

考研英语历届真题大全

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内 容 简 介

本书将 1990~2004 年的考研英语试题汇集在一起,并给出答案与分析,便于考生及英语学习者熟悉历届考研试题,掌握英语知识及应用技巧,在考研中取得优秀的成绩。

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前言

考研英语复习必须有计划、有步骤、有重点地进行。研究生考题一年不同于一年,但出题题型和测试范围却是基本固定和有矩可循的。在英语复习中考生必做的一项工作便是对历届试题反复进行自我测试,同时进行琢磨和总结,找出出题者的意图和出题规律,熟悉五种出题方式、试题内容范围和结构特点,找到相应的应试技巧,并适当地做一些模拟试题,这样便能做到在考试中胸有成竹,稳操胜券。

本书本着这个目的,为考生提供了 1990~2004 年的考题及详解,使考生能透过英语语言现象,总结出应试规律,从而在考试中充分发挥自己应有的英语水平和应用能力,取得理想的成绩。

编者 于北京

全国硕士研究生入学考试英语试卷结构表

部分	节	为考生提供的信息	指导语语言	测试要点	题型	题目数量	计分	答题卡种类
I 听力 (20 分)	A	1 段独白或对话(180~220 词)(放两遍录音)	英语	特定或具体信息	填充表格	5	5	答题卡 1 (人工阅卷、机器阅卷)
	B	1 段独白或对话(280~320 词)(放两遍录音)	英语	具体或总体信息	补全句子或简答题	5	5	
	C	3 段材料(独白或对话)(每段 200~300 词)(放一遍录音)	英语	获取特定信息,理解主旨要义,推测、判断说话者意图、观点或态度等	多项填空多项(四选一)	10	10	
II 英语知识运用 (10 分)		1 篇文章(240~280 词)	英语	词汇、语法和结构	完形填空多项选择题(四选一)	20	10	
III 阅读理解 (50 分)	A	4 篇文章(共约 1 600 词)	英语	理解具体信息,掌握文章大意,猜测生词词义并进行推断等	多项选择题(四选一)	20	40	
	B	1 篇文章(约 400 词) 5 处划线部分(约 150 词)	英语	理解的准确性	英译汉	5	10	答题卡 1 (人工阅卷、机器阅卷)
IV 写作 (20 分)		主题句、写作提纲、规定情景、图、表等	英语	书面表达	短文写作(约 200 词)	1	20	
总计						65+1	100	

目 录

2004 年全国硕士学位研究生入学考试英语试题	1
2004 年试题答案与解析	11
2003 年全国硕士学位研究生入学考试英语试题	19
2003 年试题答案与解析	29
2002 年全国硕士学位研究生入学考试英语试题	38
2002 年试题答案与解析	48
2001 年全国硕士学位研究生入学考试英语试题	57
2001 年试题答案与解析	68
2000 年全国硕士学位研究生入学考试英语试题	81
2000 年试题答案与解析	93
1999 年全国硕士学位研究生入学考试英语试题	106
1999 年试题答案与解析	119
1998 年全国硕士学位研究生入学考试英语试题	134
1998 年试题答案与解析	147
1997 年全国硕士学位研究生入学考试英语试题	166
1997 年试题答案与解析	178
1996 年全国硕士学位研究生入学考试英语试题	201
1996 年试题答案与解析	213
1995 年全国硕士学位研究生入学考试英语试题	235
1995 年试题答案与解析	247
1994 年全国硕士学位研究生入学考试英语试题	266
1994 年试题答案与解析	278
1993 年全国硕士学位研究生入学考试英语试题	296
1993 年试题答案与解析	305
1992 年全国硕士学位研究生入学考试英语试题	312
1992 年试题答案与解析	320
1991 年全国硕士学位研究生入学考试英语试题	327
1991 年试题答案与解析	335
1990 年全国硕士学位研究生入学考试英语试题	341
1990 年试题答案与解析	348

2004 年全国硕士学位研究生入学考试英语试题

Section I Listening Comprehension

Directions:

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

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

Now look at Part A in your test booklet.

Part A

Directions:

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

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

Part B

Directions:

For Questions 6—10, you will hear an interview with Mr. Saffo from the Institute for the Future.

While you listen, complete the sentences or answer the questions. Use **not more than 3 words** for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and questions below. (5 points)

What is Saffo according to himself ?

	6
--	---

The Institute for the Future provides services to private companies and

	7
--	---

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

	8
--	---

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

	9
--	---

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

	10
--	----

Part C

Directions:

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

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

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

- | | |
|---------------------------|-----------------------------|
| [A] Ask for their names. | [B] Name babies after them. |
| [C] Put down their names. | [D] Choose names for them. |

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

- | | |
|--|--------------------------------------|
| [A] the family tree is fairly limited. | [B] the family tie is strong enough. |
| [C] the name is commonly used. | [D] nobody in the family complains. |

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

- | | |
|---------------------------------|---------------------------------------|
| [A] show the beauty of its own. | [B] develop more associations. |
| [C] lose the original meaning. | [D] help form the baby's personality. |

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

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

- | | |
|----------|----------|
| [A] 90. | [B] 108. |
| [C] 180. | [D] 668. |

15. In 1964, Bobby Moore was made

- | |
|--|
| [A] England's footballer of the year. |
| [B] a soccer coach in West Germany. |
| [C] a medalist for his sportsmanship. |
| [D] a number of the Order of the British Empire. |

16. After Moore retired from playing, the first thing he did was
 [A] editing *Sunday Sport*. [B] working for Capital Radio.
 [C] managing professional soccer teams. [D] developing a sports marketing company.

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

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

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

Section II Use of English

Directions:

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

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

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

Changes in the social structure may indirectly (29) juvenile crime rates. For example, changes in the economy that (30) to fewer job opportunities for youth and rising unemployment (31) make gainful employment increasingly difficult to obtain. The resulting discontent may in (32) lead more youths into criminal behavior.

Families have also (33) changes these years. More families consist of one-parent households or two working parents; (34), children are likely to have less supervision at

home (35) was common in the traditional family (36). This lack of parental supervision is thought to be an influence on juvenile crime rates. Other (37) causes of offensive acts include frustration or failure in school, the increased (38) of drugs and alcohol, and the growing (39) of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, (40) a direct causal relationship has not yet been established.

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

Section III Reading Comprehension

Part A

Directions:

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

Text 1

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

With thousands of career-related sites on the Internet, finding promising openings can be

time-consuming and inefficient. Search agents reduce the need for repeated visits to the databases. But although a search agent worked for Redmon, career experts see drawbacks. Narrowing your criteria, for example, may work against you: “Every time you answer a question you eliminate a possibility,” says one expert.

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

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

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

41. How did Redmon find his job ?
 [A] By searching openings in a job database.
 [B] By posting a matching position in a database.
 [C] By using a special service of a database.
 [D] By E-mailing his resume to a database.
42. Which of the following can be a disadvantage of search agents ?
 [A] Lack of counseling. [B] Limited number of visits.
 [C] Lower efficiency. [D] Fewer successful matches.
43. The expression “tip service” (Line 4, Paragraph 3) most probably means
 [A] advisory. [B] compensation.
 [C] interaction. [D] reminder.
44. Why does CareerSite’s agent offer each job hunter only three job options ?
 [A] To focus on better job matches. [B] To attract more returning visits.
 [C] To reserve space for more messages. [D] To increase the rate of success.
45. Which of the following is true according to the text ?
 [A] Personal search agents are indispensable to job-hunters.
 [B] Some sites keep E-mailing job seekers to trace their demands.
 [C] Personal search agents are also helpful to those already employed.
 [D] Some agents stop sending information to people once they are employed.

Text 2

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

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

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

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

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

46. What does the author intend to illustrate with AAAA cars and Zodiac cars?

- [A] A kind of overlooked inequality. [B] A type of conspicuous bias.
[C] A type of personal prejudice. [D] A kind of brand discrimination.

47. What can we infer from the first three paragraphs?

- [A] In both East and West, names are essential to success.
[B] The alphabet is to blame for the failure of Zoë Zysman.
[C] Customers often pay a lot of attention to companies' names.
[D] Some form of discrimination is too subtle to recognize.

48. The 4th paragraph suggests that

- [A] questions are often put to the more intelligent students.
[B] alphabetically disadvantaged students often escape from class.

- [C] teachers should pay attention to all of their students.
 [D] students should be seated according to their eyesight.
49. What does the author mean by “most people are literally having a ZZZ” (Lines 2—3, Paragraph 5) ?
 [A] They are getting impatient. [B] They are noisily dozing off.
 [C] They are feeling humiliated. [D] They are busy with word puzzles.
50. Which of the following is true according to the text ?
 [A] People with surnames beginning with N to Z are often ill-treated.
 [B] VIPs in the Western world gain a great deal from alphabetism.
 [C] The campaign to eliminate alphabetism still has a long way to go.
 [D] Putting things alphabetically may lead to unintentional bias.

Text 3

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

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

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

Many folks see silver linings to this slowdown. Potential home buyers would cheer for lower interest rates. Employers wouldn't mind a little fewer bubbles in the job market. Many consumers seem to have been influenced by stock-market swings, which investors now view as a necessary ingredient to a sustained boom. Diners might see an upside, too. Getting a table at Manhattan's hot new Alain Ducasse restaurant used to be impossible. Not any more. For that, Greenspan & Co. may still be worth toasting.

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

Text 4

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

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

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

“Intellect is resented as a form of power or privilege,” writes historian and professor Richard Hofstadter in *Anti-Intellectualism in American Life*, a Pulitzer-Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything

that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

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

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

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

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

Part B

Directions:

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

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

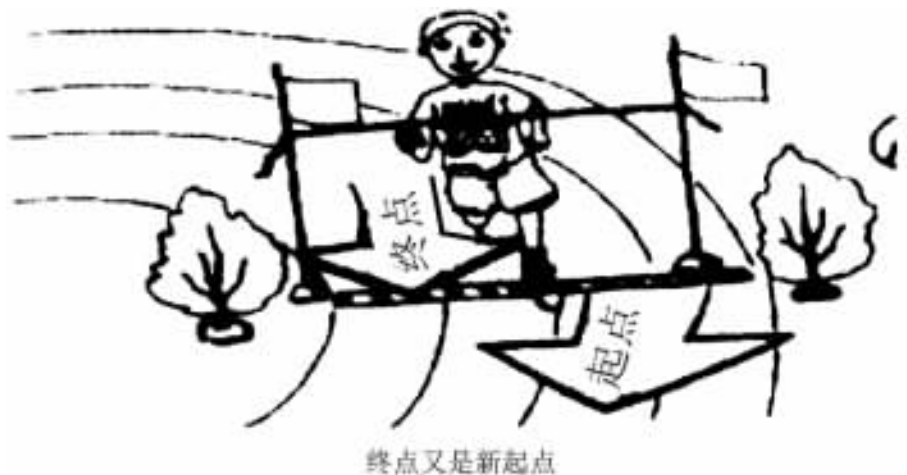
Only recently did linguists begin the serious study of languages that were very different from their own. Two anthropologist-linguists, Franz Boas and Edward Sapir, were pioneers in

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

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

Section IV Writing

66. Directions:



10

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

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

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

2004 年试题答案与解析

一、听力理解

Part A

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

Part B

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

Part C

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

二、语言知识运用

段首句译文:许多论述青少年犯罪原因的理论都把个人或社会视为起作用的主要因素。

21. (C) centering

测试要点:分词意义选择。

- (A) acting“起作用,演戏”;
(B) relying“依赖,依靠”;
(C) centering“集中,聚焦”;
(D) cementing“胶接,粘合”。

题句意为“强调个人影响的理论认为少年犯罪是因为他们以前的犯罪行为没有受到严厉的处罚或是由于他们受到其他人的影响而染上了这些行为。”比较各分词的意义,centering 应为合适选择。

22. (D) because

测试要点:连接词选择。

题句意为“...因为他们以前的犯罪行为没有受到严厉的处罚或是由于他们受到其他人的影响而染上了这些行为。”答案明显为(D)because。

23. (A) interactions

测试要点:以后缀-tion 结尾的名词词义选择。

- (A) interactions“互相影响,互相作用”;
(B) assimilation“同化,消化”;
(C) cooperation“合作,协作”;
(D) consultation“请教,咨询”。

从前两题可知,题句指“...由于他们受到其他人的影响而染上了这些行为。”比较各选项,答案应为(A)interactions。

24. (D) response

测试要点:介词短语用法。

in response to“回答,响应,反应”; in reply (to)“为答复…”; in reference to“关于”; in return (for)“作为…的报答,交换”。题句意为“强调社会影响的理论认为(注:句中省略了与前句相同的动词 suggest)少年犯罪是对自己没有实现提高自己现有社会经济地位的回答或者是对中产阶级价值的否定。”比较各选项,(A) return 和 (C) reference 可首先从逻辑上排除,而 (B) reply 通常指“答复”,故答案应为 (D) response。

25. (A) or

参见题 24 答案,应填入表示选择关系的介词 or。

26. (B) ignoring

测试要点:分词逻辑意义选择。

(A) considering“考虑,认为”;

(B) ignoring“忽视,忽略”;

(C) highlighting“加亮,使显著”;

(D) discarding“丢弃,抛弃”。

题句意为“大多数关于少年犯罪理论研究的重点放在贫穷家庭的孩子上,而忽视了富裕家庭的孩子同样犯罪的事实。”从句子逻辑意义分析,分词所引导的状语成分应为转折关系,比较各选项,只有 (B) ignoring 能表达这种意义。

27. (C) for

测试要点:介词短语固定搭配。

for lack of 为介词短语固定用法,意为“因缺乏…,因无…”,题句意为“而后者犯罪是因为父母没有很好管教。”

28. (D) subject

测试要点:固定短语意义选择。

(A) immune“免疫的,免除的”;

(B) resistant“抵抗的”;

(C) sensitive“敏感的”;

(D) subject“受制于…的,受…影响的”。

to be subject to 为固定短语搭配,意为“须经,必须得到,受…的支配”,题句意为“然而,所有这些理论都是探讨性的,必须加以评论。”to be immune to 意为“免疫的”,to be resistant to 意为“抵抗的”,to be sensitive to 意为“敏感的”;均与题意不符。

29. (A) affect

测试要点:动词逻辑意义选择。

(A) affect“影响”;

(B) reduce“减少”;

(C) chock“垫住,塞住”;

(D) reflect“反映,放射”。

题句意为“社会结构的改变会直接影响少年犯罪率”,从逻辑上说,社会结构的改变会使青少年的经济地位和社会地位发生深刻的变化,故会直接影响少年犯罪率。

30. (B) lead

测试要点:动词搭配意义选择。

(A) point (to)“指向,指出”;

(B) lead (to)“导致,引导”;

(C) come (to)“到达,涉及,共计”;

(D) amount (to)“总计,等于”

题句意为“例如,经济上的改变会导致青少年工作机会减少,而失业的增加通常使能挣钱的工作机会更难寻找。”根据题意,(B) lead (to)应为答案。

31. (A) in general

测试要点:介词短语选择。

(A) in general“通常,一般而言”;

(B) on average“按平均”;

(C) by contrast (with)“和...成对照,和...比起来”;

(D) at length“最后,详细地”。

题句意为“...,而失业的增加通常使能挣钱的工作机会更难寻找。”(A) in general 应为答案。

32. (C) turn

测试要点:介词短语选择。

(A) (in) case“以防,倘若”;

(B) (in) short“简而言之,总而言之”;

(C) (in) turn“反过来,依次”;

(D) (in) essence“本质上,实质上”。

题句意为“由此产生的不满反过来会将更多青少年引入犯罪。”答案明显应为 (C) (in) turn“反过来”。

33. (D) experienced

测试要点:动词词义选择。

(A) survive“幸存”;

(B) notice“注意到”;

(C) undertake“从事,承担”;

(D) experience“经历”。

题句意为“这些年,家庭也经历了变化。”答案明显为 (D)。

34. (B) consequently

测试要点:副词词义选择。

(A) contrarily“反之,相反地”;

(B) consequently“结果,因此”;

(C) similarly“同样地,类似于”;

(D) simultaneously“同时地”。

题句意为“多数家庭只有一个大人管家或者父母二人都上班,结果,孩子们在家中所受到的监督就比在传统家庭结构中所见到的监督少得多。”前面半句是原因,后面半句为结果,故答案应为 (B)。

35. (A) than

测试要点:习惯短语用法。

less... than 为习惯短语,意为“不及,不如”,参考题 34 答案。

36. (B) structure

测试要点:名词词义选择。

(A) system“系统”;

(B) structure“结构”;