

淘金高阶 上海交通大学  
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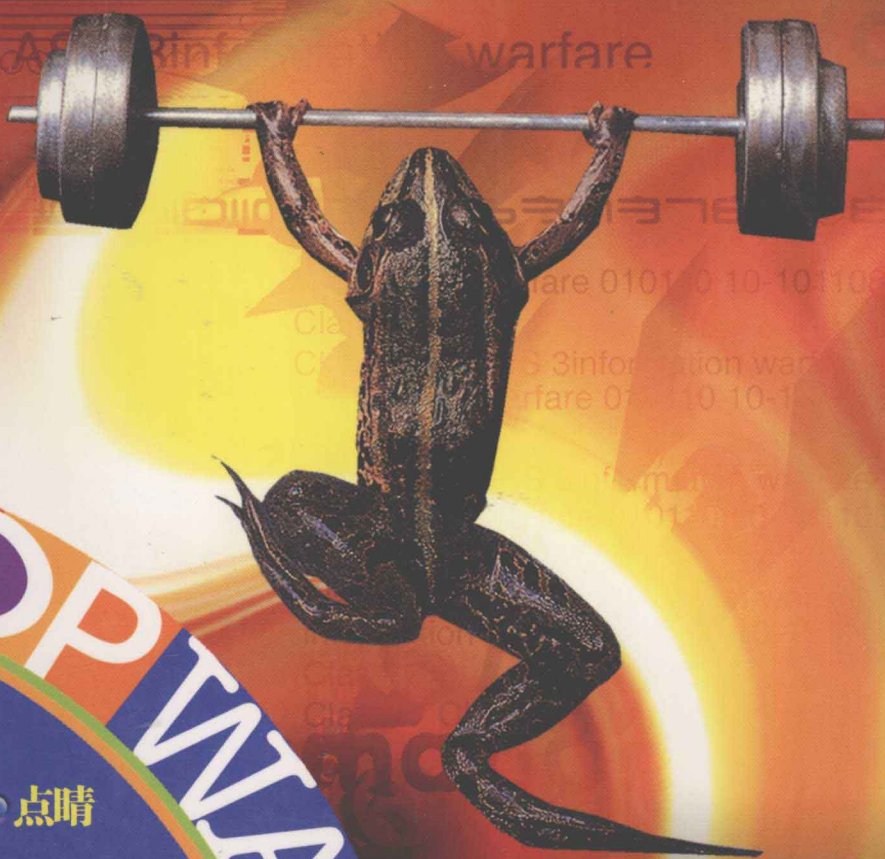


# 考研英语全真题典

19套题 1991-2009

大脑风暴，解题思维起革命

突破 2010



步进阶

位 解析 点睛

沙里淘金

划线点评 画图说明

化英为中 化繁为简 画龙点睛

中山大学出版社



# 淘金高阶 考研英语全真题典

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TOP

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言.....

定位、解析、点睛——《淘金高阶考研英语全真题典》首创“三步进阶”式考研英语应试思维,帮助考研学子走出试题迷宫,攻克考研难关。

## 定位 沙里淘金找出解题关键

### 一、划线点评,直指要害

考研英语每篇文章的平均长度为 400-450 个单词,但其中只有四五句话(50 字左右)是该阅读 5 道题的解题关键。大海捞针地寻求答案,不仅考试时间不够用,而且一旦抓错关键句,就会造成理解误差,答题丢分。《淘金高阶考研英语全真题典》首先教会考生正确定位解题关键句。在“试题答案与解析”部分,【定位】栏明确指出考点所在位置,让考生不必在次要文段徘徊。同时,给解题的关键句加上了下划线,标明其对应的题号,帮助考生迅速剔除无关信息,沙里淘金,萃取答题精华。

### 二、画图说明,脉络清晰

如何掌握快速定位考点的方法呢?《淘金高阶考研英语全真题典》别出心裁地设置了“图解 & 定位解析”,这在同类书籍中尚属首创。通过画图说明,阅读篇章的主干结构、题目设计与考点定位的关系便可一目了然。通过对“图解 & 定位解析”的学习,考生便能逐渐掌握快速定位考点的方法,遇到任何阅读文章,解答起来都同样得心应手。

题解符号说明:

- 1) 36 题 ..... 根据文章结构和题干要求所定位的解题关键位置;
- 2) “①②”表示文章中相应的段落;
- 3) ——▶表示前后存在紧密的逻辑关系(一般为因果关系)。

## 解析 一针见血远胜废话连篇

### 一、化英为中,理解倍易

在学习考研真题辅导书时,很多考生都有类似的感觉:解析常常大量引用英语原文,解释是中英文夹杂的长篇大论,一道题的解析甚至比全文的翻译还要长。读这样的解析犹如在做另一篇更长、更难、更烦的阅读题,读者的耐性饱受考验,苦不堪言。《淘金高阶考研英语全真题典》摒弃了这一得不偿失的解析方法,杜绝大量引用英语原文的做法,取而代之的是精练的中文解析,辅之以原文中的英文关键词/词组。考生学习起来不仅速度加倍,而且理解也更加容易。同时,本书不仅给出阅读理解的全文翻译,还十分贴心地给出“英语知识应用”题和翻译题的全部译文,让考生更透彻地理解试题原文。

## 二、化繁为简,一语中的

试题的解析越长越好吗?未必!解析要做到冗长并不难,难的是要“到位”。综观林林总总的考研真题辅导书,解析大多繁长不堪,一大堆无关紧要的东西往往湮没了重点。有的解析根本没有解释到点子上,纯粹是用“长”来掩饰其“不到位”。这样的解析,读完了还是令人迷惑不已。《淘金高阶考研英语全真题典》的【解析】内容力求短小精悍、一针见血,把重点放在“到位”二字上。为了达到这个目标,专家们对解析进行了一而再、再而三的修改和提炼,孜孜不倦方成寥寥数语,却能让考生茅塞顿开、豁然领悟。

## 触类旁通实现赢在起点

### 一、画龙点睛,触类旁通

学会解答一道题,便学会了解答一类题!考生学习真题,为的不只是学会解答这些已经考过的题目,而是要学会解题的方法。《淘金高阶考研英语全真题典》精心研究了帮助考生学会触类旁通的方法。

“英语知识应用”和“阅读理解”部分有【点睛】栏概括总结每一类题的性质、解答方案,或者剖析这类题的命题陷阱。其内容包括:强干扰项的排除方法,出题人的命题思路,不同层面、不同角度的解读、判断方法,举一反三的分析,学习方法的引申等,非常实用。

翻译题的【画龙点睛】对每一道题的理解难点和翻译技巧进行具体的分析和探讨,一步步提升读者的理解能力和翻译技能。

写作题的“范文解析”不仅给出参考范文,更对范文进行分点、分段的解析;它还标出该类写作的常用句型,并且罗列出可替换的句型来帮助考生充实语料库。

已经考过的题目通常不会再考,但是类似的命题手段却会反复再现。考生掌握了解题方法后,就能在考试中处变不惊,胸有成竹。

### 二、变换思维,赢在起点

哪怕实行题海战术,也会有遗漏之处。《淘金高阶考研英语全真题典》刻苦钻研,旨在不仅仅停留在教会考生“做题”的阶段,更要达到传授他们“应试思维”的层次。“定位——解析——点睛”是培养应试思维的一条直线路径,通往一个目标:帮助考生在考试当中变被动为主动,培养独立的思维习惯和解读方法,从“学会”向“会学”转变,信心十足、赢在起点!

编者

# CONTENTS

# 目录

# 19年

2009 年全国硕士研究生入学统一考试英语试题 .....	1
2009 年全国硕士研究生入学统一考试英语试题答案与解析 .....	10
2008 年全国硕士研究生入学统一考试英语试题 .....	29
2008 年全国硕士研究生入学统一考试英语试题答案与解析 .....	39
2007 年全国硕士研究生入学统一考试英语试题 .....	57
2007 年全国硕士研究生入学统一考试英语试题答案与解析 .....	67
2006 年全国硕士研究生入学统一考试英语试题 .....	85
2006 年全国硕士研究生入学统一考试英语试题答案与解析 .....	95
2005 年全国硕士研究生入学统一考试英语试题 .....	113
2005 年全国硕士研究生入学统一考试英语试题答案与解析 .....	124
2004 年全国硕士研究生入学统一考试英语试题 .....	144
2004 年全国硕士研究生入学统一考试英语试题答案与解析 .....	152
2003 年全国硕士研究生入学统一考试英语试题 .....	166
2003 年全国硕士研究生入学统一考试英语试题答案与解析 .....	174
2002 年全国硕士研究生入学统一考试英语试题 .....	189
2002 年全国硕士研究生入学统一考试英语试题答案与解析 .....	197
2001 年全国硕士研究生入学统一考试英语试题 .....	212
2001 年全国硕士研究生入学统一考试英语试题答案与解析 .....	221
2000 年全国硕士研究生入学统一考试英语试题 .....	237
2000 年全国硕士研究生入学统一考试英语试题答案与解析 .....	245



# CONTENTS

# 目录

# 19年

1999 年全国硕士研究生入学统一考试英语试题 .....	259
1999 年全国硕士研究生入学统一考试英语试题答案与解析 .....	267
1998 年全国硕士研究生入学统一考试英语试题 .....	281
1998 年全国硕士研究生入学统一考试英语试题答案与解析 .....	289
1997 年全国硕士研究生入学统一考试英语试题 .....	303
1997 年全国硕士研究生入学统一考试英语试题答案与解析 .....	311
1996 年全国硕士研究生入学统一考试英语试题 .....	325
1996 年全国硕士研究生入学统一考试英语试题答案与解析 .....	333
1995 年全国硕士研究生入学统一考试英语试题 .....	345
1995 年全国硕士研究生入学统一考试英语试题答案与解析 .....	353
1994 年全国硕士研究生入学统一考试英语试题 .....	366
1994 年全国硕士研究生入学统一考试英语试题答案与解析 .....	374
1993 年全国硕士研究生入学统一考试英语试题 .....	387
1993 年全国硕士研究生入学统一考试英语试题答案与解析 .....	393
1992 年全国硕士研究生入学统一考试英语试题 .....	404
1992 年全国硕士研究生入学统一考试英语试题答案与解析 .....	410
1991 年全国硕士研究生入学统一考试英语试题 .....	421
1991 年全国硕士研究生入学统一考试英语试题答案与解析 .....	427

# 2009 年全国硕士研究生入学统一考试

## 英语试题

### 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)

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

Intelligence, it 5, is a high-priced option. 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. Plenty of other species are able to learn, and one of the things they've apparently learned is when to 8.

Is there an adaptive value to 9 intelligence? That's the question behind this new research. 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. This is 12 the mind of every animal we've ever met.

Research on animal intelligence also makes us wonder what experiments animals would 13 on humans if they had the chance. Every cat with an owner, 14, is running a small-scale study in operant conditioning. 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. They would try to decide what intelligence in humans is really 17, not merely how much of it there is. 18, they would hope to study a(n) 19 question: Are humans actually aware of the world they live in? 20 the results are inconclusive.

- |                        |                                 |                        |                                |
|------------------------|---------------------------------|------------------------|--------------------------------|
| 1. A. Suppose          | <del>B</del> Consider           | <del>C</del> Observe   | D. Imagine                     |
| 2. <del>A</del> tended | B. feared                       | <del>C</del> happened  | D. threatened                  |
| 3. A. thinner          | <del>B</del> stabler <i>稳定的</i> | C. lighter             | <del>D</del> dimmer <i>昏暗的</i> |
| 4. A. tendency         | <del>B</del> advantage          | C. inclination         | D. priority                    |
| 5. A. insists on       | B. sums up                      | <del>C</del> turns out | <del>D</del> puts forward      |
| 6. <del>A</del> off    | B. behind                       | C. over                | <del>D</del> along             |
| 7. A. incredible       | B. spontaneous                  | C. inevitable          | <del>D</del> gradual           |
| 8. A. fight            | B. doubt                        | <del>C</del> stop      | D. think                       |
| 9. A. invisible        | <del>B</del> limited            | C. indefinite          | D. different                   |



- |                           |                       |                         |                        |
|---------------------------|-----------------------|-------------------------|------------------------|
| 10. A. upward             | B. forward            | C. afterward            | <u>D. backward</u>     |
| 11. <u>A. features</u>    | B. influences         | C. results              | <u>D. costs</u>        |
| 12. A. outside            | <u>B. on</u>          | C. by                   | <u>D. across</u>       |
| 13. A. deliver            | <u>B. carry</u>       | <u>C. perform</u>       | D. apply               |
| 14. A. by chance          | <u>B. in contrast</u> | C. as usual             | <u>D. for instance</u> |
| 15. A. if                 | B. unless             | C. as                   | D. lest                |
| 16. <u>A. moderate</u>    | B. overcome           | <u>C. determine</u>     | D. reach               |
| 17. A. at                 | <u>B. for</u>         | <u>C. after</u>         | <u>D. with</u>         |
| 18. <u>A. Above all</u>   | <u>B. After all</u>   | C. However              | D. Otherwise           |
| 19. <u>A. fundamental</u> | B. comprehensive      | C. equivalent <u>相等</u> | D. hostile             |
| 20. A. By accident        | B. In time            | <u>C. So far</u>        | 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.

21. In Wordsworth's view, "habits" is characterized by being  
A. casual.                      B. familiar.                      C. mechanical.                      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.

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.
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.
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.
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.
30. An appropriate title for the text is most likely to be
- A. Fors 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.

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.
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.
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.
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.
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."

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

### 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) \_\_\_\_\_

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) \_\_\_\_\_

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) \_\_\_\_\_

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) \_\_\_\_\_

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) \_\_\_\_\_

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.

## Part C

### Directions:

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

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 the adults loyal to their group.

## 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:

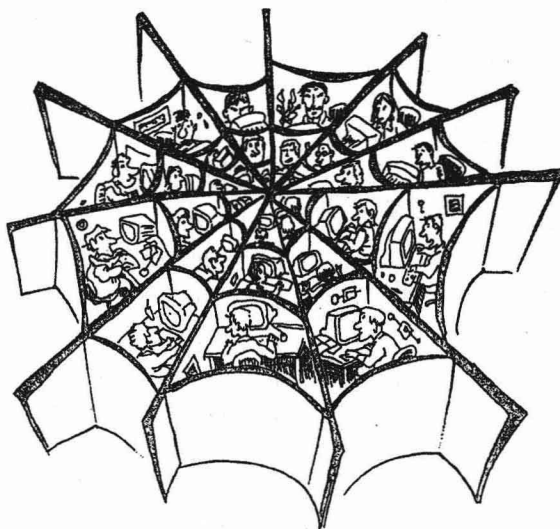
*Write an essay of 160–200 words based on the following drawing. In your essay, you should*

*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 年全国硕士研究生入学统一考试 英语试题答案与解析

## Section I Use of English

1. [B]前一句提到“对动物智慧的研究总是让我们对人类到底有多聪明感到好奇”，接下来便引述关于果蝇的实验。只有 B 项“考虑一下”符合题意。用 consider 放在句首作祈使句，意思相当于 Let us consider...。

【点睛】语义逻辑题，兼考查词义辨析。须根据上下文语义逻辑推断空格所缺失的信息，然后进行匹配。A 项“假设”，C 项“观察，研究”，D 项“想象，设想”，均与题意不符。

2. [A]原句的意思是“通过训练变得更加聪明的果蝇，其寿命往往比普通果蝇短”。tend to do sth. 意为“易于，往往会”，故选 A。

【点睛】固定搭配题，兼考查上下文语义逻辑。fear to do sth. 意为“害怕做某事”，happen to do sth. 意为“碰巧做某事”，threaten to do sth. 意为“威胁要做某事，扬言要做某事”，均与上下文不符。

3. [D]前一句提到“通过训练而变得聪明的果蝇的寿命比普通果蝇短”，相对应的，自然是“天才短命、糊涂虫长寿”，用于灯泡，就应该是“昏暗的灯泡耐用”。这里需要一个表示“暗淡的、昏暗的”之义的形容词，D 项符合此义，故正确。

【点睛】语义逻辑题。A 项“稀疏的”，B 项“稳定的”，C 项“轻的，亮的”，都与上下文冲突。

4. [B]原文提供的信息是“灯不那么亮（人不那么聪明）也是有好处的”。have an advantage in 意为“在某方面具有优势”，故 B 项符合题意。注意此处 bright 一语双关。

【点睛】语义逻辑题。A 项后面跟动词不定式，构成词组 have a tendency to do sth.，意为“有……倾向，有……爱好”。C 项可构成词组 have an inclination for sth. 或 have the inclination to do sth.，意为“想做某事”。D 项可构成词组 have priority over sth./sb.，意

为“（比某事/某人）具有优先权”。

5. [C]此句要表达的意思是“事实证明，想要聪明也是要付出很高代价的”。本句把 it turns out 用作插入语，使句式更显活泼。本句亦可调整词序为：It turns out that intelligence is a high-priced option.

【点睛】语义逻辑题，兼考查词义辨析。A 项“坚持”，B 项“总计，总结”，D 项“提出”，都不符合题意。

6. [A]the starting line 指“（径赛中的）起跑线”，文中表示“离开起跑线慢了”，即“起步慢”。off 含“离开”之义。slow off 还可构成词组 slow off the mark，意为“起跑慢，行动迟缓”，故 A 正确。

【点睛】固定搭配题。slow 与 B、C、D 项均不构成词组。

7. [D]原文提供的信息是“获得智慧要靠学习——一个（循序渐进的）过程，而不是靠本能”，此处把学习与本能对比，强调学习与本能的不同之处。只有 D “渐变的”符合学习过程的特点，故选 D。

【点睛】语义逻辑题。破折号中的内容对 learning 加以解释说明。A 项“难以置信的”，B 项“自发的”，C 项“不可避免的，必然的”，均不是 learning 的属性，故不选。

8. [C]智慧需要付出代价，需要学习，而很多物种都会学习——从这个前提可以得出如下结论：只要肯付出代价，很多物种都可以很聪明。但是，很多物种事实上并不聪明，那是因为它们不肯付出太多代价，学会了该在适当的时候\_\_\_\_\_。显然，此处应填入“停止学习”。答案是 C。

【点睛】语义逻辑题。填入 A 项“斗争”，B 项“怀疑”，D 项“思考”，语义上均不通顺。

9. [B]因选项都是形容词，故此处讨论“什么样的”智慧在适应性方面的好处。由前文可知，本文谈论智慧的“多”与“少”，将各选项代入，只有 B 项 limited