

2005 年全真试题

Section I Use of English



原文外教朗读

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)

The human nose is an underrated tool. Humans are often thought to be insensitive smellers compared with animals, 1 this is largely because, 2 animals, we stand upright. This means that our noses are 3 to perceiving those smells which float through the air, 4 the majority of smells which stick to surfaces. In fact, 5, we are extremely sensitive to smells, 6 we do not generally realize it. Our noses are capable of 7 human smells even when these are 8 to far below one part in one million.

Strangely, some people find that they can smell one type of flower but not another, 9 others are sensitive to the smells of both flowers. This may be because some people do not have the genes necessary to generate 10 smell receptors in the nose. These receptors are the cells which sense smells and send 11 to the brain. However, it has been found that even people insensitive to a certain smell 12 can suddenly become sensitive to it when 13 to it often enough.

The explanation for insensitivity to smell seems to be that the brain finds it 14 to keep all smell receptors working all the time but can 15 new receptors if necessary. This may 16 explain why we are not usually sensitive to our own smells—we simply do not need to be. We are not 17 of the usual smell of our own house, but we 18 new smells when we visit someone else's. The brain finds it best to keep smell receptors 19 for unfamiliar and emergency signals 20 the smell of smoke, which might indicate the danger of fire.

- | | | | |
|-----------------------|-----------------|-----------------|---------------|
| 1. [A] although | [B] as | [C] but | [D] while |
| 2. [A] above | [B] unlike | [C] excluding | [D] besides |
| 3. [A] limited | [B] committed | [C] dedicated | [D] confined |
| 4. [A] catching | [B] ignoring | [C] missing | [D] tracking |
| 5. [A] anyway | [B] though | [C] instead | [D] therefore |
| 6. [A] even if | [B] if only | [C] only if | [D] as if |
| 7. [A] distinguishing | [B] discovering | [C] determining | [D] detecting |
| 8. [A] diluted | [B] dissolved | [C] dispersed | [D] diffused |
| 9. [A] when | [B] since | [C] for | [D] whereas |
| 10. [A] unusual | [B] particular | [C] unique | [D] typical |
| 11. [A] signs | [B] stimuli | [C] messages | [D] impulses |
| 12. [A] at first | [B] at all | [C] at large | [D] at times |
| 13. [A] subjected | [B] left | [C] drawn | [D] exposed |

- | | | | |
|---------------------|-----------------|------------------|------------------|
| 14. [A] ineffective | [B] incompetent | [C] inefficient | [D] insufficient |
| 15. [A] introduce | [B] summon | [C] trigger | [D] create |
| 16. [A] still | [B] also | [C] otherwise | [D] nevertheless |
| 17. [A] sure | [B] sick | [C] aware | [D] tired |
| 18. [A] tolerate | [B] repel | [C] neglect | [D] notice |
| 19. [A] available | [B] reliable | [C] identifiable | [D] suitable |
| 20. [A] similar to | [B] such as | [C] along with | [D] aside from |

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

Everybody loves a fat pay rise. Yet pleasure at your own can vanish if you learn that a colleague has been given a bigger one. Indeed, if he has a reputation for slacking, you might even be outraged. Such behaviour is regarded as “all too human”, with the underlying assumption that other animals would not be capable of this finely developed sense of grievance. But a study by Sarah Brosnan and Frans de Waal of Emory University in Atlanta, Georgia, which has just been published in *Nature*, suggests that it is all too monkey, as well.

The researchers studied the behaviour of female brown capuchin monkeys. They look cute. They are good-natured, co-operative creatures, and they share their food readily. Above all, like their female human counterparts, they tend to pay much closer attention to the value of “goods and services” than males.

Such characteristics make them perfect candidates for Dr. Brosnan’s and Dr. de waal’s study. The researchers spent two years teaching their monkeys to exchange tokens for food. Normally, the monkeys were happy enough to exchange pieces of rock for slices of cucumber. However, when two monkeys were placed in separate but adjoining chambers, so that each could observe what the other was getting in return for its rock, their behaviour became markedly different.

In the world of capuchins, grapes are luxury goods (and much preferable to cucumbers). So when one monkey was handed a grape in exchange for her token, the second was reluctant to hand hers over for a mere piece of cucumber. And if one received a grape without having to provide her token in exchange at all, the other either tossed her own token at the researcher or out of the chamber, or refused to accept the slice of cucumber. Indeed, the mere presence of a grape in the other chamber (without an actual monkey to eat it) was enough to induce resentment in a female capuchin.

The researches suggest that capuchin monkeys, like humans, are guided by social emotions. In the wild, they are a cooperative, group-living species. Such cooperation is likely to be stable only when each animal feels it is not being cheated. Feelings of righteous indignation, it seems, are not the preserve of people alone. Refusing a lesser reward completely makes these feelings abundantly clear to other members of the group. However, whether such a sense of fairness evolved independently in capuchins and humans, or whether it stems from the common ancestor that the species had 35 million

years ago, is, as yet, an unanswered question.

21. In the opening paragraph, the author introduces his topic by _____.

- [A] posing a contrast [B] justifying an assumption
[C] making a comparison [D] explaining a phenomenon

22. The statement “it is all too monkey” (Last line, Paragraph 1) implies that _____.

- [A] monkeys are also outraged by slack rivals
[B] resenting unfairness is also monkeys’ nature
[C] monkeys, like humans, tend to be jealous of each other
[D] no animals other than monkeys can develop such emotions



原文外教朗读

Text 1

23. Female capuchin monkeys were chosen for the research most probably because they are _____.

- [A] more inclined to weigh what they get [B] attentive to researchers’ instructions
[C] nice in both appearance and temperament [D] more generous than their male companions

24. Dr. Brosnan and Dr. de Waal have eventually found in their study that the monkeys _____.

- [A] prefer grapes to cucumbers [B] can be taught to exchange things
[C] will not be cooperative if feeling cheated [D] are unhappy when separated from others

25. What can we infer from the last paragraph?

- [A] Monkeys can be trained to develop social emotions.
[B] Human indignation evolved from an uncertain source.
[C] Animals usually show their feelings openly as humans do.
[D] Cooperation among monkeys remains stable only in the wild.



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Text 2



Text 2

Do you remember all those years when scientists argued that smoking would kill us but the doubters insisted that we didn’t know for sure? That the evidence was inconclusive, the science uncertain? That the antismoking lobby was out to destroy our way of life and the government should stay out of the way? Lots of Americans bought that nonsense, and over three decades, some 10 million smokers went to early graves.

There are upsetting parallels today, as scientists in one wave after another try to awaken us to the growing threat of global warming. The latest was a panel from the National Academy of Sciences, enlisted by the White House, to tell us that the Earth’s atmosphere is definitely warming and that the problem is largely man-made. The clear message is that we should get moving to protect ourselves. The president of the National Academy, Bruce Alberts, added this key point in the preface to the panel’s report: “Science never has all the answers. But science does provide us with the best available guide to the future, and it is critical that our nation, and the world base important policies on the best judgments that science can provide concerning the future consequences of present actions.”

Just as on smoking, voices now come from many quarters insisting that the science about global warming is incomplete, that it’s OK to keep pouring fumes into the air until we know for sure. This is a dangerous game; by the time 100 percent of the evidence is in, it may be too late. With the risks obvious and growing, a prudent people would take out an insurance policy now.

Fortunately, the White House is starting to pay attention. But it’s obvious that a majority of the

president's advisers still don't take global warming seriously. Instead of a plan of action, they continue to press for more research—a classic case of “paralysis by analysis”.

To serve as responsible stewards of the planet, we must press forward on deeper atmospheric and oceanic research. But research alone is inadequate. If the Administration won't take the legislative initiative, Congress should help to begin fashioning conservation measures. A bill by Democratic Senator Robert Byrd of West Virginia, which would offer financial incentives for private industry, is a promising start. Many see that the country is getting ready to build lots of new power plants to meet our energy needs. If we are ever going to protect the atmosphere, it is crucial that those new plants be environmentally sound.

26. An argument made by supporters of smoking was that _____.
 [A] there was no scientific evidence of the correlation between smoking and death
 [B] the number of early deaths of smokers in the past decades was insignificant
 [C] people had the freedom to choose their own way of life
 [D] antismoking people were usually talking nonsense
27. According to Bruce Alberts, science can serve as _____.
 [A] a protector [B] a judge [C] a critic [D] a guide
28. What does the author mean by “paralysis by analysis” (Last line, Paragraph 4)?
 [A] Endless studies kill action. [B] Careful investigation reveals truth.
 [C] Prudent planning hinders progress. [D] Extensive research helps decision-making.
29. According to the author, what should the Administration do about global warming?
 [A] Offer aid to build cleaner power plants. [B] Raise public awareness of conservation.
 [C] Press for further scientific research. [D] Take some legislative measures.
30. The author associates the issue of global warming with that of smoking because _____.
 [A] they both suffered from the government's negligence
 [B] a lesson from the latter is applicable to the former
 [C] the outcome of the latter aggravates the former
 [D] both of them have turned from bad to worse



Text 3



原文外教朗读

Text 3

Of all the components of a good night's sleep, dreams seem to be least within our control. In dreams, a window opens into a world where logic is suspended and dead people speak. A century ago, Freud formulated his revolutionary theory that dreams were the disguised shadows of our unconscious desires and fears; by the late 1970s, neurologists had switched to thinking of them as just “mental noise”—the random byproducts of the neural-repair work that goes on during sleep. Now researchers suspect that dreams are part of the mind's emotional thermostat, regulating moods while the brain is “off-line.” And one leading authority says that these intensely powerful mental events can be not only harnessed but actually brought under conscious control, to help us sleep and feel better, “It's your dream,” says Rosalind Cartwright, chair of psychology at Chicago's Medical Center. “If you don't like it, change it.”

Evidence from brain imaging supports this view. The brain is as active during REM (rapid eye movement) sleep—when most vivid dreams occur—as it is when fully awake, says Dr. Eric Nofzinger

at the University of Pittsburgh. But not all parts of the brain are equally involved; the limbic system (the “emotional brain”) is especially active, while the prefrontal cortex (the center of intellect and reasoning) is relatively quiet. “We wake up from dreams happy or depressed, and those feelings can stay with us all day,” says Stanford sleep researcher Dr. William Dement.

The link between dreams and emotions shows up among the patients in Cartwright’s clinic. Most people seem to have more bad dreams early in the night, progressing toward happier ones before awakening, suggesting that they are working through negative feelings generated during the day. Because our conscious mind is occupied with daily life we don’t always think about the emotional significance of the day’s events—until, it appears, we begin to dream.

And this process need not be left to the unconscious. Cartwright believes one can exercise conscious control over recurring bad dreams. As soon as you awaken, identify what is upsetting about the dream. Visualize how you would like it to end instead; the next time it occurs, try to wake up just enough to control its course. With much practice people can learn to, literally, do it in their sleep.

At the end of the day, there’s probably little reason to pay attention to our dreams at all unless they keep us from sleeping or “we wake up in a panic,” Cartwright says. Terrorism, economic uncertainties and general feelings of insecurity have increased people’s anxiety. Those suffering from persistent nightmares should seek help from a therapist. For the rest of us, the brain has its ways of working through bad feelings. Sleep—or rather dream—on it and you’ll feel better in the morning.

31. Researchers have come to believe that dreams _____.
 [A] can be modified in their courses [B] are susceptible to emotional changes
 [C] reflect our innermost desires and fears [D] are a random outcome of neural repairs
32. By referring to the limbic system, the author intends to show _____.
 [A] its function in our dreams [B] the mechanism of REM sleep
 [C] the relation of dreams to emotions [D] its difference from the prefrontal cortex
33. The negative feelings generated during the day tend to _____.
 [A] aggravate in our unconscious mind [B] develop into happy dreams
 [C] persist till the time we fall asleep [D] show up in dreams early at night
34. Cartwright seems to suggest that _____.
 [A] waking up in time is essential to the ridding of bad dreams
 [B] visualizing bad dreams helps bring them under control
 [C] dreams should be left to their natural progression
 [D] dreaming may not entirely belong to the unconscious
35. What advice might Cartwright give to those who sometimes have had dreams?
 [A] Lead your life as usual. [B] Seek professional help.
 [C] Exercise conscious control. [D] Avoid anxiety in the daytime.



Text 4

Americans no longer expect public figures, whether in speech or in writing, to command the English language with skill and gift. Nor do they aspire to such command themselves. In his latest book, *Doing Our Own Thing: The Degradation of Language and Music and Why We Should Like, Care*, John McWhorter, a linguist and controversialist of mixed liberal and conservative views, sees

the triumph of 1960s counter-culture as responsible for the decline of formal English.

Blaming the permissive 1960s is nothing new, but this is not yet another criticism against the decline in education. Mr. McWhorter's academic speciality is language history and change, and he sees the gradual disappearance of "whom", for example, to be natural and no more regrettable than the loss of the case-endings of Old English.

But the cult of the authentic and the personal, "doing our own thing", has spelt the death of formal speech, writing, poetry and music. While even the modestly educated sought an elevated tone when they put pen to paper before the 1960s, even the most well regarded writing since then has sought to capture spoken English on the page. Equally, in poetry, the highly personal, performative genre is the only form that could claim real liveliness. In both oral and written English, talking is triumphing over speaking, spontaneity over craft.

Illustrated with an entertaining array of examples from both high and low culture, the trend that Mr. McWhorter documents is unmistakable. But it is less clear, to take the question of his subtitle, why we should, like, care. As a linguist, he acknowledges that all varieties of human language, including non-standard ones like Black English, can be powerfully expressive—there exists no language or dialect in the world that cannot convey complex ideas. He is not arguing, as many do, that we can no longer think straight because we do not talk proper.

Russians have a deep love for their own language and carry large chunks of memorized poetry in their heads, while Italian politicians tend to elaborate speech that would seem old-fashioned to most English-speakers. Mr. McWhorter acknowledges that formal language is not strictly necessary, and proposes no radical education reforms—he is really grieving over the loss of something beautiful more than useful. We now take our English "on paper plates instead of china". A shame, perhaps, but probably an inevitable one.



原文外教朗读
Text 4

36. According to Mc Whorter, the decline of formal English _____.

- [A] is inevitable in radical education reforms
- [B] is but all too natural in language development
- [C] has caused the controversy over the counter-culture
- [D] brought about changes in public attitudes in the 1960s

37. The word "talking" (Line 5, Paragraph 3) denotes _____.

- [A] modesty
- [B] personality
- [C] liveliness
- [D] informality

38. To which of the following statements would McWhorter most likely agree?

- [A] Logical thinking is not necessarily related to the way we talk.
- [B] Black English can be more expressive than standard English.
- [C] Non-standard varieties of human language are just as entertaining.
- [D] Of all the varieties, standard English can best convey complex ideas.

39. The description of Russians' love of memorizing poetry shows the author's _____.

- [A] interest in their language
- [B] appreciation of their efforts
- [C] admiration for their memory
- [D] contempt for their old-fashionedness

40. According to the last paragraph, "paper plates" is to "china" as _____.

- [A] "temporary" is to "permanent"
- [B] "radical" is to "conservative"
- [C] "functional" is to "artistic"
- [D] "humble" is to "noble"

Part B

Directions:

In the following text, some sentences have been removed. For Questions 41—45, choose the most suitable one from the list A—G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the gaps. Mark your answers on ANSWER SHEET1. (10 points)



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Canada's premiers (the leaders of provincial governments), if they have any breath left after complaining about Ottawa at their late July annual meeting, might spare a moment to do something, together, to reduce health-care costs.

They're all groaning about soaring health budgets, the fastest-growing component of which are pharmaceutical costs.

(41) _____.

What to do? Both the Romanow commission and the Kirby committee on health care—to say nothing of reports from other experts—recommended the creation of a national drug agency. Instead of each province having its own list of approved drugs, bureaucracy, procedures and limited bargaining power, all would pool resources, work with Ottawa, and create a national institution.

(42) _____.

But “national” doesn't have to mean that. “National” could mean interprovincial—provinces combining efforts to create one body.

Either way, one benefit of a “national” organization would be to negotiate better prices, if possible, with drug manufacturers. Instead of having one province—or a series of hospitals within a province—negotiate a price for a given drug on the provincial list, the national agency would negotiate on behalf of all provinces.

Rather than, say, Quebec, negotiating on behalf of seven million people, the national agency would negotiate on behalf of 31 million people. Basic economics suggests the greater the potential consumers, the higher the likelihood of a better price.

(43) _____.

A small step has been taken in the direction of a national agency with the creation of the Canadian Coordinating Office for Health Technology Assessment, funded by Ottawa and the provinces. Under it, a Common Drug Review recommends to provincial lists which new drugs should be included. Predictably, and regrettably, Quebec refused to join.

A few premiers are suspicious of any federal-provincial deal-making. They (particularly Quebec and Alberta) just want Ottawa to fork over additional billions with few, if any, strings attached. That's one reason why the idea of a national list hasn't gone anywhere while drug costs keep rising fast.

(44) _____.

Premiers love to quote Mr. Romanow's report selectively, especially the parts about more federal money. Perhaps they should read what he had to say about drugs: “A national drug agency would provide governments more influence on pharmaceutical companies in order to try to constrain the ever-increasing cost of drugs.”

(45) _____.

So when the premiers gather in Niagara Falls to assemble their usual complaint list, they should also get cracking about something in their jurisdiction that would help their budgets and patients.

[A] Quebec's resistance to a national agency is provincialist ideology. One of the first advocates for a national list was a researcher at Laval University. Quebec's Drug Insurance Fund has seen its costs skyrocket with annual increases from 14.3 per cent to 26.8 per cent!

[B] Or they could read Mr. Kirby's report: "the substantial buying power of such an agency would strengthen the public prescription-drug insurance plans to negotiate the lowest possible purchase prices from drug companies"

[C] What does "national" mean? Roy Romanow and Senator Michael Kirby recommended a federal-provincial body much like the recently created National Health Council.

[D] The problem is simple and stark: health-care costs have been, are, and will continue to increase faster than government revenues.

[E] According to the Canadian Institute for Health Information, prescription drug costs have risen since 1997 at twice the rate of overall health-care spending. Part of the increase comes from drugs being used to replace other kinds of treatments. Part of it arises from new drugs costing more than older kinds. Part of it is higher prices.

[F] So, if the provinces want to run the health-care show, they should prove they can run it, starting with an interprovincial health list that would end duplication, save administrative costs, prevent one province from being played off against another, and bargain for better drug prices.

[G] Of course, the pharmaceutical companies will scream. They like divided buyers; they can lobby better that way. They can use the threat of removing jobs from one province to another. They can hope that, if one province includes a drug on its list, the pressure will cause others to include it on theirs. They wouldn't like a national agency, but self-interest would lead them to deal with it.

Part C

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)



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It is not easy to talk about the role of the mass media in this overwhelmingly significant phase in European history. History and news become confused, and one's impressions tend to be a mixture of skepticism and optimism. 46) Television is one of the means by which these feelings are created and conveyed—and perhaps never before has it served so much to connect different peoples and nations as in the recent events in Europe. The Europe that is now forming cannot be anything other than its peoples, their cultures and national identities. With this in mind we can begin to analyze the European television scene. 47) In Europe, as elsewhere, multi-media groups have been increasingly successful; groups which bring together television, radio, newspapers, magazines and publishing houses that work in relation to one another. One Italian example would be the Berlusconi group, while abroad Maxwell and Murdoch come to mind.

Clearly, only the biggest and most flexible television companies are going to be able to compete in such a rich and hotly-contested market. 48) This alone demonstrates that the television business is not an easy world to survive in, a fact underlined by statistics that show that out of eighty European television networks, no less than 50% took a loss in 1989.

Moreover, the integration of the European community will oblige television companies to cooperate more closely in terms of both production and distribution.

49) Creating a “European identity” that respects the different cultures and traditions which go to make up the connecting fabric of the Old Continent is no easy task and demands a strategic choice —that of producing programs in Europe for Europe. This entails reducing our dependence on the North American market, whose programs relate to experiences and cultural traditions which are different from our own.

In order to achieve these objectives, we must concentrate more on co-productions, the exchange of news, documentary services and training. This also involves the agreements between European countries for the creation of a European bank for Television Production which, on the model of the European Investments Bank, will handle the finances necessary for production costs. 50) In dealing with a challenge on such a scale, it is no exaggeration to say, “United we stand, divided we fall” — and if I had to choose a slogan it would be “Unity in our diversity.” A unity of objectives that nonetheless respect the varied peculiarities of each country.

Section III Writing

Part A

51. Directions:

Two months ago you got a job as an editor for the magazine *Designs & Fashions*. But now you find that the work is not what you expected. You decide to quit. Write a letter to your boss, Mr. Wang, telling him your decision, stating your reason(s), and making an apology.

Write your letter with no less than 100 words. Write it neatly on ANSWER SHEET 2. Do not sign your own name at the end of the letter; use “Li Ming” instead. You do not need to write the address. (10 points)



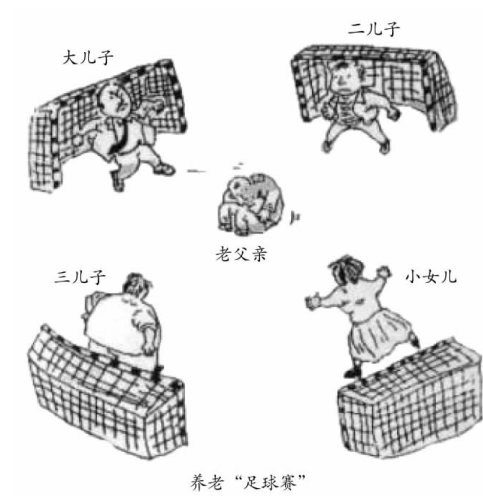
原文外教朗读

Part B

52. Directions:
















Write an essay of 160—200 words based on the following drawing. In your essay, you should first describe the drawing, then interpret its meaning, and give your comment on it.

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



原文外教朗读

答题卡

姓 名	报考单位
填 涂 说 明	<p>1. 填写部分用蓝（黑）色字迹钢笔、圆珠笔或签字笔填写，信息点或选项用2B铅笔涂写，修改时用橡皮擦干净。</p> <p>2. 此卡不准弄皱、弄脏或弄破，不准折叠。</p> <p>3. 考试结束，将此卡和试题一并装入试题袋中。</p> <p>正确涂写  错误涂写              </p>

[illegible]

45 [A] [B] [C] [D] [E] [F] [G]

50.



试卷条形码

51小作文

52大作文

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2006 年全真试题

Section I Use of English



原文外教朗读

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)

The homeless make up a growing percentage of America's population. 1, homelessness has reached such proportions that local governments can't possibly 2. To help homeless people 3 independence, the federal government must support job training programs, 4 the minimum wage, and fund more low-cost housing.

5 everyone agrees on the number of Americans who are homeless. Estimates 6 anywhere from 600,000 to 3 million. 7 the figure may vary, analysts do agree on another matter: that the number of the homeless is 8. One of the federal government's studies 9 that the number of the homeless will reach nearly 19 million by the end of this decade.

Finding ways to 10 this growing homeless population has become increasingly difficult. 11 when homeless individuals manage to find a 12 that will give them three meals a day and a place to sleep at night, a good number still spend the bulk of each day 13 the street. Part of the problem is that many homeless adults are addicted to alcohol or drugs. And a significant number of the homeless have serious mental disorders. Many others, 14 not addicted or mentally ill, simply lack the everyday 15 skills needed to turn their lives 16. *Boston Globe* reporter Chris Reidy notes that the situation will improve only when there are 17 programs that address the many needs of the homeless. 18 Edward Zlotkowski, director of community service at Bentley College in Massachusetts, 19 it, "There has to be 20 of programs. What's needed is a package deal."

- | | | | |
|-------------------|---------------|----------------|-----------------|
| 1. [A] Indeed | [B] Likewise | [C] Therefore | [D] Furthermore |
| 2. [A] stand | [B] cope | [C] approve | [D] retain |
| 3. [A] in | [B] for | [C] with | [D] toward |
| 4. [A] raise | [B] add | [C] take | [D] keep |
| 5. [A] Generally | [B] Almost | [C] Hardly | [D] Not |
| 6. [A] cover | [B] change | [C] range | [D] differ |
| 7. [A] Now that | [B] Although | [C] Provided | [D] Except that |
| 8. [A] inflating | [B] expanding | [C] increasing | [D] extending |
| 9. [A] predicts | [B] displays | [C] proves | [D] discovers |
| 10. [A] assist | [B] track | [C] sustain | [D] dismiss |
| 11. [A] Hence | [B] But | [C] Even | [D] Only |
| 12. [A] lodging | [B] shelter | [C] dwelling | [D] house |
| 13. [A] searching | [B] strolling | [C] crowding | [D] wandering |
| 14. [A] when | [B] once | [C] while | [D] whereas |
| 15. [A] life | [B] existence | [C] survival | [D] maintenance |

- | | | | |
|---------------------|-------------------|-------------------|------------------|
| 16. [A] around | [B] over | [C] on | [D] up |
| 17. [A] complex | [B] comprehensive | [C] complementary | [D] compensating |
| 18. [A] So | [B] Since | [C] As | [D] Thus |
| 19. [A] puts | [B] interprets | [C] assumes | [D] makes |
| 20. [A] supervision | [B] manipulation | [C] regulation | [D] coordination |

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

In spite of “endless talk of difference,” American society is an amazing machine for homogenizing people. There is “the democratizing uniformity of dress and discourse, and the casualness and absence of deference” characteristic of popular culture. People are absorbed into “a culture of consumption” launched by the 19th-century department stores that offered “vast arrays of goods in an elegant atmosphere. Instead of intimate shops catering to a knowledgeable elite” these were stores “anyone could enter, regardless of class or background. This turned shopping into a public and democratic act.” The mass media, advertising and sports are other forces for homogenization.

Immigrants are quickly fitting into this common culture, which may not be altogether elevating but is hardly poisonous. Writing for the National Immigration Forum, Gregory Rodriguez reports that today’s immigration is neither at unprecedented levels nor resistant to assimilation. In 1998 immigrants were 9.8 percent of the population; in 1900, 13.6 percent. In the 10 years prior to 1990, 3.1 immigrants arrived for every 1,000 residents; in the 10 years prior to 1890, 9.2 for every 1,000. Now, consider three indices of assimilation—language, home ownership and intermarriage.

The 1990 Census revealed that “a majority of immigrants from each of the fifteen most common countries of origin spoke English ‘well’ or ‘very well’ after ten years of residence.” The children of immigrants tend to be bilingual and proficient in English. “By the third generation, the original language is lost in the majority of immigrant families.” Hence the description of America as a “graveyard” for languages. By 1996 foreign-born immigrants who had arrived before 1970 had a home ownership rate of 75.6 percent, higher than the 69.8 percent rate among native-born Americans.

Foreign-born Asians and Hispanics “have higher rates of intermarriage than do U. S. -born whites and blacks.” By the third generation, one third of Hispanic women are married to non-Hispanics, and 41 percent of Asian-American women are married to non-Asians.

Rodriguez notes that children in remote villages around the world are fans of superstars like Arnold Schwarzenegger and Garth Brooks, yet “some Americans fear that immigrants living within the United States remain somehow immune to the nation’s assimilative power.”

Are there divisive issues and pockets of seething anger in America? Indeed. It is big enough to have a bit of everything. But particularly when viewed against America’s turbulent past, today’s social indices hardly suggest a dark and deteriorating social environment.

21. The word “homogenizing”(Line 1, Paragraph 1) most probably means _____.
 [A] identifying [B] associating [C] assimilating [D] monopolizing
22. According to the author, the department stores of the 19th century _____.
 [A] played a role in the spread of popular culture
 [B] became intimate shops for common consumers
 [C] satisfied the needs of a knowledgeable elite
 [D] owed its emergence to the culture of consumption
23. The text suggests that immigrants now in the U. S. _____.
 [A] are resistant to homogenization [B] exert a great influence on American culture
 [C] are hardly a threat to the common culture [D] constitute the majority of the population
24. Why are Arnold Schwarzenegger and Garth Brooks mentioned in Paragraph 5?
 [A] To prove their popularity around the world.
 [B] To reveal the public's fear of immigrants.
 [C] To give examples of successful immigrants.
 [D] To show the powerful influence of American culture.
25. In the author's opinion, the absorption of immigrants into American society is _____.
 [A] rewarding [B] successful [C] fruitless [D] harmful



原文外教朗读

Text 1



Text 2

Stratford-on-Avon, as we all know, has only one industry—William Shakespeare—but there are two distinctly separate and increasingly hostile branches. There is the Royal Shakespeare Company (RSC), which presents superb productions of the plays at the Shakespeare Memorial Theatre on the Avon. And there are the townsfolk who largely live off the tourists who come, not to see the plays, but to look at Anne Hathaway's Cottage, Shakespeare's birthplace and the other sights.

The worthy residents of Stratford doubt that the theater adds a penny to their revenue. They frankly dislike the RSC's actors, them with their long hair and beards and sandals and noisiness. It's all deliciously ironic when you consider that Shakespeare, who earns their living, was himself an actor (with a beard) and did his share of noise-making.

The tourist streams are not entirely separate. The sightseers who come by bus—and often take in Warwick Castle and Blenheim Palace on the side—don't usually see the plays, and some of them are even surprised to find a theatre in Stratford. However, the playgoers do manage a little sight-seeing along with their playgoing. It is the playgoers, the RSC contends, who bring in much of the town's revenue because they spend the night (some of them four or five nights) pouring cash into the hotels and restaurants. The sightseers can take in everything and get out of town by nightfall.

The townsfolk don't see it this way and the local council does not contribute directly to the subsidy of the Royal Shakespeare Company. Stratford cries poor traditionally. Nevertheless every hotel in town seems to be adding a new wing or cocktail lounge. Hilton is building its own hotel there, which you may be sure will be decorated with Hamlet Hamburger Bars, the Lear Lounge, the Banquo Banqueting Room, and so forth, and will be very expensive.

Anyway, the townsfolk can't understand why the Royal Shakespeare Company needs a subsidy. (The theatre has broken attendance records for three years in a row. Last year its 1,431 seats were 94 per cent occupied all year long and this year they'll do better.) The reason, of course, is that costs have rocketed and ticket prices have stayed low.

It would be a shame to raise prices too much because it would drive away the young people who are Stratford's most attractive clientele. They come entirely for the plays, not the sights. They all seem to look alike (though they come from all over)—lean, pointed, dedicated faces, wearing jeans and sandals, eating their buns and bedding down for the night on the flagstones outside the theatre to buy the 20 seats and 80 standing-room tickets held for the sleepers and sold to them when the box office opens at 10:30 a. m.

26. From the first two paragraphs, we learn that _____.

- [A] the townsfolk deny the RSC's contribution to the town's revenue
- [B] the actors of the RSC imitate Shakespeare on and off stage
- [C] the two branches of the RSC are not on good terms
- [D] the townsfolk earn little from tourism

27. It can be inferred from Paragraph 3 that _____.

- [A] the sightseers cannot visit the Castle and the Palace separately
- [B] the playgoers spend more money than the sightseers
- [C] the sightseers do more shopping than the playgoers
- [D] the playgoers go to no other places in town than the theater

28. By saying "Stratford cries poor traditionally" (Lines 2, Paragraph 4), the author implies that _____.

- [A] Stratford cannot afford the expansion projects
- [B] Stratford has long been in financial difficulties
- [C] the town is not really short of money
- [D] the townsfolk used to be poorly paid

29. According to the townsfolk, the RSC deserves no subsidy because _____.

- [A] ticket prices can be raised to cover the spending
- [B] the company is financially ill-managed
- [C] the behavior of the actors is not socially acceptable
- [D] the theatre attendance is on the rise

30. From the text we can conclude that the author _____.

- [A] is supportive of both sides
- [B] favors the townsfolk's view
- [C] takes a detached attitude
- [D] is sympathetic to the RSC



原文外教朗读

Text 2



原文外教朗读

Text 3



Text 3

When prehistoric man arrived in new parts of the world, something strange happened to the large animals; they suddenly became extinct. Smaller species survived. The large, slow-growing animals were easy game, and were quickly hunted to extinction. Now something similar could be happening in the oceans.

That the seas are being overfished has been known for years. What researchers such as Ransom Myers and Boris Worm have shown is just how fast things are changing. They have looked at half a century of data from fisheries around the world. Their methods do not attempt to estimate the actual biomass (the amount of living biological matter) of fish species in particular parts of the ocean, but rather changes in that biomass over time. According to their latest paper published in *Nature*, the biomass of large predators (animals that kill and eat other animals) in a new fishery is reduced on average by 80% within 15 years of the start of exploitation. In some long-fished areas, it has halved again since then.

Dr. Worm acknowledges that these figures are conservative. One reason for this is that fishing technology has improved. Today's vessels can find their prey using satellites and sonar, which were not available 50 years ago. That means a higher proportion of what is in the sea is being caught, so the real difference between present and past is likely to be worse than the one recorded by changes in catch sizes. In the early days, too, longlines would have been more saturated with fish. Some individuals would therefore not have been caught, since no baited hooks would have been available to trap them, leading to an underestimate of fish stocks in the past. Furthermore, in the early days of longline fishing, a lot of fish were lost to sharks after they had been hooked. That is no longer a problem, because there are fewer sharks around now.

Dr. Myers and Dr. Worm argue that their work gives a correct baseline, which future management efforts must take into account. They believe the data support an idea current among marine biologists, that of the "shifting baseline". The notion is that people have failed to detect the massive changes which have happened in the ocean because they have been looking back only a relatively short time into the past. That matters because theory suggests that the maximum sustainable yield that can be cropped from a fishery comes when the biomass of a target species is about 50% of its original levels. Most fisheries are well below that, which is a bad way to do business.

31. The extinction of large prehistoric animals is noted to suggest that _____.
 [A] large animals were vulnerable to the changing environment
 [B] small species survived as large animals disappeared
 [C] large sea animals may face the same threat today
 [D] slow-growing fish outlive fast-growing ones
32. We can infer from Dr. Myers and Dr. Worm's paper that _____.
 [A] the stock of large predators in some old fisheries has reduced by 90%
 [B] there are only half as many fisheries as there were 15 years ago
 [C] the catch sizes in new fisheries are only 20% of the original amount
 [D] the number of larger predators dropped faster in new fisheries than in the old
33. By saying "these figures are conservative" (Line 1, Paragraph 3), Dr. Worm means that _____.
 [A] fishing technology has improved rapidly
 [B] the catch-sizes are actually smaller than recorded
 [C] the marine biomass has suffered a greater loss
 [D] the data collected so far are out of date
34. Dr. Myers and other researchers hold that _____.
 [A] people should look for a baseline that can work for a longer time
 [B] fisheries should keep their yields below 50% of the biomass
 [C] the ocean biomass should be restored to its original level
 [D] people should adjust the fishing baseline to the changing situation
35. The author seems to be mainly concerned with most fisheries' _____.
 [A] management efficiency [B] biomass level
 [C] catch-size limits [D] technological application



Text 4



原文外教朗读

Text 4

Many things make people think artists are weird. But the weirdest may be this: artists' only job is to explore emotions, and yet they choose to focus on the ones that feel bad.

This wasn't always so. The earliest forms of art, like painting and music, are those best suited for expressing joy. But somewhere from the 19th century onward, more artists began seeing happiness as meaningless, phony or, worst of all, boring, as we went from Wordsworth's *daffodils* to Baudelaire's *flowers of evil*.

You could argue that art became more skeptical of happiness because modern times have seen so much misery. But it's not as if earlier times didn't know perpetual war, disaster and the massacre of innocents. The reason, in fact, may be just the opposite: there is too much damn happiness in the world today.

After all, what is the one modern form of expression almost completely dedicated to depicting happiness? Advertising. The rise of anti-happy art almost exactly tracks the emergence of mass media, and with it, a commercial culture in which happiness is not just an ideal but an ideology.

People in earlier eras were surrounded by reminders of misery. They worked until exhausted, lived with few protections and died young. In the West, before mass communication and literacy, the most powerful mass medium was the church, which reminded worshippers that their souls were in danger and that they would someday be meat for worms. Given all this, they did not exactly need their art to be a bummer too.

Today the messages the average Westerner is surrounded with are not religious but commercial, and forever happy. Fast-food eaters, news anchors, text messengers, all smiling, smiling, smiling. Our magazines feature beaming celebrities and happy families in perfect homes. And since these messages have an agenda—to lure us to open our wallets—they make the very idea of happiness seem unreliable. “Celebrate!” commanded the ads for the arthritis drug Celebrex, before we found out it could increase the risk of heart attacks.

But what we forget—what our economy depends on us forgetting—is that happiness is more than pleasure without pain. The things that bring the greatest joy carry the greatest potential for loss and disappointment. Today, surrounded by promises of easy happiness, we need art to tell us, as religion once did, *Memento mori*: remember that you will die, that everything ends, and that happiness comes not in denying this but in living with it. It's a message even more bitter than a clove cigarette, yet, somehow, a breath of fresh air.

36. By citing the examples of poets Wordsworth and Baudelaire, the author intends to show that _____.

- [A] poetry is not as expressive of joy as painting or music
- [B] art grows out of both positive and negative feelings
- [C] poets today are less skeptical of happiness
- [D] artists have changed their focus of interest

37. The word “bummer”(Line 5, Paragraph 5) most probably means something _____.

- [A] religious
- [B] unpleasant
- [C] entertaining
- [D] commercial

38. In the author's opinion, advertising _____.

- [A] emerges in the wake of the anti-happy art
- [B] is a cause of disappointment for the general public
- [C] replaces the church as a major source of information
- [D] creates an illusion of happiness rather than happiness itself

39. We can learn from the last paragraph that the author believes _____.

- [A] happiness more often than not ends in sadness
- [B] the anti-happy art is distasteful but refreshing
- [C] misery should be enjoyed rather than denied

- [D] the anti-happy art flourishes when economy booms
40. Which of the following is true of the text?
- [A] Religion once functioned as a reminder of misery.
- [B] Art provides a balance between expectation and reality.
- [C] People feel disappointed at the realities of modern society.
- [D] Mass media are inclined to cover disasters and deaths.

Part B

Directions:

In the following article, some sentences have been removed. For Questions 41-45, choose the most suitable one from the list A-G to fit into each of numbered gaps. There are two extra choices, which you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)



原文外教朗读

On the north bank of the Ohio river sits Evansville, Ind., home of David Williams, 52, and of a riverboat casino (a place where gambling games are played). During several years of gambling in that casino, Williams, a state auditor earning \$35,000 a year, lost approximately \$175,000. He had never gambled before the casino sent him a coupon for \$20 worth of gambling.

He visited the casino, lost the \$20 and left. On his second visit he lost \$800. The casino issued to him, as a good customer, a "Fun Card," which when used in the casino earns points for meals and drinks, and enables the casino to track the user's gambling activities. For Williams, those activities became what he calls "electronic heroin."

(41) _____. In 1997 he lost \$21,000 to one slot machine in two days. In March 1997 he lost \$72,186. He sometimes played two slot machines at a time, all night, until the boat docked at 5 a. m., then went back aboard when the casino opened at 9 a. m. Now he is suing the casino, charging that it should have refused his patronage because it knew he was addicted. It did know he had a problem.

In March 1998, a friend of Williams's got him involuntarily confined to a treatment center for addictions, and wrote to inform the casino of Williams's gambling problem. The casino included a photo of Williams among those of banned gamblers, and wrote to him a "cease admissions" letter. Noting the "medical/psychological" nature of problem gambling behavior, the letter said that before being re-admitted to the casino he would have to present medical/psychological information demonstrating that patronizing the casino would pose no threat to his safety or well-being.

(42) _____.

The Wall Street Journal reports that the casino has 24 signs warning: "Enjoy the fun... and always bet with your head, not over it." Every entrance ticket lists a toll-free number for counseling from the Indiana Department of Mental Health. Nevertheless, Williams's suit charges that the casino, knowing he was "helplessly addicted to gambling," intentionally worked to "lure" him to "engage in conduct against his will." Well.

(43) _____.

The fourth edition of *the Diagnostic and Statistical Manual of Mental Disorders* says "pathological gambling" involves persistent, recurring and uncontrollable pursuit less of money than of the thrill of taking risks in quest of a windfall.

(44) _____. Pushed by science, or what claims to be science, society is reclassifying what

once were considered character flaws or moral failings as personality disorders akin to physical disabilities.
(45) _____.

Forty-four states have lotteries, 29 have casinos, and most of these states are to varying degrees dependent on—you might say addicted to—revenues from wagering. And since the first Internet gambling site was created in 1995, competition for gamblers' dollars has become intense. The Oct. 28 issue of *Newsweek* reported that 2 million gamblers patronize 1,800 virtual casinos *every week*. With \$3.5 billion being lost on Internet wagers this year, gambling has passed pornography as the Web's most profitable business.

[A] Although no such evidence was presented, the casino's marketing department continued to pepper him with mailings. And he entered the casino and used his Fun Card without being detected.

[B] It is unclear what luring was required, given his compulsive behavior. And in what sense was his will operative?

[C] By the time he had lost \$5,000 he said to himself that if he could get back to even, he would quit. One night he won \$5,500, but he did not quit.

[D] Gambling has been a common feature of American life forever, but for a long time it was broadly considered a sin, or a social disease. Now it is a social policy; the most important and aggressive promoter of gambling in America is the government.

[E] David Williams's suit should trouble this gambling nation. But don't bet on it.

[F] It is worrisome that society is medicalizing more and more behavioral problems, often defining as addictions what earlier, sterner generations explained as weakness of will.

[G] The anonymous, lonely, undistracted nature of online gambling is especially conducive to compulsive behavior. But even if the government knew how to move against Internet gambling, what would be its grounds for doing so?

Part C

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)



原文外教朗读

Is it true that the American intellectual is rejected and considered of no account in his society? I am going to suggest that it is not true. Father Bruckberger told part of the story when he observed that it is the intellectuals who have rejected America. But they have done more than that. They have grown dissatisfied with the role of the intellectual. It is they, not America, who have become anti-intellectual.

First, the object of our study pleads for definition. What is an intellectual? (46) I shall define him as an individual who has elected as his primary duty and pleasure in life the activity of thinking in a Socratic(苏格拉底) way about moral problems. He explores such problems consciously, articulately, and frankly, first by asking factual questions, then by asking moral questions, finally by suggesting action which seems appropriate in the light of the factual and moral information which he has obtained. (47) His function is analogous to that of a judge, who must accept the obligation of revealing in as obvious a manner as possible the course of reasoning which led him to his decision.

This definition excludes many individuals usually referred to as intellectuals—the average scientist, for one. (48) I have excluded him because, while his accomplishments may contribute to the so-

lution of moral problems, he has not been charged with the task of approaching any but the factual aspects of those problems. Like other human beings, he encounters moral issues even in the everyday performance of his routine duties—he is not supposed to cook his experiments, manufacture evidence, or doctor his reports. (49) But his primary task is not to think about the moral code which governs his activity, any more than a businessman is expected to dedicate his energies to an exploration of rules of conduct in business. During most of his waking life he will take his code for granted, as the businessman takes his ethics.

The definition also excludes the majority of teachers, despite the fact that teaching has traditionally been the method whereby many intellectuals earn their living. (50) They may teach very well, and more than earn their salaries, but most of them make little or no independent reflections on human problems which involve moral judgment. This description even fits the majority of eminent scholars. Being learned in some branch of human knowledge is one thing; living in “public and illustrious thoughts,” as Emerson would say, is something else.

Section III Writing

Part A

51. Directions:

You want to contribute to Project Hope by offering financial aid to a child in a remote area. Write a letter to the department concerned, asking them to help find a candidate. You should specify what kind of child you want to help and how you will carry out your plan.

Write your letter in no less than 100 words. Write it neatly 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)



原文外教朗读

Part B

52. Directions:

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

1. describe the photos briefly,
2. interpret the social phenomenon reflected by them, and
3. give your point of view.

You should write 160—200 words neatly on ANSWER SHEET 2. (20 points)



原文外教朗读



把崇拜写在脸上



花300元做“小贝头”

注: Beckham(贝克汉姆)——英国足球明星。



No. 29378401
考生信息条形码

全国硕士研究生入学统一考试英语试题

答题卡

姓 名		报考单位	准 考 证 号																
填 涂 说 明	1. 填写部分用蓝（黑）色字迹钢笔、圆珠笔或签字笔填写，信息点或选项用2B铅笔涂写，修改时用橡皮擦干净。			[0][0][0][0][0][0][0][0][0][0][0][0][0][0][0][0]															
	2. 此卡不准弄皱、弄脏或弄破，不准折叠。			[1][1][1][1][1][1][1][1][1][1][1][1][1][1][1][1]															
	3. 考试结束，将此卡和试题一并装入试题袋中。			[2][2][2][2][2][2][2][2][2][2][2][2][2][2][2][2]															
	正确涂写 ■ 错误涂写			[3][3][3][3][3][3][3][3][3][3][3][3][3][3][3][3]															
				[4][4][4][4][4][4][4][4][4][4][4][4][4][4][4][4]															

1-45选择题

1 [A] [B] [C] [D]	6 [A] [B] [C] [D]	11 [A] [B] [C] [D]
2 [A] [B] [C] [D]	7 [A] [B] [C] [D]	12 [A] [B] [C] [D]
3 [A] [B] [C] [D]	8 [A] [B] [C] [D]	13 [A] [B] [C] [D]
4 [A] [B] [C] [D]	9 [A] [B] [C] [D]	14 [A] [B] [C] [D]
5 [A] [B] [C] [D]	10 [A] [B] [C] [D]	15 [A] [B] [C] [D]
16 [A] [B] [C] [D]	21 [A] [B] [C] [D]	26 [A] [B] [C] [D]
17 [A] [B] [C] [D]	22 [A] [B] [C] [D]	27 [A] [B] [C] [D]
18 [A] [B] [C] [D]	23 [A] [B] [C] [D]	28 [A] [B] [C] [D]
19 [A] [B] [C] [D]	24 [A] [B] [C] [D]	29 [A] [B] [C] [D]
20 [A] [B] [C] [D]	25 [A] [B] [C] [D]	30 [A] [B] [C] [D]
31 [A] [B] [C] [D]	36 [A] [B] [C] [D]	41 [A] [B] [C] [D] [E] [F] [G]
32 [A] [B] [C] [D]	37 [A] [B] [C] [D]	42 [A] [B] [C] [D] [E] [F] [G]
33 [A] [B] [C] [D]	38 [A] [B] [C] [D]	43 [A] [B] [C] [D] [E] [F] [G]
34 [A] [B] [C] [D]	39 [A] [B] [C] [D]	44 [A] [B] [C] [D] [E] [F] [G]
35 [A] [B] [C] [D]	40 [A] [B] [C] [D]	45 [A] [B] [C] [D] [E] [F] [G]

46-50翻译题

46. _____

47. _____

48. _____

49. _____

50. _____



试卷条形码

51小作文

52大作文

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

2007 年全真试题

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)

By 1830 the former Spanish and Portuguese colonies had become independent nations. The roughly 20 million 1 of these nations looked 2 to the future. Born in the crisis of the old regime and Iberian colonialism, many of the leaders of independence 3 the ideas of representative government, careers 4 to talent, freedom of commerce and trade, the 5 to private property, and a belief in the individual as the basis of society. 6 there was a belief that the new nations should be sovereign and independent states, large enough to be economically viable and integrated by a 7 set of laws.

On the issue of 8 of religion and the position of the Church, 9, there was less agreement 10 the leadership. Roman Catholicism had been the state religion and the only one 11 by the Spanish Crown. 12 most leaders sought to maintain Catholicism 13 the official religion of the new states, some sought to end the 14 of other faiths. The defense of the Church became a rallying 15 for the conservative forces.

The ideals of the early leaders of independence were often egalitarian, valuing equality of everything. Bolivar had received aid from Haiti and had 16 in return to abolish slavery in the areas he liberated. By 1854 slavery had been abolished everywhere except Spain's 17 colonies. Early promises to end Indian tribute and taxes on people of mixed origin came much 18 because the new nations still needed the revenue such policies 19. Egalitarian sentiments were often tempered by fears that the mass of the population was 20 self-rule and democracy.

- | | | | |
|-------------------|------------------|----------------|-----------------|
| 1. [A] natives | [B] inhabitants | [C] peoples | [D] individuals |
| 2. [A] confusedly | [B] cheerfully | [C] worriedly | [D] hopefully |
| 3. [A] shared | [B] forgot | [C] attained | [D] rejected |
| 4. [A] related | [B] close | [C] open | [D] devoted |
| 5. [A] access | [B] succession | [C] right | [D] return |
| 6. [A] Presumably | [B] Incidentally | [C] Obviously | [D] Generally |
| 7. [A] unique | [B] common | [C] particular | [D] typical |
| 8. [A] freedom | [B] origin | [C] impact | [D] reform |
| 9. [A] therefore | [B] however | [C] indeed | [D] moreover |
| 10. [A] with | [B] about | [C] among | [D] by |
| 11. [A] allowed | [B] preached | [C] granted | [D] funded |
| 12. [A] Since | [B] If | [C] Unless | [D] While |
| 13. [A] as | [B] for | [C] under | [D] against |

- | | | | |
|---------------------|------------------|-----------------------|--------------------|
| 14. [A] spread | [B] interference | [C] exclusion | [D] influence |
| 15. [A] support | [B] cry | [C] plea | [D] wish |
| 16. [A] urged | [B] intended | [C] expected | [D] promised |
| 17. [A] controlling | [B] former | [C] remaining | [D] original |
| 18. [A] slower | [B] faster | [C] easier | [D] tougher |
| 19. [A] created | [B] produced | [C] contributed | [D] preferred |
| 20. [A] puzzled by | [B] hostile to | [C] pessimistic about | [D] unprepared for |

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

If you were to examine the birth certificates of every soccer player in 2006's World Cup tournament, you would most likely find a noteworthy quirk: elite soccer players are more likely to have been born in the earlier months of the year than in the later months. If you then examined the European national youth teams that feed the World Cup and professional ranks, you would find this strange phenomenon to be even more pronounced.

What might account for this strange phenomenon? Here are a few guesses: a) certain astrological signs confer superior soccer skills; b) winter-born babies tend to have higher oxygen capacity, which increases soccer stamina; c) soccer-mad parents are more likely to conceive children in springtime, at the annual peak of soccer mania; d) none of the above.

Anders Ericsson, a 58-year-old psychology professor at Florida State University, says he believes strongly in "none of the above." Ericsson grew up in Sweden, and studied nuclear engineering until he realized he would have more opportunity to conduct his own research if he switched to psychology. His first experiment, nearly 30 years ago, involved memory: training a person to hear and then repeat a random series of numbers. "With the first subject, after about 20 hours of training, his digit span had risen from 7 to 20," Ericsson recalls. "He kept improving, and after about 200 hours of training he had risen to over 80 numbers."

This success, coupled with later research showing that memory itself is not genetically determined, led Ericsson to conclude that the act of memorizing is more of a cognitive exercise than an intuitive one. In other words, whatever inborn differences two people may exhibit in their abilities to memorize, those differences are swamped by how well each person "encodes" the information. And the best way to learn how to encode information meaningfully, Ericsson determined, was a process known as deliberate practice. Deliberate practice entails more than simply repeating a task. Rather, it involves setting specific goals, obtaining immediate feedback and concentrating as much on technique as on outcome.

Ericsson and his colleagues have thus taken to studying expert performers in a wide range of pursuits, including soccer. They gather all the data they can, not just performance statistics and biographical details but also the results of their own laboratory experiments with high achievers. Their

work makes a rather startling assertion; the trait we commonly call talent is highly overrated. Or, put another way, expert performers—whether in memory or surgery, ballet or computer programming—are nearly always made, not born.

21. The birthday phenomenon found among soccer players is mentioned to _____.
 [A] stress the importance of professional training
 [B] spotlight the soccer superstars in the World Cup
 [C] introduce the topic of what makes expert performance
 [D] explain why some soccer teams play better than others
22. The word “mania” (Line 4, Paragraph 2) most probably means _____.
 [A] fun [B] craze [C] hysteria [D] excitement
23. According to Ericsson, good memory _____.
 [A] depends on meaningful processing of information
 [B] results from intuitive rather than cognitive exercises
 [C] is determined by genetic rather than psychological factors
 [D] requires immediate feedback and a high degree of concentration
24. Ericsson and his colleagues believe that _____.
 [A] talent is a dominating factor for professional success
 [B] biographical data provide the key to excellent performance
 [C] the role of talent tends to be overlooked
 [D] high achievers owe their success mostly to nurture
25. Which of the following proverbs is closest to the message the text tries to convey?
 [A] “Faith will move mountains.” [B] “One reaps what one sows.”
 [C] “Practice makes perfect.” [D] “Like father, like son.”



原文外教朗读

Text 1



Text 2

For the past several years, the Sunday newspaper supplement *Parade* has featured a column called “Ask Marilyn.” People are invited to query Marilyn vos Savant, who at age 10 had tested at a mental level of someone about 23 years old; that gave her an IQ of 228—the highest score ever recorded. IQ tests ask you to complete verbal and visual analogies, to envision paper after it has been folded and cut, and to deduce numerical sequences, among other similar tasks. So it is a bit confusing when vos Savant fields such queries from the average Joe (whose IQ is 100) as, What’s the difference between love and fondness? Or what is the nature of luck and coincidence? It’s not obvious how the capacity to visualize objects and to figure out numerical patterns suits one to answer questions that have eluded some of the best poets and philosophers.

Clearly, intelligence encompasses more than a score on a test. Just what does it mean to be smart? How much of intelligence can be specified, and how much can we learn about it from neurology, genetics, computer science and other fields?

The defining term of intelligence in humans still seems to be the IQ score, even though IQ tests are not given as often as they used to be. The test comes primarily in two forms: the Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scales (both come in adult and children’s version). Generally costing several hundred dollars, they are usually given only by psychologists, although variations of them populate bookstores and the World Wide Web. Superhigh scores like vos Savant’s are no longer possible, because scoring is now based on a statistical population distribution among age

peers, rather than simply dividing the mental age by the chronological age and multiplying by 100. Other standardized tests, such as the Scholastic Assessment Test (SAT) and the Graduate Record Exam (GRE), capture the main aspects of IQ tests.

Such standardized tests may not assess all the important elements necessary to succeed in school and in life, argues Robert J. Sternberg. In his article “How Intelligent Is Intelligence Testing?”, Sternberg notes that traditional tests best assess analytical and verbal skills but fail to measure creativity and practical knowledge, components also critical to problem solving and life success. Moreover, IQ tests do not necessarily predict so well once populations or situations change. Research has found that IQ predicted leadership skills when the tests were given under low-stress conditions, but under high-stress conditions, IQ was negatively correlated with leadership—that is, it predicted the opposite. Anyone who has toiled through SAT will testify that test-taking skill also matters, whether it’s knowing when to guess or what questions to skip.

26. Which of the following may be required in an intelligence test?

- [A] Answering philosophical questions.
- [B] Folding or cutting paper into different shapes.
- [C] Telling the differences between certain concepts.
- [D] Choosing words or graphs similar to the given ones.

27. What can be inferred about intelligence testing from Paragraph 3?

- [A] People no longer use IQ scores as an indicator of intelligence.
- [B] More versions of IQ tests are now available on the Internet.
- [C] The test contents and formats for adults and children may be different.
- [D] Scientists have defined the important elements of human intelligence.

28. People nowadays can no longer achieve IQ scores as high as vos Savant’s because ____.

- [A] the scores are obtained through different computational procedures
- [B] creativity rather than analytical skills is emphasized now
- [C] vos Savant’s case is an extreme one that will not repeat
- [D] the defining characteristic of IQ tests has changed

29. We can conclude from the last paragraph that ____.

- [A] test scores may not be reliable indicators of one’s ability
- [B] IQ scores and SAT results are highly correlated
- [C] testing involves a lot of guesswork
- [D] traditional tests are out of date

30. What is the author’s attitude towards IQ tests?

- [A] Supportive. [B] Skeptical. [C] Impartial. [D] Biased.



原文外教朗读

Text 2



Text 3

During the past generation, the American middle-class family that once could count on hard work and fair play to keep itself financially secure has been transformed by economic risk and new realities. Now a pink slip, a bad diagnosis, or a disappearing spouse can reduce a family from solidly middle class to newly poor in a few months.

In just one generation, millions of mothers have gone to work, transforming basic family economics. Scholars, policymakers, and critics of all stripes have debated the social implications of these

changes, but few have looked at the side effect: family risk has risen as well. Today's families have budgeted to the limits of their new two-paycheck status. As a result, they have lost the parachute they once had in times of financial setback—a back-up earner (usually Mom) who could go into the workforce if the primary earner got laid off or fell sick. This “added-worker effect” could support the safety net offered by unemployment insurance or disability insurance to help families weather bad times. But today, a disruption to family fortunes can no longer be made up with extra income from an otherwise-stay-at-home partner.

During the same period, families have been asked to absorb much more risk in their retirement income. Steelworkers, airline employees, and now those in the auto industry are joining millions of families who must worry about interest rates, stock market fluctuation, and the harsh reality that they may outlive their retirement money. For much of the past year, President Bush campaigned to move Social Security to a savings-account model, with retirees trading much or all of their guaranteed payments for payments depending on investment returns. For younger families, the picture is not any better. Both the absolute cost of healthcare and the share of it borne by families have risen—and newly fashionable health-savings plans are spreading from legislative halls to Wal-Mart workers, with much higher deductibles and a large new dose of investment risk for families' future healthcare. Even demographics are working against the middle class family, as the odds of having a weak elderly parent—and all the attendant need for physical and financial assistance—have jumped eightfold in just one generation.

From the middle-class family perspective, much of this, understandably, looks far less like an opportunity to exercise more financial responsibility, and a good deal more like a frightening acceleration of the wholesale shift of financial risk onto their already overburdened shoulders. The financial fallout has begun, and the political fallout may not be far behind.

31. Today's double-income families are at greater financial risk in that _____.

- [A] the safety net they used to enjoy has disappeared
- [B] their chances of being laid off have greatly increased
- [C] they are more vulnerable to changes in family economics
- [D] they are deprived of unemployment or disability insurance



原文外教朗读

Text 3

32. As a result of President Bush's reform, retired people may have _____.

- [A] a higher sense of security
- [B] less secured payments
- [C] less chance to invest
- [D] a guaranteed future

33. According to the author, health-savings plans will _____.

- [A] help reduce the cost of healthcare
- [B] popularize among the middle class
- [C] compensate for the reduced pensions
- [D] increase the families' investment risk

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

- [A] financial risks tend to outweigh political risks
- [B] the middle class may face greater political challenges
- [C] financial problems may bring about political problems
- [D] financial responsibility is an indicator of political status

35. Which of the following is the best title for this text?

- [A] The Middle Class on the Alert
- [B] The Middle Class on the Cliff
- [C] The Middle Class in Conflict
- [D] The Middle Class in Ruins



Text 4

It never rains but it pours. Just as bosses and boards have finally sorted out their worst accounting and compliance troubles, and improved their feeble corporation governance, a new problem threatens to earn them—especially in America—the sort of nasty headlines that inevitably lead to heads rolling in the executive suite: data insecurity. Left, until now, to odd, low-level IT staff to put right, and seen as a concern only of data-rich industries such as banking, telecoms and air travel, information protection is now high on the boss's agenda in businesses of every variety.

Several massive leakages of customer and employee data this year—from organizations as diverse as Time Warner, the American defense contractor Science Applications International Corp and even the University of California, Berkeley—have left managers hurriedly peering into their intricate IT systems and business processes in search of potential vulnerabilities.

“Data is becoming an asset which needs to be guarded as much as any other asset,” says Haim Mendelson of Stanford University's business school. “The ability to guard customer data is the key to market value, which the board is responsible for on behalf of shareholders”. Indeed, just as there is the concept of Generally Accepted Accounting Principles (GAAP), perhaps it is time for GASP, Generally Accepted Security Practices, suggested Eli Noam of New York's Columbia Business School. “Setting the proper investment level for security, redundancy, and recovery is a management issue, not a technical one,” he says.

The mystery is that this should come as a surprise to any boss. Surely it should be obvious to the dimmest executive that trust, that most valuable of economic assets, is easily destroyed and hugely expensive to restore—and that few things are more likely to destroy trust than a company letting sensitive personal data get into the wrong hands.

The current state of affairs may have been encouraged—though not justified—by the lack of legal penalty (in America, but not Europe) for data leakage. Until California recently passed a law, American firms did not have to tell anyone, even the victim, when data went astray. That may change fast: lots of proposed data-security legislation is now doing the rounds in Washington, D. C. Meanwhile, the theft of information about some 40 million credit-card accounts in America, disclosed on June 17th, overshadowed a hugely important decision a day earlier by America's Federal Trade Commission (FTC) that puts corporate America on notice that regulators will act if firms fail to provide adequate data security.

36. The statement “It never rains but it pours” is used to introduce _____.
 [A] the fierce business competition [B] the feeble boss-board relations
 [C] the threat from news reports [D] the severity of data leakage
37. According to Paragraph 2, some organizations check their systems to find out _____.
 [A] whether there is any weak point [B] what sort of data has been stolen
 [C] who is responsible for the leakage [D] how the potential spies can be located
38. In bringing up the concept of GASP the author is making the point that _____.
 [A] shareholders' interests should be properly attended to
 [B] information protection should be given due attention
 [C] businesses should enhance their level of accounting security
 [D] the market value of customer data should be emphasized

39. According to Paragraph 4, what puzzles the author is that some bosses fail to _____.

- [A] see the link between trust and data protection
- [B] perceive the sensitivity of personal data
- [C] realize the high cost of data restoration
- [D] appreciate the economic value of trust

40. It can be inferred from Paragraph 5 that _____.

- [A] data leakage is more severe in Europe
- [B] FTC's decision is essential to data security
- [C] California takes the lead in security legislation
- [D] legal penalty is a major solution to data leakage



原文外教朗读
Text 4

Part B

Directions:

You are going to read a list of headings and a text about what parents are supposed to do to guide their children into adulthood. Choose a heading from the list A—G that best fits the meaning of each numbered part of the text (41—45). The first and last paragraphs of the text are not numbered. There are two extra headings that you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

- [A] Set a Good Example for Your Kids
- [B] Build Your Kids' Work Skills
- [C] Place Time Limits on Leisure Activities
- [D] Talk about the Future on a Regular Basis
- [E] Help Kids Develop Coping Strategies
- [F] Help Your Kids Figure Out Who They Are
- [G] Build Your Kids' Sense of Responsibility



原文外教朗读

How Can a Parent Help?

Mothers and fathers can do a lot to ensure a safe landing in early adulthood for their kids. Even if a job's starting salary seems too small to satisfy an emerging adult's need for rapid content, the transition from school to work can be less of a setback if the start-up adult is ready for the move. Here are a few measures, drawn from my book *Ready or Not, Here Life Comes*, that parents can take to prevent what I call "work-life unreadiness":

(41) _____

You can start this process when they are 11 or 12. Periodically review their emerging strengths and weaknesses with them and work together on any shortcomings, like difficulty in communicating well or collaborating. Also, identify the kinds of interests they keep coming back to, as these offer clues to the careers that will fit them best.

(42) _____

Kids need a range of authentic role models—as opposed to members of their clique, pop stars and vaunted athletes. Have regular dinner-table discussions about people the family knows and how they got where they are. Discuss the joys and downsides of your own career and encourage your kids to form some ideas about their own future. When asked what they want to do, they should be discouraged from saying "I have no idea." They can change their minds 200 times, but having only a foggy view of the future is of little good.

(43) _____

Teachers are responsible for teaching kids how to learn; parents should be responsible for teaching them how to work. Assign responsibilities around the house and make sure homework deadlines are met. Encourage teenagers to take a part-time job. Kids need plenty of practice delaying gratification and deploying effective organizational skills, such as managing time and setting priorities.

(44) _____

Playing video games encourages immediate content. And hours of watching TV shows with canned laughter only teaches kids to process information in a passive way. At the same time, listening through earphones to the same monotonous beats for long stretches encourages kids to stay inside their bubble instead of pursuing other endeavors. All these activities can prevent the growth of important communication and thinking skills and make it difficult for kids to develop the kind of sustained concentration they will need for most jobs.

(45) _____

They should know how to deal with setbacks, stresses and feelings of inadequacy. They should also learn how to solve problems and resolve conflicts, ways to brainstorm and think critically. Discussions at home can help kids practice doing these things and help them apply these skills to everyday life situations.

What about the son or daughter who is grown but seems to be struggling and wandering aimlessly through early adulthood? Parents still have a major role to play, but now it is more delicate. They have to be careful not to come across as disappointed in their child. They should exhibit strong interest and respect for whatever currently interests their fledging adult (as naive or ill conceived as it may seem) while becoming a partner in exploring options for the future. Most of all, these new adults must feel that they are respected and supported by a family that appreciates them.

Part C

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)



原文外教朗读

The study of law has been recognized for centuries as a basic intellectual discipline in European universities. However, only in recent years has it become a feature of undergraduate programs in Canadian universities. (46) Traditionally, legal learning has been viewed in such institutions as the special preserve of lawyers, rather than a necessary part of the intellectual equipment of an educated person. Happily, the older and more continental view of legal education is establishing itself in a number of Canadian universities and some have even begun to offer undergraduate degrees in law.

If the study of law is beginning to establish itself as part and parcel of a general education, its aims and methods should appeal directly to journalism educators. Law is a discipline which encourages responsible judgment. On the one hand, it provides opportunities to analyze such ideas as justice, democracy and freedom. (47) On the other, it links these concepts to everyday realities in a manner which is parallel to the links journalists forge on a daily basis as they cover and comment on the news. For example, notions of evidence and fact, of basic rights and public interest are at work in the process of journalistic judgment and production just as in courts of law. Sharpening judgment by absorbing and reflecting on law is a desirable component of a journalist's intellectual preparation for his

or her career.

(48) But the idea that the journalist must understand the law more profoundly than an ordinary citizen rests on an understanding of the established conventions and special responsibilities of the news media. Politics or, more broadly, the functioning of the state, is a major subject for journalists. The better informed they are about the way the state works, the better their reporting will be. (49) In fact, it is difficult to see how journalists who do not have a clear grasp of the basic features of the Canadian Constitution can do a competent job on political stories.

Furthermore, the legal system and the events which occur within it are primary subjects for journalists. While the quality of legal journalism varies greatly, there is an undue reliance amongst many journalists on interpretations supplied to them by lawyers. (50) While comment and reaction from lawyers may enhance stories, it is preferable for journalists to rely on their own notions of significance and make their own judgments. These can only come from a well-grounded understanding of the legal system.

Section III Writing

Part A51. Directions:

Write a letter to your university library, making suggestions for improving its service.

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)



原文外教朗读

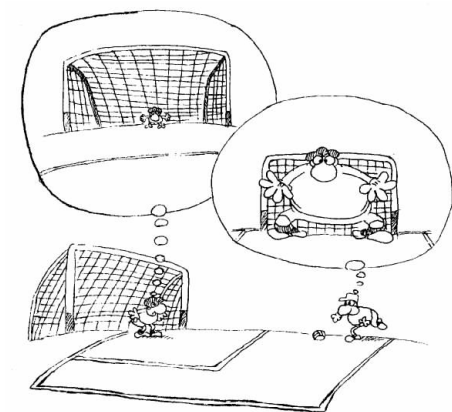
Part B

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 then
- 3) support your view with an example/examples

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



原文外教朗读

答题卡

姓 名		报考单位
填 涂 说 明	1. 填写部分用蓝（黑）色字迹钢笔、圆珠笔或签字笔填写，信息点或选项用2B铅笔涂写，修改时用橡皮擦干净。 2. 此卡不准弄皱、弄脏或弄破，不准折叠。 3. 考试结束，将此卡和试题一并装入试题袋中。	
	正确涂写 ■ 错误涂写 	

[illegible]

45 [A] [B] [C] [D] [E] [F] [G]

50.



试卷条形码

51小作文

52大作文

[illegible]

2008 年全真试题

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)

The idea that some groups of people may be more intelligent than others is one of those hypotheses that dare not speak its name. But Gregory Cochran is 1 to say it anyway. He is that 2 bird, a scientist who works independently 3 any institution. He helped popularize the idea that some diseases not 4 thought to have a bacterial cause were actually infections, which aroused much controversy when it was first suggested.

5 he, however, might tremble at the 6 of what he is about to do. Together with another two scientists, he is publishing a paper which not only 7 that one group of humanity is more intelligent than the others, but explains the process that has brought this about. The group in 8 are a particular people originated from central Europe. The process is natural selection.

This group generally do well in IQ tests, 9 12—15 points above the 10 value of 100, and have contributed 11 to the intellectual and cultural life of the West, as the 12 of their elites, including several world-renowned scientists, 13. They also suffer more often than most people from a number of nasty genetic diseases, such as breast cancer. These facts, 14, have previously been thought unrelated. The former has been 15 to social effects, such as a strong tradition of 16 education. The latter was seen as a (an) 17 of genetic isolation. Dr. Cochran suggests that the intelligence and the diseases are intimately 18. His argument is that the unusual history of these people has 19 them to unique evolutionary pressures that have resulted in this 20 state of affairs.

- | | | | |
|-----------------------|------------------------|------------------|-------------------|
| 1. [A] selected | [B] prepared | [C] obliged | [D] pleased |
| 2. [A] unique | [B] particular | [C] special | [D] rare |
| 3. [A] of | [B] with | [C] in | [D] against |
| 4. [A] subsequently | [B] presently | [C] previously | [D] lately |
| 5. [A] Only | [B] So | [C] Even | [D] Hence |
| 6. [A] thought | [B] sight | [C] cost | [D] risk |
| 7. [A] advises | [B] suggests | [C] protests | [D] objects |
| 8. [A] progress | [B] fact | [C] need | [D] question |
| 9. [A] attaining | [B] scoring | [C] reaching | [D] calculating |
| 10. [A] normal | [B] common | [C] mean | [D] total |
| 11. [A] unconsciously | [B] disproportionately | [C] indefinitely | [D] unaccountably |
| 12. [A] missions | [B] fortunes | [C] interests | [D] careers |
| 13. [A] affirm | [B] witness | [C] observe | [D] approve |

- | | | | |
|---------------------|------------------|-------------------|----------------|
| 14. [A] moreover | [B] therefore | [C] however | [D] meanwhile |
| 15. [A] given up | [B] got over | [C] carried on | [D] put down |
| 16. [A] assessing | [B] supervising | [C] administering | [D] valuing |
| 17. [A] development | [B] origin | [C] consequence | [D] instrument |
| 18. [A] linked | [B] integrated | [C] woven | [D] combined |
| 19. [A] limited | [B] subjected | [C] converted | [D] directed |
| 20. [A] paradoxical | [B] incompatible | [C] inevitable | [D] continuous |

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

While still catching up to men in some spheres of modern life, women appear to be way ahead in at least one undesirable category. “Women are particularly susceptible to developing depression and anxiety disorders in response to stress compared to men,” according to Dr. Yehuda, chief psychiatrist at New York’s Veteran’s Administration Hospital.

Studies of both animals and humans have shown that sex hormones somehow affect the stress response, causing females under stress to produce more of the trigger chemicals than do males under the same conditions. In several of the studies, when stressed-out female rats had their ovaries (the female reproductive organs) removed, their chemical responses became equal to those of the males.

Adding to a woman’s increased dose of stress chemicals, are her increased “opportunities” for stress. “It’s not necessarily that women don’t cope as well. It’s just that they have so much more to cope with,” says Dr. Yehuda. “Their capacity for tolerating stress may even be greater than men’s,” she observes, “it’s just that they’re dealing with so many more things that they become worn out from it more visibly and sooner.”

Dr. Yehuda notes another difference between the sexes. “I think that the kinds of things that women are exposed to tend to be in more of a chronic or repeated nature. Men go to war and are exposed to combat stress. Men are exposed to more acts of random physical violence. The kinds of interpersonal violence that women are exposed to tend to be in domestic situations, by, unfortunately, parents or other family members, and they tend not to be one-shot deals. The wear-and-tear that comes from these longer relationships can be quite devastating.”

Adeline Alvarez married at 18 and gave birth to a son, but was determined to finish college. “I struggled a lot to get the college degree. I was living in so much frustration that that was my escape, to go to school, and get ahead and do better.” Later, her marriage ended and she became a single mother. “It’s the hardest thing to take care of a teenager, have a job, pay the rent, pay the car payment, and pay the debt. I lived from paycheck to paycheck.”

Not everyone experiences the kinds of severe chronic stresses Alvarez describes. But most women today are coping with a lot of obligations, with few breaks, and feeling the strain. Alvarez’s experience demonstrates the importance of finding ways to diffuse stress before it threatens your

health and your ability to function.

21. Which of the following is true according to the first two paragraphs?

- [A] Women are biologically more vulnerable to stress.
 [B] Women are still suffering much stress caused by men.
 [C] Women are more experienced than men in coping with stress.
 [D] Men and women show different inclinations when faced with stress.



原文外教朗读

Text 1

22. Dr. Yehuda's research suggests that women _____.

- [A] need extra doses of chemicals to handle stress [B] have limited capacity for tolerating stress
 [C] are more capable of avoiding stress [D] are exposed to more stress

23. According to Paragraph 4, the stress women confront tends to be _____.

- [A] domestic and temporary [B] irregular and violent
 [C] durable and frequent [D] trivial and random

24. The sentence "I lived from paycheck to paycheck." (Line 5, Para. 5) shows that _____.

- [A] Alvarez cared about nothing but making money
 [B] Alvarez's salary barely covered her household expenses
 [C] Alvarez got paychecks from different jobs
 [D] Alvarez paid practically everything by check

25. Which of the following would be the best title for the text?

- [A] Strain of Stress: No Way Out? [B] Responses to Stress: Gender Difference
 [C] Stress Analysis: What Chemicals Say [D] Gender Inequality: Women Under Stress



Text 2

It used to be so straightforward. A team of researchers working together in the laboratory would submit the results of their research to a journal. A journal editor would then remove the authors' names and affiliations from the paper and send it to their peers for review. Depending on the comments received, the editor would accept the paper for publication or decline it. Copyright rested with the journal publisher, and researchers seeking knowledge of the results would have to subscribe to the journal.

No longer. The Internet—and pressure from funding agencies, who are questioning why commercial publishers are making money from government-funded research by restricting access to it—is making free access to scientific results a reality. The Organisation for Economic Co-operation and Development (OECD) has just issued a report describing the far-reaching consequences of this. The report, by John Houghton of Victoria University in Australia and Graham Vickery of the OECD, makes heavy reading for publishers who have, so far, made handsome profits. But it goes further than that. It signals a change in what has, until now, been a key element of scientific endeavour.

The value of knowledge and the return on the public investment in research depends, in part, upon wide distribution and ready access. It is big business. In America, the core scientific publishing market is estimated at between \$7 billion and \$11 billion. The International Association of Scientific, Technical and Medical Publishers says that there are more than 2,000 publishers worldwide specializing in these subjects. They publish more than 1.2 million articles each year in some 16,000 journals.

This is now changing. According to the OECD report, some 75% of scholarly journals are now

online. Entirely new business models are emerging; three main ones were identified by the report's authors. There is the so-called big deal, where institutional subscribers pay for access to a collection of online journal titles through site-licensing agreements. There is open-access publishing, typically supported by asking the author (or his employer) to pay for the paper to be published. Finally, there are open-access archives, where organisations such as universities or international laboratories support institutional repositories. Other models exist that are hybrids of these three, such as delayed open-access, where journals allow only subscribers to read a paper for the first six months, before making it freely available to everyone who wishes to see it. All this could change the traditional form of the peer-review process, at least for the publication of papers.

26. In the first paragraph, the author discusses ____.

- [A] the background information of journal editing
- [B] the publication routine of laboratory reports
- [C] the relations of authors with journal publishers
- [D] the traditional process of journal publication

27. Which of the following is true of the OECD report?

- [A] It criticizes government-funded research.
- [B] It introduces an effective means of publication.
- [C] It upsets profit-making journal publishers.
- [D] It benefits scientific research considerably.

28. According to the text, online publication is significant in that ____.

- [A] it provides an easier access to scientific results
- [B] it brings huge profits to scientific researchers
- [C] it emphasizes the crucial role of scientific knowledge
- [D] it facilitates public investment in scientific research

29. With the open-access publishing model, the author of a paper is required to ____.

- [A] cover the cost of its publication
- [B] subscribe to the journal publishing it
- [C] allow other online journals to use it freely
- [D] complete the peer-review before submission

30. Which of the following best summarizes the text?

- [A] The Internet is posing a threat to publishers.
- [B] A new mode of publication is emerging.
- [C] Authors welcome the new channel for publication
- [D] Publication is rendered easier by online service.



原文外教朗读

Text 2



原文外教朗读

Text 3



Text 3

In the early 1960s Wilt Chamberlain was one of the only three players in the National Basketball Association (NBA) listed at over seven feet. If he had played last season, however, he would have been one of 42. The bodies playing major professional sports have changed dramatically over the years, and managers have been more than willing to adjust team uniforms to fit the growing numbers of bigger, longer frames.

The trend in sports, though, may be obscuring an unrecognized reality: Americans have generally stopped growing. Though typically about two inches taller now than 140 years ago, today's peo-

ple—especially those born to families who have lived in the U. S. for many generations—apparently reached their limit in the early 1960s. And they aren't likely to get any taller. "In the general population today, at this genetic, environmental level, we've pretty much gone as far as we can go," says anthropologist William Cameron Chumlea of Wright State University. In the case of NBA players, their increase in height appears to result from the increasingly common practice of recruiting players from all over the world.

Growth, which rarely continues beyond the age of 20, demands calories and nutrients—notably, protein—to feed expanding tissues. At the start of the 20th century, under-nutrition and childhood infections got in the way. But as diet and health improved, children and adolescents have, on average, increased in height by about an inch and a half every 20 years, a pattern known as the secular trend in height. Yet according to the Centers for Disease Control and Prevention, average height—5'9" for men, 5'4" for women—hasn't really changed since 1960.

Genetically speaking, there are advantages to avoiding substantial height. During childbirth, larger babies have more difficulty passing through the birth canal. Moreover, even though humans have been upright for millions of years, our feet and back continue to struggle with bipedal posture and cannot easily withstand repeated strain imposed by oversize limbs. "There are some real constraints that are set by the genetic architecture of the individual organism," says anthropologist William Leonard of Northwestern University.

Genetic maximums can change, but don't expect this to happen soon. Claire C. Gordon, senior anthropologist at the Army Research Center in Natick, Mass., ensures that 90 percent of the uniforms and workstations fit recruits without alteration. She says that, unlike those for basketball, the length of military uniforms has not changed for some time. And if you need to predict human height in the near future to design a piece of equipment, Gordon says that by and large, "you could use today's data and feel fairly confident."

31. Wilt Chamberlain is cited as an example to _____.
 [A] illustrate the change of height of NBA players
 [B] show the popularity of NBA players in the U. S.
 [C] compare different generations of NBA players
 [D] assess the achievements of famous NBA players
32. Which of the following plays a key role in body growth according to the text?
 [A] Genetic modification. [B] Natural environment.
 [C] Living standards. [D] Daily exercise.
33. On which of the following statements would the author most probably agree?
 [A] Non-Americans add to the average height of the nation.
 [B] Human height is conditioned by the upright posture.
 [C] Americans are the tallest on average in the world.
 [D] Larger babies tend to become taller in adulthood.
34. We learn from the last paragraph that in the near future _____.
 [A] the garment industry will reconsider the uniform size
 [B] the design of military uniforms will remain unchanged
 [C] genetic testing will be employed in selecting sportsmen
 [D] the existing data of human height will still be applicable
35. The text intends to tell us that _____.

- [A] the change of human height follows a cyclic pattern
- [B] human height is becoming even more predictable
- [C] Americans have reached their genetic growth limit
- [D] the genetic pattern of Americans has altered



Text 4



原文外教朗读

Text 4

In 1784, five years before he became president of the United States, George Washington, 52, was nearly toothless. So he hired a dentist to transplant nine teeth into his jaw—having extracted them from the mouths of his slaves.

That's a far different image from the cherry-tree-chopping George most people remember from their history books. But recently, many historians have begun to focus on the role slavery played in the lives of the founding generation. They have been spurred in part by DNA evidence made available in 1998, which almost certainly proved Thomas Jefferson had fathered at least one child with his slave Sally Hemings. And only over the past 30 years have scholars examined history from the bottom up. Works of several historians reveal the moral compromises made by the nation's early leaders and the fragile nature of the country's infancy. More significantly, they argue that many of the Founding Fathers knew slavery was wrong—and yet most did little to fight it.

More than anything, the historians say, the founders were hampered by the culture of their time. While Washington and Jefferson privately expressed distaste for slavery, they also understood that it was part of the political and economic bedrock of the country they helped to create.

For one thing, the South could not afford to part with its slaves. Owning slaves was “like having a large bank account,” says Wiencek, author of *An Imperfect God: George Washington, His Slaves, and the Creation of America*. The southern states would not have signed the Constitution without protections for the “peculiar institution,” including a clause that counted a slave as three fifths of a man for purposes of congressional representation.

And the statesmen's political lives depended on slavery. The three-fifths formula handed Jefferson his narrow victory in the presidential election of 1800 by inflating the votes of the southern states in the Electoral College. Once in office, Jefferson extended slavery with the Louisiana Purchase in 1803; the new land was carved into 13 states, including three slave states.

Still, Jefferson freed Hemings's children—though not Hemings herself or his approximately 150 other slaves. Washington, who had begun to believe that all men were created equal after observing the bravery of the black soldiers during the Revolutionary War, overcame the strong opposition of his relatives to grant his slaves their freedom in his will. Only a decade earlier, such an act would have required legislative approval in Virginia.

36. George Washington's dental surgery is mentioned to _____.

- [A] show the primitive medical practice in the past
- [B] demonstrate the cruelty of slavery in his days
- [C] stress the role of slaves in the U. S. history
- [D] reveal some unknown aspect of his life

37. We may infer from the second paragraph that _____.

- [A] DNA technology has been widely applied to history research
- [B] in its early days the U. S. was confronted with delicate situations

- [C] historians deliberately made up some stories of Jefferson's life
 [D] political compromises are easily found throughout the U. S. history
38. What do we learn about Thomas Jefferson?
 [A] His political view changed his attitude towards slavery.
 [B] His status as a father made him free the child slaves.
 [C] His attitude towards slavery was complex.
 [D] His affair with a slave stained his prestige.
39. Which of the following is true according to the text?
 [A] Some Founding Fathers benefit politically from slavery.
 [B] Slaves in the old days did not have the right to vote.
 [C] Slaves owners usually had large savings accounts.
 [D] Slavery was regarded as a peculiar institution.
40. Washington's decision to free slaves originated from his _____.
 [A] moral considerations [B] military experience
 [C] financial conditions [D] political stand

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 blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 1. (10 points)



原文外教朗读

The time for sharpening pencils, arranging your desk, and doing almost anything else instead of writing has ended. The first draft will appear on the page only if you stop avoiding the inevitable and sit, stand up, or lie down to write. (41)_____.

Be flexible. Your outline should smoothly conduct you from one point to the next, but do not permit it to railroad you. If a relevant and important idea occurs to you now, work it into the draft. (42)_____. Grammar, punctuation, and spelling can wait until you revise. Concentrate on what you are saying. Good writing most often occurs when you are in hot pursuit of an idea rather than in a nervous search for errors.

(43)_____. Your pages will be easier to keep track of that way, and, if you have to clip a paragraph to place it elsewhere, you will not lose any writing on the other side.

If you are working on a word processor, you can take advantage of its capacity to make additions and deletions as well as move entire paragraphs by making just a few simple keyboard commands. Some software programs can also check spelling and certain grammatical elements in your writing. (44)_____. These printouts are also easier to read than the screen when you work on revisions.

Once you have a first draft on paper, you can delete material that is unrelated to your thesis and add material necessary to illustrate your points and make your paper convincing. The student who wrote "The A&P as a State of Mind" wisely dropped a paragraph that questioned whether Sammy displays chauvinistic attitudes toward women. (45)_____.

Remember that your initial draft is only that. You should go through the paper many times—and then again—working to substantiate and clarify your ideas. You may even end up with several entire

versions of the paper. Rewrite. The sentences within each paragraph should be related to a single topic. Transitions should connect one paragraph to the next so that there are no abrupt or confusing shifts. Awkward or wordy phrasing or unclear sentences and paragraphs should be mercilessly poked and prodded into shape.

[A] To make revising easier, leave wide margins and extra space between lines so that you can easily add words, sentences, and corrections. Write on only one side of the paper.

[B] After you have clearly and adequately developed the body of your paper, pay particular attention to the introductory and concluding paragraphs. It's probably best to write the introduction last, after you know precisely what you are introducing. Concluding paragraphs demand equal attention because they leave the reader with a final impression.

[C] It's worth remembering, however, that though a clean copy fresh off a printer may look terrible, it will read only as well as the thinking and writing that have gone into it. Many writers prudently store their data on disks and print their pages each time they finish a draft to avoid losing any material because of power failures or other problems.

[D] It makes no difference how you write, just so you do. Now that you have developed a topic into a tentative thesis, you can assemble your notes and begin to flesh out whatever outline you have made.

[E] Although this is an interesting issue, it has nothing to do with the thesis, which explains how the setting influences Sammy's decision to quit his job. Instead of including that paragraph, she added one that described Lengel's crabbed response to the girls so that she could lead up to the A & P "policy" he enforces.

[F] In the final paragraph about the significance of the setting in "A&P," the student brings together the reasons Sammy quit his job by referring to his refusal to accept Lengel's store policies.

[G] By using the first draft as a means of thinking about what you want to say, you will very likely discover more than your notes originally suggested. Plenty of good writers don't use outlines at all but discover ordering principles as they write. Do not attempt to compose a perfectly correct draft the first time around.

Part C

Directions:

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



原文外教朗读

In his autobiography, Darwin himself speaks of his intellectual powers with extraordinary modesty. He points out that he always experienced much difficulty in expressing himself clearly and concisely, but (46) he believes that this very difficulty may have had the compensating advantage of forcing him to think long and intently about every sentence, and thus enabling him to detect errors in reasoning and in his own observations. He disclaimed the possession of any great quickness of apprehension or wit, such as distinguished Huxley. (47) He asserted, also, that his power to follow a long and purely abstract train of thought was very limited, for which reason he felt certain that he never could have succeeded with mathematics. His memory, too, he described as extensive, but hazy. So poor in one sense was it that he never could remember for more than a few days a single date or a line of poetry. (48) On the other hand, he did not accept as well founded the charge made by some of his critics that, while he was a good observer, he had no power of

reasoning. This, he thought, could not be true, because the “Origin of Species” is one long argument from the beginning to the end, and has convinced many able men. No one, he submits, could have written it without possessing some power of reasoning. He was willing to assert that “I have a fair share of invention, and of common sense or judgment, such as every fairly successful lawyer or doctor must have, but not, I believe, in any higher degree.” (49) He adds humbly that perhaps he was “superior to the common run of men in noticing things which easily escape attention, and in observing them carefully.”

Writing in the last year of his life, he expressed the opinion that in two or three respects his mind had changed during the preceding twenty or thirty years. Up to the age of thirty or beyond it poetry of many kinds gave him great pleasure. Formerly, too, pictures had given him considerable, and music very great, delight. In 1881, however, he said: “Now for many years I cannot endure to read a line of poetry. I have also almost lost my taste for pictures or music.” (50) Darwin was convinced that the loss of these tastes was not only a loss of happiness, but might possibly be injurious to the intellect, and more probably to the moral character.

Section III Writing

Part A

51. Directions:

You have just come back from Canada and found a music CD in your luggage that you forgot to return to Bob, your landlord there. Write him a letter to

- 1) make an apology, and
- 2) suggest a solution.

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)



原文外教朗读

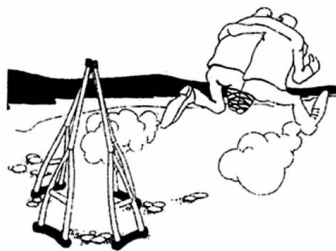
Part B

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 then
- 3) give your comments.

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



你一条腿, 我一条腿;
你我一起, 走南闯北。



原文外教朗读



全国硕士研究生入学统一考试英语试题

答题卡

姓 名		报考单位													
填涂说明	1. 填写部分用蓝（黑）色字迹钢笔、圆珠笔或签字笔填写，信息点或选项用2B铅笔涂写，修改时用橡皮擦干净。														
	2. 此卡不准弄皱、弄脏或弄破，不准折叠。														
	3. 考试结束，将此卡和试题一并装入试题袋中。														
	正确涂写 错误涂写														
准 考 证 号															
[0][0][0][0][0][0][0][0][0][0][0][0][0][0][0][0]															
[1][1][1][1][1][1][1][1][1][1][1][1][1][1][1][1]															
[2][2][2][2][2][2][2][2][2][2][2][2][2][2][2][2]															
[3][3][3][3][3][3][3][3][3][3][3][3][3][3][3][3]															
[4][4][4][4][4][4][4][4][4][4][4][4][4][4][4][4]															
[5][5][5][5][5][5][5][5][5][5][5][5][5][5][5][5]															
[6][6][6][6][6][6][6][6][6][6][6][6][6][6][6][6]															
[7][7][7][7][7][7][7][7][7][7][7][7][7][7][7][7]															
[8][8][8][8][8][8][8][8][8][8][8][8][8][8][8][8]															
[9][9][9][9][9][9][9][9][9][9][9][9][9][9][9][9]															

1-45选择题

1 [A] [B] [C] [D]	6 [A] [B] [C] [D]	11 [A] [B] [C] [D]
2 [A] [B] [C] [D]	7 [A] [B] [C] [D]	12 [A] [B] [C] [D]
3 [A] [B] [C] [D]	8 [A] [B] [C] [D]	13 [A] [B] [C] [D]
4 [A] [B] [C] [D]	9 [A] [B] [C] [D]	14 [A] [B] [C] [D]
5 [A] [B] [C] [D]	10 [A] [B] [C] [D]	15 [A] [B] [C] [D]
16 [A] [B] [C] [D]	21 [A] [B] [C] [D]	26 [A] [B] [C] [D]
17 [A] [B] [C] [D]	22 [A] [B] [C] [D]	27 [A] [B] [C] [D]
18 [A] [B] [C] [D]	23 [A] [B] [C] [D]	28 [A] [B] [C] [D]
19 [A] [B] [C] [D]	24 [A] [B] [C] [D]	29 [A] [B] [C] [D]
20 [A] [B] [C] [D]	25 [A] [B] [C] [D]	30 [A] [B] [C] [D]
31 [A] [B] [C] [D]	36 [A] [B] [C] [D]	41 [A] [B] [C] [D] [E] [F] [G]
32 [A] [B] [C] [D]	37 [A] [B] [C] [D]	42 [A] [B] [C] [D] [E] [F] [G]
33 [A] [B] [C] [D]	38 [A] [B] [C] [D]	43 [A] [B] [C] [D] [E] [F] [G]
34 [A] [B] [C] [D]	39 [A] [B] [C] [D]	44 [A] [B] [C] [D] [E] [F] [G]
35 [A] [B] [C] [D]	40 [A] [B] [C] [D]	45 [A] [B] [C] [D] [E] [F] [G]

46-50翻译题

46. _____

47. _____

48. _____

49. _____

50. _____



试卷条形码

51小作文

52大作文

[illegible]

2009 年全真试题

Section I Use of English



原文外教朗读

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 by Carl Zimmer in the *Science Times*. 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 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, "habits" is characterized by being _____.
 [A] casual [B] familiar
 [C] mechanical [D] changeable
22. Brain researchers have discovered that the formation of new habits 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



原文外教朗读

Text 1



原文外教朗读

Text 2



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 a 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 became 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-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 causes 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



原文外教朗读

Text 3



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 churches 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 that 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



原文外教朗读

Text 4

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 blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 1. (10 points)



原文外教朗读

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 Émile 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 sug-

gested, 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)



原文外教朗读

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 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.



原文外教朗读

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)

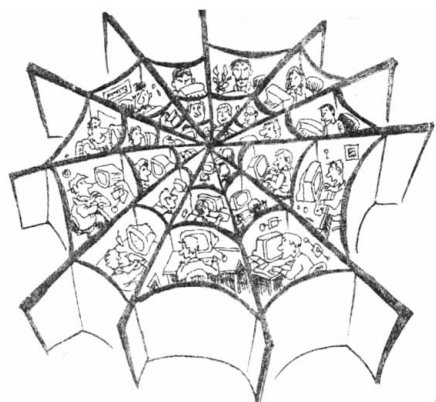
Part B

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 then
- 3) give your comments.

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



网络的“近”与“远”



全国硕士研究生入学统一考试英语试题

答题卡

姓 名		报考单位															
填 涂 说 明	1. 填写部分用蓝（黑）色字迹钢笔、圆珠笔或签字笔填写，信息点或选项用2B铅笔涂写，修改时用橡皮擦干净。																
	2. 此卡不准弄皱、弄脏或弄破，不准折叠。																
	3. 考试结束，将此卡和试题一并装入试题袋中。																
	正确涂写 错误涂写																
		准 考 证 号															

1-45选择题

1 [A] [B] [C] [D]	6 [A] [B] [C] [D]	11 [A] [B] [C] [D]
2 [A] [B] [C] [D]	7 [A] [B] [C] [D]	12 [A] [B] [C] [D]
3 [A] [B] [C] [D]	8 [A] [B] [C] [D]	13 [A] [B] [C] [D]
4 [A] [B] [C] [D]	9 [A] [B] [C] [D]	14 [A] [B] [C] [D]
5 [A] [B] [C] [D]	10 [A] [B] [C] [D]	15 [A] [B] [C] [D]
16 [A] [B] [C] [D]	21 [A] [B] [C] [D]	26 [A] [B] [C] [D]
17 [A] [B] [C] [D]	22 [A] [B] [C] [D]	27 [A] [B] [C] [D]
18 [A] [B] [C] [D]	23 [A] [B] [C] [D]	28 [A] [B] [C] [D]
19 [A] [B] [C] [D]	24 [A] [B] [C] [D]	29 [A] [B] [C] [D]
20 [A] [B] [C] [D]	25 [A] [B] [C] [D]	30 [A] [B] [C] [D]
31 [A] [B] [C] [D]	36 [A] [B] [C] [D]	41 [A] [B] [C] [D] [E] [F] [G]
32 [A] [B] [C] [D]	37 [A] [B] [C] [D]	42 [A] [B] [C] [D] [E] [F] [G]
33 [A] [B] [C] [D]	38 [A] [B] [C] [D]	43 [A] [B] [C] [D] [E] [F] [G]
34 [A] [B] [C] [D]	39 [A] [B] [C] [D]	44 [A] [B] [C] [D] [E] [F] [G]
35 [A] [B] [C] [D]	40 [A] [B] [C] [D]	45 [A] [B] [C] [D] [E] [F] [G]

46-50翻译题

46. _____

47. _____

48. _____

49. _____

50. _____



试卷条形码

51小作文

52大作文

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2010 年全真试题

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)

In 1924 America's National Research Council sent two engineers to supervise a series of experiments at a telephone-parts factory called the Hawthorne Plant near Chicago. It hoped they would learn how shop-floor lighting 1 workers' productivity. Instead, the studies ended 2 giving their name to the "Hawthorne effect", the extremely influential idea that the very 3 of being experimented upon changes subjects' behavior.

The idea arose because of the 4 behavior of the women in the plant. According to 5 of the experiments, their hourly output rose when lighting was increased, but also when it was dimmed. It did not 6 what was done in the experiment; 7 something was changed, productivity rose. A(n) 8 that they were being experimented upon seemed to be 9 to alter workers' behavior 10 itself.

After several decades, the same data were 11 to econometric analysis. The Hawthorne experiments had another surprise in store. 12 the descriptions on record, no systematic 13 was found that levels of productivity were related to changes in lighting.

It turns out that the peculiar way of conducting the experiments may have led to 14 interpretations of what happened. 15, lighting was always changed on a Sunday. When work started again on Monday, output 16 rose compared with the previous Saturday and 17 to rise for the next couple of days. 18, a comparison with data for weeks when there was no experimentation showed that output always went up on Mondays. Workers 19 to be diligent for the first few days of the week in any case, before 20 a plateau and then slackening off. This suggests that the alleged "Hawthorne effect" is hard to pin down.

- | | | | |
|----------------------|-------------------|------------------|-----------------|
| 1. [A] affected | [B] achieved | [C] extracted | [D] restored |
| 2. [A] at | [B] up | [C] with | [D] off |
| 3. [A] truth | [B] sight | [C] act | [D] proof |
| 4. [A] controversial | [B] perplexing | [C] mischievous | [D] ambiguous |
| 5. [A] requirements | [B] explanations | [C] accounts | [D] assessments |
| 6. [A] conclude | [B] matter | [C] indicate | [D] work |
| 7. [A] as far as | [B] for fear that | [C] in case that | [D] so long as |
| 8. [A] awareness | [B] expectation | [C] sentiment | [D] illusion |
| 9. [A] suitable | [B] excessive | [C] enough | [D] abundant |
| 10. [A] about | [B] for | [C] on | [D] by |
| 11. [A] compared | [B] shown | [C] subjected | [D] conveyed |

- | | | | |
|---------------------|---------------------|--------------------|-----------------|
| 12. [A] Contrary to | [B] Consistent with | [C] Parallel with | [D] Peculiar to |
| 13. [A] evidence | [B] guidance | [C] implication | [D] source |
| 14. [A] disputable | [B] enlightening | [C] reliable | [D] misleading |
| 15. [A] In contrast | [B] For example | [C] In consequence | [D] As usual |
| 16. [A] duly | [B] accidentally | [C] unpredictably | [D] suddenly |
| 17. [A] failed | [B] ceased | [C] started | [D] continued |
| 18. [A] Therefore | [B] Furthermore | [C] However | [D] Meanwhile |
| 19. [A] attempted | [B] tended | [C] chose | [D] intended |
| 20. [A] breaking | [B] climbing | [C] surpassing | [D] hitting |

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

Of all the changes that have taken place in English-language newspapers during the past quarter-century, perhaps the most far-reaching has been the inexorable decline in the scope and seriousness of their arts coverage.

It is difficult to the point of impossibility for the average reader under the age of forty to imagine a time when high-quality arts criticism could be found in most big-city newspapers. Yet a considerable number of the most significant collections of criticism published in the 20th century consisted in large part of newspaper reviews. To read such books today is to marvel at the fact that their learned contents were once deemed suitable for publication in general-circulation dailies.

We are even farther removed from the unfocused newspaper reviews published in England between the turn of the 20th century and the eve of World War II, at a time when newsprint was dirt-cheap and stylish arts criticism was considered an ornament to the publications in which it appeared. In those far-off days, it was taken for granted that the critics of major papers would write in detail and at length about the events they covered. Theirs was a serious business, and even those reviewers who wore their learning lightly, like George Bernard Shaw and Ernest Newman, could be trusted to know what they were about. These men believed in journalism as a calling, and were proud to be published in the daily press. "So few authors have brains enough or literary gift enough to keep their own end up in journalism," Newman wrote, "that I am tempted to define 'journalism' as 'a term of contempt applied by writers who are not read to writers who are'."

Unfortunately, these critics are virtually forgotten. Neville Cardus, who wrote for *the Manchester Guardian* from 1917 until shortly before his death in 1975, is now known solely as a writer of essays on the game of cricket. During his lifetime, though, he was also one of England's foremost classical-music critics, and a stylist so widely admired that his *Autobiography* (1947) became a best-seller. He was knighted in 1967, the first music critic to be so honored. Yet only one of his books is now in print, and his vast body of writings on music is unknown save to specialists.

Is there any chance that Cardus's criticism will enjoy a revival? The prospect seems remote. Journalistic tastes had changed long before his death, and postmodern readers have little use for the richly upholstered Vicwardian prose in which he specialized. Moreover, the amateur tradition in music criticism has been in headlong retreat.

21. It is indicated in Paragraphs 1 and 2 that _____.
 [A] arts criticism has disappeared from big-city newspapers.
 [B] English-language newspapers used to carry more arts reviews.
 [C] high-quality newspapers retain a large body of readers.
 [D] young readers doubt the suitability of criticism on dailies.
22. Newspaper reviews in England before World War II were characterized by _____.
 [A] free themes [B] casual style
 [C] elaborate layout [D] radical viewpoints
23. Which of the following would Shaw and Newman most probably agree on?
 [A] It is writers' duty to fulfill journalistic goals.
 [B] It is contemptible for writers to be journalists.
 [C] Writers are likely to be tempted into journalism.
 [D] Not all writers are capable of journalistic writing.
24. What can be learned about Cardus according to the last two paragraphs?
 [A] His music criticism may not appeal to readers today.
 [B] His reputation as a music critic has long been in dispute.
 [C] His style caters largely to modern specialists.
 [D] His writings fail to follow the amateur tradition.
25. What would be the best title for the text?
 [A] Newspapers of the Good Old Days
 [B] The Lost Horizon in Newspapers
 [C] Mournful Decline of Journalism
 [D] Prominent Critics in Memory



原文外教朗读
Text 1



原文外教朗读
Text 2



Text 2

Over the past decade, thousands of patents have been granted for what are called business methods. Amazon. com received one for its "one-click" online payment system. Merrill Lynch got legal protection for an asset allocation strategy. One inventor patented a technique for lifting a box.

Now the nation's top patent court appears completely ready to scale back on business-method patents, which have been controversial ever since they were first authorized 10 years ago. In a move that has intellectual-property lawyers abuzz, the U. S. Court of Appeals for the Federal Circuit said it would use a particular case to conduct a broad review of business-method patents. *In re Bilski*, as the case is known, is "a very big deal," says Dennis D. Crouch of the University of Missouri School of Law. It "has the potential to eliminate an entire class of patents."

Curbs on business-method claims would be a dramatic about-face, because it was the Federal Circuit itself that introduced such patents with its 1998 decision in the so-called State Street Bank case, approving a patent on a way of pooling mutual-fund assets. That ruling produced an explosion in business-method patent filings, initially by emerging Internet companies trying to stake out exclusive

rights to specific types of online transactions. Later, more established companies raced to add such patents to their files, if only as a defensive move against rivals that might beat them to the punch. In 2005, IBM noted in a court filing that it had been issued more than 300 business-method patents, despite the fact that it questioned the legal basis for granting them. Similarly, some Wall Street investment firms armed themselves with patents for financial products, even as they took positions in court cases opposing the practice.

The Bilski case involves a claimed patent on a method for hedging risk in the energy market. The Federal Circuit issued an unusual order stating that the case would be heard by all 12 of the court's judges, rather than a typical panel of three, and that one issue it wants to evaluate is whether it should "reconsider" its State Street Bank ruling.

The Federal Circuit's action comes in the wake of a series of recent decisions by the Supreme Court that has narrowed the scope of protections for patent holders. Last April, for example, the justices signaled that too many patents were being upheld for "inventions" that are obvious. The judges on the Federal Circuit are "reacting to the anti-patent trend at the Supreme Court," says Harold C. Wegner, a patent attorney and professor at George Washington University Law School.

26. Business-method patents have recently aroused concern because of _____.
 [A] their limited value to business. [B] their connection with asset allocation.
 [C] the possible restriction on their granting. [D] the controversy over authorization.
27. Which of the following is true of the Bilski case?
 [A] Its ruling complies with the court decisions. [B] It involves a very big business transaction.
 [C] It has been dismissed by the Federal Circuit. [D] It may change the legal practices in the U. S.
28. The word "about-face" (Line 1, Para 3) most probably means _____.
 [A] loss of good will [B] increase of hostility
 [C] change of attitude [D] enhancement of dignity
29. We learn from the last two paragraphs that business-method patents _____.
 [A] are immune to legal challenges [B] are often unnecessarily issued
 [C] lower the esteem for patent holders [D] increase the incidence of risks
30. Which of the following would be the subject of the text?
 [A] A looming threat to business-method patents
 [B] Protection for business-method patent holders
 [C] A legal case regarding business-method patents
 [D] A prevailing trend against business-method patents



原文外教朗读

Text 3



Text 3

In his book *The Tipping Point*, Malcolm Gladwell argues that "social epidemics" are driven in large part by the actions of a tiny minority of special individuals, often called influentials, who are unusually informed, persuasive, or well connected. The idea is intuitively compelling, but it doesn't explain how ideas actually spread.

The supposed importance of influentials derives from a plausible-sounding but largely untested theory called the "two-step flow of communication": Information flows from the media to the influentials and from them to everyone else. Marketers have embraced the two-step flow because it suggests that if they can just find and influence the influentials, those select people will do most of the work for

them. The theory also seems to explain the sudden and unexpected popularity of certain looks, brands, or neighborhoods. In many such cases, a cursory search for causes finds that some small group of people was wearing, promoting, or developing whatever it is before anyone else paid attention. Anecdotal evidence of this kind fits nicely with the idea that only certain special people can drive trends.

In their recent work, however, some researchers have come up with the finding that influentials have far less impact on social epidemics than is generally supposed. In fact, they don't seem to be required at all.

The researchers' argument stems from a simple observation about social influence: With the exception of a few celebrities like Oprah Winfrey—whose outsize presence is primarily a function of media, not interpersonal, influence—even the most influential members of a population simply don't interact with that many others. Yet it is precisely these noncelebrity influentials who, according to the two-step-flow theory, are supposed to drive social epidemics, by influencing their friends and colleagues directly. For a social epidemic to occur, however, each person so affected must then influence his or her own acquaintances, who must in turn influence theirs, and so on; and just how many others pay attention to each of these people has little to do with the initial influential. If people in the network just two degrees removed from the initial influential prove resistant, for example, the cascade of change won't propagate very far or affect many people.

Building on this basic truth about interpersonal influence, the researchers studied the dynamics of social influence by conducting thousands of computer simulations of populations, manipulating a number of variables relating to people's ability to influence others and their tendency to be influenced. They found that the principal requirement for what is called "global cascades"—the widespread propagation of influence through networks—is the presence not of a few influentials but, rather, of a critical mass of easily influenced people.

31. By citing the book *The Tipping Point*, the author intends to _____.

- [A] analyze the consequences of social epidemics
- [B] discuss influentials' function in spreading ideas
- [C] exemplify people's intuitive response to social epidemics
- [D] describe the essential characteristics of influentials

32. The author suggests that the "two-step-flow theory" _____.

- [A] serves as a solution to marketing problems
- [B] has helped explain certain prevalent trends
- [C] has won support from influentials
- [D] requires solid evidence for its validity

33. What the researchers have observed recently shows that _____.

- [A] the power of influence goes with social interactions
- [B] interpersonal links can be enhanced through the media
- [C] influentials have more channels to reach the public
- [D] most celebrities enjoy wide media attention

34. The underlined phrase "these people" in paragraph 4 refers to the ones who _____.

- [A] stay outside the network of social influence
- [B] have little contact with the source of influence
- [C] are influenced and then influence others
- [D] are influenced by the initial influential

35. What is the essential element in the dynamics of social influence?

- [A] The eagerness to be accepted
[C] The readiness to be influenced

- [B] The impulse to influence others
[D] The inclination to rely on others



Text 4

Bankers have been blaming themselves for their troubles in public. Behind the scenes, they have been taking aim at someone else; the accounting standard-setters. Their rules, moan the banks, have forced them to report enormous losses, and it's just not fair. These rules say they must value some assets at the price a third party would pay, not the price managers and regulators would like them to fetch.

Unfortunately, banks' lobbying now seems to be working. The details may be unknowable, but the independence of standard-setters, essential to the proper functioning of capital markets, is being compromised. And, unless banks carry toxic assets at prices that attract buyers, reviving the banking system will be difficult.

After a bruising encounter with Congress, America's Financial Accounting Standards Board (FASB) rushed through rule changes. These gave banks more freedom to use models to value illiquid assets and more flexibility in recognizing losses on long-term assets in their income statements. Bob Herz, the FASB's chairman, cried out against those who "question our motives." Yet bank shares rose and the changes enhance what one lobby group politely calls "the use of judgment by management."

European ministers instantly demanded that the International Accounting Standards Board (IASB) do likewise. The IASB says it does not want to act without overall planning, but the pressure to fold when it completes its reconstruction of rules later this year is strong. Charlie McCreevy, a European commissioner, warned the IASB that it did "not live in a political vacuum" but "in the real world" and that Europe could yet develop different rules.

It was banks that were on the wrong planet, with accounts that vastly overvalued assets. Today they argue that market prices overstate losses, because they largely reflect the temporary illiquidity of markets, not the likely extent of bad debts. The truth will not be known for years. But bank's shares trade below their book value, suggesting that investors are skeptical. And dead markets partly reflect the paralysis of banks which will not sell assets for fear of booking losses, yet are reluctant to buy all those supposed bargains.

To get the system working again, losses must be recognized and dealt with. America's new plan to buy up toxic assets will not work unless banks mark assets to levels which buyers find attractive. Successful markets require independent and even combative standard-setters. The FASB and IASB have been exactly that, cleaning up rules on stock options and pensions, for example, against hostility from special interests. But by giving in to critics now they are inviting pressure to make more concessions.

36. Bankers complained that they were forced to _____.

- [A] follow unfavorable asset evaluation rules [B] collect payments from third parties
[C] cooperate with the price managers [D] revalue some of their assets

37. According to the author, the rule changes of the FASB may result in _____.

- [A] the diminishing role of management [B] the revival of the banking system
[C] the banks' long-term asset losses [D] the weakening of its independence

38. According to Paragraph 4, McCreevy objects to the IASB's attempt to _____.

- [A] keep away from political influences [B] evade the pressure from their peers
[C] act on their own in rule-setting [D] take gradual measures in reform

39. The author thinks the banks were “on the wrong planet” in that they _____.

- [A] misinterpreted market price indicators
[B] exaggerated the real value of their assets
[C] neglected the likely existence of bad debts
[D] denied booking losses in their sale of assets

40. The author’s attitude towards standard-setters is one of _____.

- [A] satisfaction [B] skepticism [C] objectiveness [D] sympathy



原文外教朗读

Text 4

Part B

Directions:

For Questions 41—45, choose the most suitable paragraphs from the list A—G to fill them into the numbered boxes to form a coherent text. Paragraph E has been correctly placed. There is one paragraph which does not fit in with the text. Mark your answers on ANSWER SHEET1. (10 points)



原文外教朗读

[A] The first and more important is the consumer’s growing preference for eating out: consumption of food and drink in places other than homes has risen from about 32 percent of total consumption in 1995 to 35 percent in 2000 and is expected to approach 38 percent by 2005. This development is boosting wholesale demand from the food service segment by 4 to 5 percent a year across Europe, compared with growth in retail demand of 1 to 2 percent. Meanwhile, as the recession is looming large, people are getting anxious. They tend to keep a tighter hold on their purse and consider eating at home a realistic alternative.

[B] Retail sales of food and drink in Europe’s largest markets are at a standstill, leaving European grocery retailers hungry for opportunities to grow. Most leading retailers have already tried e-commerce, with limited success, and expansion abroad. But almost all have ignored the big, profitable opportunity in their own backyard: the wholesale food and drink trade, which appears to be just the kind of market retailers need.

[C] Will such variations bring about a change in the overall structure of the food and drink market? Definitely not. The functioning of the market is based on flexible trends dominated by potential buyers. In other words, it is up to the buyer, rather than the seller, to decide what to buy. At any rate, this change will ultimately be acclaimed by an ever-growing number of both domestic and international consumers, regardless of how long the current consumer pattern will take hold.

[D] All in all, this clearly seems to be a market in which big retailers could profitably apply their gigantic scale, existing infrastructure, and proven skills in the management of product ranges, logistics, and marketing intelligence. Retailers that master the intricacies of wholesaling in Europe may well expect to rake in substantial profits thereby. At least, that is how it looks as a whole. Closer inspection reveals important differences among the biggest national markets, especially in their customer segments and wholesale structures, as well as the competitive dynamics of individual food and drink categories. Big retailers must understand these differences before they can identify the segments of European wholesaling in which their particular abilities might unseat smaller but entrenched competitors. New skills and unfamiliar business models are needed, too.

[E] Despite variations in detail, wholesale markets in the countries that have been closely examined—France, Germany, Italy and Spain—are made out of the same building blocks. Demand comes

mainly from two sources: independent mom-and-pop grocery stores, which unlike large retail chains are too small to buy straight from producers, and food service operators that cater to consumers when they don't eat at home. Such food service operators range from snack machines to large institutional catering ventures, but most of these businesses are known in the trade as "horeca": hotels, restaurants and cafés. Overall, Europe's wholesale market for food and drink is growing at the same sluggish pace as the retail market, but the figures, when added together, mask two opposing trends.

[F] For example, wholesale food and drink sales came to \$ 168 billion in France, Germany, Italy, Spain, and the United Kingdom in 2000 —more than 40 percent of retail sales. Moreover, average overall margins are higher in wholesale than in retail; wholesale demand from the food service sector is growing quickly as more Europeans eat out more often; and changes in the competitive dynamics of this fragmented industry are at last making it feasible for wholesalers to consolidate.

[G] However, none of these requirements should deter large retailers (and even some large food producers and existing wholesalers) from trying their hand, for those that master the intricacies of wholesaling in Europe stand to reap considerable gains.

order:

1.	
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2.	
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3.	
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4.	
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E	
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5.	
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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)



原文外教朗读

One basic weakness in a conservation system based wholly on economic motives is that most members of the land community have no economic value. Yet these creatures are members of the biotic community, and if its stability depends on its integrity, they are entitled to continuance.

When one of these non-economic categories is threatened and, if we happen to love it, we invent excuses to give it economic importance. At the beginning of century songbirds were supposed to be disappearing. (46) Scientists jumped to the rescue with some distinctly shaky evidence to the effect that insects would eat us up if birds failed to control them. The evidence had to be economic in order to be valid.

It is painful to read these roundabout accounts today. We have no land ethic yet, (47) but we have at least drawn nearer the point of admitting that birds should continue as a matter of intrinsic right, regardless of the presence or absence of economic advantage to us.

A parallel situation exists in respect of predatory mammals and fish-eating birds. (48) Time was when biologists somewhat overworked the evidence that these creatures preserve the health of game by killing the physically weak, or that they prey only on "worthless" species. Here again, the evidence had to be economic in order to be valid. It is only in recent years that we hear the more honest argument that predators are members of the community, and that no special interest has the right to exterminate them for the sake of benefit, real or fancied, to itself.

Some species of trees have been "read out of the party" by economics-minded foresters because they grow too slowly, or have too low a sale value to pay as timber crops. (49) In Europe, where forestry is ecologically more advanced, the non-commercial tree species are recognized as members of the native forest community, to be preserved as such, within reason. Moreover some have been found to

have a valuable function in building up soil fertility. The interdependence of the forest and its constituent tree species, ground flora, and fauna is taken for granted.

To sum up: a system of conservation based solely on economic self-interest is hopelessly lopsided. (50) It tends to ignore, and thus eventually to eliminate, many elements in the land community that lack commercial value, but that are essential to its healthy functioning. It assumes, falsely, I think, that the economic parts of the biotic clock will function without the uneconomic parts.

Section III Writing

Part A

51. Directions:

You are supposed to write for the Postgraduates' Association a notice to recruit volunteers for an international conference on globalization. The notice should include the basic qualifications for applicants and the other information which you think is relative.

You should write about 100 words on ANSWER SHEET 2. Do not sign your own name at the end of the letter. Use "Postgraduates' Association" instead. (10 points)



原文外教朗读

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 then
- 3) give your comments.

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



原文外教朗读



文化“火锅”，既美味又营养



全国硕士研究生入学统一考试英语试题

答题卡

姓 名		报考单位															
填 涂 说 明	1. 填写部分用蓝（黑）色字迹钢笔、圆珠笔或签字笔填写，信息点或选项用2B铅笔涂写，修改时用橡皮擦干净。																
	2. 此卡不准弄皱、弄脏或弄破，不准折叠。																
	3. 考试结束，将此卡和试题一并装入试题袋中。																
	正确涂写 错误涂写																
		准 考 证 号															

1-45选择题

1 [A] [B] [C] [D]	6 [A] [B] [C] [D]	11 [A] [B] [C] [D]
2 [A] [B] [C] [D]	7 [A] [B] [C] [D]	12 [A] [B] [C] [D]
3 [A] [B] [C] [D]	8 [A] [B] [C] [D]	13 [A] [B] [C] [D]
4 [A] [B] [C] [D]	9 [A] [B] [C] [D]	14 [A] [B] [C] [D]
5 [A] [B] [C] [D]	10 [A] [B] [C] [D]	15 [A] [B] [C] [D]
16 [A] [B] [C] [D]	21 [A] [B] [C] [D]	26 [A] [B] [C] [D]
17 [A] [B] [C] [D]	22 [A] [B] [C] [D]	27 [A] [B] [C] [D]
18 [A] [B] [C] [D]	23 [A] [B] [C] [D]	28 [A] [B] [C] [D]
19 [A] [B] [C] [D]	24 [A] [B] [C] [D]	29 [A] [B] [C] [D]
20 [A] [B] [C] [D]	25 [A] [B] [C] [D]	30 [A] [B] [C] [D]
31 [A] [B] [C] [D]	36 [A] [B] [C] [D]	41 [A] [B] [C] [D] [E] [F] [G]
32 [A] [B] [C] [D]	37 [A] [B] [C] [D]	42 [A] [B] [C] [D] [E] [F] [G]
33 [A] [B] [C] [D]	38 [A] [B] [C] [D]	43 [A] [B] [C] [D] [E] [F] [G]
34 [A] [B] [C] [D]	39 [A] [B] [C] [D]	44 [A] [B] [C] [D] [E] [F] [G]
35 [A] [B] [C] [D]	40 [A] [B] [C] [D]	45 [A] [B] [C] [D] [E] [F] [G]

46-50翻译题

46. _____

47. _____

48. _____

49. _____

50. _____



试卷条形码

51小作文

52大作文

[illegible]

2011 年全真试题

Section I Use of English



原文外教朗读

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 1930’s 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 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. [289 words]

- | | | | |
|--------------------|------------------|------------------|-----------------|
| 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 Para. 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



原文外教朗读

Text 1



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



原文外教朗读

Text 2



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. [443 words]

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 to 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.



原文外教朗读

Text 3



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 re-define 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. (450 words)

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.



原文外教朗读

Text 4

Part B

Directions:

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



原文外教朗读

[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 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 require fewer teachers. So, at the end of a decade of thesis-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 specialisation 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, captures 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)



原文外教朗读

With its theme that “Mind is the master weaver,” creating our inner character and outer circumstances, the book *As a Man Thinking* 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)



原文外教朗读

Part B

52. Directions:

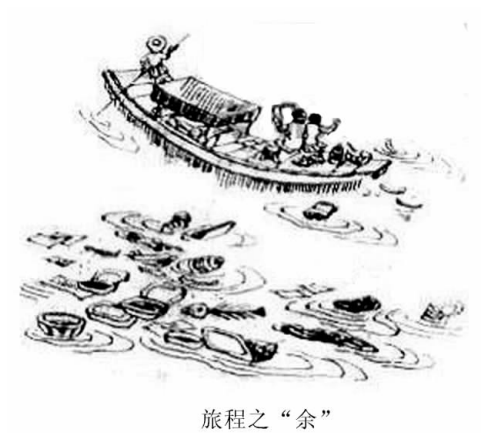
Write an essay of 160—200 words based on the following drawing. In your essay, you should

- 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)












原文外教朗读



旅程之“余”

答题卡

姓 名	报考单位
填 涂 说 明	<p>1. 填写部分用蓝（黑）色字迹钢笔、圆珠笔或签字笔填写，信息点或选项用2B铅笔涂写，修改时用橡皮擦干净。</p> <p>2. 此卡不准弄皱、弄脏或弄破，不准折叠。</p> <p>3. 考试结束，将此卡和试题一并装入试题袋中。</p> <p>正确涂写  错误涂写        </p>

[illegible]

45 [A] [B] [C] [D] [E] [F] [G]

50.



试卷条形码

51小作文

52大作文

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2012 年全真试题

Section I Use of English



原文外教朗读

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)

The ethical judgments of the Supreme Court justices have become an important issue recently. The court cannot 1 its legitimacy as guardian of the rule of law 2 justices behave like politicians. Yet, in several instances, justices acted in ways that 3 the court's reputation for being independent and impartial.

Justice Antonin Scalia, for example, appeared at political events. That kind of activity makes it less likely that the court's decisions will be 4 as impartial judgments. Part of the problem is that the justices are not 5 by an ethics code. At the very least, the court should make itself 6 to the code of conduct that 7 to the rest of the federal judiciary.

This and other similar cases 8 the question of whether there is still a 9 between the court and politics.

The framers of the Constitution envisioned law 10 having authority apart from politics. They gave justices permanent positions 11 they would be free to 12 those in power and have no need to 13 political support. Our legal system was designed to set law apart from politics precisely because they are so closely 14.

Constitutional law is political because it results from choices rooted in fundamental social 15 like liberty and property. When the court deals with social policy decisions, the law it 16 is inescapably political—which is why decisions split along ideological lines are so easily 17 as unjust.

The justices must 18 doubts about the court's legitimacy by making themselves 19 to the code of conduct. That would make rulings more likely to be seen as separate from politics and, 20, convincing as law.

- | | | | |
|-------------------|-----------------|-----------------|----------------|
| 1. [A] emphasize | [B] maintain | [C] modify | [D] recognize |
| 2. [A] when | [B] lest | [C] before | [D] unless |
| 3. [A] restored | [B] weakened | [C] established | [D] eliminated |
| 4. [A] challenged | [B] compromised | [C] suspected | [D] accepted |
| 5. [A] advanced | [B] caught | [C] bound | [D] founded |
| 6. [A] resistant | [B] subject | [C] immune | [D] prone |
| 7. [A] resorts | [B] sticks | [C] leads | [D] applies |
| 8. [A] evade | [B] raise | [C] deny | [D] settle |
| 9. [A] line | [B] barrier | [C] similarity | [D] conflict |
| 10. [A] by | [B] as | [C] through | [D] towards |

- | | | | |
|----------------------|------------------|---------------|-----------------|
| 11. [A] so | [B] since | [C] provided | [D] though |
| 12. [A] serve | [B] satisfy | [C] upset | [D] replace |
| 13. [A] confirm | [B] express | [C] cultivate | [D] offer |
| 14. [A] guarded | [B] followed | [C] studied | [D] tied |
| 15. [A] concepts | [B] theories | [C] divisions | [D] conceptions |
| 16. [A] excludes | [B] questions | [C] shapes | [D] controls |
| 17. [A] dismissed | [B] released | [C] ranked | [D] distorted |
| 18. [A] suppress | [B] exploit | [C] address | [D] ignore |
| 19. [A] accessible | [B] amiable | [C] agreeable | [D] accountable |
| 20. [A] by all means | [B] at all costs | [C] in a word | [D] as a result |

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)



原文外教朗读



Text 1

Text 1

Come on—Everybody's doing it. That whispered message, half invitation and half forcing, is what most of us think of when we hear the words peer pressure. It usually leads to no good—drinking, drugs and casual sex. But in her new book *Join the Club*, Tina Rosenberg contends that peer pressure can also be a positive force through what she calls the social cure, in which organizations and officials use the power of group dynamics to help individuals improve their lives and possibly the world.

Rosenberg, the recipient of a Pulitzer Prize, offers a host of examples of the social cure in action: In South Carolina, a state-sponsored antismoking program called Rage Against the Haze sets out to make cigarettes uncool. In South Africa, an HIV-prevention initiative known as LoveLife recruits young people to promote safe sex among their peers.

The idea seems promising, and Rosenberg is a perceptive observer. Her critique of the lameness of many public-health campaigns is spot-on: they fail to mobilize peer pressure for healthy habits, and they demonstrate a seriously flawed understanding of psychology. "Dare to be different, please don't smoke!" pleads one billboard campaign aimed at reducing smoking among teenagers—teenagers, who desire nothing more than fitting in. Rosenberg argues convincingly that public-health advocates ought to take a page from advertisers, so skilled at applying peer pressure.

But on the general effectiveness of the social cure, Rosenberg is less persuasive. *Join the Club* is filled with too much irrelevant detail and not enough exploration of the social and biological factors that make peer pressure so powerful. The most glaring flaw of the social cure as it's presented here is that it doesn't work very well for very long. Rage Against the Haze failed once state funding was cut. Evidence that the LoveLife program produces lasting changes is limited and mixed.

There's no doubt that our peer groups exert enormous influence on our behavior. An emerging body of research shows that positive health habits—as well as negative ones—spread through net-

works of friends via social communication. This is a subtle form of peer pressure: we unconsciously imitate the behavior we see every day.

Far less certain, however, is how successfully experts and bureaucrats can select our peer groups and steer their activities in virtuous directions. It's like the teacher who breaks up the troublemakers in the back row by pairing them with better-behaved classmates. The tactic never really works. And that's the problem with a social cure engineered from the outside: in the real world, as in school, we insist on choosing our own friends.

21. According to the first paragraph, peer pressure often emerges as _____.
 [A] a supplement to the social cure [B] a stimulus to group dynamics
 [C] an obstacle to school progress [D] a cause of undesirable behaviors
22. Rosenberg holds that public advocates should _____.
 [A] recruit professional advertisers [B] learn from advertisers' experience
 [C] stay away from commercial advertisers [D] recognize the limitations of advertisements
23. In the author's view, Rosenberg's book fails to _____.
 [A] adequately probe social and biological factors [B] effectively evade the flaws of the social cure
 [C] illustrate the functions of state funding [D] produce a long-lasting social effect
24. Paragraph 5 shows that our imitation of behaviors _____.
 [A] is harmful to our networks of friends [B] will mislead behavioral studies
 [C] occurs without our realizing it [D] can produce negative health habits
25. The author suggests in the last paragraph that the effect of peer pressure is _____.
 [A] harmful [B] desirable [C] profound [D] questionable



Text 2

A deal is a deal—except, apparently, when Entergy is involved. The company, a major energy supplier in New England, provoked justified outrage in Vermont last week when it announced it was reneging on a longstanding commitment to abide by the strict nuclear regulations.

Instead, the company has done precisely what it had long promised it would not: challenge the constitutionality of Vermont's rules in the federal court, as part of a desperate effort to keep its Vermont Yankee nuclear power plant running. It's a stunning move.

The conflict has been surfacing since 2002, when the corporation bought Vermont's only nuclear power plant, an aging reactor in Vernon. As a condition of receiving state approval for the sale, the company agreed to seek permission from state regulators to operate past 2012. In 2006, the state went a step further, requiring that any extension of the plant's license be subject to Vermont legislature's approval. Then, too, the company went along.

Either Entergy never really intended to live by those commitments, or it simply didn't foresee what would happen next. A string of accidents, including the partial collapse of a cooling tower in 2007 and the discovery of an underground pipe system leakage, raised serious questions about both Vermont Yankee's safety and Entergy's management—especially after the company made misleading statements about the pipe. Enraged by Entergy's behavior, the Vermont Senate voted 26 to 4 last year against allowing an extension.

Now the company is suddenly claiming that the 2002 agreement is invalid because of the 2006 leg-

isolation, and that only the federal government has regulatory power over nuclear issues. The legal issues in the case are obscure; whereas the Supreme Court has ruled that states do have some regulatory authority over nuclear power, legal scholars say that Vermont case will offer a precedent-setting test of how far those powers extend. Certainly, there are valid concerns about the patchwork regulations that could result if every state sets its own rules. But had Entergy kept its word, that debate would be beside the point.

The company seems to have concluded that its reputation in Vermont is already so damaged that it has nothing left to lose by going to war with the state. But there should be consequences. Permission to run a nuclear plant is a public trust. Entergy runs 11 other reactors in the United States, including Pilgrim Nuclear station in Plymouth. Pledging to run Pilgrim safely, the company has applied for federal permission to keep it open for another 20 years. But as the Nuclear Regulatory Commission (NRC) reviews the company's application, it should keep in mind what promises from Entergy are worth.

26. The phrase “reneging on”(Line 3, para. 1) is closest in meaning to _____.
 [A] condemning [B] reaffirming [C] dishonoring [D] securing
27. By entering into the 2002 agreement, Entergy intended to _____.
 [A] obtain protection from Vermont regulators. [B] seek favor from the federal legislature.
 [C] acquire an extension of its business license. [D] get permission to purchase a power plant.
28. According to Paragraph 4, Entergy seems to have problems with its _____.
 [A] managerial practices [B] technical innovativeness
 [C] financial goals [D] business vision
29. In the author's view, the Vermont case will test _____.
 [A] Entergy's capacity to fulfill all its promises.
 [B] the nature of states' patchwork regulations.
 [C] the federal authority over nuclear issues.
 [D] the limits of states' power over nuclear issues.
30. It can be inferred from the last paragraph that _____.
 [A] Entergy's business elsewhere might be affected.
 [B] the authority of the NRC will be defied.
 [C] Entergy will withdraw its Plymouth application.
 [D] Vermont's reputation might be damaged.



原文外教朗读
Text 2



Text 3

In the idealized version of how science is done, facts about the world are waiting to be observed and collected by objective researchers who use the scientific method to carry out their work. But in the everyday practice of science, discovery frequently follows an ambiguous and complicated route. We aim to be objective, but we cannot escape the context of our unique life experience. Prior knowledge and interest influence what we experience, what we think our experiences mean, and the subsequent actions we take. Opportunities for misinterpretation, error, and self-deception abound.

Consequently, discovery claims should be thought of as protoscience. Similar to newly staked mining claims, they are full of potential. But it takes collective scrutiny and acceptance to transform a

discovery claim into a mature discovery. This is the credibility process, through which the individual researcher's *me, here, now* becomes the community's *anyone, anywhere, anytime*. Objective knowledge is the goal, not the starting point.

Once a discovery claim becomes public, the discoverer receives intellectual credit. But, unlike with mining claims, the community takes control of what happens next. Within the complex social structure of the scientific community, researchers make discoveries; editors and reviewers act as gatekeepers by controlling the publication process; other scientists use the new finding to suit their own purposes; and finally, the public (including other scientists) receives the new discovery and possibly accompanying technology. As a discovery claim works its way through the community, the interaction and confrontation between shared and competing beliefs about the science and the technology involved transforms an individual's discovery claim into the community's credible discovery.

Two paradoxes exist throughout this credibility process. First, scientific work tends to focus on some aspect of prevailing knowledge that is viewed as incomplete or incorrect. Little reward accompanies duplication and confirmation of what is already known and believed. The goal is *new-search*, not *re-search*. Not surprisingly, newly published discovery claims and credible discoveries that appear to be important and convincing will always be open to challenge and potential modification or refutation by future researchers. Second, novelty itself frequently provokes disbelief. Nobel Laureate and physiologist Albert Szent-Györgyi once described discovery as "seeing what everybody has seen and thinking what nobody has thought." But thinking what nobody else has thought and telling others what they have missed may not change their views. Sometimes years are required for truly novel discovery claims to be accepted and appreciated.

In the end, credibility "happens" to a discovery claim—a process that corresponds to what philosopher Annette Baier has described as the *commons of the mind*. "We reason together, challenge, revise, and complete each other's reasoning and each other's conceptions of reason."

31. According to the first paragraph, the process of discovery is characterized by its _____.
 [A]uncertainty and complexity [B]misconception and deceptiveness
 [C]logicality and objectivity [D]systematicness and regularity
32. It can be inferred from Paragraph 2 that credibility process requires _____.
 [A]strict inspection [B]shared efforts
 [C]individual wisdom [D]persistent innovation
33. Paragraph 3 shows that a discovery claim becomes credible after it _____.
 [A]has attracted the attention of the general public
 [B]has been examined by the scientific community
 [C]has received recognition from editors and reviewers
 [D]has been frequently quoted by peer scientists
34. Albert Szent-Györgyi would most likely agree that _____.
 [A]scientific claims will survive challenges [B]discoveries today inspire future research
 [C]efforts to make discoveries are justified [D]scientific work calls for a critical mind
35. Which of the following would be the best title of the text?
 [A]Novelty as an Engine of Scientific Development.
 [B]Collective Scrutiny in Scientific Discovery.



原文外教朗读

Text 3

[C] Evolution of Credibility in Doing Science.

[D] Challenge to Credibility at the Gate to Science.



Text 4

If the trade unionist Jimmy Hoffa were alive today, he would probably represent civil servant. When Hoffa's Teamsters were in their prime in 1960, only one in ten American government workers belonged to a union; now 36% do. In 2009 the number of unionists in America's public sector passed that of their fellow members in the private sector. In Britain, more than half of public-sector workers but only about 15% of private-sector ones are unionized.

There are three reasons for the public-sector unions' thriving. First, they can shut things down without suffering much in the way of consequences. Second, they are mostly bright and well-educated. A quarter of America's public-sector workers have a university degree. Third, they now dominate left-of-centre politics. Some of their ties go back a long way. Britain's Labor Party, as its name implies, has long been associated with trade unionism. Its current leader, Ed Miliband, owes his position to votes from public-sector unions.

At the state level their influence can be even more fearsome. Mark Baldassare of the Public Policy Institute of California points out that much of the state's budget is patrolled by unions. The teachers' unions keep an eye on schools, the CCPOA on prisons and a variety of labor groups on health care.

In many rich countries average wages in the state sector are higher than in the private one. But the real gains come in benefits and work practices. Politicians have repeatedly "backloaded" public-sector pay deals, keeping the pay increases modest but adding to holidays and especially pensions that are already generous.

Reform has been vigorously opposed, perhaps most egregiously in education, where charter schools, academies and merit pay all faced drawn-out battles. Even though there is plenty of evidence that the quality of the teachers is the most important variable, teachers' unions have fought against getting rid of bad ones and promoting good ones.

As the cost to everyone else has become clearer, politicians have begun to clamp down. In Wisconsin the unions have rallied thousands of supporters against Scott Walker, the hardline Republican governor. But many within the public sector suffer under the current system, too.

John Donahue at Harvard's Kennedy School points out that the norms of culture in Western civil services suit those who want to stay put but is bad for high achievers. The only American public-sector workers who earn well above \$250,000 a year are university sports coaches and the president of the United States. Bankers' fat pay packets have attracted much criticism, but a public-sector system that does not reward high achievers may be a much bigger problem for America.

36. It can be learned from the first paragraph that ____.

[A] Teamsters still have a large body of members

[B] Jimmy Hoffa used to work as a civil servant

[C] unions have enlarged their public-sector membership

[D] the government has improved its relationship with unionists

37. Which of the following is true of Paragraph 2?

[A] Public-sector unions are prudent in taking actions.



原文外教朗读

Text 4

- [B] Education is required for public-sector union membership.
 [C] Labor Party has long been fighting against public-sector unions.
 [D] Public-sector unions seldom get in trouble for their actions.
38. It can be learned from Paragraph 4 that the income in the state sector is _____.
 [A] illegally secured [B] indirectly augmented
 [C] excessively increased [D] fairly adjusted
39. The example of the unions in Wisconsin shows that unions _____.
 [A] often run against the current political system [B] can change people's political attitudes
 [C] may be a barrier to public-sector reforms [D] are dominant in the government
40. John Donahue's attitude towards the public-sector system is one of _____.
 [A] disapproval [B] appreciation [C] tolerance [D] indifference

Part B

Directions:

In the following text, some sentences have been removed. For Questions 41—45, choose the most suitable one from the list A—G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the gaps. Mark your answers on ANSWER SHEET1. (10 points)



原文外教朗读

Think of those fleeting moments when you look out of an aeroplane window and realise that you are flying, higher than a bird. Now think of your laptop, thinner than a brown-paper envelope, or your cellphone in the palm of your hand. Take a moment or two to wonder at those marvels. You are the lucky inheritor of a dream come true.

The second half of the 20th century saw a collection of geniuses, warriors, entrepreneurs and visionaries labour to create a fabulous machine that could function as a typewriter and printing press, studio and theatre, paintbrush and gallery, piano and radio, the mail as well as the mail carrier. (41) _____.

The networked computer is an amazing device, the first media machine that serves as the mode of production, means of distribution, site of reception, and place of praise and critique. The computer is the 21st century's culture machine.

But for all the reasons there are to celebrate the computer, we must also tread with caution. (42) _____. I call it a secret war for two reasons. First, most people do not realise that there are strong commercial agendas at work to keep them in passive consumption mode. Second, the majority of people who use networked computers to upload are not even aware of the significance of what they are doing.

All animals download, but only a few upload. Beavers build dams, birds make nests. Yet for the most part, the animal kingdom moves through the world downloading. Humans are unique in their capacity to not only make tools but then turn around and use them to create superfluous material goods—paintings, sculpture and architecture—and superfluous experiences—music, literature, religion and philosophy. (43) _____.

For all the possibilities of our new culture machines, most people are still stuck in download mode. Even after the advent of widespread social media, a pyramid of production remains, with a small number of people uploading material, a slightly larger group commenting on or modifying that content, and a huge percentage remaining content to just consume. (44) _____.

Television is a one-way tap flowing into our homes. The hardest task that television asks of anyone is to turn the power off after he has turned it on.

(45) _____.

What counts as meaningful uploading? My definition revolves around the concept of “stickiness”—creations and experiences to which others adhere.

[A] Of course, it is precisely these superfluous things that define human culture and ultimately what it is to be human. Downloading and consuming culture requires great skills, but failing to move beyond downloading is to strip oneself of a defining constituent of humanity.

[B] Applications like tumblr. com, which allow users to combine pictures, words and other media in creative ways and then share them, have the potential to add stickiness by amusing, entertaining and enlightening others—and engendering more of the same.

[C] Not only did they develop such a device but by the turn of the millennium they had also managed to embed it in a worldwide system accessed by billions of people every day.

[D] This is because the networked computer has sparked a secret war between downloading and uploading—between passive consumption and active creation—whose outcome will shape our collective future in ways we can only begin to imagine.

[E] The challenge the computer mounts to television thus bears little similarity to one format being replaced by another in the manner of record players being replaced by CD players.

[F] One reason for the persistence of this pyramid of production is that for the past half-century, much of the world’s media culture has been defined by a single medium—television—and television is defined by downloading.

[G] The networked computer offers the first chance in 50 years to reverse the flow, to encourage thoughtful downloading and, even more importantly, meaningful uploading.

Part C

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)



原文外教朗读

Since the days of Aristotle, a search for universal principles has characterized the scientific enterprise. In some ways, this quest for commonalities defines science. Newton’s laws of motion and Darwinian evolution each bind a host of different phenomena into a single explicatory frame work.

46) In physics, one approach takes this impulse for unification to its extreme, and seeks a theory of everything—a single generative equation for all we see. It is becoming less clear, however, that such a theory would be a simplification, given the dimensions and universes that it might entail. Nonetheless, unification of sorts remains a major goal.

This tendency in the natural sciences has long been evident in the social sciences too. 47) Here, Darwinism seems to offer justification, for if all humans share common origins, it seems reasonable to suppose that cultural diversity could also be traced to more constrained beginnings. Just as the bewildering variety of human courtship rituals might all be considered forms of sexual selection, perhaps the world’s languages, music, social and religious customs and even history are governed by universal features. 48) To filter out what is unique from what is shared might enable us to understand how complex cultural behavior arose and what guides it in evolutionary or cognitive terms.

That, at least, is the hope. But a comparative study of linguistic traits published online today supplies a reality check. Russell Gray at the University of Auckland and his colleagues consider the evolution of grammars in the light of two previous attempts to find universality in language.

The most famous of these efforts was initiated by Noam Chomsky, who suggested that humans are born with an innate language-acquisition capacity that dictates a universal grammar. A few generative rules are then sufficient to unfold the entire fundamental structure of a language, which is why children can learn it so quickly.

49) The second, by Joshua Greenberg, takes a more empirical approach to universality, identifying traits (particularly in word order) shared by many languages, which are considered to represent biases that result from cognitive constraints.

Gray and his colleagues have put them to the test by examining four family trees that between them represent more than 2,000 languages. 50) Chomsky's grammar should show patterns of language change that are independent of the family tree or the pathway tracked through it, whereas Greenbergian universality predicts strong co-dependencies between particular types of word-order relations. Neither of these patterns is borne out by the analysis, suggesting that the structures of the languages are lineage-specific and not governed by universals.

Section III Writing

Part A

51. Directions:

Some international students are coming to your university. Write them an email in the name of the Students' Union to

- 1) extend your welcome and
- 2) provide some suggestions for their campus life here.

You should write about 100 words on ANSWER SHEET 2. Do not sign your name at the end of the letter. Use "Li Ming" instead.

Do not write the address. (10 points)



原文外教朗读

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)



原文外教朗读





No. 29378401
考生信息条形码

全国硕士研究生入学统一考试英语试题

答题卡

姓 名		报考单位													
填涂说明	1. 填写部分用蓝（黑）色字迹钢笔、圆珠笔或签字笔填写，信息点或选项用2B铅笔涂写，修改时用橡皮擦干净。														
	2. 此卡不准弄皱、弄脏或弄破，不准折叠。														
	3. 考试结束，将此卡和试题一并装入试题袋中。														
	正确涂写 错误涂写														
准 考 证 号															
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1-45选择题

- 1 [A] [B] [C] [D]

2 [A] [B] [C] [D]

3 [A] [B] [C] [D]

4 [A] [B] [C] [D]

5 [A] [B] [C] [D]
- 6 [A] [B] [C] [D]

7 [A] [B] [C] [D]

8 [A] [B] [C] [D]

9 [A] [B] [C] [D]

10 [A] [B] [C] [D]
- 11 [A] [B] [C] [D]

12 [A] [B] [C] [D]

13 [A] [B] [C] [D]

14 [A] [B] [C] [D]

15 [A] [B] [C] [D]
- 16 [A] [B] [C] [D]

17 [A] [B] [C] [D]

18 [A] [B] [C] [D]

19 [A] [B] [C] [D]

20 [A] [B] [C] [D]
- 21 [A] [B] [C] [D]

22 [A] [B] [C] [D]

23 [A] [B] [C] [D]

24 [A] [B] [C] [D]

25 [A] [B] [C] [D]
- 26 [A] [B] [C] [D]

27 [A] [B] [C] [D]

28 [A] [B] [C] [D]

29 [A] [B] [C] [D]

30 [A] [B] [C] [D]
- 31 [A] [B] [C] [D]

32 [A] [B] [C] [D]

33 [A] [B] [C] [D]

34 [A] [B] [C] [D]

35 [A] [B] [C] [D]
- 36 [A] [B] [C] [D]

37 [A] [B] [C] [D]

38 [A] [B] [C] [D]

39 [A] [B] [C] [D]

40 [A] [B] [C] [D]
- 41 [A] [B] [C] [D] [E] [F] [G]

42 [A] [B] [C] [D] [E] [F] [G]

43 [A] [B] [C] [D] [E] [F] [G]

44 [A] [B] [C] [D] [E] [F] [G]

45 [A] [B] [C] [D] [E] [F] [G]

46-50翻译题

46. _____
47. _____
48. _____
49. _____
50. _____



试卷条形码

51小作文

52大作文

[illegible]

2005 年全真试题答案

Section I Use of English

1. C 2. B 3. A 4. C 5. B 6. A 7. D 8. A 9. D 10. B
11. C 12. A 13. D 14. C 15. D 16. B 17. C 18. D 19. A 20. B

Section II Reading Comprehension

Part A

- Text 1 21. C 22. B 23. A 24. C 25. B
Text 2 26. C 27. D 28. A 29. D 30. B
Text 3 31. A 32. C 33. D 34. D 35. A
Text 4 36. B 37. D 38. A 39. B 40. C

Part B

41. E 42. C 43. G 44. F 45. B

Part C

46. 电视是引发并传达这些情绪的方式之一,在加强不同民族和国家间的联系方面,或许它从未像在近来欧洲事务中那样起过如此大的作用。

47. 同其他地方一样,欧洲的传媒集团蒸蒸日上,这些集团把相互联系的电视、广播、报纸、杂志及出版社等媒体联合到一起。

48. 仅此就足以表明,在电视行业里生存并不容易,统计数字更印证了这个事实:1989 年,在 80 家欧洲电视网中,一半以上出现亏损。

49. 不同的文化和传统把欧洲大陆编织成一体,要创造出一种尊重这些不同文化和传统的“欧洲品牌”绝非易事,需要人们做出战略性的选择。

50. 要应付如此规模的挑战,可以毫不夸张地说,“团结擎天散如沙”。

2006 年全真试题答案

Section I Use of English

1. A 2. B 3. D 4. A 5. D 6. C 7. B 8. C 9. A 10. A
11. C 12. B 13. D 14. C 15. C 16. A 17. B 18. C 19. A 20. D

Section II Reading Comprehension

Part A

- Text 1 21. C 22. A 23. C 24. D 25. B
Text 2 26. A 27. B 28. C 29. D 30. D
Text 3 31. C 32. A 33. C 34. D 35. B
Text 4 36. D 37. B 38. D 39. B 40. A

Part B

41. C 42. A 43. B 44. F 45. D

Part C

46. 我将他定义为一个对道德问题进行苏格拉底式思考并将此作为自己人生首要责任和快乐的人。

47. 他的职责与法官相似,必须承担这样的责任:用尽可能明了的方式来展示自己做出决定的推理过程。

48. 我之所以将他(普通科学家)排除在外,是因为尽管他的成果可能会有助于解决道德问题,但他承担的任务只不过是研究这些问题的事实方面。

49. 但是,他的首要任务并不是考虑支配自己行动的道德规范,就如同不能指望商人专注于探索行业规范一样。

50. 他们可以教得很好,而且不仅仅是为了挣薪水,但他们大多数人却很少或没有对需要进行道德判断的、人的问题进行独立思考。

Section III Writing 略

2007 年全真试题答案

Section I Use of English

1. B 2. D 3. A 4. C 5. C 6. D 7. B 8. A 9. B 10. C
11. A 12. D 13. A 14. C 15. B 16. D 17. C 18. A 19. B 20. D

Section II Reading Comprehension

Part A

- Text 1 21. C 22. B 23. A 24. D 25. C
Text 2 26. D 27. C 28. A 29. A 30. B
Text 3 31. C 32. B 33. D 34. C 35. B
Text 4 36. D 37. A 38. B 39. A 40. D

Part B

41. F 42. D 43. B 44. C 45. E

Part C

46. 长久以来,法律知识在这类学校里一直被视为律师们所专有的,而不是一个受教育者的知识素养的必要组成部分。

47. 另一方面,这一学科把这些概念结合到日常生活中,这与新闻记者每天报道和评论新闻时的做法是相同的。

48. 新闻记者应比普通公民更加透彻地了解法律,而这种看法是基于他们对新闻媒体业已确立的规约和特殊责任的理解。

49. 事实上,很难设想那些对加拿大宪法的基本要点缺乏清晰了解的新闻记者何以能胜任政治新闻的报道工作。

50. 尽管律师的见解和反应会提高报道的质量,但新闻记者最好凭借他们自己对重要性的理解自行做出判断。

Section III Writing 略

2008 年全真试题答案

Section I Use of English

1. B 2. D 3. A 4. C 5. C 6. A 7. B 8. D 9. B 10. C
11. B 12. D 13. A 14. C 15. D 16. D 17. C 18. A 19. B 20. A

Section II Reading Comprehension

Part A

- Text 1 21. A 22. D 23. C 24. B 25. D
Text 2 26. D 27. C 28. A 29. A 30. B
Text 3 31. A 32. C 33. B 34. D 35. C
Text 4 36. D 37. B 38. C 39. A 40. B

Part B

41. D 42. G 43. A 44. C 45. E

Part C

46. 他认为或许正因为(语言表达上的)这种困难,他不得不对自己要说的每句话都经过长时间的认真思考,从而能发现自己在推理和观察中的错误,结果这反而成为他的优点。

47. 他坚持认为自己进行长时间纯抽象思维的能力十分有限,由此他也认定自己在数学方面根本不可能有大的作为。

48. 另一方面,某些人批评他虽然善于观察,却不具备推理能力,而他认为这种说法也是缺乏根据的。

49. 他又自谦地说,或许自己“在注意到容易被忽略的事物,并对其加以仔细观察方面优于常人”。

50. 达尔文确信,没有了这些爱好不只是少了乐趣,而且可能会有损于一个人的思维能力,更可能导致一个人道德品质的下降。

Section III Writing 略

2009 年全真试题答案

Section I Use of English

1. B 2. A 3. D 4. B 5. C 6. A 7. D 8. C 9. B 10. D
11. D 12. B 13. C 14. D 15. A 16. C 17. B 18. A 19. A 20. C

Section II Reading Comprehension

Part A

Text 1 21. C 22. D 23. A 24. D 25. A
Text 2 26. A 27. C 28. D 29. A 30. B
Text 3 31. D 32. B 33. B 34. C 35. C
Text 4 36. B 37. B 38. D 39. A 40. C

Part B

41. C 42. E 43. A 44. B 45. G

Part C

46. 虽然我们可以说衡量任何一个社会机构价值的标准是其在丰富和完善人生(经验)方面所起的作用,但这种作用并不是我们最初的动机的组成部分。

47. 人们只是逐渐地才注意到机构的这一副产品,而人们把这种作用视为机构运作的指导性因素的过程则更为缓慢。

48. 虽然在与年轻人的接触中我们容易忽视自己的行为对他们的性情所产生的影响,然而在与成年人打交道时这种情况就不那么容易发生。

49. 由于我们对年轻人所做的首要工作在于使他们能够在生活中彼此相融,因此我们不禁要考虑自己是否在形成让他们获得这种能力的力量。

50. 这就使得我们得以在一直讨论的广义的教育过程中进一步区分出一种更为正式的教育形式,即直接讲授或学校教育。

Section III Writing

51. 见分析

52. 见分析

2010 年全真试题答案

Section I Use of English

1. A 2. B 3. C 4. B 5. C 6. B 7. D 8. A 9. C 10. D
11. C 12. A 13. A 14. D 15. B 16. A 17. D 18. C 19. B 20. D

Section II Reading Comprehension

Part A

- Text 1 21. B 22. A 23. D 24. A 25. B
Text 2 26. C 27. D 28. C 29. B 30. A
Text 3 31. B 32. D 33. A 34. C 35. C
Text 4 36. A 37. D 38. C 39. B 40. D

Part B

41. B 42. F 43. D 44. G 45. A

Part C

46. 科学家们急忙介入,但提出的证据显然站不住脚,其大意是,如果鸟类不能控制昆虫的数量,昆虫便会吞噬我们人类。

47. 但是我们至少近乎承认,无论鸟类能否带给我们经济价值,它们自有生存下去的权利。

48. 有证据表明:这些生物杀死体弱者来保持种群的健康,或者说它们仅仅捕食“没有价值”的物种。曾经有段时间,生物学家或多或少滥用了这一证据。

49. 在林业生态更为发达的欧洲,没有商业价值的树种被合理地看成是当地森林群落的成员,并得到相应的保护。

50. 这种保护体系往往忽视陆地群落中诸多缺乏商业价值但对其健康运作至关重要的物种,而最终导致它们的灭绝。

Section III Writing

51. 见分析
52. 见分析

2011 年全真试题答案

Section I Use of English

1. C 2. D 3. B 4. B 5. A 6. B 7. A 8. D 9. C 10. A
11. B 12. C 13. D 14. C 15. B 16. D 17. A 18. D 19. A 20. C

Section II Reading Comprehension

Part A

Text 1 21. C 22. B 23. D 24. B 25. A
Text 2 26. B 27. D 28. C 29. A 30. C
Text 3 31. D 32. C 33. B 34. A 35. A
Text 4 36. C 37. D 38. A 39. D 40. B

Part B

41. B 42. D 43. A 44. C 45. F

Part C

46. 爱伦的贡献在于,他拿出“我们并不是机器人,所以能控制自己思想”这一公认的假设,并揭示了其谬误所在。

47. 尽管我们或许可以仅凭意识来维系“控制”这种错觉,现实中我们还是不断要面对一个问题:“我为什么不能让自己做这个或完成那个?”

48. 这似乎是在为忽视贫困者的行为作辩护,为剥削、为社会上层人群的优越及社会底层人群的卑微找理由。

49. 环境仿佛是为了激发我们的最大潜能而设,如果我们觉得自己遭受了“不公”,就不太可能有意识地去努力摆脱自己的处境。

50. 其正面意义在于,了解了一切都取决于我们自己,即有了诸多可能;此前我们是谙熟各种局限的专家,现在我们成了驾驭各种可能性的权威。

Section III Writing

51. 见分析

52. 见分析

2012 年全真试题答案

Section I Use of English

1. B 2. A 3. B 4. D 5. C 6. B 7. D 8. B 9. A 10. B
11. A 12. C 13. C 14. D 15. A 16. C 17. A 18. C 19. D 20. D

Section II Reading Comprehension

Part A

- Text 1 21. D 22. B 23. A 24. C 25. D
Text 2 26. C 27. D 28. A 29. D 30. A
Text 3 31. A 32. B 33. B 34. D 35. C
Text 4 36. C 37. D 38. B 39. C 40. A

Part B

41. C 42. D 43. A 44. F 45. G

Part C

46. 在物理学领域,一种做法把这种寻求大同理论的冲动推向极端,试图寻找包含一切的理论——一个涵括我们所看到的一切的生成性公式。

47. 这里,达尔文学说似乎做出了证明,因为如果人类有着共同的起源,那么似乎就有理由认为文化的多样性也可以追溯到更为有限的起源。

48. 从共有特征中滤出独有特征,这使我们得以理解复杂的文化行为是如何产生的,并从进化或认知角度理解什么引导了它的走向。

49. 第二次努力——由乔舒亚·格林堡做出——采用更为经验主义的方法来研究语言的普遍性,确定了多种语言(尤其在语法词序方面)的共有特征,这些特征被认为是代表了由认知限制产生的倾向。

50. 乔姆斯基的语法应该显示出语言变化的模式,这些模式并不受语言谱系或贯穿谱系路径的影响;而格林堡式的普遍性则预言了特定的语法词序关系类型之间所存在的紧密互依性。

Section III Writing

51. 见分析
52. 见分析