

2012

考研英语

16年真题 名师详解

适合英语（一）考生 英语（二）考生可参考

主 编：北京大学

考研真题复习宝典

- 解题思路 层层深入
- 命题风格 精彩总结
- 四大题型 规律讲解
- 重点题目 分析透彻



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内容简介

本书为2012年考研英语真题，收录了2002年至2011年的真题，包括听力、阅读、翻译、写作、新题型等部分。本书旨在帮助考生了解真题的命题规律和解题思路，提高应试能力。本书由索玉柱、肖克主编，北京航空航天大学出版社出版。

考研英语

真题(2002-2011)目录附录

16年真题

真题附录

主 编：北京大学

索玉柱 肖克

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内 容 简 介

本书依据考研英语大纲英语(一)(非英语专业)和1996~2011年的考研英语真题编写而成,对近16年考研英语真题进行了详细剖析。精确剖析每年各类题型的命题风格,提纲挈领,帮助考生了解题型特点、命题规律、选项结构,进而确定复习策略。各类题型均配有答案详解和全文精译,并根据各类题型特点进行具体剖析。本书内容全面,可谓真题复习大全;讲解透彻,从词汇到考点出处一网打尽;语言精练,直击命题点与答题规律。可作考生全面复习考研英语真题之用,适合参加英语(一)考试的考生,参加英语(二)考试的考生可参考。

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前言

作为考研英语辅导图书中的精品,本书形成了独特的“题典模块体系”。

多年的命题和阅卷工作经验使我们真正了解考生所需与所急:他们必需的真题辅导书应该难点、疑点和要点不仅释义精准,而且更要深入浅出、条理清楚,把解题思路融入提升语言技能和语言能力中去。所以,我们编写本书时使用了“题典模块”训练法,这一里程碑式的特色体现在以下几方面:

★深入研究近年真题试卷。精确剖析近16年各类题型的命题风格,提纲挈领地帮助考生充分了解题型特点、命题规律及语篇结构,进而能够将所学知识内在化,为确立备试策略和解题技能夯实基础。我们将最近六年的试卷、中间四年的试卷和最初六年的试卷按照题典模块分开解析,因为考研英语测试的大型教改正是沿着这一时段展开的。因此,本书旨在在归纳题型微技能的基础之上,通过模块组合试卷,详尽注解近年语篇的特点,让考生能够明显体验到三个不同时期的试卷难度有异、命题风格有别,从而我们对应其难点、疑点和要点的解析也必然要有所变化。实质上,考研成功的关键是最近六年的真题,认清和把握近年的出题风格及其相关方面是考研复习的核心。我们发现:认知心理学原理在近年的命题中得到了应用,特别在“阅读理解”和“议论文写作”中最明显。比如,归纳理解文章的概念性含义、推导段义以及段落之间关系的题目越来越隐含,写作题目的综合性越来越强。2010和2011年考题的效度和难度作为今后宏观命题的范例,要求考生必须加倍重视我们上述提到的高频率、高分值的题类。

★突出英语复习贵在系统的理念。面对社会上英语培训市场的纷杂与混乱,考生普遍认识到英语学习并非短期“疯狂”和“激情”所能见效,在选择复习辅导书上日趋回归理性,“循序渐进、系统提高、做中得学”的英语学习内在规律已经被大家广为接受。因而,我们提倡这一理念:“循序渐进”就是不断提升高效的阅读能力,因为阅读的成功就是考研英语的成功。近年的考研英语阅读试题不只停留在对文字表层含义的考查上,就连“完形填空”和“英译汉”也开始侧重考查对文字的深层含义以及对“长句·难段·结构”的认知能力。所以,我们要求考生朋友遵循“新题先复习”的策略,每一周或两周复习本书的一套试卷;要注意把精读阅读理解文章和泛读其他文章结合起来。坚决抵制诸如“认为真题太少,先做模拟题,把真题放在最后一两个月内完成”的错误倾向。试问如果所谓的“模拟题”误导了你,到后期你把真题做错怎么办?我们一贯提倡“系统提高”的复习规划:即“先抓真题、后加模拟、做中得学”。

★敦促考生有效提升应试能力与实战冲刺意识。本书通过全新的解題释义手段和系统的编排组合,能够激发读者“自我组织”和“自我管理”的潜力。我们这里强调“自我组织”是指:考试毕竟是个个人行为,你需要有计划地复习记忆必备词汇,把握和理解长难句,对解題释义做必要的解读和领悟等。这的确需要下一番苦工夫,辅导书再好也是外在的。我们特别提示考生:应注意在真题的英汉语篇之间进行原文与译文互动对比研读,这是快速强化应试阅读能力的秘诀。另外,“自我管理”需要考生不断地调节和控制“读、译、写”等应考环节的心理状态。全年的复习中,考生不但要有一个平和的备考心态,还要有灵活的实战冲刺感。

总之,“组织和管理意识”在复习真题中可以这样实行:“一要读得准;二要读得快”。“读得准”是建议你备考复习一定要以真题为基准,准确地理解命题原则和把握答题思路。“读得快”是要求你尽早尽快研读真题、领悟其原理——学真题、用原理、抓技能、做模拟题,最后达到实战要求。

本书编者于北京

2011年5月



博学·慎思·明辨·笃行

——使用本书的几点建议

考研早已不是一种趋势。考研是一次重要的人生经历。谁要是与这个“幽灵”素昧平生,他的人生注定不会完整。可是,真正看清这个“幽灵”真面目的,又有多少人呢?

考研英语因其浩瀚的知识量、零散的知识点、刁钻的测试手法,几乎成为应考同学们的一场噩梦。对于考研英语的复习,谈虎色变者有之,墨守成规者亦有之。大部分同学早已意识到其重要性,多年来却找不到合理有效的复习方法,不是带着侥幸心理,初期敬而远之,期待最后时刻的“名师点拨”,就是每天抱着厚厚的一摞复习资料,眉头紧锁,“不在沉默中爆发,就在沉默中灭亡”。多年的教学经验告诉我们,洞察真题是我们揭开考研英语神秘面纱的第一步,也是最重要的一步。真题既反映了英语教改的总体方向,也代表了当代社会对新一代研究型人才外语知识的具体要求和期望。真题是实打实的战场,因为它不仅是考生的最终目标,还能成为艰辛的复习之路上的一盏明灯。

接下来,我们就以“博学、慎思、明辨、笃行”为纲,将其贯穿在考研复习的各个阶段,为大家提供一套“真题使用路线图”,帮助大家高效地利用本书。

第一阶段 基础复习(3个月)

真题操作建议

了解试题主题与文化内涵,并做有针对性的自主阅读,弥补文化知识漏洞,此谓“博学”。

有些同学拿到题目,就迫不及待地想要动手解题,期望了解自己的水平和能力。这种积极主动的做法我们并不反对。我们鼓励同学先“用真题进行自我摸底”。但不容忽视的是,考研英语真题中反映的“英美文化取向”是一个明显的趋势(比如不使用关于中国事例的语篇作为考题),它要求考生学习英语的同时要比较熟悉英语国家的文化。作为高级别的语言测试,考研英语显然不仅考核学生英语语言本身的知识,还十分重视检验考生对蕴藏在语言之中的文化差异的理解能力。遗憾的是,并非所有人都认识到了这一点,因此在复习的第一阶段,我们首先要通过对真题的熟悉(做题不一定太多,开始以精读为主),了解真题的“文化主题线索”,并有意识地在初期就重视积累题材背景等相关知识,尤其在自己比较薄弱的话题上,注意一些频率高的主题或话题。

所以,为了扩大知识面,我们建议:1套真题+4篇模拟文章=最佳阅读量。

真题操作方法

1. 泛读法:配合每天单词背诵的计划,安排泛读一篇真题的文章。在译文的帮助下,力求认识其中的生词,弄懂长难句的意思。不必苛求自己分析多少长难句,但尽量做到能够英汉对照,找到自己单词、语法、结构理解方面的薄弱点。微小的学习体会积累起来,就是莫大的进步!

2. 精读法:关注近六年(2006年-2011年)的阅读理解和翻译真题,每周精读其中两篇文章,可以对照本书的讲解,体会真题中单词的用法和句子的复杂程度,尤其是常用的动词、介词和副词辨析,时态、分词的用法及固定搭配,这些通过精读真题均可以有十分深刻的体会。准备一个“生词难句本”,边学、边查、边记。

总之,第一阶段的单词背诵,绝非一个被动的读读抄抄的过程。同学们不仅要动用已有的单词背诵手段,还要保持细致机敏的心态,在泛读和精读真题语篇的过程中,不断质疑自己对于单词掌握的熟练度。“实践出真知”,真题是检验我们单词背诵效果的唯一标准。



第二阶段 强化复习(3个月)

真题操作建议

对于在校的学生来说,暑假是考研复习的黄金时间,没有课程干扰,复习时间集中,效率高。因此,考研成绩的好坏在很大程度上也取决于这个时期的复习成果。这个时期同学们有两点任务:一是提炼重点、难点;二是将掌握的基础知识付诸实践,转化为实际的解题能力。就英语科目而言,复习侧重点已经从单词表层记忆转向段落语篇深层次的理解,从语法基础提升到了对长难句语义和段落结构的把握上。

这个阶段,有许多同学会参加暑期考研辅导班。它们的任务就是帮助同学们对第一阶段的复习进行总结和拓展。辅导老师会结合历年真题,有针对性地进行一些讲解和演练。因此,考生也应把解读真题放在首位。

真题操作方法

1. 考生应结合历年真题揣摩和总结出题规律和解题技巧,并辅以模拟阅读的练习,及时总结问题。参加辅导班的同学,本书真题可以有效地帮助大家课前预习、课后复习自测。

2. 明确真题测试重点,熟悉题型形式和答案对应规律,熟记真题测试重点,此谓“慎思”。

第三阶段 重点复习(3个月)

真题操作建议

秋季开学之后,阅读理解仍是考生复习的重点(开始新题型的复习)。此外,书信和短文写作也要从这时候开始抓起。这个阶段,考生每天基本上都沉浸在各类练习题之中,真题看似可以放在一边,但我们依然建议大家定期地将它利用起来,保证在练习的同时获得充分有效的反馈,确保同学们不偏离正确的航道。

真题操作方法

1. 完形填空的练习应和词汇的复习有机结合起来。前两个阶段词汇复习的结果可以充分应用在完形填空的解题过程中。对于真题中的完形填空,考生不仅要弄懂正确答案的意思,还要确认未选选项的用法及相互之间的区别。因为所有给出的选项,通常都是英语高频词汇,它们必然会反复地出现在考研试题中。

2. 阅读理解方面,考生重在培养自己对“题干特征”的敏感度,辨认不同题型,了解命题规律,掌握一些有效的答题技巧。简言之,就是将“主旨大意”、“细节理解”、“推理判断”、“观点态度”等不同题型与其解题方法“对号入座”。这里我们建议考生以历年真题为主作为练习,结合一些口碑较好的模拟题。这是因为真题的出题方式、难度要求、干扰项设置等都清晰地反映了考研英语的根本要求。

3. 本阶段作文的复习,可以参考真题的文体(应用文与摘要写作和短文写作),每周进行两篇左右的练习。在文章长度和写作速度上,不必苛求达到真题的要求,但要力争通过持续的练习,能够正确表达自己的意思,不被英语词汇和用法过多牵绊,为下一阶段的系统练习做好充分的准备。

4. 培养临场感,提高思维效率,养成合理的做题习惯。要求自己即使在练习中,也要完全进入考试状态,排除各种干扰,遇到困难适时调节心理,不急不躁,尽力在规定时间内完成试题。养成在全部答完一组试题之后再查字典和改错的习惯。很多考生考场发挥不稳定,跟平时缺乏这样的“自我管理”有很重要的关系。

总之,第三阶段的复习密度高、强度大,同学们既要扎扎实实地做好每日定额的练习,也要注重不时地使用真题来锻炼自己的应对能力,切实提高完形填空和阅读理解两种题型的准确率。只有在不断反思、归纳、总结的基础上,才能把词汇、语法、逻辑推理等知识纯熟地运用在解决实际问题中,提高解题能力,去伪存真,此谓“明辨”。



第四阶段 冲刺总结(1个月)

真题操作建议

冲刺阶段是最考验考生意志力和坚韧度的时期,此谓“笃行”。

最后一个多月,考生普遍感到身心疲惫,动力日渐不足。更因为这个时期各种招聘会、签约会层出不穷,心理稍有动摇便可能让之前的复习成果功亏一篑。我们可以用“行百里者半九十”来警示当前考研的长期性和艰苦性,绝大多数没有参加考研的人都是在最后关头放弃了尝试一次的勇气。所以可以说,考研到了这个时期,与其说是对知识的检验,不如说是对意志力和毅力的一次大检验。

真题操作方法

考前一两个月,英语复习任务包括两项:一是进行充分的模拟考试练习,二是强化作文的写作训练。

1. 只要在前几个阶段付出了充分的努力,进入12月份,考生对真题(尤其是近6年)的内容应该已经比较熟悉了。尽管如此,我们依然建议大家能够在这个时期除了做模拟题外,每星期安排时间完整地重温或按时完成两套真题。这样做既不会给自己增添过多的心理压力,还能够测试自己之前对真题内容的把握程度。最重要的是,通过对真题的“回炉”,能够有效地巩固已经掌握但不够纯熟的解题技巧,培养考试临场心态,指导接下来一系列的模拟考试。

2. 考研作文的准备,要结合真题注意三个方面:关注话题、拓宽思路、背诵模板。考研作文的话题看似纷杂,实际存在内在规律,通常应用文的话题与学习、生活密切相关,而议论文的主题大都反映当前的社会热点问题,如健康、环保、道德、励志、文化建设、文明与发展、人类与自然的关系等。考生在这个阶段应多读真题作文的优秀范文,熟悉应对不同话题的观点和思路。在动笔前首先做到“思路缜密、条理清晰”。在明晰思路的同时,还要多学习和记录“作文常用词语和句式”,尽管每年真题话题不同,但写作格式和语言却大同小异,拥有极强的共性。了解这一点,再结合写作方面的资料,多读、多写、多练,考生上了考场便可成竹在胸,轻车熟路。

一言以蔽之,“凡事预则立,不预则废”,赢在执行!让我们一起共勉吧!

本书编者于北京

2011年5月

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2011 年全国硕士研究生入学统一考试英语(一) 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)

Ancient Greek philosopher Aristotle viewed laughter as “a bodily exercise precious to health.” But 1 some claims to the contrary, laughing probably has little influence on physical fitness. Laughter does 2 short-term changes in the function of the heart and its blood vessels, 3 heart rate and oxygen consumption. But because hard laughter is difficult to 4, a good laugh is unlikely to have 5 benefits the way, say, walking or jogging does.

6, instead of straining muscles to build them, as exercise does, laughter apparently accomplishes the 7. Studies dating back to the 1930s indicate that laughter 8 muscles, decreasing muscle tone for up to 45 minutes after the laugh dies down.

Such bodily reaction might conceivably help 9 the effects of psychological stress. Anyway, the act of laughing probably does produce other types of 10 feedback that improve an individual's emotional state. 11 one classical theory of emotion, our feelings are partially rooted 12 physical reactions. It was argued at the end of the 19th century that humans do not cry 13 they are sad but that they become sad when the tears begin to flow.

Although sadness also 14 tears, evidence suggests that emotions can flow 15 muscular responses. In an experiment published in 1988, social psychologist Fritz Strack of the University of Würzburg in Germany asked volunteers to 16 a pen either with their teeth—thereby creating an artificial smile—or with their lips, which would produce a(n) 17 expression. Those forced to exercise their smiling muscles 18 more enthusiastically to funny cartoons than did those whose mouths were contracted in a frown, 19 that expressions may influence emotions rather than just the other way around. 20, the physical act of laughter could improve mood.

- | | | | |
|----------------------|------------------|------------------|-----------------|
| 1. [A] among | [B] except | [C] despite | [D] like |
| 2. [A] reflect | [B] demand | [C] indicate | [D] produce |
| 3. [A] stabilizing | [B] boosting | [C] impairing | [D] determining |
| 4. [A] transmit | [B] sustain | [C] evaluate | [D] observe |
| 5. [A] measurable | [B] manageable | [C] affordable | [D] renewable |
| 6. [A] In turn | [B] In fact | [C] In addition | [D] In brief |
| 7. [A] opposite | [B] impossible | [C] average | [D] expected |
| 8. [A] hardens | [B] weakens | [C] tightens | [D] relaxes |
| 9. [A] aggravate | [B] generate | [C] moderate | [D] enhance |
| 10. [A] physical | [B] mental | [C] subconscious | [D] internal |
| 11. [A] Except for | [B] According to | [C] Due to | [D] As for |
| 12. [A] with | [B] on | [C] in | [D] at |
| 13. [A] unless | [B] until | [C] if | [D] because |
| 14. [A] exhausts | [B] follows | [C] precedes | [D] suppresses |
| 15. [A] into | [B] from | [C] towards | [D] beyond |
| 16. [A] fetch | [B] bite | [C] pick | [D] hold |
| 17. [A] disappointed | [B] excited | [C] joyful | [D] indifferent |
| 18. [A] adapted | [B] catered | [C] turned | [D] reacted |
| 19. [A] suggesting | [B] requiring | [C] mentioning | [D] supposing |
| 20. [A] Eventually | [B] Consequently | [C] Similarly | [D] Conversely |

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

The decision of the New York Philharmonic to hire Alan Gilbert as its next music director has been the talk of the classical-music world ever since the sudden announcement of his appointment in 2009. For the most part, the response has been favorable, to say the least. "Hooray! At last!" wrote Anthony Tommasini, a sober-sided classical-music critic.

One of the reasons why the appointment came as such a surprise, however, is that Gilbert is comparatively little known. Even Tommasini, who had advocated Gilbert's appointment in the *Times*, calls him "an unpretentious musician with no air of the formidable conductor about him." As a description of the next music director of an orchestra that has hitherto been led by musicians like Gustav Mahler and Pierre Boulez, that seems likely to have struck at least some *Times* readers as faint praise.

For my part, I have no idea whether Gilbert is a great conductor or even a good one. To be sure, he performs an impressive variety of interesting compositions, but it is not necessary for me to visit Avery Fisher Hall, or anywhere else, to hear interesting orchestral music. All I have to do is to go to my CD shelf, or boot up my computer and download still more recorded music from iTunes.

Devoted concertgoers who reply that recordings are no substitute for live performance are missing the point. For the time, attention, and money of the art-loving public, classical instrumentalists must compete not only with opera houses, dance troupes, theater companies, and museums, but also with the recorded performances of the great classical musicians of the 20th century. These recordings are cheap, available everywhere, and very often much higher in artistic quality than today's live performances; moreover, they can be "consumed" at a time and place of the listener's choosing. The widespread availability of such recordings has thus brought about a crisis in the institution of the traditional classical concert.

One possible response is for classical performers to program attractive new music that is not yet available on record. Gilbert's own interest in new music has been widely noted: Alex Ross, a classical-music critic, has described him as a man who is capable of turning the Philharmonic into "a markedly different, more vibrant organization." But what will be the nature of that difference? Merely expanding the orchestra's repertoire will not be enough. If Gilbert and the Philharmonic are to succeed, they must first change the relationship between America's oldest orchestra and the new audience it hopes to attract.

21. We learn from Paragraph 1 that Gilbert's appointment has _____

- [A] incurred criticism. [B] raised suspicion.
[C] received acclaim. [D] aroused curiosity.

22. Tommasini regards Gilbert as an artist who is _____

- [A] influential. [B] modest.
[C] respectable. [D] talented.

23. The author believes that the devoted concertgoers _____

- [A] ignore the expenses of live performances.
[B] reject most kinds of recorded performances.
[C] exaggerate the variety of live performances.
[D] overestimate the value of live performances.

24. According to the text, which of the following is true of recordings?

- [A] They are often inferior to live concerts in quality.
- [B] They are easily accessible to the general public.
- [C] They help improve the quality of music.
- [D] They have only covered masterpieces.

25. Regarding Gilbert's role in revitalizing the Philharmonic, the author feels _____

- [A] doubtful.
- [B] enthusiastic.
- [C] confident.
- [D] puzzled.

Text 2

When Liam McGee departed as president of Bank of America in August, his explanation was surprisingly straight up. Rather than cloaking his exit in the usual vague excuses, he came right out and said he was leaving "to pursue my goal of running a company." Broadcasting his ambition was "very much my decision," McGee says. Within two weeks, he was talking for the first time with the board of Hartford Financial Services Group, which named him CEO and chairman on September 29.

McGee says leaving without a position lined up gave him time to reflect on what kind of company he wanted to run. It also sent a clear message to the outside world about his aspirations. And McGee isn't alone. In recent weeks the No. 2 executives at Avon and American Express quit with the explanation that they were looking for a CEO post. As boards scrutinize succession plans in response to shareholder pressure, executives who don't get the nod also may wish to move on. A turbulent business environment also has senior managers cautious of letting vague pronouncements cloud their reputations.

As the first signs of recovery begin to take hold, deputy chiefs may be more willing to make the jump without a net. In the third quarter, CEO turnover was down 23% from a year ago as nervous boards stuck with the leaders they had, according to Liberum Research. As the economy picks up, opportunities will abound for aspiring leaders.

The decision to quit a senior position to look for a better one is unconventional. For years executives and headhunters have adhered to the rule that the most attractive CEO candidates are the ones who must be poached. Says Korn/Ferry senior partner Dennis Carey: "I can't think of a single search I've done where a board has not instructed me to look at sitting CEOs first."

Those who jumped without a job haven't always landed in top positions quickly. Ellen Marram quit as chief of Tropicana a decade ago, saying she wanted to be a CEO. It was a year before she became head of a tiny Internet-based commodities exchange. Robert Willumstad left Citigroup in 2005 with ambitions to be a CEO. He finally took that post at a major financial institution three years later.

Many recruiters say the old disgrace is fading for top performers. The financial crisis has made it more acceptable to be between jobs or to leave a bad one. "The traditional rule was it's safer to stay where you are, but that's been fundamentally inverted," says one headhunter. "The people who've been hurt the worst are those who've stayed too long."

26. When McGee announced his departure, his manner can best be described as being _____

- [A] arrogant.
- [B] frank.
- [C] self-centered.
- [D] impulsive.

27. According to Paragraph 2, senior executives' quitting may be spurred by _____

- [A] their expectation of better financial status.
- [B] their need to reflect on their private life.
- [C] their strained relations with the boards.
- [D] their pursuit of new career goals.

28. The word "poached" (Line 3, Paragraph 4) most probably means _____

- [A] approved of.
- [B] attended to.
- [C] hunted for.
- [D] guarded against.

29. It can be inferred from the last paragraph that _____

- [A] top performers used to cling to their posts.

- [B] loyalty of top performers is getting out-dated.
- [C] top performers care more about reputations.
- [D] it's safer to stick to the traditional rules.

30. Which of the following is the best title for the text?

- [A] CEOs: Where to Go?
- [B] CEOs: All the Way Up?
- [C] Top Managers Jump without a Net
- [D] The Only Way Out for Top Performers

Text 3

The rough guide to marketing success used to be that you got what you paid for. No longer. While traditional "paid" media - such as television commercials and print advertisements - still play a major role, companies today can exploit many alternative forms of media. Consumers passionate about a product may create "earned" media by willingly promoting it to friends, and a company may leverage "owned" media by sending e-mail alerts about products and sales to customers registered with its Web site. The way consumers now approach the process of making purchase decisions means that marketing's impact stems from a broad range of factors beyond conventional paid media.

Paid and owned media are controlled by marketers promoting their own products. For earned media, such marketers act as the initiator for users' responses. But in some cases, one marketer's owned media become another marketer's paid media - for instance, when an e-commerce retailer sells ad space on its Web site. We define such sold media as owned media whose traffic is so strong that other organizations place their content or e-commerce engines within that environment. This trend, which we believe is still in its infancy, effectively began with retailers and travel providers such as airlines and hotels and will no doubt go further. Johnson & Johnson, for example, has created BabyCenter, a stand-alone media property that promotes complementary and even competitive products. Besides generating income, the presence of other marketers makes the site seem objective, gives companies opportunities to learn valuable information about the appeal of other companies' marketing, and may help expand user traffic for all companies concerned.

The same dramatic technological changes that have provided marketers with more (and more diverse) communications choices have also increased the risk that passionate consumers will voice their opinions in quicker, more visible, and much more damaging ways. Such hijacked media are the opposite of earned media: an asset or campaign becomes hostage to consumers, other stakeholders, or activists who make negative allegations about a brand or product. Members of social networks, for instance, are learning that they can hijack media to apply pressure on the businesses that originally created them.

If that happens, passionate consumers would try to persuade others to boycott products, putting the reputation of the target company at risk. In such a case, the company's response may not be sufficiently quick or thoughtful, and the learning curve has been steep. Toyota Motor, for example, alleviated some of the damage from its recall crisis earlier this year with a relatively quick and well-orchestrated social-media response campaign, which included efforts to engage with consumers directly on sites such as Twitter and the social-news site Digg.

31. Consumers may create "earned" media when they are _____

- [A] obsessed with online shopping at certain Web sites.
- [B] inspired by product-promoting e-mails sent to them.
- [C] eager to help their friends promote quality products.
- [D] enthusiastic about recommending their favorite products.

32. According to Paragraph 2, sold media feature _____

- [A] a safe business environment.
- [B] random competition.
- [C] strong user traffic.
- [D] flexibility in organization.

33. The author indicates in Paragraph 3 that earned media _____

- [A] invite constant conflicts with passionate consumers.



- [B] can be used to produce negative effects in marketing.
[C] may be responsible for fiercer competition.
[D] deserve all the negative comments about them.
34. Toyota Motor's experience is cited as an example of _____.
[A] responding effectively to hijacked media.
[B] persuading customers into boycotting products.
[C] cooperating with supportive consumers.
[D] taking advantage of hijacked media.
35. Which of the following is the text mainly about?
[A] Alternatives to conventional paid media.
[B] Conflict between hijacked and earned media.
[C] Dominance of hijacked media.
[D] Popularity of owned media.

Text 4

It's no surprise that Jennifer Senior's insightful, provocative magazine cover story, "I love My Children, I Hate My Life," is arousing much chatter - nothing gets people talking like the suggestion that child rearing is anything less than a completely fulfilling, life-enriching experience. Rather than concluding that children make parents either happy or miserable, Senior suggests we need to redefine happiness: instead of thinking of it as something that can be measured by moment-to-moment joy, we should consider being happy as a past-tense condition. Even though the day-to-day experience of raising kids can be soul-crushingly hard, Senior writes that "the very things that in the moment dampen our moods can later be sources of intense gratification and delight."

The magazine cover showing an attractive mother holding a cute baby is hardly the only Madonna-and-child image on newsstands this week. There are also stories about newly adoptive - and newly single - mom Sandra Bullock, as well as the usual "Jennifer Aniston is pregnant" news. Practically every week features at least one celebrity mom, or mom-to-be, smiling on the newsstands.

In a society that so persistently celebrates procreation, is it any wonder that admitting you regret having children is equivalent to admitting you support kitten-killing? It doesn't seem quite fair, then, to compare the regrets of parents to the regrets of the childless. Unhappy parents rarely are provoked to wonder if they shouldn't have had kids, but unhappy childless folks are bothered with the message that children are the single most important thing in the world; obviously their misery must be a direct result of the gaping baby-size holes in their lives.

Of course, the image of parenthood that celebrity magazines like *Us Weekly* and *People* present is hugely unrealistic, especially when the parents are single mothers like Bullock. According to several studies concluding that parents are less happy than childless couples, single parents are the least happy of all. No shock there, considering how much work it is to raise a kid without a partner to lean on; yet to hear Sandra and Britney tell it, raising a kid on their "own" (read: with round-the-clock help) is a piece of cake.

It's hard to imagine that many people are dumb enough to want children just because Reese and Angelina make it look so glamorous; most adults understand that a baby is not a haircut. But it's interesting to wonder if the images we see every week of stress-free, happiness-enhancing parenthood aren't in some small, subconscious way contributing to our own dissatisfactions with the actual experience, in the same way that a small part of us hoped getting "the Rachel" might make us look just a little bit like Jennifer Aniston.

36. Jennifer Senior suggests in her article that raising a child can bring _____.
[A] temporary delight
[B] enjoyment in progress
[C] happiness in retrospect
[D] lasting reward
37. We learn from Paragraph 2 that _____.
[A] celebrity moms are a permanent source for gossip.
[B] single mothers with babies deserve greater attention.
[C] news about pregnant celebrities is entertaining.
[D] having children is highly valued by the public.

38. It is suggested in Paragraph 3 that childless folks _____

- [A] are constantly exposed to criticism.
- [B] are largely ignored by the media.
- [C] fail to fulfill their social responsibilities.
- [D] are less likely to be satisfied with their life.

39. According to Paragraph 4, the message conveyed by celebrity magazines is _____

- [A] soothing.
- [B] ambiguous.
- [C] compensatory.
- [D] misleading.

40. Which of the following can be inferred from the last paragraph?

- [A] Having children contributes little to the glamour of celebrity moms.
- [B] Celebrity moms have influenced our attitude towards child rearing.
- [C] Having children intensifies our dissatisfaction with life.
- [D] We sometimes neglect the happiness from child rearing.

Part B

Directions:

The following paragraph are given in a wrong order. For Questions 41 – 45, you are required to reorganize these paragraphs into a coherent text by choosing from the list A-G to filling them into the numbered boxes. Paragraphs E and G have been correctly placed. Mark your answers on ANSWER SHEET 1. (10 points)

[A] No disciplines have seized on professionalism with as much enthusiasm as the humanities. You can, Mr Menand points out, become a lawyer in three years and a medical doctor in four. But the regular time it takes to get a doctoral degree in the humanities is nine years. Not surprisingly, up to half of all doctoral students in English drop out before getting their degrees.

[B] His concern is mainly with the humanities: Literature, languages, philosophy and so on. These are disciplines that are going out of style: 22% of American college graduates now major in business compared with only 2% in history and 4% in English. However, many leading American universities want their undergraduates to have a grounding in the basic canon of ideas that every educated person should possess. But most find it difficult to agree on what a “general education” should look like. At Harvard, Mr Menand notes, “the great books are read because they have been read” —they form a sort of social glue.

[C] Equally unsurprisingly, only about half end up with professorships for which they entered graduate school. There are simply too few posts. This is partly because universities continue to produce ever more PhDs. But fewer students want to study humanities subjects: English departments awarded more bachelor's degrees in 1970 – 71 than they did 20 years later. Fewer students requires fewer teachers. So, at the end of a decade of theses-writing, many humanities students leave the profession to do something for which they have not been trained.

[D] One reason why it is hard to design and teach such courses is that they cut across the insistence by top American universities that liberal-arts education and professional education should be kept separate, taught in different schools. Many students experience both varieties. Although more than half of Harvard undergraduates end up in law, medicine or business, future doctors and lawyers must study a non-specialist liberal-arts degree before embarking on a professional qualification.

[E] Besides professionalising the professions by this separation, top American universities have professionalised the professor. The growth in public money for academic research has speeded the process: federal research grants rose fourfold between 1960 and 1990, but faculty teaching hours fell by half as research took its toll. Professionalism has turned the acquisition of a doctoral degree into a prerequisite for a successful academic career: as late as 1969 a third of American professors did not possess one. But the key idea behind professionalisation, argues Mr Menand, is that “the knowledge and skills needed for a particular specialization are transmissible but not transferable.” So disciplines acquire a monopoly not just over the production of knowledge, but also over the production of the producers of knowledge.

[F] The key to reforming higher education, concludes Mr Menand, is to alter the way in which “the producers



of knowledge are produced." Otherwise, academics will continue to think dangerously alike, increasingly detached from the societies which they study, investigate and criticise. "Academic inquiry, at least in some fields, may need to become less exclusionary and more holistic." Yet quite how that happens, Mr Menand does not say.

[G] The subtle and intelligent little book *The Marketplace of Ideas: Reform and Resistance in the American University* should be read by every student thinking of applying to take a doctoral degree. They may then decide to go elsewhere. For something curious has been happening in American Universities, and Louis Menand, a professor of English at Harvard University, captured it skillfully.

G → 41. → 42. → E → 43. → 44. → 45.

Part C

Directions:

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

With its theme that "Mind is the master weaver," creating our inner character and outer circumstances, the book *As a Man Thinketh* by James Allen is an in-depth exploration of the central idea of self-help writing.

(46) Allen's contribution was to take an assumption we all share—that because we are not robots we therefore control our thoughts—and reveal its erroneous nature. Because most of us believe that mind is separate from matter, we think that thoughts can be hidden and made powerless, this allows us to think one way and act another. However, Allen believed that the unconscious mind generates as much action as the conscious mind, and (47) while we may be able to sustain the illusion of control through the conscious mind alone, in reality we are continually faced with a question: "Why cannot I make myself do this or achieve that?"

Since desire and will are damaged by the presence of thoughts that do not accord with desire, Allen concluded: "We do not attract what we want, but what we are." Achievement happens because you as a person embody the external achievement; you don't "get" success but become it. There is no gap between mind and matter.

Part of the fame of Allen's book is its contention that "Circumstances do not make a person, they reveal him." (48) This seems a justification for neglect of those in need, and a rationalization of exploitation, of the superiority of those at the top and the inferiority of those at the bottom.

This, however, would be a knee-jerk reaction to a subtle argument. Each set of circumstances, however bad, offers a unique opportunity for growth. If circumstances always determined the life and prospects of people, then humanity would never have progressed. In fact, (49) circumstances seem to be designed to bring out the best in us and if we feel that we have been "wronged" then we are unlikely to begin a conscious effort to escape from our situation. Nevertheless, as any biographer knows, a person's early life and its conditions are often the greatest gift to an individual.

The sobering aspect of Allen's book is that we have no one else to blame for our present condition except ourselves. (50) The upside is the possibilities contained in knowing that everything is up to us; where before we were experts in the array of limitations, now we become authorities of what is possible.

Section III Writing

Part A

51. Directions:

Write a letter to a friend of yours to

- 1) recommend one of your favorite movies and
- 2) give reasons for your recommendation

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
- 3) give your comments.

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



旅程之“余”

2011 年全国硕士研究生入学统一考试英语(一)试题答案详解

Section I Use of English (10 points)



命题风格

2011 年“完形”题目的特点有三:①虚词[介词(短语)、连词、逻辑副词]考点比近年增多(共七个)。这说明,考生需要超越句子并根据上下文来理解相关的题目。②一些实词(比如第 10、14、17 题)也明显是“跨句”连接类题,这只能在语境中领悟并找出准确的答案。③设置了九个动词考点,这与去年的考点不一致,没有均匀地考核名词、动词、形容词及其他词类,算得上是一次高难度的考核了。因此,动词及其搭配可视为来年考生最关注的要点。



答案详解

1.【答案】[C]

【解析】语义逻辑题。第一句含义是:古希腊哲学家亚里士多德把笑看做是“有益于身体健康的宝贵锻炼”,第二句意思是:但是_____一些人提出相反的意见,笑容可能对身体健康影响极小,两句之间是转折关系,[A]among“在……之间”,[B]except“除……之外”,[C]despite“不论,尽管”,[D]like“好比,像”。四个选项中只有[C]选项表转折,故为正确选项。

2.【答案】[D]

【解析】语义辨析题。上下文语境是“笑确实能_____短期的改变”。[A]reflect“反映”,[B]demand“要求”,[C]indicate“表明,暗示”,[D]produce“产生”,只有[D]选项符合语境,所以是正确答案。

3.【答案】[B]

【解析】语义搭配题。文中提到“笑能够_____心律呼吸速率。”[A]stabilizing意思是“安定,稳定”,[B]boosting“促进,推进”,[C]impairing“损害,削弱”,[D]determining“决定”,根据语境应该是“笑能够促进心律呼吸速率”,[B]为正确答案。

4.【答案】[B]

【解析】语义辨析题。这句话意思是“但是因为大笑很难,一次狂笑不可能……”,四个选项的含义分别是[A]transmit“传播”,[B]sustain“维持”,[C]evaluate“评估”,[D]observe“观察”,根据语境,只有[B]sustain符合语境。

5.【答案】[A]

【解析】语义辨析题。这句话意思是“一次狂笑不可能像比如走路或者慢跑那样对心血管功能产生益处。”[A]measurable“重大的,重要的”,[B]manageable“易控制的”,[C]affordable“负担得起的”,[D]renewable“可再生的”,四个选项中能和“益处”搭配的只有[A]measurable,故是正确答案。

6.【答案】[B]

【解析】逻辑分析题。第二段第一句是说“其他的锻炼可以拉紧增强肌肉,很显然笑的确是起到了……作用”,对上文有承接还有转折的关系,[A]In turn意思是“轮流”,[C]In addition意思是“另外”,[D]In brief意思是“简而言之”,都不符合语境,只有[B]In fact“事实上”符合上下文语境,是正确选项。

7.【答案】[A]

【解析】语义逻辑题。第二段第二句的意思是说“笑可以放松肌肉,在狂笑平息之后 45 分钟内会降低肌肉张力”,跟上文中的“其他的锻炼可以拉紧增强肌肉”是相反的关系,所以[A]opposite是正确选项。[B]impossible“不可能的(事情)”,[C]average“平均数”,[D]expected“所期望的(事情)”。

8.【答案】[D]

【解析】语义搭配题。空格后面是“笑_____肌肉”,[A]hardens“使变硬”,[B]weakens“减少”,