

# 考研英语(一)

2014—2019年

## 真题及答案解析

主编◎杨 林



陕西师范大学出版总社

北方民族大学2018年校级教育教学改革研究重点项目成果（项目编号：2018ZDJY15）

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# 前言 PREFACE

全国硕士研究生入学考试英语（一）是我国高等院校和科研机构为招收非英语专业硕士研究生而设置的以选拔为目的的全国性英语水平考试。作为水平考试，它的命题以考试大纲为依据，有明确的考查目的、规定完成的题目以及完成每一道大题所需要的时间。近年来，考研英语所考查的题型没有什么变化、难度也基本保持稳定。目前，考研英语所设题型主要有：英语知识运用（完形填空）、阅读理解、英汉翻译和写作（应用文、评论文等）。

通过认真分析真题，我们发现历年考研真题很好地体现了命题人对考研大纲精神的领悟和贯彻，也是对上述思想的真实体现。正是由于真题完美地体现了命题思想、严格贯彻了考纲的要求，学习和研究真题对于考生熟悉考研知识点、把握命题人思路、熟练掌握英语语言技能尤为重要，从而有助于考生在考场上正常发挥、考出理想成绩。有鉴于此，本书编者按照考试大纲的要求，认真分析、还原命题思路，精心编写了《考研英语（一）2014—2019年真题及答案解析》，以期帮助广大考生更加有效地使用真题，取得事半功倍的效果。

本书有别于其他同类考研英语书籍，其特点有以下三个：

首先，还原命题人的思路、精准分析考点。本书编者多年来一直从事国内外英语水平考试如考研英语、英语四、六级考试、雅思、托福等考试的研究与教学工作，熟悉考纲，权威分析试题命题思路、精准把握考点，追本溯源。

其次，详细讲解考点、分析解题思路、篇章分析透彻、言简意赅。作为多年从事

教学一线工作的教师，编者非常了解学生在考研复习过程中最需要什么。本书真题解析从整体着眼，对每一个考点都认真讲解、有的放矢、详略得当，便于考生自学提高自己的英语语言技能。

再者，为便于广大考生自学，我们在英语知识运用（完形填空）、阅读理解部分增加了生词和语篇结构分析概要等内容，方便考生快速熟悉语篇的结构、领悟语篇主旨大意；在英汉翻译部分设有考点分析、句子结构分析、常用翻译技巧和参考译文，写作（应用文、评论文等）配有试题分析概要、参考范文和常用句型等，这些知识点的编排，有助于考生高效、有序地做好考前复习，从而取得理想的成绩。

近年来，考研人数在激增，仅2019年就比2017年增加了52万人，竞争日趋激烈、对于很多考生来说英语就是一道难过的坎。我们深信，有了本书的帮助，经过自身的不懈努力，考生一定会在考研竞争中立于不败之地，取得圆满成绩，圆梦心仪的院校。

杨 林

2019年6月

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2014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 four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on the ANSWER SHEET. (10 points)

As many people hit middle age, they often start to notice that their memory and mental clarity are not what they used to be. We suddenly can't remember 1 we put the keys just a moment ago, or an old acquaintance's name, or the name of an old band we used to love. As the brain 2, we refer to these occurrences as "senior moments." 3 seemingly innocent, this loss of mental focus can potentially have a (n) 4 impact on our professional, social, and personal 5.

Neuroscientists, experts who study the nervous system, are increasingly showing that there's actually a lot that can be done. It 6 out that the brain needs exercise in much the same way our muscles do, and the right mental 7 can significantly improve our basic cognitive 8. Thinking is essentially a 9 of making connections in the brain. To a certain extent, our ability to 10 in making the connections that drive intelligence is inherited. 11, because these connections are made through effort and practice, scientists believe that intelligence can expand and fluctuate 12 mental

effort.

Now, a new Web-based company has taken it a step 13 and developed the first “brain training program” designed to actually help people improve and regain their mental 14.

The Web-based program 15 you to systematically improve your memory and attention skills. The program keeps 16 of your progress and provides detailed feedback 17 your performance and improvement. Most importantly, it 18 modifies and enhances the games you play to 19 on the strengths you are developing—much like a(n) 20 exercise routine requires you to increase resistance and vary your muscle use.

- |                      |                   |                   |                  |
|----------------------|-------------------|-------------------|------------------|
| 1. [A] where         | [B] when          | [C] that          | [D] why          |
| 2. [A] improves      | [B] fades         | [C] recovers      | [D] collapses    |
| 3. [A] If            | [B] Unless        | [C] Once          | [D] While        |
| 4. [A] uneven        | [B] limited       | [C] damaging      | [D] obscure      |
| 5. [A] wellbeing     | [B] environment   | [C] relationship  | [D] outlook      |
| 6. [A] turns         | [B] finds         | [C] points        | [D] figures      |
| 7. [A] roundabouts   | [B] responses     | [C] workouts      | [D] associations |
| 8. [A] genre         | [B] functions     | [C] circumstances | [D] criterion    |
| 9. [A] channel       | [B] condition     | [C] sequence      | [D] process      |
| 10. [A] persist      | [B] believe       | [C] excel         | [D] feature      |
| 11. [A] Therefore    | [B] Moreover      | [C] Otherwise     | [D] However      |
| 12. [A] according to | [B] regardless of | [C] apart from    | [D] instead of   |
| 13. [A] back         | [B] further       | [C] aside         | [D] around       |
| 14. [A] sharpness    | [B] stability     | [C] framework     | [D] flexibility  |
| 15. [A] forces       | [B] reminds       | [C] hurries       | [D] allows       |
| 16. [A] hold         | [B] track         | [C] order         | [D] pace         |
| 17. [A] to           | [B] with          | [C] for           | [D] on           |
| 18. [A] irregularly  | [B] habitually    | [C] constantly    | [D] unusually    |
| 19. [A] carry        | [B] put           | [C] build         | [D] take         |
| 20. [A] risky        | [B] effective     | [C] idle          | [D] familiar     |

## 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 the ANSWER SHEET. (40 points)*

#### Text 1

In order to “change lives for the better” and reduce “dependency” George Osborne, Chancellor of the Exchequer, introduced the “upfront work search” scheme. Only if the jobless arrive at the job centre with a CV, register for online job search, and start looking for work will they be eligible for benefit and then they should report weekly rather than fortnightly. What could be more reasonable?

More apparent reasonableness followed. There will now be a seven-day wait for the jobseeker’s allowance. “Those first few days should be spent looking for work, not looking to sign on.” he claimed. “We’re doing these things because we know they help people stay off benefits and help those on benefits get into work faster.” Help? Really? On first hearing, this was the socially concerned chancellor, trying to change lives for the better, complete with “reforms” to an obviously indulgent system that demands too little effort from the newly unemployed to find work, and subsidizes laziness. What motivated him, we were to understand, was his zeal for “fundamental fairness”—protecting the taxpayer, controlling spending and ensuring that only the most deserving claimants received their benefits.

Losing a job is hurting: you don’t skip down to the job centre with a song in your heart, delighted at the prospect of doubling your income from the generous state. It is financially terrifying, psychologically embarrassing and you know that support is minimal and extraordinarily hard to get. You are now not wanted; you are now excluded from the work environment that offers purpose and structure in your life. Worse, the crucial income to feed yourself and your family and pay the bills has

disappeared. Ask anyone newly unemployed what they want and the answer is always: a job.

But in Osborneland, your first instinct is to fall into dependency—permanent dependency if you can get it—supported by a state only too ready to indulge your falsehood. It is as though 20 years of ever-tougher reforms of the job search and benefit administration system never happened. The principle of British welfare is no longer that you can insure yourself against the risk of unemployment and receive unconditional payments if the disaster happens. Even the very phrase “jobseeker’s allowance”—invented in 1996—is about redefining the unemployed as a “jobseeker” who had no mandatory right to a benefit he or she has earned through making national insurance contributions. Instead, the claimant receives a time-limited “allowance,” conditional on actively seeking a job; no entitlement and no insurance, at £71.70 a week, one of the least generous in the EU.

21. George Osborne’s scheme was intended to\_\_\_\_\_.

- [A]provide the unemployed with easier access to benefits
- [B]encourage jobseekers’ active engagement in job seeking
- [C]motivate the unemployed to report voluntarily
- [D]guarantee jobseekers’ legitimate right to benefits

22. The phrase, "to sign on" (Line 3, Para. 2) most probably means\_\_\_\_\_.

- [A]to check on the availability of jobs at the job centre
- [B]to accept the government’s restrictions on the allowance
- [C]to register for an allowance from the government
- [D]to attend a governmental job-training program

23. What prompted the chancellor to develop his scheme?

- [A]A desire to secure a better life for all.
- [B]An eagerness to protect the unemployed.
- [C]An urge to be generous to the claimants.
- [D]A passion to ensure fairness for taxpayers.

24. According to Paragraph 3, being unemployed makes one feel\_\_\_\_\_.

- [A]uneasy
- [B]enraged
- [C]insulted
- [D]guilty

25. To which of the following would the author most probably agree?

- [A]The British welfare system indulges jobseekers' laziness.
- [B]Osborne's reforms will reduce the risk of unemployment.
- [C]The jobseekers' allowance has met their actual needs.
- [D]Unemployment benefits should not be made conditional.

## Text 2

All around the world, lawyers generate more hostility than the members of any other profession—with the possible exception of journalism. But there are few places where clients have more grounds for complaint than America.

During the decade before the economic crisis, spending on legal services in America grew twice as fast as inflation. The best lawyers made skyscrapers-full of money, tempting ever more students to pile into law schools. But most law graduates never get a big-firm job. Many of them instead become the kind of nuisance-lawsuit filer that makes the tort system a costly nightmare.

There are many reasons for this. One is the excessive costs of a legal education. There is just one path for a lawyer in most American states: a four-year undergraduate degree in some unrelated subject, then a three-year law degree at one of 200 law schools authorized by the American Bar Association and an expensive preparation for the bar exam. This leaves today's average law-school graduate with \$100,000 of debt on top of undergraduate debts. Law-school debt means that many cannot afford to go into government or non-profit work, and that they have to work fearsomely hard.

Reforming the system would help both lawyers and their customers. Sensible ideas have been around for a long time, but the state-level bodies that govern the profession have been too conservative to implement them. One idea is to allow people to study law as an undergraduate degree. Another is to let students sit for the bar after only two years of law school. If the bar exam is truly a stern enough test for a would-be lawyer, those who can sit it earlier should be allowed to do so. Students who do not need the extra training could cut their debt mountain by a third.

The other reason why costs are so high is the restrictive guild-like ownership structure of the business. Except in the District of Columbia, non-lawyers may not

own any share of a law firm. This keeps fees high and innovation slow. There is pressure for change from within the profession, but opponents of change among the regulators insist that keeping outsiders out of a law firm isolates lawyers from the pressure to make money rather than serve clients ethically.

In fact, allowing non-lawyers to own shares in law firms would reduce costs and improve services to customers, by encouraging law firms to use technology and to employ professional managers to focus on improving firms' efficiency. After all, other countries, such as Australia and Britain, have started liberalizing their legal professions. America should follow.

26. A lot of students take up law as their profession due to\_\_\_\_\_.
- [A] the growing demand from clients
  - [B] the increasing pressure of inflation
  - [C] the prospect of working in big firms
  - [D] the attraction of financial rewards
27. Which of the following adds to the costs of legal education in most American states?
- [A] Higher tuition fees for undergraduate studies
  - [B] Receiving training by professional associations
  - [C] Admissions approval from the bar association
  - [D] Pursuing a bachelor's degree in another major
28. Hindrance to the reform of the legal system originates from\_\_\_\_\_.
- [A] the rigid bodies governing the profession
  - [B] lawyers' and clients' strong resistance
  - [C] the stem exam for would-be lawyers
  - [D] non-professionals' sharp criticism
29. The guild-like ownership structure is considered "restrictive" partly because it \_\_\_\_\_.
- [A] prevents lawyers from gaining due profits
  - [B] bans outsiders' involvement in the profession
  - [C] aggravates the ethical situation in the trade
  - [D] keeps lawyers from holding law-firm shares
30. In this text, the author mainly discusses\_\_\_\_\_.
- [A] the factors that help make a successful lawyer in America

- [B] a problem in America's legal profession and solutions to it
- [C] the role of undergraduate studies in America's legal education
- [D] flawed ownership of America's law firms and its causes

### Text 3

The US\$3-million Fundamental physics prize is indeed an interesting experiment, as Alexander Polyakov said when he accepted this year's award in March. And it is far from the only one of its type. As a News Feature article in *Nature* discusses, a string of lucrative awards for researchers have joined the Nobel Prizes in recent years. Many, like the Fundamental Physics Prize, are funded from the telephone-number-sized bank accounts of Internet entrepreneurs. These benefactors have succeeded in their chosen fields, they say, and they want to use their wealth to draw attention to those who have succeeded in science.

What's not to like? Quite a lot, according to a handful of scientists quoted in the News Feature. You cannot buy class, as the old saying goes, and these upstart entrepreneurs cannot buy their prizes the prestige of the Nobels. The new awards are an exercise in self-promotion for those behind them, say scientists. They could distort the achievement-based system of peer-review-led research. They could cement the status quo of peer-review-led research. They do not fund peer-reviewed research. They perpetuate the myth of the lone genius.

The goals of the prize-givers seem as scattered as the criticism. Some want to shock, others to draw people into science, or to better reward those who have made their careers in research.

As *Nature* has pointed out before, there are some legitimate concerns about how science prizes—both new and old—are distributed. The Breakthrough Prize in Life Sciences, launched this year, takes an unrepresentative view of what the life sciences include. But the Nobel Foundation's limit of three recipients per prize, each of whom must still be living, has long been outgrown by the collaborative nature of modern research—as will be demonstrated by the inevitable row over who is ignored when it comes to acknowledging the discovery of the Higgs boson. The Nobels were, of course, themselves set up by a very rich individual who had decided what he wanted to do with his own money. Time, rather than intention, has given them legitimacy.

As much as some scientists may complain about the new awards, two things seem clear. First, most researchers would accept such a prize if they were offered one. Second, it is surely a good thing that the money and attention come to science rather than go elsewhere. It is fair to criticize and question the mechanism—that is the culture of research, after all—but it is the prize-givers' money to do with as they please. It is wise to take such gifts with gratitude and grace.

31. The Fundamental Physics Prize is seen as\_\_\_\_\_.
- [A] a symbol of the entrepreneurs' wealth  
 [B] a handsome reward for researchers  
 [C] a possible replacement of the Nobel Prizes  
 [D] an example of bankers' investments
32. The critics think that the new awards will most benefit\_\_\_\_\_.
- [A] the profit-oriented scientists  
 [B] the achievement-based system  
 [C] the founders of the new awards  
 [D] peer-review-led research
33. The discovery of the Higgs boson is a typical case which involves\_\_\_\_\_.
- [A] legitimate concerns over the new prizes  
 [B] controversies over the recipients' status  
 [C] the joint effort of modern researchers  
 [D] the demonstration of research findings
34. According to Paragraph 4, which of the following is true of the Nobels?
- [A] History has never cast doubt on them.  
 [B] Their endurance has done justice to them.  
 [C] They are the most representative honor.  
 [D] Their legitimacy has long been in dispute.
35. The author believes that the new awards are\_\_\_\_\_.
- [A] unworthy of public attention  
 [B] subject to undesirable changes  
 [C] harmful to the culture of research  
 [D] acceptable despite the criticism

**Text 4**

“The Heart of the Matter,” the just-released report by the American Academy of Arts and Sciences (AAAS), deserves praise for affirming the importance of the humanities and social sciences to the prosperity and security of liberal democracy in America. Regrettably, however, the report’s failure to address the true nature of the crisis facing liberal education may cause more harm than good.

In 2010, leading congressional Democrats and Republicans sent letters to the AAAS asking that it identify actions that could be taken by “federal, state and local governments, universities, foundations, educators, individual benefactors and others” to “maintain national excellence in humanities and social scientific scholarship and education.” In response, the American Academy formed the Commission on the Humanities and Social Sciences. Among the commission’s 51 members are top-tier-university presidents, scholars, lawyers, judges, and business executives, as well as prominent figures from diplomacy, filmmaking, music and journalism.

The goals identified in the report are generally admirable. Because representative government presupposes an informed citizenry, the report supports full literacy; stresses the study of history and government, particularly American history and American government; and encourages the use of new digital technologies. To encourage innovation and competition, the report calls for increased investment in research, the crafting of coherent curricula that improve students’ ability to solve problems and communicate effectively in the 21st century, increased funding for teachers and the encouragement of scholars to bring their learning to bear on the great challenges of the day. The report also advocates greater study of foreign languages, international affairs and the expansion of study abroad programs.

Unfortunately, despite 2½ years in the making, “The Heart of the Matter” never gets to the heart of the matter: the illiberal nature of liberal education at our leading colleges and universities. The commission ignores that for several decades America’s colleges and universities have produced graduates who don’t know the content and character of liberal education and are thus deprived of its benefits. Sadly, the spirit of inquiry once at home on campus has been replaced by the use of the humanities and social sciences as vehicles for publicizing “progressive”, or left-liberal propaganda.

