

北京领航

历年考研试题荟萃

英语分册

北京领航培训中心

<http://www.linghang.com>

Tel:010-88595639

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2004 年全国硕士研究生入学考试英语试题

Section I Listening Comprehension

Directions:

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

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

Now look at Part A in your test booklet.

Part A

Directions:

For questions 1 - 5, you will hear a talk about the geography of Belgium. While you listen, fill out the table with the information you have heard. Some of the information has been given to you in the table. Write **only 1 word or number** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

| Geography of Belgium | | | |
|--|-----------------|-------|---|
| Three main regions | coastal plain | | |
| | central plateau | | |
| | | | 1 |
| Highest altitude of the coastal plain | | m | 2 |
| Climate near the sea | humid | | |
| | | | 3 |
| Particularly rainy months of the years | April | | |
| | | | 4 |
| Average temperatures in July in Brussels | low | 13 °C | |
| | high | °C | 5 |

Part B

Directions:

For Questions 6 – 10, you will hear an interview with Mr. Saffo from the Institute for the Future. While you listen, complete the sentences or answer the questions. Use **not more than 3 words** for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and questions below. (5 points)

What is Saffo according to himself?

| | |
|--|---|
| | 6 |
|--|---|

The Institute for the Future provides services to private companies and

| | |
|--|---|
| | 7 |
|--|---|

The Institute believes that to think systematically about the long-range future is

| | |
|--|---|
| | 8 |
|--|---|

To succeed in anything, one should be flexible, curious and

| | |
|--|---|
| | 9 |
|--|---|

What does Saffo consider to be essential to the work of a team?

| | |
|--|----|
| | 10 |
|--|----|

Part C

Directions:

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

Questions 11 – 13 are based on the following talk about naming newborns. You now have 15 seconds to read Questions 11 – 13.

11. What do we often do with the things we love?

[A] Ask for their names.

[B] Name babies after them.

[C] Put down their names.

[D] Choose names for them.

12. The unpleasant meaning of an old family name is often overlooked if

[A] the family tree is fairly limited.

[B] the family tie is strong enough.

[C] the name is commonly used.

[D] nobody in the family complains.

13. Several months after a baby's birth, its name will

[A] show the beauty of its own.

[B] develop more associations.

[C] lose the original meaning.

[D] help form the baby's personality.

Questions 14 – 16 are based on the biography of Bobby Moore, an English soccer player. You now have 15 seconds to read Questions 14 – 16.

14. How many matches did Moore play during his professional career?

[A] 90.

[B] 108.

[C] 180.

[D] 668.

15. In 1964, Bobby Moore was made

- [A] England's footballer of the year. [B] a soccer coach in West Germany.
 [C] a medallist for his sportsmanship. [D] a number of the Order of the British Empire.
16. After Moore retired from playing, the first thing he did was
 [A] editing Sunday Sport. [B] working for Capital Radio.
 [C] managing professional soccer teams. [D] developing a sports marketing company.

Questions 17 - 20 are based on the following talk on the city of Belfast. You now have 20 seconds to read Questions 17 - 20.

17. Belfast has long been famous for its
 [A] oil refinery. [B] linen textiles.
 [C] food products. [D] deepwater port.
18. Which of the following does Belfast chiefly export?
 [A] Soap. [B] Grain.
 [C] Steel. [D] Tobacco.
19. When was Belfast founded?
 [A] In 1177. [B] In 1315.
 [C] In the 16th century. [D] In the 17th century.
20. What happened in Belfast in the late 18th century?
 [A] French refugees arrived. [B] The harbor was destroyed.
 [C] Shipbuilding began to flourish. [D] The city was taken by the English.

You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

Section II Use of English

Directions:

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

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories 21 on the individual suggest that children engage in criminal behavior 22 they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through 23 with others. Theories focusing on the role of society that children commit crimes in 24 to their failure to rise above their socioeconomic status, 25 as a rejection of middle-class values.

Most theories of juvenile delinquency have focused on children from disadvantaged families, 26 the fact that children from wealthy homes also commit crimes. The latter may commit crimes 27 lack of adequate parental control. All theories, however, are tentative and are 28 to criticism.

Changes in the social structure may indirectly 29 juvenile crime rates. For example, changes in the economy that 30 to fewer job opportunities for youth and rising unemployment 31 make

gainful employment increasingly difficult to obtain. The resulting discontent may in 32 lead more youths into criminal behavior.

Families have also 33 changes these years. More families consist of one parent households or two working parents; 34, children are likely to have less supervision at home 35 was common in the traditional family 36. This lack of parental supervision is thought to be an influence on juvenile crime rates. Other 37 causes of offensive acts include frustration or failure in school, the increased 38 of drugs and alcohol, and the growing 39 of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, 40 a direct causal relationship has not yet been established.

- | | | | |
|----------------------|------------------|------------------|--------------------|
| 21. [A] acting | [B] relying | [C] centering | [D] commenting |
| 22. [A] before | [B] unless | [C] until | [D] because |
| 23. [A] interactions | [B] assimilation | [C] cooperation | [D] consultation |
| 24. [A] return | [B] reply | [C] reference | [D] response |
| 25. [A] or | [B] but rather | [C] but | [D] or else |
| 26. [A] considering | [B] ignoring | [C] highlighting | [D] discarding |
| 27. [A] on | [B] in | [C] for | [D] with |
| 28. [A] immune | [B] resistant | [C] sensitive | [D] subject |
| 29. [A] affect | [B] reduce | [C] check | [D] reflect |
| 30. [A] point | [B] lead | [C] come | [D] amount |
| 31. [A] in general | [B] on average | [C] by contrast | [D] at length |
| 32. [A] case | [B] short | [C] turn | [D] essence |
| 33. [A] survived | [B] noticed | [C] undertaken | [D] experienced |
| 34. [A] contrarily | [B] consequently | [C] similarly | [D] simultaneously |
| 35. [A] than | [B] that | [C] which | [D] as |
| 36. [A] system | [B] structure | [C] concept | [D] heritage |
| 37. [A] assessable | [B] identifiable | [C] negligible | [D] incredible |
| 38. [A] expense | [B] restriction | [C] allocation | [D] availability |
| 39. [A] incidence | [B] awareness | [C] exposure | [D] popularity |
| 40. [A] provided | [B] since | [C] although | [D] supposing |

Section III Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on **ANSWER SNEET 1**. (40 points)

Text 1

Hunting for a job late last year, lawyer Gant Redmon stumbled across CareerBuilder, a job data-

base on the Internet. He searched it with no success but was attracted by the site's "personal search agent". It's an interactive feature that lets visitors key in job criteria such as location, title, and salary, then E-mails them when a matching position is posted in the database. Redmon chose the keywords *legal*, *intellectual property*, and *Washington, D. C.* Three weeks later, he got his first notification of an opening. "I struck gold," says Redmon, who E-mailed his resume to the employer and won a position as in-house counsel for a company.

With thousands of career-related sites on the Internet, finding promising openings can be time-consuming and inefficient. Search agents reduce the need for repeated visits to the databases. But although a search agent worked for Redmon, career experts see drawbacks. Narrowing your criteria, for example, may work against you: "Every time you answer a question you eliminate a possibility," says one expert.

For any job search, you should start with a narrow concept — what you think you want to do — then broaden it. "None of these programs do that," says another expert. "There's no career counseling implicit in all of this." Instead, the best strategy is to use the agent as a kind of tip service to keep abreast of jobs in a particular database; when you get E-mail, consider it a reminder to check the database again. "I would not rely on agents for finding everything that is added to a database that might interest me," says the author of a job-searching guide.

Some sites design their agents to tempt job hunters to return. When CareerSite's agent sends out messages to those who have signed up for its service, for example, it includes only three potential jobs — those it considers the best matches. There may be more matches in the database; job hunters will have to visit the site again to find them — and they do. "On the day after we send our messages, we see a sharp increase in our traffic," says Seth Peets, vice president of marketing for CareerSite.

Even those who aren't hunting for jobs may find search agents worthwhile. Some use them to keep a close watch on the demand for their line of work or gather information on compensation to arm themselves when negotiating for a raise. Although happily employed, Redmon maintains his agent at CareerBuilder. "You always keep your eyes open," he says. Working with a personal search agent means having another set of eyes looking out for you.

41. How did Redmon find his job?

- [A] By searching openings in a job database.
- [B] By posting a matching position in a database.
- [C] By using a special service of a database.
- [D] By E-mailing his resume to a database.

42. Which of the following can be a disadvantage of search agents?

- [A] Lack of counseling.
- [B] Limited number of visits.
- [C] Lower efficiency.
- [D] Fewer successful matches.

43. The expression "tip service" (Line 4, Paragraph 3) most probably means

- [A] advisory.
- [B] compensation.
- [C] interaction.
- [D] reminder.

44. Why does CareerSite's agent offer each job hunter only three job options?

- [A] To focus on better job matches.
- [B] To attract more returning visits.

- [C] To reserve space for more messages. [D] To increase the rate of success.
45. Which of the following is true according to the text?
- [A] Personal search agents are indispensable to job-hunters.
[B] Some sites keep E-mailing job seekers to trace their demands.
[C] Personal search agents are also helpful to those already employed.
[D] Some agents stop sending information to people once they are employed.

Text 2

Over the past century, all kinds of unfairness and discrimination have been condemned or made illegal. But one insidious form continues to thrive: alphabetism. This, for those as yet unaware of such a disadvantage, refers to discrimination against those whose surnames begin with a letter in the lower half of the alphabet.

It has long been known that a taxi firm called AAAA cars has a big advantage over Zodiac cars when customers thumb through their phone directories. Less well known is the advantage that Adam Abbott has in life over Zoë Zysman. English names are fairly evenly spread between the halves of the alphabet. Yet a suspiciously large number of top people have surnames beginning with letters between A and K.

Thus the American president and vice-president have surnames starting with B and C respectively; and 26 of George Bush's predecessors (including his father) had surnames in the first half of the alphabet against just 16 in the second half. Even more striking, six of the seven heads of government of the G7 rich countries are alphabetically advantaged (Berlusconi, Blair, Bush, Chirac, Chrétien and Koizumi). The world's three top central bankers (Greenspan, Duisenberg and Hayami) are all close to the top of the alphabet, even if one of them really uses Japanese characters. As are the world's five richest men (Gates, Buffett, Allen, Ellison and Albrecht).

Can this merely be coincidence? One theory, dreamt up in all the spare time enjoyed by the alphabetically disadvantaged, is that the rot sets in early. At the start of the first year in infant school, teachers seat pupils alphabetically from the front, to make it easier to remember their names. So short-sighted Zysman junior gets stuck in the back row, and is rarely asked the improving questions posed by those insensitive teachers. At the time the alphabetically disadvantaged may think they have had a lucky escape. Yet the result may be worse qualifications, because they get less individual attention, as well as less confidence in speaking publicly.

The humiliation continues. At university graduation ceremonies, the ABCs proudly get their awards first; by the time they reach the Zysmans most people are literally having a ZZZ. Shortlists for job interviews, election ballot papers, lists of conference speakers and attendees: all tend to be drawn up alphabetically, and their recipients lose interest as they plough through them.

46. What does the author intend to illustrate with AAAA cars and Zodiac cars?
- [A] A kind of overlooked inequality. [B] A type of conspicuous bias.
[C] A type of personal prejudice. [D] A kind of brand discrimination.
47. What can we infer from the first three paragraphs?
- [A] In both East and West, names are essential to success.

- [B] The alphabet is to blame for the failure of Zoë Zysman.
 [C] Customers often pay a lot of attention to companies' names.
 [D] Some form of discrimination is too subtle to recognize.
48. The 4th paragraph suggests that
 [A] questions are often put to the more intelligent students.
 [B] alphabetically disadvantaged students often escape from class.
 [C] teachers should pay attention to all of their students.
 [D] students should be seated according to their eyesight.
49. What does the author mean by "most people are literally having a ZZZ" (Lines 2-3, Paragraph 5)?
 [A] They are getting impatient. [B] They are noisily dozing off.
 [C] They are feeling humiliated. [D] They are busy with word puzzles.
50. Which of the following is true according to the text?
 [A] People with surnames beginning with N to Z are often ill-treated.
 [B] VIPs in the Western world gain a great deal from alphabetism.
 [C] The campaign to eliminate alphabetism still has a long way to go.
 [D] Putting things alphabetically may lead to unintentional bias.

Text 3

When it comes to the slowing economy, Ellen Spero isn't biting her nails just yet. But the 47-year-old manicurist isn't cutting, filling or polishing as many nails as she'd like to, either. Most of her clients spend \$12 to \$50 weekly, but last month two longtime customers suddenly stopped showing up. Spero blames the softening economy. "I'm a good economic indicator," she says. "I provide a service that people can do without when they're concerned about saving some dollars." So Spero is downscaling, shopping at middle-brow Dillard's department store near her suburban Cleveland home, instead of Neiman Marcus. "I don't know if other clients are going to abandon me, too" she says.

Even before Alan Greenspan's admission that America's red-hot economy is cooling, lots of working folks had already seen signs of the slowdown themselves. From car dealerships to Gap outlets, sales have been lagging for months as shoppers temper their spending. For retailers, who last year took in 24 percent of their revenue between Thanksgiving and Christmas, the cautious approach is coming at a crucial time. Already, experts say, holiday sales are off 7 percent from last year's pace. But don't sound any alarms just yet. Consumers seem only concerned, not panicked, and many say they remain optimistic about the economy's long-term prospects, even as they do some modest belt-tightening.

Consumers say they're not in despair because, despite the dreadful headlines, their own fortunes still feel pretty good. Home prices are holding steady in most regions. In Manhattan, "there's a new gold rush happening in the \$4 million to \$10 million range, predominantly fed by Wall Street bonuses," says broker Barbara Corcoran. In San Francisco, prices are still rising even as frenzied overbidding quiets. "Instead of 20 to 30 offers, now maybe you only get two or three," says John Deadly, a Bay Area real-estate broker. And most folks still feel pretty comfortable about their ability to find and keep a job. Many folks see silver linings to this slowdown. Potential home buyers would cheer for lower

interest rates. Employers wouldn't mind a little fewer bubbles in the job market. Many consumers seem to have been influenced by stock-market swings, which investors now view as a necessary ingredient to a sustained boom. Diners might see an upside, too. Getting a table at Manhattan's hot new Alain Ducasse restaurant need to be impossible. Not anymore. For that, Greenspan & Co. may still be worth toasting.

51. By "Ellen Spero isn't biting her nails just yet" (Line 1, Paragraph 1), the author means
- [A] Spero can hardly maintain her business.
[B] Spero is too much engaged in her work.
[C] Spero has grown out of her bad habit.
[D] Spero is not in a desperate situation.
52. How do the public feel about the current economic situation?
- [A] Optimistic. [B] Confused.
[C] Carefree. [D] Panicked.
53. When mentioning "the \$ 4 million to \$ 10 million range" (Lines 3-4, Paragraph 3) the author is talking about.
- [A] gold market. [B] real estate.
[C] stock exchange. [D] venture investment.
54. Why can many people see "silver linings" to the economic slowdown?
- [A] They would benefit in certain ways.
[B] The stock market shows signs of recovery.
[C] Such a slowdown usually precedes a boom.
[D] The purchasing power would be enhanced.
55. To which of the following is the author likely to agree?
- [A] A now boom, on the horizon. [B] Tighten the belt, the single remedy.
[C] Caution all right, panic not. [D] The more ventures, the more chances.

Text 4

Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education — not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find.

"Schools have always been in a society where practical is more important than intellectual," says education writer Diane Ravitch. "Schools could be a counterbalance." Razitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, "We will become a second-rate country. We will have a less civil society."

"Intellect is resented as a form of power or privilege," writes historian and professor Richard Hof-

stadter in *Anti-Intellectualism in American life*, a Pulitzer Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: "We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing." Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids being civilized — going to school and learning to read — so he can preserve his innate goodness.

Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. Intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, re-order, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes and imagines.

School remains a place where intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least intellectual promise."

56. What do American parents expect their children to acquire in school?
- [A] The habit of thinking independently. [B] Profound knowledge of the world.
[C] Practical abilities for future career. [D] The confidence in intellectual pursuits.
57. We can learn from the text that Americans have a history of
- [A] undervaluing intellect. [B] favoring intellectualism.
[C] supporting school reform. [D] suppressing native intelligence.
58. The views of Ravish and Emerson on schooling are
- [A] identical. [B] similar.
[C] complementary. [D] opposite.
59. Emerson, according to the text, is probably
- [A] a pioneer of education reform. [B] an opponent of intellectualism.
[C] a scholar in favor of intellect. [D] an advocate of regular schooling.
60. What does the author think of intellect?
- [A] It is second to intelligence. [B] It evolves from common sense.
[C] It is to be pursued. [D] It underlies power.

Part B

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)

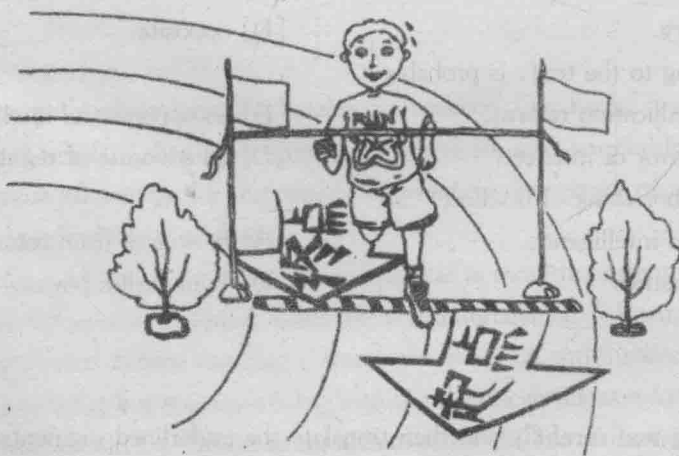
The relation of language and mind has interested philosophers for many centuries. (61) The Greeks assumed that the structure of language had some connection with the process of thought, which took root in Europe long before people realized how diverse languages could be.

Only recently did linguists begin the serious study of languages that were very different from their own. Two anthropologist-linguists, Franz Boas and Edward Sapir, were pioneers in describing many native languages of North and South America during the first half of the twentieth century. (62) We are obliged to them because some of these languages have since vanished, as the peoples who spoke them died out or became assimilated and lost their native languages. Other linguists in the earlier part of this century, however, who were less eager to deal with bizarre data from “exotic” language, were not always so grateful. (63) The newly described languages were often so strikingly different from the well studied languages of Europe and Southeast Asia that some scholars even accused Boas and Sapir of fabricating their data. Native American languages are indeed different, so much so in fact that Navajo could be used by the US military as a code during World War II to send secret messages.

Sapir’s pupil, Benjamin Lee Whorf, continued the study of American Indian languages. (64) Being interested in the relationship of language and thought, Whorf developed the idea that the structure of language determines the structure of habitual thought in a society. He reasoned that because the structure of habitual thought in a society. He reasoned that because it is easier to formulate certain concepts and not others in a given language, the speakers of that language think along one track and not along another. (65) Whorf came to believe in a sort of linguistic determinism which, in its strongest form, states that language imprisons the mind, and that the grammatical patterns in a language can produce far-reaching consequences for the culture of a society. Later, this idea became to be known as the Sapir-Whorf hypothesis, but this term is somewhat inappropriate. Although both Sapir and Whorf emphasized the diversity of languages, Sapir himself never explicitly supported the notion of linguistic determinism.

Section IV Writing

60. Directions:



终点又是新起点

Study the following drawing carefully and write an essay in which you should

- 1) describe the drawing.
- 2) interpret its meaning, and.
- 3) support your view with examples.

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

2004 年考研英语试题解析

Section I Listening Comprehension

2004 年的英语听力测试部分显然较 2003 年的简单,这主要在 Part A, B 和 C 部分体现出来。2004 上 Part A 考了一个大数字并且考了一个让考生很易混淆的词“textiles”而今年只考了很简单的 2 个数字并考了一个笔者曾在考研辅导班反复强调过的月份“November”,应该说今年 Part A 部分拿到四分甚至 5 分将会大有人在。2003 年的 Part B 难度过大,所考的词汇诸如“qualified”或“constructively”对考生来说简直是望尘莫及。今年的 Part B 所考的词汇应该说是比较简单的,但笔者听到一些反馈,有些考生对一些词并未了然于胸,这主要源于听力测试涉及词汇时应有以下三个原则:音标与拼写不一致易考,同音词易考,学科名称易考。例如今年所考的词汇“technology”很容易写成“techanology”,又如“government”也易错写成“goverment”,将字母“n”漏写。这两个词均属于音标与拼写不一致的词。考生平时读音有误。故写时易漏写未发音的辅音或加写不发音的元音。Part C 今年的难度也略有降低,这主要体现在两个方面:一方面,问题题干有明显的关键词(比如年代)可帮助考生回原文定位。另一方面选项设置较短,有的还是单考数字和年代。应该说这种选项应出现在四六级里,但今年在考研试题中出现,这应该说是广大考生的福音。

Part A (5 points)

1. highlands; 2. 20; 3. mild; 4. November; 5. 22.

Part B (5 points)

6. A (technology) forecaster;
7. government agencies;
8. (a) meaningful (exercise);
9. open to change;
10. Trust and cooperation.

Part C (10 points)

- | | | | | |
|-------|-------|-------|-------|-------|
| 11. D | 12. B | 13. C | 14. D | 15. A |
| 16. C | 17. B | 18. A | 19. A | 20. C |

Section II Use of English

21. [答案] [C]

[分析] 本题涉及动词短语知识。C. centering on 意为“以…为中心/重点”,符合句意,且与上文呼应,为正确答案。A. acting on 意为“按照…行事”;B. relying on 意为“依靠”;D. commenting on 意为“对…进行评论”。

22. [答案] [D]

[分析] 本题涉及上下句的句义理解。答案为 D. because, 引导由 or 连接着的两个原因状语从句。

23. [答案] [A]

[分析] 本题考查考生的词汇知识。A. interaction(互动)符合句义,应为正确答案。B. assimilation(同化,吸收);C. cooperation(合作);D. consultation(咨询)。

24. [答案] [D]

[分析] 本题涉及词语搭配知识。跟空格前后介词 in/to 可以搭配,且符合句意的选项为 D。该短语意为“答复,反应,回应”。

25. [答案] [A]

[分析] 本题考查考生对上下句句义的理解。空格后 as 引导的为原因状语,与 in response to 引导的原因状语并列,都是“孩子们犯罪”的原因,故答案为 A。

26. [答案] [B]

[分析] 本题涉及词汇知识。B. ignoring 意为“忽视,不顾”带入后,上下句语义连贯,为正确答案。C. highlighting 意为“强调,突出”;D. discarding 意为“抛弃”。

27. [答案] [C]

[分析] 本题涉及介词短语知识。C. for lack of 意为“由于缺少…”,符合句意,为正确答案。

28. [答案] [D]

[分析] 本题涉及形容词短语知识。D. be subject to 意为“受…支配;遭受…影响”,符合句意,为正确答案。A. be immune to 意为“不易受…影响”。B. be resistant to 意为“对…有抵制力”。

29. [答案] [A]

[分析] 本题涉及一般的词汇知识。A. affect 意为“影响”,符合句意,为正确答案。

30. [答案] [B]

[分析] 本题涉及动词短语知识。B. lead to 意为“导致”,符合句义,为正确答案。A. point to 意为“指向”;D. amount to 意为“总数达到…”。

31. [答案] [A]

[分析] 本题涉及介词短语知识。A. in general 意为“一般来说”,为正确答案。B. on average 意为“平均而言”;C. by contrast 意为“相反”;D. at length 意为“终于;详尽地”。

32. [答案] [C]

[分析] 本题同样涉及介词短语知识。C. in turn 意为“依次,接着”,为正确答案。A. in case 意为“以防,万一”;B. in short 意为“总而言之”;D. in essence 意为“本质上”。

33. [答案] [D]

[分析] 本题涉及词汇知识。D. experienced(经历)符合句义,为正确答案。C. undertaken 意

为“承担,答应”。

34. [答案] [B]

[分析] 本题考查一般词汇知识。B. consequently(因此)符合句义,为正确答案。A. contrarily意为“相反”;D. simultaneously(同时)。

35. [答案] [A]

[分析] 本题涉及比较状语从句的知识。原句认为,现代家庭中的家长对孩子的管教比传统家庭中的管教要少,故此,A. than 为正确答案。该从句常用省略形式,空格后省略了 that which。

36. [答案] [B]

[分析] 本题涉及上下文的准确理解。由于上文讲述现代家庭组成的变化,那么对应的当然是传统家庭的组成结构,故答案为 B. structure。A. system 意为“制度”,与上下文不太对应。

37. [答案] [B]

[分析] 本题涉及词汇知识。B. identifiable 意为“可以识别的”,为正确答案。A. assessable 意为“可以评估的”;C. negligible 意为“可以忽略的”;D. incredible 意为“难以置信的”。

38. [答案] [D]

[分析] 本题涉及词汇知识。D. availability 意为“可以提供,可以找到”,符合句义,为答案。B. “限定”;C. “分配”。

39. [答案] [A]

[分析] 本题涉及词汇知识。A. incidence 意为“发生率”,符合句意,为正确答案。

40. [答案] [C]

[分析] 本题涉及上下句逻辑的把握能力。C. although 代入后,语义连贯,应为正确答案。

Section III Reading Comprehension

Part A

Text 1

【导读】

这是一篇议论文,主要讨论网站推出的一种叫“个人搜索工具”的功能项目对求职者的帮助作用。

第一段以雷德曼为例,引入文章话题“个人搜索工具”。

第二段指出这种工具的弊病。

第三段讨论这种工具的真正价值。

第四段指出这种工具设计者的隐藏着的意图。

第五段指出该工具对其他人的价值。

【译文】

甘特·雷德曼律师去年底找工作的时候,在网上碰到了一家叫“职业开创者”的网站。(41)他没能在该网站上搜索到什么,但却被其中的“个人搜索工具”所吸引。这是一种互动性的功能,访客只需键入自己的求职要求,诸如地点、职务和薪水,然后给网上贴出的对应岗位发个邮件。雷德曼键入了法律、知识产权和华盛顿哥伦比亚特区几个关键词。三周后,他收到了第一个岗位通知。雷德曼感叹自己“挖到了金子”,他将自己的简历邮发给老板,就得到了公司的内部顾问的职务。

网上有成千上万个与谋职有关的网站,找到好的岗位低效耗时。搜索工具使人们不必反复访问某些网址,但尽管这种搜索工具对雷德曼有用,求职专家们却发现了其弊病。譬如说,把个人的求职要求具体明确,反而会对自己不利。有专家说“每当你回答一个问题,你就排除了一种可能”。

(42)找工作,首先得有一个明确的概念——你觉得自己想干什么——然后拓宽观念。“而没有一个程序能做到这一点”,专家认为,“这些程序缺少的是职业咨询”。相反,(43)最佳策略应是,把这种搜索工具看作为“提示服务”,借它了解网站中的岗位职业机会;一旦收到邮件,将其看作是一个提醒,以便查阅网站。一位求职搜索指南的作者就说过,“我可不想全靠这些搜索工具,去了解网站中新添加的对我有用的信息”。

(44)有些网站故意设计搜索工具,引诱求职者回访。例如,职业开创者网站的搜索工具在给注册会员发信时,只提供三个可能的职位 被认为最匹配的职位。网站可能还有更多的匹配,求职者将不得不再次访问网站 他们也确实这样做。职业开创者网站的营销部副总裁就曾说,“我们的邮件发出后,点击率就急剧上升”。

(45)即便非求职者也会发现搜索工具非常有用。有人便借它严密关注自己专业的需求情况,或为加薪谈判搜集相关的加薪信息。尽管已高兴上岗,雷德曼仍关注着职业开创者网站的搜索工具。他说,“你得瞪大眼睛”。有了个人搜索工具就等于多了一双眼睛帮你张望。

41. [答案] [C]

[分析] 这是一道细节题,问 Redman 是怎样找到工作的。依据文章第一段,可知答案为 C。

42. [答案] [A]

[分析] 这是一道细节判断题。第三段前三句中,作者借专家之言表达了自己对搜索工具的缺陷的看法:确实职业咨询特征。选项 A 符合此意,为正确答案。

43. [答案] [D]

[分析] 这是一道词义题。依据第三段的第四句可知,“tip service”只起提示作用(reminder),故答案为 D。A. advisory 意为“咨询,顾问”,与文章内容不符,因为文章说这种搜索 agent 缺的正是咨询特征。

44. [答案] [B]

[分析] 这是一道涉及因果关系的细节题。依据第四段首句可知答案为 B。

45. [答案] [C]

[分析] 这是一道是非判断题。依据第五段首句可明确得知,C项为正确答案。

Text 2

【导读】

这是一篇议论文,讨论字母主义这一歧视现象。

第一段揭示字母主义这一隐藏的歧视现象。

第二段和第三段例释这种现象的广泛存在。

第四和第五段指出,这种现象不是巧合,也不是个别现象。文章引介一个理论,认为这种现象起始于幼时的学校教育。

【译文】

过去一百年中,各种不公正和歧视要么遭到谴责,要么被视为非法,(46)然而,有一种歧视却潜伏下来,继续蔓延,那就是:字母主义。许多人迄今还不了解这种现象,它指的是姓氏首字母位于字母表下半部分的人们所遭受的歧视。