



海文考研

万学·海文 全国硕士研究生入学考试用书



2010 考研英语

历年真题权威解析 (2000-2009)

万学海文名师团队 编著

主审：吴耀武

墨东博、齐方炜、付博、王建华、伍松、徐锋

**专家团队阅卷和辅导心得，独创一题多解解析模式
充分结合各类考生答题特点，让每一位考生都能找到适合自己的解题思路**

海文考研
内部教案
公开出版



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本书特点及使用说明

一、本书特点说明

新版万学海文《考研英语历年真题权威解析》在继承了《考研英语阅读理解技巧标准全书》在真题规律深度研究的基础上，更注重从基础层面帮助考生全面把握真题所包含的语言知识要素。相比同类书籍，本书有以下特点：

1、命题、阅卷、考研辅导经验三者结合铸造权威精品

本书的作者都曾经参与过命题、阅卷，且目前都为海文考研辅导名师，不仅掌握了非常专业的理论知识，而且对考研试题的命题规律、阅读标准等都有深入地研究和把握，同时更是对考研学生的基础和辅导需要理解得相当到位。所以，命题、阅卷与考研辅导经验的结合，使权威与精品成为本书的最大特点。

2、解析模式更加符合学生需求。

在每套真题解析中，除了原有的“详细解析”外，新增了“考点提示”、“难度系数”和“真题文章来源”。尤其在翻译题目的解析中，设置了“考点提示”“详细分析”和“词汇分析”；在作文中除了“审题”与“范文”之外，增加了“写作技巧”等，同时，还对一些特殊的题目提供了一题多解模式。从而使每套真题的解析重点更加突出，结构更加全面，内容更加丰富，为学生研读真题，提供了全方位的指导方案。

二、本书使用说明

为了达到本书的最大使用效果，我们依据考研复习的进程以及本书的编排结构，对本书的复习做如下安排。

我们设定一个标准考生的初始状态、期望目标以及达成此目标所需花费的时间：对一个起点为四级英语400分左右，考研英语目标65分以上的考生而言，整个英语复习约需要500—700个小时左右的时间，本书预计复习时间为80小时。我们根据复习的阶段性，配合其他的复习进程来安排，为此我们给出了如下的学习方案。

注：对于起点状态与上述情况有所偏差的考生，可根据自己的情况，进行方案的合理调整。根据万学海文对全国上千名成功考生的调研数据得出，具体做题的时间分配：完型填空20分钟，阅读理解60—70分钟，新题型20分钟，翻译20分钟，小作文15分钟，大作文30分钟。

阶段	本书内容	使用说明	参考用时
第二、第三阶段：强化提高阶段	2000年、2001、2005年、2008年真题	<p>当大部分考生已经将基本知识点很扎实地掌握之后，就可以用真题来检验自己的学习效果，找出差距，设定目标，以便制定出更加有针对性的复习方案。</p> <p>将所选4套试题按时间顺序仔细研究一遍，先做2000年的真题，可以不按考试时间来做，但应尽自己最快的速度一次性做完整套试题，记下所用的总时间，作为以后的参考。认真对答案，找自己的薄弱环节，同时要熟悉各题型的解题方法。经过一段时间的针对性复习后，再以同样的方法做2001年的真题，对比自己在哪些方面进步了，什么地方仍有待于加强。2005年的真题按照考试规定时间来做，也就是在120分钟内完成（作文除外），检验自己的答题正确率。如果正确率大大低于在不限时间内的正确率，说明要有意识地提高阅读速度。2008年真题也要在120分钟内完成（作文除外），与2005年所做结果对比，看是否有进步，并总结成功经验和失误的地方。另外，对2005年、2008年真题中的新题型还要重点关注一下，研究方法请参照《技巧标准全书》。</p> <p>最后找出错题知识点，在计划的时间内，有针对性地重点攻克。</p>	20-25小时
第四阶段：真题研究阶段	2002、2003、2004、2006、2007、2009年真题	<p>在深入分析过4套真题后，将所剩6套真题按考试科目时间安排逐套做完并认真分析。</p> <p>为保证做题的效率和吸收的质量，按照每隔1-2天一套的频率进行，尽量保证在下午做题，以达到最佳效果。在规定时间内完成后，立即查看答案（不看解析），给所做试卷评分，检测成绩水平。并对查出错误的题目进行仔细分析，先独立寻找出错误原因所在，对于找到错误原因的，再与解析比较，看哪种解释更贴切；对没有找出出错原因的题目，仔细揣摩解析内容，直到将本题知识点吃透为止。同时找出出错知识点，重点学习吃透。</p>	25-30小时
第五、第六阶段：模拟训练和冲刺备考阶段	2000年—2009年10年真题	<p>在考前一个半月左右，开始把2000-2009年的真题再做一遍，做完后还要反复揣摩已经攻克过的知识点、词汇、长难句和再次做错的题目，如果时间允许，或者希望得到精解，可以参看译文。同时对真题的命题规律做进一步深入的研究思考，对所考查的知识难点融会贯通，达到看到知识点就能想到题目，看到题目就能想到知识点的熟练程度。</p>	30小时

本书最后特别感谢万学海文教学研究中心李秀敏、陆汉艳、毛利锋、陈芳和陈胡露等老师，他们良好的建议为本书增色不少。可以说，本书是万学教育全体同仁共同智慧的结晶。

最后，如果您有任何疑问或建议敬请与我们联系。E-mail: books@wanxue.cn。

万学海文教学研究中心

前言

以突破某种考试为目的的学习行为，其基本学习原理就是锁定最有效的学习任务，并精确测算完成此任务所需的学习时间，在学习时间和学习任务之间构建最合理的配置关系才能达成最佳的学习效果。

对于刚刚踏上征途的考研学子而言，其最主要的学习任务就是看书，最迫切需要了解的就是到底应该看哪些书，需要花多少时间，如何来规划才能收获最大的学习价值。

万学海文通过对往年数万考研学子的深入调查表明：

- ◆ 每个考研学子最少会在学习资料上花费超过70%的学习时间；
- ◆ 许多考研学子因缺乏科学权威的指导在选择学习资料时常常无所适从；
- ◆ 许多考研学子因盲目跟风常常会购买大量超越自己学习时间极限的学习资料。

为帮助刚刚踏上考研路的学子们构建最清晰、最合理的学习规划方案，万学海文凭借其在考研领域最强大的权威师资和最优秀的辅导团队，组织了各考研学科原命题组专家、阅卷组专家，并会同万学海文冠军辅导团队，融合十多年辅导精华，回归学习原理的本质，精心打造了本套全程策划书系，在众多的考研辅导书籍中，它独具特色，卓尔不群，主要具有如下优异品质：

一、全国惟一系统整合资深专家命题经验和高分学子学习实践的考研辅导书

8位有丰富经验的命题组组长和数十位命题组专家，根据其多年的命题经验，集合1000多名优秀学子的学习实践，在精准把握命题规律的基础上，对备考内容进行最权威和最科学的剖析。

二、全国惟一以学生为本全程整体策划的考研辅导书

在10多年的考研辅导过程中，我们透彻了解各种考生的学习特性，归纳总结了众多学子的优秀学习方法，并以此为基础提炼出最有效的学习内容，同时进行全程学习规划，最大限度提升考研学子的学习效率，使其不再将宝贵的复习时间浪费在一些根本不会考到的学习内容上。

三、全国惟一配备《使用说明书》的考研辅导书

好的产品要有好的《使用说明书》；

万学海文考研辅导书系全国独家首度配备《使用说明书》。

本书附有详尽的学习计划，针对不同基础的学生应该在什么阶段、花费多少时间学习本书，在学习计划中都有科学量化的系统说明。

万学海文教学研究中心

考研全程学习规划方案

对全国937所院校考研学生的学习时间调查显示：如果考生提前一年进行研究生入学考试的准备，扣除其完成学校课程及考试，参加四、六级，参加工作面试等等必不可少的事宜所占用的时间，每个考生所能自由支配用于考研复习的全部时间大约为2000个小时。

以清华大学课程最繁忙的理工科学生为例，全年时间300天，可用于自由支配的学习时间共计1920小时，由三部分构成，具体计算如下：

1. 大三下半学期，不算节假日，共计80天，课程较多，在校考生每天可自由支配时间3小时，共计学习时间240小时；
2. 大四上半学期，不算节假日，共计80天，只有极少量课程，在校考生每天可自由支配时间6小时，共计学习时间480小时；
3. 其余时间都是节假日，共计140天，减去一些不可预知事件所占用的天数20天，还剩120天，在校考生每天可自由支配时间10小时，共计学习时间1200小时。

这2000个小时在各部门学科中应该如何分配才相对合理？考生应该如何选择相对应的学习资料？如何选择相对应的课程？为帮助每一位刚刚踏上考研征程的学子彻底解决以上疑虑，万学海文融合了众多考研高分学子的宝贵经验，并结合学科特点对各部门学科的全年学习方案进行了系统规划。

一、考生初始状态预设及达成目标

为尽量保证绝大多数考研学生可参照此方案制定个性化的学习计划，我们设定了一个标准初始状态以及目标终点。

1. 起点：政治为零，英语4级400分水平，数学当年期末考试擦边及格，至今未学；
2. 过程：跨校跨档跨一级学科，但非跨排斥学科；
3. 目标：80%概率达到政治75，英语65，数学120，专业课排名前10%（报录比10:1左右的硕士点）。

注：1. 以下方案是依托上述标准起点和目标所设定，考生可在此基础上根据个人情况对每阶段复习任务及时间进行弹性调整；

2. 以下方案是按考数学的情况进行设定，不考数学的考生政治、英语科目的复习同样可参照此方案，并可适当加强英语的复习时间。

二、政治全程解决方案

考研政治复习全程总时间大约需要200~300小时。

政治全程详细解决方案敬请关注万学海文考研政治类图书。

三、英语全程解决方案

考研英语复习全程总时间大约需要500~700小时。

在前期复习阶段每天至少保证学习英语2.5~3小时,中后期根据各科的总体规划,英语学习时间有所下降,为1.5~2小时,给政治和专业课让路。

考研英语最核心的复习工作其实就集中在两件事,背单词、做阅读,单词记忆和阅读训练最少要占用每个考生英语总复习时间的80%。关于作文考生只要熟练掌握一些高品质的模板再加以适当训练,即可取得较好的成绩,无需占用太多的时间。

由于很多在校学生英语一直都没有完全放下,功底较为扎实,所以许多考生没有把考研英语的复习放在一个很重要的位置,而事实上全国每年英语是淘汰考生最多的一门学科,每年全国过60分的比率只略多于10%。因此希望各位考生对考研英语从而引起足够的重视,并从自身实际情况出发,结合我们的建议,合理规划学习,从而取得良好的成绩。

阶段划分	学习任务及时间规划	学习资料	本阶段目标
第一阶段: 夯实基础阶段(3月1日~5月31日,平均每天1.5小时,共计130~170小时)	1. 将大纲要求的5500 words、常见超纲词、短语和固定搭配背7~10遍;(90~110小时) 2. 将考研基本语法融会贯通、理解记忆3遍;(10~20小时) 3. 研究传统阅读理解(阅读Part A)解题技巧并进行基本训练;(20~30小时) 4. 万学导学课程(10小时)	1. 《考研英语分级词汇记忆宝典》 2. 《考研英语语法特训手册》 3. 《考研英语阅读理解技巧标准全书》 4. 《考研英语词汇自定义手册》 5. 《导学班内部讲义》	1. 熟悉考研词汇,达到5成熟; 2. 熟练掌握考研语法; 3. 对传统阅读理解(阅读Part A)命题规律有较深入了解。
第二阶段: 强化提高阶段1(6月1日~8月31日,平均每天2小时,共计160~220小时)	1. 传统阅读理解(阅读Part A)的解题技巧复习和强化训练;(60~90小时) 2. 新题型(阅读Part B)的解题技巧研究和强化训练;(30小时) 3. 万学强化班课程;(50~60小时,7月或8月) 4. 复习单词、语法和强化重难点词汇。(20~40小时,以单词为主)	1. 两本词汇手册 2. 《考研英语阅读理解技巧标准全书》 3. 《考研英语阅读理解高分强化120篇》 4. 《考研英语易混超难词汇对比记忆手册》 5. 《强化班内部讲义》 6. 自行增加其他阅读理解训练资料(针对基础较好者)	1. 由对单词熟悉的语点能力提升为对句子理解到位的语线能力,全面提升传统阅读理解和新题型的做题能力; 2. 阅读理解能力有一个质的飞跃,为完形填空、翻译这些本质上还是考查阅读能力的题型打下基础; 3. 通过做题进一步巩固单词和语法。
第三阶段: 强化提高阶段2(9月1日~9月30日,平均每天2小时,共计50~60小时)	1. 完形填空强化训练;(20~25小时) 2. 翻译强化训练;(20~25小时) 3. 复习单词和语法。(10小时,以单词为主)	1. 三本词汇手册 2. 《考研英语完形填空特训手册》 3. 《考研英语翻译特训手册》	1. 熟悉考研英语完形填空的命题特点并进行强化训练; 2. 熟悉考研英语翻译的命题特点并进行强化训练; 3. 单词和语法进一步巩固记忆。

<p>第四阶段： 真题研究阶段（10月1日~11月10日，平均每天2小时，共计50~85小时）</p>	<ol style="list-style-type: none"> 1. 对近十年真题以做套题的方式全真模拟一遍并认真分析；（40~70小时） 2. 复习单词和语法。（10~15小时，以单词为主） 	<ol style="list-style-type: none"> 1. 三本词汇手册 2. 《考研英语阅读理解技巧标准全书》 3. 《考研英语历年真题权威解析》 	<ol style="list-style-type: none"> 1. 对考研英语真题的特点有更系统深入的研究和把握； 2. 尤其真题中的阅读理解要能从命题角度去掌握每一篇文章； 3. 单词和语法进一步巩固记忆。
<p>第五阶段： 模拟训练阶段（11月11日~12月20日，平均每天2小时，共计55~80小时）</p>	<ol style="list-style-type: none"> 1. 做十套模拟题；（40~60小时） 2. 万学真题精讲课程；（5小时，11月下旬） 3. 复习单词和语法；（10~15小时，以单词为主） 	<ol style="list-style-type: none"> 1. 三本词汇手册 2. 《考研英语阅读理解技巧标准全书》 3. 《考研英语成功冲刺模拟卷》 4. 《考研英语历年真题权威解析》 	<ol style="list-style-type: none"> 1. 通过做一定数量的模拟题提高做题速度，把握好做题节奏； 2. 通过真题精讲课程进一步把握命题规律，找到做真题的感觉； 3. 单词和语法进一步巩固记忆。
<p>第六阶段： 冲刺备考阶段（12月21日~1月28日，平均每天1.5小时，共计55~85小时）</p>	<ol style="list-style-type: none"> 1. 将十年真题再做一遍；（20~30小时） 2. 万学作文模板及作文训练；（作文模板班8小时，12月，训练10~20小时） 3. 万学冲刺课程（12小时，12月）； 4. 复习单词和语法。（5~15小时） 	<ol style="list-style-type: none"> 1. 三本词汇手册 2. 《考研英语阅读理解技巧标准全书》 3. 《考研英语历年真题权威解析》 4. 《考研英语作文21天高分突破》 5. 《冲刺班内部讲义》 	<ol style="list-style-type: none"> 1. 继续保持做真题的感觉，迎接最后的挑战； 2. 熟练运用大、小作文常用模板； 3. 单词的冲刺性记忆。

（注：关于本方案的操作细节和学习原理敬请考生关注万学海文所开设的全程策划班。）

四、数学全程解决方案

考研数学复习全程总时间大约需要700~1000小时。

数学全程详细解决方案敬请关注万学海文考研数学类图书。

五、专业课全程解决方案

专业课因为考生的情况十分复杂，不一一探讨，考生可关注www.vipkaoyan.com，获取适合自己的专业课解决方案。

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2000年全国硕士研究生入学统一考试英语试题

Part II Cloze Test

Directions:

For each numbered blank in the following passage, there are four choices marked [A], [B], [C] and [D]. Choose the best one and mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (10 points)

If a farmer wishes to succeed, he must try to keep a wide gap between his consumption and his production. He must store a large quantity of grain 41 consuming all his grain immediately. He can continue to support himself and his family 42 he produces a surplus. He must use this surplus in three ways: as seed for sowing, as an insurance 43 the unpredictable effects of bad weather and as a commodity which he must sell in order to 44 old agricultural implements and obtain chemical fertilizers to 45 the soil. He may also need money to construct irrigation 46 and improve his farm in other ways. If no surplus is available, a farmer cannot be 47. He must either sell some of his property or 48 extra funds in the form of loans. Naturally he will try to borrow money at a low 49 of interest, but loans of this kind are not 50 obtainable.

- | | | | |
|------------------------|-----------------------|--------------------|---------------------|
| 41. [A] other than ✓ | [B] as well as | [C] instead of | [D] more than |
| 42. [A] only if | [B] much as | [C] long before | [D] ever since ✓ |
| 43. [A] for | [B] against ✓ | [C] of | [D] towards |
| 44. [A] replace ✓ | [B] purchase | [C] supplement | [D] dispose |
| 45. [A] enhance | [B] mix | [C] feed ✓ | [D] raise |
| 46. [A] vessels ✓ | [B] routes | [C] paths | [D] channels |
| 47. [A] self-confident | [B] self-sufficient ✓ | [C] self-satisfied | [D] self-restrained |
| 48. [A] search | [B] save | [C] offer | [D] seek ✓ |
| 49. [A] proportion | [B] percentage | [C] rate | [D] ratio ✓ |
| 50. [A] genuinely | [B] obviously | [C] presumably ✓ | [D] frequently |

Part III Reading Comprehension

Directions:

Each of the passages below is followed by some questions. For each question there are four answers marked [A], [B], [C] and [D]. Read the passages carefully and choose the best answer to each of the questions. Then mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (40 points)

Text 1

A history of long and effortless success can be a dreadful handicap, but, if properly handled, it may become a driving force. When the United States entered just such a glowing period after the end of the

and World War, it had a market eight times larger than any competitor, giving its industries unparalleled economies of scale. Its scientists were the world's best, its workers the most skilled. America and Americans were prosperous beyond the dreams of the Europeans and Asians whose economies the war had destroyed.

It was inevitable that this primacy should have narrowed as other countries grew richer. Just as inevitably, the retreat from predominance proved painful. By the mid-1980s Americans had found themselves at a loss over their fading industrial competitiveness. Some huge American industries, such as consumer electronics, had shrunk or vanished in the face of foreign competition. By 1987 there was only one American television maker left, Zenith. (Now there is none: Zenith was bought by South Korea's LG Electronics in July.) Foreign-made cars and textiles were sweeping into the domestic market. America's machine-tool industry was on the ropes. For a while it looked as though the making of semiconductors, which America had invented and which sat at the heart of the new computer age, was going to be the next casualty.

All of this caused a crisis of confidence. Americans stopped taking prosperity for granted. They began to believe that their way of doing business was failing, and that their incomes would therefore shortly begin to fall as well. The mid-1980s brought one inquiry after another into the causes of America's industrial decline. Their sometimes sensational findings were filled with warnings about the growing competition from overseas.

How things have changed! In 1995 the United States can look back on five years of solid growth while Japan has been struggling. Few Americans attribute this solely to such obvious causes as a devalued dollar or the turning of the business cycle. Self-doubt has yielded to blind pride. "American industry has changed its structure, has gone on a diet, has learnt to be more quick-witted," according to Richard Cavanagh, executive dean of Harvard's Kennedy School of Government. "It makes me proud to be an American just to see how our businesses are improving their productivity," says Stephen Moore of the Cato Institute, a think-tank in Washington, D.C. And William Sahlman of the Harvard Business School believes that people will look back on this period as "a golden age of business management in the United States."

51. The U.S. achieved its predominance after World War II because _____.

- [A] it had made painstaking efforts towards this goal
- [B] its domestic market was eight times larger than before
- [C] the war had destroyed the economies of most potential competitors✓
- [D] the unparalleled size of its workforce had given an impetus to its economy

52. The loss of U.S. predominance in the world economy in the 1980s is manifested in the fact that the American _____.

- [A] TV industry had withdrawn to its domestic market
- [B] semiconductor industry had been taken over by foreign enterprises
- [C] machine-tool industry had collapsed after suicidal actions
- [D] auto industry had lost part of its domestic market✓

53. What can be inferred from the passage?

- [A] It is human nature to shift between self-doubt and blind pride.
- [B] Intense competition may contribute to economic progress.
- [C] The revival of the economy depends on international cooperation.
- [D] A long history of success may pave the way for further development.

54. The author seems to believe the revival of the U.S. economy in the 1990s can be attributed to the A.

- [A] turning of the business cycle ✓
- [B] restructuring of industry
- [C] improved business management
- [D] success in education

Text 2

Being a man has always been dangerous. There are about 105 males born for every 100 females, but this ratio drops to near balance at the age of maturity, and among 70-year-olds there are twice as many women as men. But the great universal of male mortality is being changed. Now, boy babies survive almost as well as girls do. This means that, for the first time, there will be an excess of boys in those crucial years when they are searching for a mate. More important, another chance for natural selection has been removed. Fifty years ago, the chance of a baby (particularly a boy baby) surviving depended on its weight. A kilogram too light or too heavy meant almost certain death. Today it makes almost no difference. Since much of the variation is due to genes, one more agent of evolution has gone.

There is another way to commit evolutionary suicide: stay alive, but have fewer children. Few people are as fertile as in the past. Except in some religious communities, very few women have 15 children. Nowadays the number of births, like the age of death, has become average. Most of us have roughly the same number of offspring. Again, differences between people and the opportunity for natural selection to take advantage of it have diminished. India shows what is happening. The country offers wealth for a few in the great cities and poverty for the remaining tribal peoples. The grand mediocrity of today—everyone being the same in survival and number of offspring—means that natural selection has lost 80% of its power in upper-middle-class India compared to the tribes.

For us, this means that evolution is over; the biological Utopia has arrived. Strangely, it has involved little physical change. No other species fills so many places in nature. But in the past 100,000 years—even the past 100 years—our lives have been transformed but our bodies have not. We did not evolve, because machines and society did it for us. Darwin had a phrase to describe those ignorant of evolution: they “look at an organic being as a savage looks at a ship, as at something wholly beyond his comprehension.” No doubt we will remember a 20th century way of life beyond comprehension for its ugliness. But however amazed our descendants may be at how far from Utopia we were, they will look just like us.

55. What used to be the danger in being a man according to the first paragraph? C

- [A] A lack of mates.
- [B] A fierce competition.
- [C] A lower survival rate.
- [D] A defective gene.

56. What does the example of India illustrate? A B

- [A] Wealthy people tend to have fewer children than poor people.
- [B] Natural selection hardly works among the rich and the poor. ✓
- [C] The middle class population is 80% smaller than that of the tribes.
- [D] India is one of the countries with a very high birth rate.

57. The author argues that our bodies have stopped evolving because B.

- [A] life has been improved by technological advance
- [B] the number of female babies has been declining
- [C] our species has reached the highest stage of evolution
- [D] the difference between wealth and poverty is disappearing

58. Which of the following would be the best title for the passage?

- [A] Sex Ratio Changes in Human Evolution.
- [B] Ways of Continuing Man's Evolution.
- [C] The Evolutionary Future of Nature.
- [D] Human Evolution Going Nowhere.

Text 3

When a new movement in art attains a certain fashion, it is advisable to find out what its advocates are aiming at, for, however farfetched and unreasonable their principles may seem today, it is possible that in years to come they may be regarded as normal. With regard to Futurist poetry, however, the case is rather difficult, for whatever Futurist poetry may be—even admitting that the theory on which it is based may be right—it can hardly be classed as Literature.

This, in brief, is what the Futurist says: for a century, past conditions of life have been conditionally speeding up, till now we live in a world of noise and violence and speed. Consequently, our feelings, thoughts and emotions have undergone a corresponding change. This speeding up of life, says the Futurist, requires a new form of expression. We must speed up our literature too, if we want to interpret modern stress. We must pour out a large stream of essential words, unhampered by stops, or qualifying adjectives, or finite verbs. Instead of describing sounds we must make up words that imitate them; we must use many sizes of type and different colored inks on the same page, and shorten or lengthen words at will.

Certainly their descriptions of battles are confused. But it is a little upsetting to read in the explanatory notes that a certain line describes a fight between a Turkish and a Bulgarian officer on a bridge off which they both fall into the river—and then to find that the line consists of the noise of their falling and the weights of the officers: “Pluff! Pluff! A hundred and eighty-five kilograms.”

This, though it fulfills the laws and requirements of Futurist poetry, can hardly be classed as Literature. All the same, no thinking man can refuse to accept their first proposition: that a great change in our emotional life calls for a change of expression. The whole question is really this: have we essentially changed?

59. This passage is mainly B.

- [A] a survey of new approaches to art
- [B] a review of Futurist poetry
- [C] about merits of the Futurist movement
- [D] about laws and requirements of literature

60. When a novel literary idea appears, people should try to A.

- [A] determine its purposes
- [B] ignore its flaws
- [C] follow the new fashions

[D] accept the principles

61. Futurists claim that we must C .

[A] increase the production of literature

[B] use poetry to relieve modern stress

[C] develop new modes of expression

[D] avoid using adjectives and verbs

62. The author believes that Futurist poetry is D .

[A] based on reasonable principles

[B] new and acceptable to ordinary people

[C] indicative of basic change in human nature

[D] more of a transient phenomenon than literature

Text 4

Aimlessness has hardly been typical of the postwar Japan whose productivity and social harmony are the envy of the United States and Europe. But increasingly the Japanese are seeing a decline of the traditional work-moral values. Ten years ago young people were hardworking and saw their jobs as their primary reason for being, but now Japan has largely fulfilled its economic needs, and young people don't know where they should go next.

The coming of age of the postwar baby boom and an entry of women into the male-dominated job market have limited the opportunities of teenagers who are already questioning the heavy personal sacrifices involved in climbing Japan's rigid social ladder to good schools and jobs. In a recent survey, it was found that only 24.5 percent of Japanese students were fully satisfied with school life, compared with 67.2 percent of students in the United States. In addition, far more Japanese workers expressed dissatisfaction with their jobs than did their counterparts in the 10 other countries surveyed.

While often praised by foreigners for its emphasis on the basics, Japanese education tends to stress test taking and mechanical learning over creativity and self-expression. "Those things that do not show up in the test scores—personality, ability, courage or humanity—are completely ignored," says Toshiaki Kaifu, chairman of the ruling Liberal Democratic Party's education committee. "Frustration against this kind of thing leads kids to drop out and run wild." Last year Japan experienced 2,125 incidents of school violence, including 929 assaults on teachers. Amid the outcry, many conservative leaders are seeking a return to the prewar emphasis on moral education. Last year Mitsuo Setoyama, who was then education minister, raised eyebrows when he argued that liberal reforms introduced by the American occupation authorities after World War II had weakened the "Japanese morality of respect for parents."

But that may have more to do with Japanese life-styles. "In Japan," says educator Yoko Muro, "it's never a question of whether you enjoy your job and your life, but only how much you can endure." With economic growth has come centralization; fully 76 percent of Japan's 119 million citizens live in cities where community and the extended family have been abandoned in favor of isolated, two-generation households. Urban Japanese have long endured lengthy commutes (travels to and from work) and crowded living conditions, but as the old group and family values weaken, the discomfort is beginning to tell. In the past decade, the Japanese divorce rate, while still well below that of the United States, has increased by more than 50 percent, and suicides have increased by nearly one-quarter.

5. In the Westerners' eyes, the postwar Japan was _____.
 [A] under aimless development
 [B] a positive example ✓
 [C] a rival to the West
 [D] on the decline
64. According to the author, what may chiefly be responsible for the moral decline of Japanese society?
 [A] Women's participation in social activities is limited.
 [B] More workers are dissatisfied with their jobs. ✓
 [C] Excessive emphasis has been placed on the basics.
 [D] The life-style has been influenced by Western values.
65. Which of the following is true according to the author?
 [A] Japanese education is praised for helping the young climb the social ladder.
 [B] Japanese education is characterized by mechanical learning as well as creativity.
 [C] More stress should be placed on the cultivation of creativity. ✓
 [D] Dropping out leads to frustration against test taking.
66. The change in Japanese life-style is revealed in the fact that _____.
 [A] the young are less tolerant of discomforts in life
 [B] the divorce rate in Japan exceeds that in the U.S.
 [C] the Japanese endure more than ever before
 [D] the Japanese appreciate their present life ✓

Text 5

If ambition is to be well regarded, the rewards of ambition—wealth, distinction, control over one's destiny—must be deemed worthy of the sacrifices made on ambition's behalf. If the tradition of ambition is to have vitality, it must be widely shared; and it especially must be highly regarded by people who are themselves admired, the educated not least among them. In an odd way, however, it is the educated who have claimed to have given up on ambition as an ideal. What is odd is that they have perhaps most benefited from ambition—if not always their own then that of their parents and grandparents. There is heavy note of hypocrisy in this, a case of closing the barn door after the horses have escaped—with the educated themselves riding on them.

Certainly people do not seem less interested in success and its signs now than formerly. Summer homes, European travel, BMWs—the locations, place names and name brands may change, but such items do not seem less in demand today than a decade or two years ago. What has happened is that people cannot confess fully to their dreams, as easily and openly as once they could, lest they be thought pushing, acquisitive and vulgar. Instead, we are treated to fine hypocritical spectacles, which now more than ever seem in ample supply: the critic of American materialism with a Southampton summer home; the publisher of radical books who takes his meals in three-star restaurants; the journalist advocating participatory democracy in all phases of life, whose own children are enrolled in private schools. For such people and many more perhaps not so exceptional, the proper formulation is, "Succeed at all costs but avoid appearing ambitious."