



考研英语

一本通

考研英语命题研究组 编



快乐上路

中国石化出版社

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教·育·出·版·中·心

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目 录

第一部分 考研英语制胜全攻略	1
2009 年全国硕士研究生入学考试英语试题	8
第二部分 考研英语专项突破	25
第一章 英语知识运用——完形填空	27
第一节 考研完形填空高分全攻略概述	27
第二节 完形填空的命题规律	28
第三节 完形填空的解题步骤	29
第四节 完形填空解题方法	30
第五节 完形填空得分要领	35
第六节 完形填空常考词汇及语法	36
第七节 历年真题汇编	54
第二章 阅读理解	81
第一节 阅读理解综述	81
第二节 阅读理解解题技巧概述	82
第三节 阅读理解题型分类详解	95
第四节 阅读理解题型真题汇编及答案	120
第五节 考研英语阅读理解正确答案特征规律总结	181
第三章 填空式阅读	186
第一节 完形填空概述及应试策略	186
第二节 实战演练	190
第四章 英译汉	220
第一节 考研英语译汉高分全攻略概述	220
第二节 翻译技巧	221
第三节 英语长难句	234
第四节 英译汉历年真题	244
第五章 写 作	263
第一节 考研英语写作高分全攻略概述	263
第二节 考研英语写作理论基础	269
第六章 考研英语写作题型篇	286
第一节 提纲式作文(正反阐释题)	286
第二节 提纲式作文(阐释原因、方法、危害题)	291
第三节 提纲式作文(永恒话题)	297
第四节 图画作文(一图作文)	302
第五节 图画作文(两图对比作文)	308
第六节 图画作文(多图作文)	310
第七节 图表作文(表格图)	313
第八节 图表作文(柱状图)	317
第九节 图表作文(饼状图)	319
第十节 图表作文(曲线图)	320
第十一节 应用文	323

第一部分
考研英语制胜全攻略



俗话说：知己知彼，百战不殆。开始复习考研英语，我们要做到：

一、首先，我们要认真研究《英语考试大纲》，明确试卷考什么

研究生英语入学考试的评价目标有两个方向：一是语言知识的考查，二是语言技能的考查。语言知识包括语法知识和词汇知识，语言技能包括听力、阅读、翻译、写作等方面，语言技能是建立在语言知识的基础之上的。

对于考生来说，熟悉考试的形式和题型无疑会增加获胜的机会。了解考研试题所要考查的各方面，有的放矢地去复习，可以更加胸有成竹地应对考试。

2006			2007			2008			2009		
部分	题数	分数	部分	题数	分数	部分	题数	分数	部分	题数	分数
1. 英语知识运用	20	10	1. 英语知识运用	20	10	1. 英语知识运用	20	10	1. 英语知识运用	20	10
2. 阅读理解	Part A(多项选择题)	4篇(20题)	2. 阅读理解	Part A(多项选择题)	4篇(20题)	2. 阅读理解	Part A(多项选择题)	4篇(20题)	2. 阅读理解	Part A(多项选择题)	4篇(20题)
	Part B(选择搭配题)	5题		Part B(选择搭配题)	5题		Part B(选择搭配题)	5题		Part B(选择搭配题)	5题
	Part C(英译汉)	5题		Part C(英译汉)	5题		Part C(英译汉)	5题		Part C(英译汉)	5题
3. 写作	Part A(短文写作)	200词	3. 写作	Part A(短文写作)	200词	3. 写作	Part A(短文写作)	200词	3. 写作	Part A(短文写作)	200词
	Part B(应用文写作)	100词		Part B(应用文写作)	100词		Part B(应用文写作)	100词		Part B(应用文写作)	100词

(一)对英语知识运用的解析

本部分主要测试考生结合上下文的综合理解能力和语言运用能力，即在阅读理解的基础上对篇章结构、语法和词汇知识的运用能力的考查，这是对完形填空的定位。大纲明确指出对完形填空考核的重点：语法、固定搭配、近义词辨析和逻辑关系四大类题型。这种提法针对性更强。考生可从历年真题中按照提示的四类题型去准备和复习有关考研完形填空方面的知识点，这样可以做到事半功倍的效果。同时考虑到完形填空在历年考研中得分较低，大纲明确了考生解答完形填空题的思路，对于考生备考和解题都更具针对性。即：“从上下文的角度来考虑”和“运用逻辑推理”，这两点都要求考生大到对文章整体的把握，小到对句子之间和句子内部把握，区别在于前者强调的是文章内容的一致，后者强调的是文章逻辑的一致；“从惯用法和搭配的角度来考虑问题”，这点要求考生对惯用法和搭配要有更多积累。

(二)对阅读理解的解析

就多项选择题(Part A)而言，这是一个大家非常熟悉的题型，考试大纲明确表态，文章来源英语国家原版报刊或书籍，绝大多数是评论性的文章(即除文学作品以外的其他类型的短文)。由于新闻记者惯用“引用”的方法，考研的文章经常喜欢正反交替举例，先说作者认同的，然后又是作者要批评的、揭露的，再是用实例来论证作者的观点。这种语篇思维模式会给考生在阅读理解中造成很大的障碍。正因为难，考研命题专家就非常青睐这类语篇来命题。近两年，这种题目每次都有，而且得分率也很低，因为需要大家平时阅读时更多注重阅读一些英美经济文化科技方面的报刊书籍，注重对于作者观点、立足点、态度语气的把握。最后从语言难度来看，阅读文章无论从词汇方面还是从句子方面较往年的难度有所提高，命题和前几年明显不同的是：大量考查了推理和判断题以及细节事实题；文章容易，选项“刁”；生词依然存在，但其比例仍然维持在3%左右。



选择搭配题(Part B)要求考生从整体上把握文章的逻辑结构和内容上的联系,理解句子之间、段落之间的关系,对诸如连贯性、一致性等语段特征有较强的意识和熟练的把握,并具备运用语法知识分析理解长难句的能力。2005、2006、2009年考查的是难度相对较大的选择句子搭配题,而2007、2008年则选择了难度相对较低的选择小标题。可以说,此题型是对语言能力和阅读理解能力的综合测试,因此在要求上远远高于这两种题型,考生有必要对这类题型的答题思路多练习,以提高自己在这个部分的应试能力。

英译汉(Part C)考查在准确理解的基础上,按照英语语法结构拆分句子,准确、通顺翻译汉语的能力。翻译考点不变,还是包含对定语从句、状语从句等翻译的考查。纵观往年考研试题,我们发现命题者对于比较复杂的句子结构和文章的考查是加大比重了。这体现在我们各个部分的题型当中,尤其以英翻汉部分最为明显。这也反映出我们的命题者在考虑到各位同学在进入研究生学习之后需要接触大量的专业英语材料,这些材料的特点就是语言结构比较复杂,所以在考研当中考查考生对复杂语言结构和复杂长难句的理解的这种能力就成为了最近几年考试非常明显的特点和趋势。

(三)对写作的解析

短文写作(Part A)的要求是:包含试题规定的所有内容要点;使用丰富的语法结构和词汇;语言自然流畅,语法错误极少;有效地采用了多种衔接手段,文字连贯,层次清晰。平时练习主要注意两个方面:首先,语言是第一要素;其次,结构层次要清晰。在语言方面,应把语言错误降低到最低限度。语言错误大致在如下几个方面,第一,主谓一致;第二,时态;第三,冠词的用法;第四,名词的单复数;第五,搭配问题;第六,单词的拼写。检查的时候,一般不要做内容上的修改。阅卷者根本不会意识到所加的话有多么重要,文章多一句话少一句话是不会改变阅卷者印象的。

根据考试大纲的文字来看,今年的应用文写作(Part B)应依旧是书信的写作,希望考生能够把书信的格式进行进一步的强化。应用文写作能力的提高不可能一蹴而就,必须经过长期的实践锻炼。重点要注意语域和格式两个问题。在复习阶段,应用文的写作,尤其是书信的写作要注意内容的格式安排,首先要熟悉不同类型的应用文写作格式、注意事项、写作特点等。其次要背诵大量的优秀范文。再次,是要多动手写作,要写出属于自己的文章。

鉴于英语考纲的稳定性,各位考生可以继续既定复习思路和计划。当然,千里之外始于足下,各位考生一定要脚踏实地落实自己的计划,这样才能达到事半功倍的效果。

下面为考生推出了几点复习建议:

1. 迅速突破词汇关。大纲要求了5500个考研基本词汇,考生要将它们当作基本常识熟背熟记;严格掌握单词的一词多义及其在句子中的用法;对于一些常考词组更要熟练掌握,并注重平时对这些词汇的积累;对历年真题的阅读、完形填空中出现的高频词汇要加强记忆;学会通过上下文的提示对词汇进行适当推理,加强对词汇用法的掌握。

2. 精练历年真题。在考研复习资料中,历年真题最具权威性,其他任何模拟试题都不能与之相比,考生应予以重视。建议先把历年真题练习三遍以上,要特别留意做错的题目,通过分析原因,找出自己的薄弱之处,并总结真题的出题规律,及时调整解题思路。

3. 善于抓住文章的主线。考生在掌握了一定词汇辨析知识的基础上,应重点研究段落的内在结构和作者的主要观点。由于历年真题基本上都是“总分结构”的模式,而且大部分文章的第一句就是该段的中心句,因此考生做题需“擒贼先擒王”,确定好文章的主题、核心内容、作者基本观点等主线,在此基础上步步推理,层层深入,才能有效地理解考题,掌握解题技巧。

二、其次,我们要明确自己现有的英语水平以及与考研英语要求的差距

这需要从两个方面考查:一是词汇量的考查,二是综合能力的考查。词汇量的考查可以借助于考试大纲的词汇表进行:从头到尾把2009年《英语考试大纲》的词汇表浏览一遍,标出不熟悉的词和词组,作为日后首先攻克的对象。综合能力的考查要通过做最近2~3年的真题。切忌用模拟题进行考查,因为只有真题才是考试大纲最准确的反映,其权威性和准确性远非市面的模拟题可以比拟。此



外,通过做近几年的真题,可以了解考试的规律性,对后面的复习有很好的指导作用,这不是模拟题所具备的。这也正是编写《考研英语一本通》的意义所在。

要清楚自己目前的水平,需要以下几个能力的考察。

(一) 词汇

众所周知,词汇是英语学习的基础。翻开英语大纲,首先看都认识吗?认识多少?都认识的同学不要暗自窃喜以为自己词汇都过关了,其实大纲不再标出词条的具体意义,给了我们一个强烈的暗示,那就是多义现象已经成为考查重点。这对于机械性的背单词是一个根本的否定。所以对词汇方面的检测应该对熟词生义、一词多义现象的认知方面侧重。

(二) 语法

许多同学认为语法不重要,还有的人认为许多老外也不懂语法。但我们认为语法有助于中国学生理解英语,我们毕竟没有英语环境让你“水到渠成”,还是要脚踏实地的落实好各个语法点。

扎实、系统地掌握语法,而不是孤立地记忆语法的点。例如,动词的系统包括时态、语态、语气、情态动词和非限定动词,他们之间相辅相成,构成了一个整体;从句也是一个系统,它由名词性从句、形容词性从句和副词性从句构成,名词性从句又由主语从句、宾语从句、表语从句和同位语从句几个子系统构成。只有系统地学习语法,才能做到点面结合,不仅要会做语法题,更重要的是应用语法,为英语知识运用、阅读、翻译和写作等单项打下良好的基础。

这一方面的考查最简单的方法就是拿出50个长难句,分析一下结构。如果都能分析出来,过关。

(三) 阅读能力

考试大纲对阅读能力的要求显然是重中之重。试卷中占60%的阅读也不得不让我们刮目相看。同学们大都对四六级的阅读很熟,但考研阅读的难度显然不是四六级考试能够比拟的。有的同学平常很少接触原汁原味的外文文章,短时间内接受不了考研的难度。有的同学爱看原文电影、原文杂志,很管用。

(四) 写作能力

同学们自己写两篇文章自我检测,让外教或英语教师讲评一下,当然文体是议论文方面。应用文中重点是写信,强调交流能力。

(五) 翻译能力

翻译能力是与上述几个方面相互联系的。翻译其实就是一个输入与输出过程。翻译能力中强调的技巧性更多一些。

通过两个例句的翻译,同学们就可以知道自己在理解整合英语意思、输出地道汉语的过程中哪些环节出了问题。

三、备考策略

对自己进行摸底,清楚自己的差距之后,我们应针对自己的不足,明确复习策略。

必须全面地掌握大纲词汇。此处,“全面地”意味着考生不仅要掌握每个单词本身,而且要掌握每个单词的近义词、近形词、衍生和搭配,因为考研英语考查的重点就是词的辨析和搭配。因此,词汇的学习要注意联想记忆法,学习某一个单词时,同时联想到它的近义词和近形词,明晰它们的异同。这样,记忆的过程是一组组、一对对单词同时记忆。这种记忆方法可以在记住单词拼写的同时,还掌握了词与词的区别和各自特殊的用法,于是将平时极易混淆的单词清楚地区别开。例如:学习accuse可以联想到它的近义词charge,二者的用法差异很大:accuse与of搭配,而charge与with搭配;学习economic可以联想到它的近形词economical,二者的意义差异很大:前者意为“经济的”,而后者意为

“会过的,节俭的”。

重视阅读理解训练。阅读理解分值在英语考试中占有最大的比重,自然是复习过程的重要一环。首先,考生一定要细致研究历年真题,把握命题的规律,找出自己的差距,定好复习思路。其次,考生要广泛阅读,尤其是时效较强的英美报刊文摘和杂志,扩大知识面,提高阅读速度,培养浏览、跳读和快读的能力,即抓住关键词、主题句和中心大意的能力。接下来,考生要进行大量的模拟训练,特别注重长句、难句的理解,质和量并重。

写作需要足够的量。从1997年后,图表式作文成为作文命题的主要类型,图画作文主要考查考生把握寓意、联想现实、深刻思考、丰富表达的能力。因此,在准备考研的过程中,考生应善于思考各类社会话题,然后将思考的内容用英语写下来,养成用英语思考和写作的习惯。

明确复习策略以后,考生应该安排好自己的备考时间,科学地、分阶段进行复习。我们建议将复习过程分为四个阶段:

1. 基础阶段:(3~5月)

浏览一些真题,把握复习思路,打好语法、词汇基础。

2. 提高阶段:(6~9月)

以听力和阅读训练为主,通过泛读提高语感和词汇量,通过做阅读练习题提高阅读速度和答题的准确率;同时,培养回答阅读题的思维模式;开始熟悉写作,及时调整复习思路和重点。

3. 强化阶段:(10~12月)

单项强化与大量做真题、模拟题并举。注意总结题型和答题规律,并彻底搞明白自己常出错的题目和类型,尽量避免再犯同样的错误。可以通过参加辅导班以求事半功倍。

4. 冲刺阶段:(12~1月)

坚持每天模拟和反复做真题,研究真题,发现并猛攻薄弱环节。复习已学知识,把重点放在提分幅度高的单项上来;坚持每天做新的练习题,保持思维的敏捷,全面做好应考的准备。

四、应注意的几个问题

(一) 英语知识运用

第一,考生在第一遍阅读中,要善于从文章开头的几句话中分析出短文的背景、主题或结构。通常情况下,文章开头的第一二句都是完整的信息,提示着文章的背景知识或主题思想。考生在阅读中一定要仔细研读这几句,以便为后面的阅读扫清障碍。

第二,在答题中,寻找信息词非常重要。所谓信息词,包括上下文中出现过的词、词组、固定搭配、习惯用语和特定句型中的有关词语或者相关句子。有的备选答案在独立的语法条件上看是正确的,但如果结合上下文提供的信息来判断却是错误的。信息词会直接或间接地提示我们寻找正确答案的线索。

第三,词汇是英语知识运用部分考查的一个重点。词组搭配和惯用搭配是每次的必考内容。同义词与近义词的辨析时常出现,形似词或音似词等词汇干扰项也并不少见。这些都值得考生在解题和复习时给予关注。

第四,英语知识运用的题型可分为几种,但无论对于哪种情况,常用的解题方法无外乎验证法、排除法、推理法和对比法四种,而大多数情况下,在解题中还需要考生综合地运用这些方法。

(二) 阅读部分

阅读能力的测试是任何一种考试的重心所在,是决定考研英语成败的关键。《新大纲》当中阅读部分没有改变,仍然保持原有的8项要求,因为这些要求比较全面,可以考查学生的综合阅读能力。阅读能力是获取信息很重要的途径,也是英语教学的重点,将考研英语和我们熟悉的六级相比,除了考研英语明显要难于六级阅读外,我们还可以得出这样的结论:六级是在考阅读速度,而考研则更加侧重于阅读理解的准确性和彻底性,《新大纲》中则对阅读题材做了明确的规定,对体裁也给了很好的



提示,比如一定不会考记叙文。

考研的阅读备考不仅仅是语篇的学习。我们常有这样的困惑,即使将文章翻译出来也未必能正确解决所有问题。如何能有信心地面对考试,一方面在于实力,另一方面在于技巧。

阅读实力的培养只能靠精读,建议同学们首先按时间要求做完一篇文章(约15分~20分),然后再精读做一遍,看看哪几个做错了。最后查看答案,将没有做对的题的思路更正过来。

(三) 阅读新题型部分

《新大纲》的阅读理解B部分是新增的题型。试卷中给出一篇总长度为500~600词的文章,其中有5段空白,文章后面有6~7段文字,要求考生根据文章内容从中选择5个分别放进文章中5个空白处。主要考查考生对文章篇章结构的整体把握和句子间的内在逻辑关系。

那么考生该如何准备这个部分呢?

首先,抓住文章的主题。通过重点阅读文章第一段和每段首句尾句迅速确定文章的主要内容、核心概念和作者态度等信息。

其次,阅读给出的选项,注意其中的代词、逻辑副词和核心词汇。做出必要的标记,初步预测前后可能的信息。

然后,认真阅读文章内容,把握文章结构。比如,有些文章是按照总分结构展开的,有些文章是按照正反结构展开的。捕捉到这些信息,将对解题有莫大帮助。

最后,仔细研读文中空格前后的句子,洞察行文逻辑上的连贯性和一致性,依靠这些最贴近的信息判断选择最合适的句子。

(四) 英译汉部分

翻译是两种语言之间的转换,是“在准确理解的基础上,用一种语言把另外一种语言贴切地表达出来”。目前,考生常见的翻译问题主要是:不理解,直接开始表达;理解后,表达不到位。那么,如何克服上面这些问题呢?

1. 理解的关键是理解句子结构,理清各成分之间的逻辑联系。理解是翻译的前提,只有在准确理解的基础上,才能开始翻译。我们必须纠正那种“一看到英语句子,不是先弄清句子关系,而是先找对等的汉语来翻译”的做法。翻译的时候,首先要做的是理解原文,在弄清句子结构之后,在准确理解的基础上,才开始找合适的汉语来表达。

2. 表达的关键在于根据汉语语言习惯做适当的调整。根据汉语习惯,通过“适当调整”就可以做到“贴切表达”。同时,调整的是各个句子的成分,比如,后置定语可以翻译在其中心词前;定语从句如果易于表达、信息量不大,可以提前到先行词前,如果信息量大,放在先行词前表达起来很累赘,可以考虑独立译成一句话;时间、条件和原因状语从句可以翻译在主句之前,等等。在整个翻译的解题过程中,一定要在分析、理清了句子结构之后,在准确理解的基础上用符合汉语语言习惯的句子来翻译。

最后,我们还得重复坊间老调长谈的一句话“要重视真题”。近年来,真题的指导作用以及其在考研英语中的独特作用已被确立。为此我们在重点内容之后重现了部分历年真题,并给出详尽解释。希望对真题的剖析能够让广大考生有豁然开朗的感觉。

下面我们先以2009年考研英语真题为例进行解析。

2009 年全国硕士研究生入学考试英语试题

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 me wonder just how smart humans are. 1 the fruit-fly experiments described in Carl Zimmer's piece in the Science Times on Tuesday. 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 an 4 in not being too terrifically bright.

Intelligence, it 5 out, 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 gradual 7—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. I like it. 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 I've ever met.

Research on animal intelligence also makes me 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 terrain. 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 19 question: Are humans actually aware of the world they live in? 20 the results are inconclusive.

- | | | | |
|-------------------|-----------------|-----------------|------------------|
| 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 connotation.

So it seems antithetical 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 synaptic paths, and even entirely new brain cells, that can jump our trains of thought onto new, innovative tracks.

But don't bother trying to kill off old habits; once those ruts of procedure are worn into the hippocampus, they're there to stay. Instead, the new habits we deliberately ingrain 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" and an executive change consultant for Professional Thinking Partners. "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 covered that humans are born with the capacity to approach challenges in four primary ways: analytically, procedurally, relationally (or collaboratively) and innovatively. At puberty, 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 perpetua-



ted, 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. The view of Wordsworth habit is claimed by being _____.
[A] usual [B] familiar [C] mechanical [D] changeable
22. The researchers have discovered that the formation of habit can be _____.
[A] predicted [B] regulated [C] traced [D] guided
23. "ruts"(in line one, paragraph 3) has closest meaning to _____.
[A] tracks [B] series [C] characteristics [D] connections
24. Ms. Markova's comments suggest that the practice of standard 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
25. Ryn 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

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 our \$ 30 for 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 become available without prescriptions last years, according to Doug Fog, 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 \$ 2500.

Among the most popular: paternity and kinship testing, which adopted children can use to find their biological relatives and latest rage a many passionate genealogists-and supports businesses that offer to search for a family's geographic roots.

Most tests require collecting cells by webbing 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 is a kind of false precision being hawked by people claiming they are doing ancestry testing," says Trey 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 a 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 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] For and Againsts of DNA Testing
[B] DNA Testing and It's 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 area 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 is it, because 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 radical 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 recessing and Japan at its pre-bubble peak. The U. S. workforce was derided as poorly educated and one of primary cause 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 per cent of the productivity of their Japanese counterparts a result of the training that U. S. workers received on the job.

More recently, while examing 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 more productive way was there time for other things.

As education improved, humanity's productivity 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 forested 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 groundless doubts
[B] has fallen victim of bias
[C] is conventional downgraded
[D] has been overestimated
32. It is stated in paragraph 1 that construction of a new education 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 hung
[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 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 important 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 mean 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 church 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. There 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 crafts men or farmers, let alone dependents and servants, left literary compositions to be analyzed, They in thinking often had a traditional superstitions 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 name together in a decisive moment when he opened the Bible, told his father 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 church.

Mean while, 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 notes that in the seventeenth-century New England _____.
- [A] puritan tradition dominated political life
[B] intellectual interest 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 backgrounds
[D] left few formal records for later reference