at its pre-bubble peak, the U. S. workforce was derided as poorly educated and one of the primary causes of the poor U. S. economic performance. Japan was, and remains, the global leader in automotive-assembly productivity. Yet the research revealed that the U. S. factories of Honda, Nissan, and Toyota achieved about 95 percent of the productivity of their Japanese counterparts—a result of the training that U. S. workers received on the job.

More recently, while examining housing construction, the researchers discovered that illiterate, non-English-speaking Mexican workers in Houston, Texas, consistently met best-practice labor productivity standards despite the complexity of the building industry's work.

What is the real relationship between education and economic development? We have to suspect that continuing economic growth promotes the development of education even when governments don't force it. After all, that's how education got started. When our ancestors were hunters and gatherers 10 000 years ago, they didn't have time to wonder much about anything besides finding food. Only when humanity began to get its food in a more productive way was there time for other things.

As education improved, humanity's productivity potential increased as well. When the competitive environment pushed our ancestors to achieve that potential, they could in turn afford more education. This increasingly high level of education is probably a necessary, but not a sufficient, condition for the complex political systems required by advanced economic performance. Thus poor countries might not be able to escape their poverty traps without political changes that may be possible only with broader formal education. A lack of formal education, however, doesn't constrain the ability of the developing world's workforce to substantially improve productivity for the foreseeable future. On the contrary, constraints on improving productivity explain why education isn't developing more quickly there than it is. [444 words]

- D 31. The author holds in Paragraph 1 that the importance of education in poor countries _____.
 [A] is subject to groundless doubts [B] has fallen victim of bias
 [C] is conventionally downgraded [D] has been overestimated
- B 32. It is stated in Paragraph 1 that the construction of a new educational system _____.
 [A] challenges economists and politicians [B] takes efforts of generations
 [C] demands priority from the government [D] requires sufficient labor force
- B 33. A major difference between the Japanese and U. S workforces is that _____.
 [A] the Japanese workforce is better disciplined [B] the Japanese workforce is more productive
 [C] the U. S. workforce has a better education [D] the U. S. workforce is more organized
- A 34. The author quotes the example of our ancestors to show that education emerged _____.
 [A] when people had enough time [B] prior to better ways of finding food
 [C] when people no longer went hungry [D] as a result of pressure on government
- C 35. According to the last paragraph, development of education _____.
 [A] results directly from competitive environments [B] does not depend on economic performance
 [C] follows improved productivity [D] cannot afford political changes

Text 4

The most thoroughly studied intellectuals in the history of the New World are the ministers and political leaders of seventeenth-century New England. According to the standard history of American philosophy, nowhere else in colonial America was "so much importance attached to intellectual pursuits." According to many books and articles, New England's leaders established the basic themes and preoccupations of an unfolding, dominant Puritan tradition in American intellectual life.

To take this approach to the New Englanders normally means to start with the Puritans' theological innovations and their distinctive ideas about the church—important subjects that we may not neglect. But in keeping with our examination of southern intellectual life, we may consider the original Puritans as carriers of European culture, adjusting to New World circumstances. The New England colonies were the scenes of important episodes in the pursuit of widely understood ideals of civility and virtuosity.

The early settlers of Massachusetts Bay included men of impressive education and influence in England. Besides the ninety or so learned ministers who came to Massachusetts churches in the decade after 1629, there were political leaders like John Winthrop, an educated gentleman, lawyer, and official of the Crown before he journeyed to Boston. These men wrote and published extensively, reaching both New World and Old World audiences, and giving New England an atmosphere of intellectual earnestness.

We should not forget, however, that most New Englanders were less well educated. While few

craftsmen or farmers, let alone dependents and servants, left literary compositions to be analyzed, it is obvious that their views were less fully intellectualized. Their thinking often had a traditional superstitious quality. A tailor named John Dane, who emigrated in the late 1630s, left an account of his reasons for leaving England that is filled with signs. Sexual confusion, economic frustrations, and religious hope—all came together in a decisive moment when he opened the Bible, told his father that the first line he saw would settle his fate, and read the magical words: “Come out from among them, touch no unclean thing, and I will be your God and you shall be my people.” One wonders what Dane thought of the careful sermons explaining the Bible that he heard in Puritan churches.

Meanwhile, many settlers had slighter religious commitments than Dane’s, as one clergyman learned in confronting folk along the coast who mocked that they had not come to the New World for religion. “Our main end was to catch fish.” [410 words]

36. The author holds that in the seventeenth-century New England _____.
 [A] Puritan tradition dominated political life
 [B] intellectual interests were encouraged
 [C] politics benefited much from intellectual endeavors
 [D] intellectual pursuits enjoyed a liberal environment
37. It is suggested in Paragraph 2 that New Englanders _____.
 [A] experienced a comparatively peaceful early history
 [B] brought with them the culture of the Old World
 [C] paid little attention to southern intellectual life
 [D] were obsessed with religious innovations
38. The early ministers and political leaders in Massachusetts Bay _____.
 [A] were famous in the New World for their writings
 [B] gained increasing importance in religious affairs
 [C] abandoned high positions before coming to the New World
 [D] created a new intellectual atmosphere in New England
39. The story of John Dane shows that less well-educated New Englanders were often _____.
 [A] influenced by superstitions
 [B] troubled with religious beliefs
 [C] puzzled by church sermons
 [D] frustrated with family earnings
40. The text suggests that early settlers in New England _____.
 [A] were mostly engaged in political activities
 [B] were motivated by an illusory prospect
 [C] came from different intellectual backgrounds
 [D] left few formal records for later reference

Part B

70x2.

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)

Coinciding with the groundbreaking theory of biological evolution proposed by British naturalist Charles Darwin in the 1860s, British social philosopher Herbert Spencer put forward his own theory of biological and cultural evolution. Spencer argued that all worldly phenomena, including human societies,

changed over time, advancing toward perfection. 41. AC.

American social scientist Lewis Henry Morgan introduced another theory of cultural evolution in the late 1800s. Morgan helped found modern anthropology—the scientific study of human societies, customs and beliefs—thus becoming one of the earliest anthropologists. In his work, he attempted to show how all aspects of culture changed together in the evolution of societies. 42. RE.

In the early 1900s in North America, German-born American anthropologist Franz Boas developed a new theory of culture known as historical particularism. Historical particularism, which emphasized the uniqueness of all cultures, gave new direction to anthropology. 43. BA

Boas felt that the culture of any society must be understood as the result of a unique history and not as one of many cultures belonging to a broader evolutionary stage or type of culture. 44. GB.

Historical particularism became a dominant approach to the study of culture in American anthropology, largely through the influence of many students of Boas. But a number of anthropologists in the early 1900s also rejected the particularist theory of culture in favor of diffusionism. Some attributed virtually every important cultural achievement to the inventions of a few, especially gifted peoples that, according to diffusionists, then spread to other cultures. 45. DAG

Also in the early 1900s, French sociologist Émile Durkheim developed a theory of culture that would greatly influence anthropology. Durkheim proposed that religious beliefs functioned to reinforce social solidarity. An interest in the relationship between the function of society and culture became a major theme in European, and especially British, anthropology.

[A] Other anthropologists believed that cultural innovations, such as inventions, had a single origin and passed from society to society. This theory was known as diffusionism.

[B] In order to study particular cultures as completely as possible, he became skilled in linguistics, the study of languages, and in physical anthropology, the study of human biology and anatomy.

[C] He argued that human evolution was characterized by a struggle he called the “survival of the fittest,” in which weaker races and societies must eventually be replaced by stronger, more advanced races and societies.

[D] They also focused on important rituals that appeared to preserve a people’s social structure, such as initiation ceremonies that formally signify children’s entrance into adulthood.

[E] Thus, in his view, diverse aspects of culture, such as the structure of families, forms of marriage, categories of kinship, ownership of property, forms of government, technology, and systems of food production, all changed as societies evolved.

[F] Supporters of the theory viewed culture as a collection of integrated parts that work together to keep a society functioning.

[G] For example, British anthropologists Grafton Elliot Smith and W. J. Perry incorrectly suggested, on the basis of inadequate information, that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world. In fact, all of these cultural developments occurred separately at different times in many parts of the world. [529 words]

Part C

Directions:

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

There is a marked difference between the education which every one gets from living with others and the deliberate educating of the young. In the former case the education is incidental; it is natural and important, but it is not the express reason of the association. (46) It may be said that the measure of the worth of any social institution is its effect in enlarging and improving experience, but this effect is not a part of its original motive. Religious associations began, for example, in the desire to secure the favor of overruling powers and to ward off evil influences; family life in the desire to gratify appetites and secure family perpetuity; systematic labor, for the most part, because of enslavement to others, etc. (47) Only gradually was the by-product of the institution noted, and only more gradually still was this effect considered as a directive factor in the conduct of the institution. Even today, in our industrial life, apart from certain values of industriousness and thrift, the intellectual and emotional reaction of the forms of human association under which the world's work is carried on receives little attention as compared with physical output.

But in dealing with the young, the fact of association itself as an immediate human fact, gains in importance. (48) While it is easy to ignore in our contact with them the effect of our acts upon their disposition, it is not so easy as in dealing with adults. The need of training is too evident and the pressure to accomplish a change in their attitude and habits is too urgent to leave these consequences wholly out of account. (49) Since our chief business with them is to enable them to share in a common life we cannot help considering whether or not we are forming the powers which will secure this ability. If humanity has made some headway in realizing that the ultimate value of every institution is its distinctively human effect we may well believe that this lesson has been learned largely through dealings with the young.

(50) We are thus led to distinguish, within the broad educational process which we have been so far considering, a more formal kind of education—that of direct tuition or schooling. In undeveloped social groups, we find very little formal teaching and training. These groups mainly rely for instilling needed dispositions into the young upon the same sort of association which keeps adults loyal to their group. [411 words]

Section III Writing

Part A

51. Directions:

Restrictions on the use of plastic bags have not been so successful in some regions. “White Pollution” is still going on.

Write a letter to the editor(s) of your local newspaper to 1) give your opinions briefly, and 2) make two or three suggestions.

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)

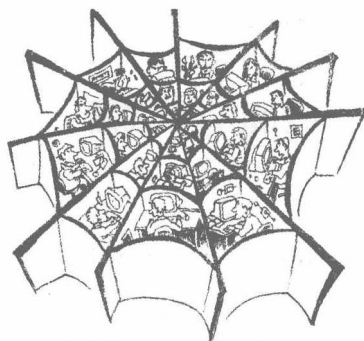
Part B

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)



网络的“近”与“远”

2009 年答案

Section I Use of English

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

Section II Reading Comprehension

Part A

- Text 1 21. C 22. D 23. A 24. D 25. A
 Text 2 26. A 27. C 28. D 29. A 30. B
 Text 3 31. D 32. B 33. B 34. C 35. C
 Text 4 36. B 37. B 38. D 39. A 40. C

Part B

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

Part C

46. 虽然我们可以说衡量任何一个社会机构价值的标准是其在丰富和完善人生(经验)方面所起的作用,但这种作用并不是我们最初的动机的组成部分。

47. 人们只是逐渐地才注意到机构的这一副产品,而人们把这种作用视为机构运作的指导性因素的过程则更为缓慢。

48. 虽然在与年轻人的接触中我们容易忽视自己的行为对他们的性情所产生的影响,然而在与成年人打交道时这种情况就不那么容易发生。

49. 由于我们对年轻人所做的首要工作在于使他们能够在生活中彼此相融,因此我们不禁要考虑自己是否在形成让他们获得这种能力的力量。

50. 这就使得我们得以在一直讨论的广义的教育过程中进一步区分出一种更为正式的教育形式,即直接讲授或学校教育。

Section III Writing

51. 见分析

52. 见分析

2008 年试题

Section I Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark [A],[B],[C] or [D] on 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 tests, 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 the 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 | <input checked="" type="checkbox"/> [B] prepared | [C] obliged | [D] pleased |
| 2. [A] unique | [B] particular | [C] special | <input checked="" type="checkbox"/> [D] rare |
| 3. <input checked="" type="checkbox"/> [A] of | [B] with | [C] in | [D] against |
| 4. [A] subsequently | <input checked="" type="checkbox"/> [B] presently | [C] previously | [D] lately |
| 5. [A] Only | [B] So | <input checked="" type="checkbox"/> [C] Even | [D] Hence |
| 6. <input checked="" type="checkbox"/> [A] thought | [B] sight | [C] cost | [D] risk |
| 7. <input checked="" type="checkbox"/> [A] advises | [B] suggests | <input checked="" type="checkbox"/> [C] protests | [D] objects |
| 8. [A] progress | <input checked="" type="checkbox"/> [B] fact | [C] need | <input checked="" type="checkbox"/> [D] question |
| 9. [A] attaining | <input checked="" type="checkbox"/> [B] scoring | [C] reaching | [D] calculating |
| 10. [A] normal | [B] common | <input checked="" type="checkbox"/> [C] mean | [D] total |
| 11. [A] unconsciously | <input checked="" type="checkbox"/> [B] disproportionately | [C] indefinitely | [D] unaccountably |
| 12. [A] missions | <input checked="" type="checkbox"/> [B] fortunes | [C] interests | <input checked="" type="checkbox"/> [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)

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.

Handwritten notes: 1. 球 (spheres), 2. 范围/领域 (spheres), 3. 易受...事物影响 (susceptible), 4. 很大地 (way ahead), 5. 不高兴的 (undesirable), 6. 抑郁症 (depression), 7. 精神紊乱 (anxiety disorders), 8. 精神科医生 (psychiatrist), 9. 退伍军人管理局医院 (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.

Handwritten notes: 1. 激素 (hormones), 2. 影响 (affect), 3. 产生 (produce), 4. 压力下的 (stressed-out), 5. 荷尔蒙 (hormones), 6. 卵巢 (ovaries), 7. 抑制 (inhibit).

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."

Handwritten notes: 1. 长期 (long-term), 2. 慢性 (chronic), 3. 压力 (stress), 4. 机会 (opportunities), 5. 应对 (cope), 6. 忍受 (tolerating), 7. 疲惫 (worn out).

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."

Handwritten notes: 1. 长期 (chronic), 2. 重复 (repeated), 3. 暴力 (violence), 4. 家庭 (domestic), 5. 磨损 (wear-and-tear), 6. 破坏力 (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."

Handwritten notes: 1. 分娩 (gave birth), 2. 逃避 (escape), 3. 结束 (ended).

Not everyone experiences the kinds of severe chronic stresses Alvarez describes. But most women

Handwritten note: 1. 长期 (chronic).

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." (Line 5, Para. 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 Organisation 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 endeavour.

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 organisations such as universities or international laboratories support institutional repositories. 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. D
- 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 *传统期刊的出版过程*
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.
- 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 text? B
- 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.

1960

wilt

1. 2000. 10-10
2. 2000. 10-10
Text 3

In the early 1960s Wilt Chamberlain was one of the 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—es-

1. 2000. 10-10
2. 2000. 10-10

招聘. 吸收

pecially 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.

1. 国家样式 典范
v. 仿造 模仿
adj. 世俗的

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."

A

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

C

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.

B

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.

B/D

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

D

35. The text intends to tell us that _____.

- [A] the change of human height follows a cyclic pattern