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2000~2009 考研英语

历年真题全新解读

主编 白洁

套题形式逆序编排，帮助考生了解最新出题动态和趋势

详析每题考点，帮助考生了解出题角度，把握题目类型、出题模式和命题特点

指出文章题材、体裁，进行篇章结构分析，列出核心词和超纲词，对长难句进行详析

配套全文翻译，详析错误选项，讲解得分、失分原因



中国人民大学出版社

考研英语

历年真题全新解读

► 主 编 白 洁
编 者 韩满玲 刘启升 唐启明

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前言

参加某种考试，最有效的复习资料莫过于试卷真题，因为它蕴涵着命题的指导思想和基本原则和趋势走向，具体体现了考试大纲规定的考试内容和考试要求，最具权威性和科学性。考生可以通过分析真题，研究命题人的出题思路，总结归纳题目设置特点，把握出题范围和难度，从中发现规律，找出考查的重点、难点、常考点，进而揣摩答题方法和技巧，在相对短的时间内最大限度地提高复习效果。“真题要做10遍”的说法充分说明了研读真题的重要性。

鉴于研读真题的价值，为了满足考生的需要，我们编写了《考研英语历年真题全新解读》这本书。本书在如下几个方面为考生提供复习帮助：

1. 以套题形式逆序编排，帮助考生了解最新出题动态和趋势。
2. 指出并详析每道题的考点，使考生了解出题角度，把握题目类型、出题模式和命题特点。
3. 完形填空、阅读理解、翻译等各题均给出中文译文，便于考生尤其是基础较差的考生确切理解原文含义。
4. 完形填空、阅读理解部分均包含文章题材、体裁以及篇章结构分析，帮助考生了解篇章展开脉络和段际逻辑关系，并列核心词和超纲词，对长难句进行详析。力图从词、句、篇各方面进行精析精解。考生一书在手，不用再翻词典和语法书就能够读懂文章、抓住中心、把握观点、理解题意。
5. 在讲解正确答案的同时，对错误选项也进行详细的分析，使考生了解正确选项的设置特点和干扰项的陷阱所在，总结命题规律，培养正确的答题思路。
6. 写作部分不但给出多个分数段样卷，而且分析讲解得分、失分的原因，使考生把握得分点与失分点，进而指导自己的练笔，最大限度争取高分。

改革开放30年间，研究生入学英语考试也经历了很大的变化，考试大纲几经调整增删。根据大纲的变化，我们相应地删减语法、词汇、听力等不再作为测试内容的项目。

本书的编写人员均是中国人民大学一线教师，不仅非常熟悉考研试题与大学英语在难度上的差异，而且都多年从事考前辅导工作，积累了帮助考生复习过关的丰富经验，因此讲解更到位、更具有针对性。

由于成书仓促，错误之处难免，敬请同仁和广大读者批评指正。

编者
2009年6月

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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 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 a(n) 4 in not being too terrifically 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 | 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 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, "habit" is characterized by being _____.
A. casual B. familiar C. mechanical D. changeable
22. Brain researchers have discovered that the formation of new habit 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 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 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. For 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 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 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 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. 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 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 blank. 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 Emile 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 carefully 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)

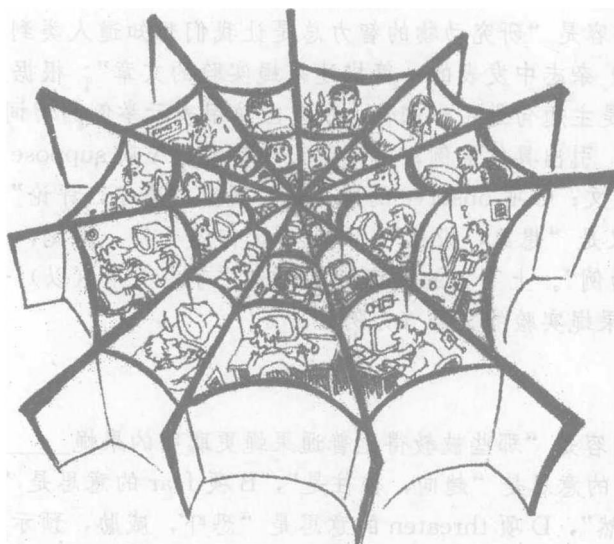
Part B

52. Directions:

Write an essay of 160 – 200 words based on the following drawings. 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”

英语试题答案与解析

第一部分 英语知识运用

一 文章体裁结构分析

本文是一篇议论文，主要讨论了人和动物的智力问题。第一段作者开门见山地指出“研究动物的智力总是让我们想知道人类到底有多聪明”，接着举例说明聪明并不一定有好处。第二段进一步论证自己的观点：聪明需要付出高昂的代价。第三段继续论证我们应该问一下我们人类自己的智力的真正代价可能是什么。最后一段假想如果动物有机会的话，它们会对人类做什么样的实验，它们会希望研究一个基本问题：人类是否真的意识到了他们自己生活的世界？即作者认为人类对自己所生存的这个世界还没有清醒的意识。

二 试题解析

1. [答案] B

[考点] 词汇含义

[解析] 文章上下文的内容是“研究动物的智力总是让我们想知道人类到底有多聪明。_____ 卡尔·齐默周二在《科学时代》杂志中发表的一篇描述果蝇实验的文章”。根据上下文内容，我们可以推断出这里要将本段第一句也就是主题句进一步细化，所以应该用表示举例的动词。B项 consider 可以用来表示将概括性的主题句具体化，引出具体实例，因此为正确答案。A项 suppose 的意思是“假设，猜想，推想”，此词的语义不符合上下文；C项 observe 的语义是“观察，遵守，评论”，这几个语义都不符合上下文内容；D项 imagine 的语义是“想象，设想”，与上下文内容不符。因此，本题的正确答案应该是选项 B，意思是“考虑，以……为例”。上下文的内容可以译为“考虑一下（以）卡尔·齐默周二在《科学时代》杂志中发表的一篇描述果蝇实验的文章（为例）”。

2. [答案] A

[考点] 词汇含义

[解析] 此题上下文的内容是“那些被教得比普通果蝇更聪明的果蝇_____ 活得寿命更短”。四个备选答案都是动词，A项 tend 的意思是“趋向，往往是”，B项 fear 的意思是“恐怕，担心”，C项 happen 的意思是“发生，碰巧，偶然”，D项 threaten 的意思是“恐吓，威胁，预示危险”。结合上下文的内容，我们可以判断此题的正确答案应该是选项 A。此句可以译为“那些被教得比普通果蝇更聪明的果蝇往往活得寿命更短”。

3. [答案] D

[考点] 词汇含义

[解析] 此题的上下文是“这可以说明_____灯燃烧的时间更长”，上文提到“更聪明的果蝇往往活得寿命短”，言外之意即较亮的灯燃烧的时间短，换言之，暗一些的灯燃烧的时间更长。因此，本题的正确答案应该是D项 dimmer。A项 thinner的意思是“比较稀的，更薄的，更瘦的”，B项 stabler的意思是“更稳定的”，C项 lighter的意思是“更明亮的，更轻的，更浅的”。所以上下文部分的翻译应该是“这可以说明比较暗的灯燃烧的时间更长”。

4. [答案] B

[考点] 词汇含义

[解析] 此题的上下文是“不特别明亮（聪明）有_____”。此句与前面一句都是 suggests 的宾语从句，其间省略了连词 and。根据上下文内容可知，比较聪明的果蝇活得时间较短，较暗的灯燃烧的时间更长，因此作者想表达如果果蝇不那么聪明就可以活得时间更久些，灯不那么亮就可以燃烧得更久些，即不那么聪明或者明亮是有好处的。所以，本题的正确答案应该是B项 advantage。其他各个选项不符合文章内容，意思分别是：A项 tendency“倾向，趋向，趋势”，C项 inclination“弯曲，倾斜，爱好，倾向”，D项 priority“优先，优先权”。此部分的上下文的译文是“不特别明亮（聪明）有好处”。

5. [答案] C

[考点] 词组搭配

[解析] 此题的上下文是“智力，_____，是个高代价的选择”。四个选项意思分别是：insist on“坚持，坚决要求”，sum up“计算……的总数，总结，概括”，turn out“证明是，结果是，发现”，put forward“提出，推举出，建议”。本题的正确答案应该是选项C，即“通过试验证明智力是个高代价的选择”。

6. [答案] A

[考点] 介词使用

[解析] 此题考查介词的使用。此题的上下文是“它更需维持，消耗的燃料更多，而且在起跑线_____慢”。A项 off的意思是“离开，出发，开始”，off the starting line是“从起跑线出发”，符合上下文内容“从起跑线出发慢”。B项 behind的意思是“在……之后”，与 starting line连用的意思是“在起跑线后面”。C项 over的意思是“越过，结束”，与 starting line连用的意思是“越过起跑线”。D项 along的意思是“顺着，沿着”，与 starting line连用的意思是“沿着起跑线”。后面的三个选项的内容都不符合原文，所以本题的正确答案是选项A。此题的上下文的译文是“它更需维持，消耗的燃料更多，而且在起跑线出发得也慢”。

7. [答案] D

[考点] 词汇含义

[解析] 此题的上下文是“因为智力的获得不是靠本能而是靠学习，靠_____的学习”。本题所给的四个备选词汇的含义分别是：A项 incredible“难以置信的”，B项 spontaneous“自发的，自然产生的”，C项 inevitable“不可避免的，必然的”，D项 gradual“渐进的，逐步的，逐渐的”。根据上文提示：智力需要更多的维持，更加消耗燃料，在起跑线出发得也慢。利用代入排除法，我们可以推知本题的正确答案应该是选项D，即“智力的获得需要靠渐进的学习”。此题上下文的译文是“因为智力的获得不是靠本能而是靠学习，靠渐进的学习”。

8. [答案] C

[考点] 词汇含义

[解析] 本题的上下文是“大量其他物种也能够学习，明显地它们已经学会的事情之一就是知道什么时候_____”。题中所给的四个选项的词义分别是：A项 fight“打仗，争斗，搏斗，打架”，B项 doubt“怀疑，不信，拿不准”，C项 stop“停止，中止，阻止”，D项 think“想，思索，认为，以

为，预料”。根据上下文和备选答案的语义，我们可以确定本题的正确答案应该是选项 C。此题的上文文的译文是“大量其他物种也能够学习，明显地它们已经学会的事情之一就是知道什么时候停止”。

9. [答案] B

[考点] 词汇含义

[解析] 本题的上下文是“对于_____的智力有一个适应值吗？这是这项新研究背后的问题”。题中所给的四个选项的词义分别是：A 项 invisible “看不见的，无形的”，B 项 limited “有限的，限定的”，C 项 indefinite “不确定的，模糊的，不定的，无限的”，D 项 different “不同的”。根据文章下文，人类的智力要比动物的智力高许多，因此该新研究背后的问题是想找出对于有限的、无法与人类智商相伴的动物的智力是否有一个适应值。所以，本题的正确答案应该是选项 B。

10. [答案] D

[考点] 上下文内容和逻辑关系

[解析] 此题考查副词的使用。本题的上下文是“不是自作聪明地向_____望着在智力方面被我们已经抛在后面尘土中的其他物种”。题中所给的四个答案的词义分别是：A 项 upward “向上，以上”，B 项 forward “向前，向将来”，C 项 afterward “然后，后来”，D 项 backward “向后，追溯”。根据下文，其他物种在智力方面已经被我们抛在后面，所以只有“向后看”(cast a glance backward) 符合上下文语义内容。所以，本题的正确答案应该是选项 D。此题的上下文的译文是“不是自作聪明地向后望着在智力方面被我们已经抛在后面尘土中的其他物种”。

11. [答案] D

[考点] 词汇含义

[解析] 此题考词汇含义。本题的上下文是“它暗示我们应该明白自己的智力的真正_____是什么”。文章中第二段一开始就提到智力是高代价的选择，本题上下文提到人类智力水平远远超过了其他物种，作者也想暗示出人类高智商的代价，故选 D 项 costs (成本，代价)。其余选项意思分别是：feature “特征，容貌”，influence “影响”，result “结果”。此题的上下文的译文是“它暗示我们应该明白我们人类自己的智力的真正代价是什么”。

12. [答案] B

[考点] 词组搭配

[解析] 此题考查固定搭配。上下文是“我们碰到的每个动物_____心里都在想着这个问题”。所给的四个答案中只有 on 可以和 the mind of 搭配使用，on the mind of 意思是“在……的心里”。还有一种表达是 on one's mind，意思是“惦念，使人担心”。这里利用的是第一个短语的语义，即每个动物在心里想的问题。该短语的反义词组是 out of the mind，意思是“不再放在心上，不考虑”，另外还有一个短语是 out of mind，意思是“发狂，疯狂”。所以，本题的正确答案应该是选项 B。此题的上下文的译文是“我们碰到的每个动物在心里都在想着这个问题”。

13. [答案] C

[考点] 词语搭配

[解析] 此题考查词语搭配。本题的上下文是“对动物智力的研究也让我们想知道假如动物有机会的话，它们会对人类_____什么样的实验”。题中要求选择一个及物动词，直接与 experiments 搭配使用。所给的四个答案的词义分别是：A 项 deliver “递送，陈述，释放”，它不能与 experiments 搭配使用；B 项 carry “携带，运送，支持，传送”，如果与 experiments 搭配使用表示“进行”的话，需要与 out 合用，即正确的用法是 carry out experiments，这里 carry 是不及物动词；C 项 perform “履行，执行，表演，演出，完成”，本词语义丰富，可以与许多名词搭配使用，如：perform function (意为“起作用”，1996 年完形填空题曾经考过这个搭配)，perform operation (做手术)，perform