

## 2009 年全国硕士研究生招生考试英语（一）试题

### Section I Use of English

#### Directions:

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

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         |

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- 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 connotation.

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*

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*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 habit can be .**

- [A] predicted
- [B] regulated
- [C] traced
- [D] guided

**23. "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 model
- [D] complies with the American belief system

## Text 2

It is a wise father that knows his own child, but today a man can boost his paternal (fatherly) wisdom — or at least confirm that he's the kid's dad. All he needs to do is shell out \$30 for paternity testing kit (PTK) at his local drugstore — and another \$120 to get the results.

More than 60,000 people have purchased the PTKs since they first become available without prescriptions last years, 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 \$2500.

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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 is a kind of false precision being hawked by people claiming they are doing ancestry testing,” says Troy Duster, a New York University sociologist. He notes that each individual has many ancestors — numbering in the hundreds just a few centuries back. Yet most ancestry testing only considers a single lineage, either the Y chromosome inherited through men in a father’s line or mitochondrial DNA, which is passed down only from mothers. This DNA can reveal genetic information about only one or two ancestors, even though, for example, just three generations back people also have six other great-grandparents or, four generations back, 14 other great-great-grandparents.

Critics also argue that commercial genetic testing is only as good as the reference collections to which a sample is compared. Databases used by some companies don’t rely on data collected systematically but rather lump together information from different research projects. This means that a DNA database may have a lot of data from some regions and not others, so a person’s test results may differ depending on the company that processes the results. In addition, the computer programs a company uses to estimate relationships may be patented and not subject to peer review or outside evaluation.

**26. In paragraphs 1 and 2, the text shows PTK’s \_\_\_\_\_.**

- [A] easy availability
- [B] flexibility in pricing
- [C] successful promotion
- [D] popularity with households

**27. PTK is used to \_\_\_\_\_.**

- [A] locate one’s birth place
- [B] promote genetic research
- [C] identify parent-child kinship
- [D] choose children for adoption

**28. Skeptical observers believe that ancestry testing fails to \_\_\_\_\_.**

- [A] trace distant ancestors
- [B] rebuild reliable bloodlines
- [C] fully use genetic information
- [D] achieve the claimed accuracy

**29. In the last paragraph, a problem commercial genetic testing faces is \_\_\_\_\_.**

- [A] disorganized data collection
- [B] overlapping database building

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[C] excessive sample comparison

[D] lack of patent evaluation

**30. An appropriate title for the text is most likely to be\_\_\_\_\_.**

[A] Fors 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 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

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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 education 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 organize

**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 on longer went hungry
- [D] as a result of pressure on government

**35. According to the last paragraph, development of education \_\_\_\_.**

- [A] results directly from competitive environments
- [B] does not depend on economic performance
- [C] follows improved productivity
- [D] cannot afford political changes

#### **Text 4**

The most thoroughly studied intellectuals in the history of the new world are the ministers and political leaders of seventeenth-century New England. According to the standard history of American philosophy, nowhere else in colonial America was "so much importance attached to intellectual pursuits." According to many books and articles, New England's leaders established the basic themes and preoccupations of an unfolding, dominant Puritan tradition in American intellectual life.

To take this approach to the New Englanders normally means to start with the Puritans' theological innovations and their distinctive ideas about the church-important subjects that we may not neglect. But in keeping with our examination of southern intellectual life, we may consider the original Puritans as carriers of

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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 crafts men or farmers, let alone dependents and servants, left literary compositions to be analyzed, 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 name 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 notes 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

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[D] frustrated with family earnings

**40. The text suggests that early settlers in New England \_\_\_\_\_.**

[A] were mostly engaged in political activities

[B] were motivated by an illusory prospect

[C] came from different intellectual backgrounds

[D] left few formal records for later reference

**Part B**

**Directions:**

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

Coinciding with the groundbreaking theory of biological evolution proposed by British naturalist Charles Darwin in the 1860s, British social philosopher Herbert Spencer put forward his own theory of biological and cultural evolution. Spencer argued that all worldly phenomena, including human societies, changed over time, advancing toward perfection. 41) \_\_\_\_\_.

American social scientist Lewis Henry Morgan introduced another theory of cultural evolution in the late 1800s. Morgan helped found modern anthropology—the scientific study of human societies, customs and beliefs—thus becoming one of the earliest anthropologists. In his work, he attempted to show how all aspects of culture changed together in the evolution of societies. 42) \_\_\_\_\_.

In the early 1900s in North America, German-born American anthropologist Franz Boas developed a new theory of culture known as historical particularism. Historical particularism, which emphasized the uniqueness of all cultures, gave new direction to anthropology. 43) \_\_\_\_\_.

Boas felt that the culture of any society must be understood as the result of a unique history and not as one of many cultures belonging to a broader evolutionary stage or type of culture. 44) \_\_\_\_\_.

Historical particularism became a dominant approach to the study of culture in American anthropology, largely through the influence of many students of Boas. But a number of anthropologists in the early 1900s also rejected the particularist theory of culture in favor of diffusionism. Some attributed virtually every important cultural achievement to the inventions of a few, especially gifted peoples that, according to diffusionists, then spread to other cultures. 45) \_\_\_\_\_.

Also in the early 1900s, French sociologist 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.



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[B] In order to study particular cultures as completely as possible, he became skilled in linguistics, the study of languages, and in physical anthropology, the study of human biology and anatomy.

[C] He argued that human evolution was characterized by a struggle he called the “survival of the fittest,” in which weaker races and societies must eventually be replaced by stronger, more advanced races and societies.

[D] They also focused on important rituals that appeared to preserve a people’s social structure, such as initiation ceremonies that formally signify children’s entrance into adulthood.

[E] Thus, in his view, diverse aspects of culture, such as the structure of families, forms of marriage, categories of kinship, ownership of property, forms of government, technology, and systems of food production, all changed as societies evolved.

[F] Supporters of the theory viewed culture as a collection of integrated parts that work together to keep a society functioning.

[G] For example, British anthropologists Grafton Elliot Smith and W. J. Perry incorrectly suggested, on the basis of inadequate information, that farming, pottery making, and metallurgy all originated in ancient Egypt and diffused throughout the world. In fact, all of these cultural developments occurred separately at different times in many parts of the world.

### **Part C**

#### **Directions:**

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

There is a marked difference between the education which every one gets from living with others, and the deliberate educating of the young. In the former case the education is incidental; it is natural and

important, but it is not the express reason of the association. (46) It may be said that the measure of the worth of any social institution is its effect in enlarging and improving experience, but this effect is not a part of its original motive. Religious associations began, for example, in the desire to secure the favor of overruling powers and to ward off evil influences; family life in the desire to gratify appetites and secure family perpetuity; systematic labor, for the most part, because of enslavement to others, etc. (47) Only gradually was the by-product of the institution noted, and only more gradually still was this effect considered as a directive factor in the conduct of the institution. Even today, in our industrial life, apart from certain values of industriousness and thrift, the intellectual and emotional reaction of the forms of human association under which the world's work is carried on receives little attention as compared with physical output.

But in dealing with the young, the fact of association itself as an immediate human fact, gains in importance.

(48) While it is easy to ignore in our contact with them the effect of our acts upon their disposition, it is not so easy as in dealing with adults. The need of training is too evident and the pressure to accomplish a change in their

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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

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”

## 2009 年全国硕士研究生招生考试英语（一）答案详解

### Section I Use of English

#### 一、文章总体分析

本文是一个有关动物智力话题的文章。文章第一段第一句就点名了文章中心，接着引用自然杂志上描述的实验论证这一观点。从第二、三段作者从几个方面分析了产生这种情况的原因，最后一段从动物上升到对人的思考。

#### 二、试题具体解析

1.

[A] Suppose 假设 猜想

[B] Consider 考虑

[C] Observe 观察

[D] Imagine 设想

**【答案】 B**

**【考点】 固定搭配**

**【解析】** 本题考查的是“consider+名词性词组”的用法，表示“以……为例”，显然与后面的试验搭配表示以该试验为例引出下文。选项 A、D 同义，故排除。选项 C 代入文中与上下文不合，故答案为 B。

**【补充】** consider 在这里等同于 take...(as an example)。

2.

[A] tended (to) 倾向于……

[B] feared 害怕

[C] happened(to) 碰巧……

[D] threatened (to) 威胁要去做……

**【答案】 A**

**【考点】 动词搭配**

**【解析】** 从空格后面的 to 可首先排除 B，因为 fear 不与 to 连用。再结合文章题材看，文章是科技类，而科技类文章中通常为了表示说话客观性并避免绝对化，往往在主谓之间加一个 tend to 表示语气的弱化，故本题答案为 A，其他两个代入文章语义不通。

3.

[A] thinner 较细的

[B] stabler 较稳定的

[C] lighter 更明亮的

[D] dimmer 较暗的

**【答案】 D**

**【考点】 逻辑关系**

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【解析】空前内容谈到聪明的果蝇寿命相对普通果蝇要短，这里拿灯泡做比喻，相对应的自然是光线的暗淡，即光线暗淡的灯泡使用时间更长。下一句也有提示：no being too bright，故答案为 D。

4.

[A] tendency 趋向

[B] advantage 优势

[C] inclination 倾向

[D] priority 优先

【答案】B

【考点】词汇辨析

【解析】前文谈到暗淡的灯泡寿命更长，接着说“不太明亮也是”，对比四个选项，只有优势语义连贯，故答案为 B。

5.

[A] insists on 坚持

[B] sums up 总之

[C] turns out 结果是

[D] puts forward 提出

【答案】C

【考点】词组辨析

【解析】该空所在句意为：，智力是高成本的选择。显然这是对上文试验结果的总结。表示对结果的说明只有 C，故答案为 C。A 项的主语应该是人，B 项一般不会出现在段首，D 项词义显然不合语境，均可排除。

6.

[A] off 远离

[B] behind 在……之后

[C] over 在……之上

[D] along 沿着

【答案】A

【考点】词汇搭配

【解析】空格所在的句意为：在起跑线时很慢。四个选项代入句中，只有远离语义通顺，故答案为 A。

7.

[A] incredible 难以置信的

[B] spontaneous 自发的

[C] inevitable 必然的

[D] gradual 渐进的

【答案】D

【考点】词汇辨析

【解析】此空所在的语境为：因为智力依赖于学习——一个过程而不是本能。由常识我们知道，学习是一个渐进的过程，故答案为 D，其他显然语义不通。

8.

[A] fight 战斗

[B] doubt 怀疑

[C] stop 停止

[D] think 思考

**【答案】 C**

**【考点】 逻辑关系**

**【解析】**空所在的内容为：很多其他物种都有学习的能力，而且它们明显学了一种技能就是知道何时需要。从句意中我们可以判断出这种技能必然是一种最简单的行为，B、D 显然可以排除，比较 A、C，再结合前文谈到的跑步的类比，stop 更能接近文章内容，故答案为 C。

9.

[A] invisible 看不见的

[B] limited 有限的

[C] indefinite 无限的

[D] different 不同的

**【答案】 B**

**【考点】 逻辑关系**

**【解析】**空所在的语境为： 的智慧有适应性价值。从句意我们可以大概判断出本句应该是对某种形式的智慧的一种好的评价，我们回想到前文有一句话谈到“不太聪明有着优势”，也是谈到智慧，由文章的一致性可知，这里智慧应该对应不太聪明，而形容不太聪明的在四个选项中对对应只能是有限的，故答案为 B。

10.

[A] upward 向上

[B] forward 向前

[C] afterward 后来

[D] backward 向后

**【答案】 D**

**【考点】 逻辑关系**

**【解析】**空所在的语境为：往 看一眼已经灭绝的物种。应经死亡的物种当然已经成为历史，常识告诉我们，看待历史只能是向后看了，故答案为 D。

**【补充】**leave...in the dust 表示“死亡”。

11.

[A] features 特征

[B] influences 影响

[C] results 结果

[D] costs 成本

**【答案】 D**

**【考点】 逻辑搭配**

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**【解析】**空所在的语境为：这个问题隐含地询问我们拥有智力的实际。显然这句谈到的是关于智力的某个方面，前文谈到智力是高成本的选择，由文章前后一致性可知，本处应该是与成本相关的内容，只有 D 表达了这一含义，故答案为 D。

12.

[A] outside 在……外

[B] on 在……上

[C] by 被……

[D] across 越过……

**【答案】 B**

**【考点】 固定搭配**

**【解析】**on the mind of sb 表示“某人一直在思考”，故答案为 B。

13.

[A] deliver 递送

[B] carry 运送

[C] perform 执行

[D] apply 应用

**【答案】 C**

**【考点】 逻辑搭配**

**【解析】**空所在的语境为：experiment on humans.显然表达的是在人身上进行试验，表示“在……进行试验”只有用 perform experiment on，故答案为 C。

14.

[A] by chance 偶然

[B] in contrast 相反

[C] as usual 照常

[D] for instance 例如

**【答案】 D**

**【考点】 逻辑关系**

**【解析】**空所在的语境为：对动物智力的研究也让我们思考：如果动物有机会的话，他们会在人类身上进行什么样的实验。，每一只有主人的猫都在进行操作性条件方面的小规模研究。显然空前是一句总结性的话，空后是一个具体的示例，表示举例的只能用 D，故本题答案为 D。

15.

[A] if 如果

[B] unless 除非

[C] as 与……一样

[D] lest 以免

**【答案】 A**

**【考点】 逻辑搭配**

---

【解析】空所在的语境为：我们认为 动物在进行这种实验，他们会……。显然我们知道动物是不可能去做实验的，那么这种情况只能是一种假设，四个选项中，表示假设只有 A，故本题答案为 A。

16.

[A] moderate 缓和

[B] overcome 克服

[C] determine 决定

[D] reach 达到

【答案】 C

【考点】逻辑搭配

【解析】空所在的语境为：they would test us to 16 the limits of our patience, our faithfulness, our memory for location. They would try to decide…。显然这是两个并列句，那么空所在的动词应该与 decide 意义近似，四个选项中只有 C 满足这一条件，故答案为 C。

17.

[A] at 在……

[B] for 为了……

[C] after 在……之后

[D] with 与……

【答案】 B

【考点】固定搭配

【解析】what...is for。是一种常用的固定用法，表示对 what 后面事物的一种说明。本句句意为：它们会尽力去搞清楚人类智慧的用途。故本题答案为 B。

18.

[A] Above all 首先

[B] After all 毕竟

[C] However 然而

[D] Otherwise 否则

【答案】 A

【考点】逻辑搭配

【解析】空所在的前后语境为：他们会测试……；它们会尽力去……；，它们会希望研究……。显然这是三个并列句，而最后一句的语义显然强于前面两句，表示强调的只有选项 A，故本题答案为 A。

19.

[A] fundamental 基本的

[B] comprehensive 全面的

[C] equivalent 相等的

[D] hostile 敌对的

【答案】 A

【考点】逻辑搭配



【解析】从 18 题我们已经分析出本句是作为一种强调的语义，能突出这一点的只有 A，故本题答案为 A。

20.

[A] By accident 偶然

[B] In time 及时

[C] So far 迄今为止

[D] Better still 更好的是

【答案】C

【考点】逻辑搭配

【解析】空所在的前后语境为：，仍未有定论。四个选项代入显然只有 C 能保持句意通顺，故本题答案为 C。

### 三、全文翻译

对动物的智力研究总使我们想知道人类是如何的聪明。就以《科学时代》里 Carl Zimmer 的论文所描述的果蝇实验为例吧。经过训练比一般果蝇更聪明的那些果蝇趋向于有更短的寿命。这表明光线暗淡的灯泡使用时间更长一些，暗淡也是一种优势。

智力，被证明是一种高成本的选择。智力需要更多的维护，消耗更多的燃料，而且随着远离起跑线速度就更慢，因为智力依赖于学习——一个渐进的过程而不是本能。很多物种都有学习的能力，而且它们明显学会的一个技能就是知道何时需要停顿下来。

有限的智力是否也有着适应价值呢？这就是这次新研究后面的问题。这个问题并非是从智商的角度去回头看那些已经灭绝的物种，而是隐含地询问我们智力的实际成本可能是什么。这一问题一直环绕在我见过的每一个人。

对动物智力的研究也让我思考：如果动物有机会的话，它们会在人类身上进行什么样的实验。比如，每一只有主人的猫都在进行操作性条件方面的小规模研究。我认为，假如动物在进行这个实验，它们会测试以确定我们在耐心、忠诚和记忆方位等方面的极限。它们会尽力去搞清楚人类智力的用途，而不是仅仅在于人类智商程度的高低。更重要的是，它们会希望研究一个基本的问题：人类是否真的了解他们所生活的世界？迄今为止，这个问题仍然没有定论。

## Part II Reading Comprehension

### Part A

#### Text 1

### 一、文章结构与内容分析

本文选自 2008 年 5 月 4 日 *New York Times*《纽约时报》，原文标题是 *Can You Become a Creature of New Habits?*（你能成为一个新习惯的创造者吗？）

这是一篇科技类文章，文章谈到培养新习惯对思维创新的作用。文章首段回顾了传统观点的看法，文章第二段通过一项最新的研究引出了对习惯的最新研究观点。后四个段落则从不同方面鼓励人们培养新习惯。

## 二、试题具体分析

21. 根据 Wordsworth 的观点，习惯具有特征。

- [A] 偶然的
- [B] 熟悉的
- [C] 机械的
- [D] 可变的

**【答案】C**

**【考点】事实细节**

**【解析】**从首段内容我们可以看出，首段谈到的内容是习惯对我们行为的影响，这些影响是“mindlessly(无思考的)”、“auto-pilot（自动导航的）”，对比四个选项，“机械的”正好与这些词义吻合，故答案为 C。

22. 研究人员发现习惯的形成可以被。

- [A] 预测
- [B] 控制
- [C] 跟踪
- [D] 指导

**【答案】D**

**【考点】事实细节**

**【解析】**文章第二段第二句谈到这方面的内容，“大脑的研究者发现，当我们将有意识的形成新习惯时，我们创造了平行突触神经元，甚至产生完全新的脑细胞，这能使我们的思考路径进入一种新的创新轨道”，从该句我们可以得出这样的结论，习惯是可以通过有意识的培养，而且可以形成一定的路径，四个选项中能够体现这一点的只有 D。

23. 第三段的“ruts”与含义接近。

- [A] 痕迹
- [B] 系列
- [C] 特征
- [D] 联系

**【答案】A**

**【考点】词义句意**

**【解析】**首先找到该词汇所在的语句，该句前后的内容是“不必费事地去消除旧的习惯，一旦这些程序的 ruts 进入大脑，这就是他们存在的地方”，把四个选项的内容代入文章中，看哪个最符合语境，显然“程序的痕迹”更符合语境，故答案为 A。

24. Dawna Markova 将最可能同意。

- [A] 观念诞生于放松的大脑  
[B] 创新可以被教会  
[C] 决策源于奇妙的思想  
[D] 好奇激发创新思想

【答案】D

【考点】事实细节

【解析】文章第五段开头句 Dawna Markova 谈到：创新所需的第一要素就是对好奇的迷恋。选项 D 正是这句的表达，故答案为 D。A 的内容是对第一段出现的 relax 内容的嫁接；B 和 C 在文章中没有提及。

25. Ryan 的评论表明，标准测试的推行。

- [A] 阻碍新习惯的形成  
[B] 不再强调常识  
[C] 保持了美国人天生的思维模式  
[D] 和美国信仰体系是一致的

【答案】A

【考点】事实细节

【解析】文章最后一段第一句谈到“当前的标准测试强调了分析和程序的思考模式，意味着我们当中只有少数人内在的用到了我们这种创新和合作的思考模式”。这说明标准测试忽略了创新和合作的思考模式，当然就阻碍了新习惯的形成，故答案为 A。B 的内容是对末段出现的 commonness 内容的嫁接；C 和 D 则和文章最后一段谈到的内容相反。

### 三、文章难句精析

Knowing what you're good at and doing even more of it creates excellence.

【解析】本句不长，但由于主语较长以及还有 it 指代的存在，容易造成理解的模糊。首先我们从句子中出现的唯一一个动词 create 且用的是一般现在时的单数形式，断定其为谓语，那么前面的必是句子的主语，而显然 Knowing 和 doing 是并列结构，共同作主语。同时，本句作为一个独立完整的句子，句中 it 指代只能在句中找，而句子表达名词含义的只有 what you're good at，因此 it 必然指代的是这个内容。

【翻译】了解我们的优势然后继续发展自己的优势会造就卓越。

### 四、核心词汇回顾

1. auto-pilot a. 自动导航的
2. routine n. 常规，例行公事 a. 日常的，常规的
3. paradoxical a. 反论的，荒谬的，自相矛盾的
4. rut n. 车辙，常轨，惯例 v. 在……形成车辙
5. pathway n. 路径
6. highlight n. 精彩场面，最显著(重要)部分 vt. 加亮，使显著
7. foster vt. 养育，抚育 n. 养育者，鼓励者

### 五、全文翻译

习惯是个非常有趣的东西。我们一不留心就陷入其中，我们的大脑进入自动导航状态，在放松中就陷入了熟悉的模式所带来的无意识的舒适中。William Wordsworth 在 19 世纪就说过“真正控制着缺乏思考的人类的不是选择，而是习惯”。在不断变化的 21 世纪，即使“习惯”这个字眼也含有贬义。

因此，好像在谈到创造力和创新能力时谈论习惯显得彼此有些矛盾。但是，大脑研究者已经发现，当我们有意识地培养新习惯时，我们也能创造出平行路径，甚至创造出全新的脑细胞，它们可以跳过我们现有的思维而进入新的创新路径。

我们并不是一成不变的习惯性动物，我们可以通过培养新的习惯的方式指引自己的变化，实际上，当我们尝试越多的新事物，当我们越多地走出自己舒适范围，我们内在的创造力就大，无论是在工作中还是在个人的生活中。

但不必费力气去消除旧的习惯；一旦这些常规旧式进入大脑，它们就留在那里了。相反，我们有意识地培养自己的新习惯创造出平行路径，这些路径可以绕过那些陈规的路径。

Dawana Markova 是《开放式思维》一书的作者，她认为“创新所需要的第一要素就是对好奇的迷恋，但是我们却被训练去‘做决策’，正如我们的总裁，他把自己称作为‘决策者’”。她又补充道，“做决策就是铲除全部的可能性，只留下一个。而一个善于革新的思想家总在探索许多其他的可能性。”她说：“我们所有人都在无意识中解决问题。”在 20 世纪 60 年代晚期，研究人员就发现人类天生就有能力以四种主要模式应对挑战：分析模式，流程模式，关系模式（或者叫合作模式），创新模式。而到了青春期，大脑就会把其中一半的能力关闭，仅留下那些我们在生命的前十几二十年中对我们最有价值的思考模式。

目前标准化测试强调的是分析模式和流程模式，这就意味着我们很少有人使用我们创造性思维模式和合作模式。M.J.Ryan 是 2006 年的那本书《今年我会……》的作者，也是 Markova 女士的商业伙伴。她解释道：“这打破了美国信仰体系的主要规则——任何人可以做任何事情。标准化测试是我们长久以来制造的一个谎言，它造就了平庸。了解我们的优势然后继续发展自己的优势会造就卓越”。这正是形成新习惯的意义所在。

## Text 2

### 一、文章结构与内容分析

本文选自 2008 年 11 月 14 日 *Scientific American* 《科学美国人》，原文标题是 *Who's Your Daddy? The Answer May Be at the Drugstore*（谁是你的父亲？答案可能藏在药店里）。

这是一篇科技说明文。文章前四段介绍了 DNA 测试在美国应用的现状，后面两段通过他人的观点说明了 DNA 测试存在的问题。

### 二、试题具体分析

26.在第一二段，文章展示了 PTK 的。

[A] 易获得性

[B] 价格上的弹性

[C] 成功的促销

[D] 家庭的欢迎

【答案】 A

【考点】事实细节

【解析】文章第一段第二段谈到“\$30 可以做一个测试，120 可以得到结果”、“超过 60,000 人购买了这种测试”、“超过 20 家公司提供这种服务”这一数据无不反映出这种测试的易于获得性，故答案为 A。B、C 和 D 则是对文章中出现的价格、企业和家庭行为的过度推断。

27.PTK 被用做。

[A] 定位人的出生地

[B] 促进基因的研究

[C] 识别父子血缘关系

[D] 选择收养的孩子

【答案】 C

【考点】事实细节

【解析】文章第一段段首在引出 PTK 时说“知道自己孩子的父亲是很英明的，但我们能够提升这种智慧——至少我们能确定他是孩子的爸爸。他所需要做的是花费 30 美元在当地药店做一个 PTK 测试”，由此，显然 PTK 是用于父子关系的检查手段，故答案为 C。A 和 C 的内容只是借助 PTK 可以实现的手段，不是根本；B 则是文章中无中生有的内容。

28.怀疑的观察者认为先祖测试不能\_\_\_\_\_。

[A] 追踪久远的祖先

[B] 重建可信赖的血缘

[C] 充分利用基因信息

[D] 取得他们宣称的正确率

【答案】 D

【考点】事实细节

【解析】本题回到文章找到题目涉及到的怀疑观察者对测试的看法，文章在第五段首句谈到“他们在做先祖血缘测试时兜售一种错误的信息”，后文对这一具体信息做出了解释，这种测试只是检测 y 染色体或 mitochondrial DNA，而这种基因往往只来自父亲或母亲，而这些基因仅仅只能揭示一两代人的情况，而 3 代以后可能会出现 6 个其他的曾祖父。由此我们可以判断出测试的结果应该是达不到其声称的准确性，故答案为 D。

29.在最后一段，商业基因测试面临的问题是。

[A] 混乱的数据收集

[B] 重叠的数据库建设

[C] 过多的样本比对

[D] 缺乏专利评估

【答案】 A

【考点】事实细节

【解析】本题属于精确细节题，最后一段谈到“批评者还认为商业基因测试只有有可比对样本才是有

效的。一些公司使用的数据库并不依赖于数据的系统收集，而是从不同的研究项目中把数据堆砌在一起。这意味着 DNA 数据库可能由于公司处理结果的不同而不同。”由此，我们可以判断出答案应该为 A。B 和 C 的内容是对文中不同信息的嫁接，D 是对最后一句内容的错误理解。

30.对于本文一个适当的标题可能是。

[A] 对 DNA 的反对和支持

[B] DNA 测试和存在的问题

[C] 实验室之外的 DNA 测试

[D] DNA 测试背后的谎言

**【答案】 B**

**【考点】 主旨大意**

**【解析】**文章第一段引出基因测试的话题，二三段简要的介绍了一下基因测试的情况，四五两段用大的篇幅谈到基因测试的问题，从这样的文章结构我们可以判断出文章的中心内容落在基因测试存在的问题上，故答案为 B。

### 三、文章难句精析

1. 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.

**【解析】**本句的主句是：most ancestry testing only considers a single lineage, either the Y chromosome or mitochondrial DNA.其中 inherited through men in a father's line 和 which is passed down only from mothers 分别修饰 the Y chromosome 和 mitochondrial DNA。

**【译文】**然而，大多数的祖先测试都是只考虑一个单一的族系，要么是从父亲身上得来的男性携带的 Y 染色体，要么就是仅从母亲身上遗传的线粒体 DNA。

2. In addition, the computer programs a company uses to estimate relationships may be patented and not subject to peer review or outside evaluation.

**【解析】**句子主干：the computer programs may be patented and not subject to peer review or outside evaluation.其中 a company uses to estimate relationships 是修饰 the computer programs 的定语从句。

**【译文】**此外，公司用来评估亲属关系的计算机程序可能申请专利，因此无法进行同业测评或外部评估。

### 四、核心词汇回顾

1.boost v.推进

2. paternal adj.父亲的, 象父亲的

3. drugstore n. 药店

4. kinship n.血缘关系

5.genealogist n.系谱学者, 系谱专家

6. swabbing n. 拖把, 药签 vt.拭抹, 擦洗

7. saliva n. 口水, 唾液

8. hawk n. 鹰, 鹰派成员 vi. 放鹰, 像鹰一般地袭击 vt. 捕捉, 咳出, 兜售

9. mitochondrial n. 【生】线粒体

## 五、全文翻译

精明的父亲了解自己的儿子, 但现在, 男人可以进一步提升自己作为父亲的智慧——至少能够确认他是孩子的父亲。他需要花上 30 美元在家门口的药店里就可以买到父亲身份测试套装 (PTK) ——然后再花 120 美元就可以得到结果。

Doug Fogg 透露: 自从去年这种 PTK 鉴定套装不再需要处方了之后, 已经超过 6 万人购买。他是生产这种 PTK 套装的基因识别公司的首席运营官。有超过 24 家公司向大众直销 DNA 测试产品, 这些产品价格从几十元到超过 2500 美元不等。

其中最受欢迎的是父亲身份和亲缘身份的测试, 被收养的孩子可以用它找出他们的血亲, 而家庭成员也可以用它来找出送去寄养的孩子的下落。DNA 测试最近也受到狂热系谱专家的追捧, 同时也为一些以给家族寻根为生意的公司提供技术支持。

大多数的这类测试都需要从口中蘸些唾液以提取细胞, 然后送到公司测试。但所有的测试都需要一个进行 DNA 可能比对的家族成员对象。

但是有些观察者对此表示怀疑。Troy Duster 是纽约大学的一位社会学家, 他认为“那些声称他们在进行先祖测试的人其实在吹嘘一种虚假的准确率”。他指出, 一个人有着很多的祖先——往回追溯几百年, 祖先数量就以百计。然而, 大多数的祖先测试都只考虑一个单一的族系, 要么是从父亲身上得来的男性携带的 Y 染色体, 要么就是仅从母亲身上遗传的线粒体 DNA。这种 DNA 只能揭示 1~2 位祖先信息, 而仅 3 代以前, 一个人就有六位曾祖, 而四代以前就有另外 14 位高祖。批评者还说, 商业基因测试的准确率取决于用于样本比对的参考数据库。有些公司的数据库并不是根据对数据库进行的系统性采集而建成的, 相反, 很多都是把来自不同研究项目的信息随意拼凑而成。这就意味着一个 DNA 数据库可能来自某些地区的大量数据, 但缺乏其他地区的数据, 因此, 个人测试结果可能因为提供鉴定结果的公司不同而存在差异。此外, 公司用来评估亲属关系的计算机程序可能申请专利, 因此无法进行同行业测评或外部评估。

## Text 3

### 一、文章结构分析

本文选自 2003 年 12 月 *The McKinsey Quarterly*《麦肯锡季刊》, 原文标题是 *Educating Global Workers* (教育全球工人)。

这是一篇关于教育与经济发展的议论文。文章第一段在对传统观点提出了批判的同时提出了自己的观点。接下来的几段都是从几个不同方面对作者观点的论述。

### 二、试题具体分析

31. 作者在第一段认为在贫穷国家教育的重要性\_\_\_\_\_。

- 
- [A] 遭受到毫无根据的怀疑  
[B] 沦为偏见的牺牲品  
[C] 传统被低估了  
[D] 被高估了

**【答案】 D**

**【考点】 作者观点**

**【解析】**文章第一段谈到“正式教育和经济增长之间的关系在经济学家和政治家产生同样的误解。在这两个领域的进步毫无疑问对社会、政治以及知识领域等所有社会其他方面都是必须的；但是，在促进穷国快速经济发展中，教育应该放在最优先的地位的传统观点是错误的。”从这句我们可以看出，教育是重要的，但把它放在第一位则是错误的，因此我们可以得出穷国把教育放在经济最优先发展的地位是高估教育了，故答案为 D。

32.第一段中认为构建一个新的教育体系\_\_\_\_\_。

- [A] 对经济学家和政治家构成了挑战  
[B] 需要几代人的努力  
[C] 需要政府的优先发展  
[D] 要求足够的劳动力

**【答案】 B**

**【考点】 事实细节**

**【解析】**文章第一段第四句谈到“我们很幸运的是这样的（把教育放在最优先的地位是错误的），因为新的教育体系以及把足够的人集中在一起通过他们来提升经济的表现将需要几代人的努力。”而 B 项正是反映了这一句话的内容，故答案为 B。A 的内容是对文章第一段出现的政治家和经济学家内容的错误对应；C 是传统观点，不是作者观点；D 是谈到问题的现象而不是内容的本质。

33.在日本和美国的劳动力之间主要的不同是。

- [A] 日本劳动力更有纪律性  
[B] 日本劳动力更有生产力  
[C] 美国的劳动力受到更好的教育  
[D] 美国的劳动力有更好的组织

**【答案】 B**

**【考点】 事实细节**

**【解析】**文章第二段谈到“具有讽刺意味的是，证明这种思想（把教育放在促进经济发展动力的第一位是错误的）最早的证据在美国。不久以前，随着这个国家进入衰退而日本处于泡沫经济破灭之前的顶峰，美国劳动力被讥笑为差火的教育，而这种教育情况也被视为美国经济不好表现的主要原因之一。日本在自动化生产效率方面，现在仍然是全球的领导者。而最新的研究显示，本田、尼桑、丰田等美国的工厂取得了大约 95% 他们日本工厂的生产效率。”由此，显然 B 是正确答案。A 的内容是无中生有；C 和 D 的内容和文章的观点相反。

34. 作者引用远古祖先的例子为了显示教育的出现。

- [A] 当人们有足够的时间  
[B] 先于找到食物好的方法



- [C] 当人们不在饥饿  
[D] 作为政府压力的结果

【答案】C

【考点】例证

【解析】文章第三段谈到 our ancestor 时说到“我们不得不怀疑是不断增长的经济促进了教育的发展，即使在没有政府的强制政策下。毕竟，这正是教育的起源。当我们的祖先在 10,000 年前还是狩猎者时，除了寻找食物，他们没有时间对其他的事情产生好奇。仅仅当人类以更高生产率的方式生产食物时，他们才有时间来关注其他的事情。”由这句话可以看出，不再饥饿才是教育起源的直接因素，故答案为 C。A 只是表征现象的内容，不是本质；B 则是和文章内容相反；D 是教育到了一定阶段才有的结果，不是教育出现的原因。

35. 根据最后一段，教育的发展。

- [A] 直接源于竞争的环境  
[B] 不依赖于经济的表现  
[C] 随着生产力的提高而提高  
[D] 不能负担政治的变革

【答案】C

【考点】观点态度

【解析】文章最后一段第一句谈到“随着教育提高人类的生产潜能，人类可以负担更多的教育”，由此可以看出，教育促进经济的发展，而经济发展则反过来促进教育发展，两者之间是一种相互促进的作用，故本题答案为 B。

### 三、文章难句精析

1. 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.

【解析】本句的主句是：the U. S. workforce was derided as poorly educated and one of the primary causes of the poor U. S. economic performance。其中 not long ago 为句子的时间状语，with the country entering a recession and Japan at its pre-bubble peak 作伴随状语。

【译文】不久前，美国进入了经济衰退期，而日本也到泡沫破裂的前的顶峰时期。人们讽刺美国的工人受教育程度低，而这是美国经济不好的主要原因。

2. 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.

【解析】本句的主干是：This increasingly high level of education is probably a necessary condition for the complex political systems…。but not a sufficient 插入成分修饰 condition，required by advanced economic performance 分词短语作定语修饰 systems。

【译文】这种日益提高的教育水平对于先进经济发展所要求的复杂政治体系来说可能是必要的但不充分的条件。

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## 四、核心词汇回顾

1. priority n. 优先（权） v. 把……（计划或目标）列入优先地位
2. recession n. 撤回，工商业之衰退，不景气
3. deride v. 嘲弄，嘲笑
4. ancestor n. 祖先，先驱，起源
5. foreseeable adj. 可预知的，能预测的，能看透的

## 五、全文翻译

贫困国家中正规教育与经济发展之间的关系被经济学家和政客们广泛的误解了。毫无疑问，这两个领域的进步对这些国家和所有其他国家的社会、政治和才智的发展都必不可少；然而，传统认为为了促进贫困国家的经济快速发展，教育应该别放在最优先的地位之一的观点是错误的。幸运的是，这一观点是错误的。因为在那些国家建立新的教育体系，让足够多的人接受教育以改善经济状况要用上两至三代人的时间。一个研究机构的研究成果同样表明所有国家的工人都可以通过在岗培训的方式实现相当高的生产率，因此，也就获得了生活水平的根本改善。

非常具有讽刺意味的是，这一思想的第一个证据就出现在美国。不久前，美国进入了经济衰退期，而日本也到泡沫破裂的前的顶峰时期。人们讽刺美国的工人受教育程度低，而这是美国经济不好的主要原因。在汽车装配生产率方面，日本无论过去还是现在都是世界的领头羊，然而，该研究显示本田、尼桑、丰田的美国生产厂的生产效率已经达到日本同级厂家的 95%，其原因就是美国工人接受了在岗培训。

最近，当研究人员检验房屋建筑工程的时候，他们发现尽管建筑行业工作非常的复杂，但是在德克萨斯休斯顿的那些不认识字而且不会讲英文的墨西哥工人一直都能够达到最佳的生产率标准。

教育和经济发展的真正关系到底如何？我们认为即使在政府不去强制进行，持续的经济也会促进教育的发展。毕竟，教育就是这样开始的。一万年以前，当我们的祖先还过着狩猎和集体生活的时候，他们根本没有时间去思考觅食以外的事情。只有在人类能够以效率更高的方式觅食之后才有时间想别的。

随着教育的进步，人类的生产潜力也在进步，当竞争的环境促使我的先辈获得了这种潜力。这反过来又会促进教育的发展。这种日益提高的教育水平对于先进经济发展所要求的复杂政治体系来说可能是必要的但不充分的条件。因此，贫困国家如果不能通过提供更广泛的正规教育而带来政治的变革的话，他们就有可能无法摆脱贫困。然而，在可预见的未来，正规教育的缺失并不会限制大幅度提高发展中国家工人生产率的能力。相反，对于提高生产率的制约因素正好解释了在贫困国家里教育发展不快的原因。

## Text 4

### 一、文章结构分析

本文选自 1989 年 *Intellectual Life in America: A History* 《美国知识分子的生活》。

本文是议论文。文章主要论述了新英格兰教长和政治领袖在美国智力生活、欧洲文化发展和神学变革中所起的作用，以及大部分没有受到良好教育的新英格兰人的迷信色彩表现。

## 二、试题具体分析

36. 作者提到在 18 世纪新英格兰。

- [A] 清教徒的传统支配着政治生活
- [B] 知识分子的兴趣被鼓励
- [C] 政治从知识分子的努力受益不少
- [D] 智力修养享受一种自由的环境

**【答案】 B**

**【考点】 事实细节**

**【解析】** 本题答案来源于文章第一段第二句“根据美国哲学的正统历史，除了在殖民地的美洲，没有其他地方给予知识分子追求这么重视，根据一些书和文章的记载，新英格兰的领导人确立了基本主题和在美国知识分子当中一种自由、清教徒支配方式的传统”，重视对知识分子的追求，也就是“鼓励知识分子的兴趣”，四个选项中，B 的内容与此句吻合，故答案为 B。A 是对第一段出现的清教徒和政治信息的错误结合；C 是文章中无中生有的内容；D 则是对文章信息的过度推断。

37. 在第二段暗示了新英格兰人。

- [A] 经历了一个相对和平的早期历史
- [B] 带有些旧世界的文化
- [C] 对南方知识分子的生活关注较少
- [D] 被宗教创新所缠绕

**【答案】 B**

**【考点】 推理判断**

**【解析】** 文章第二段内容谈到“把这种方式正常地带给新英格兰人意味着从清教徒的神学创新和新英格兰人对教堂持有的独特思想（这是我们不能忽视的一个重要话题）开始。但与我们检视南方知识分子一致的是，我们可以把最初的清教徒作为适应新世界氛围早期文化的携带者。新英格兰殖民地是这个片段中最重要一幕，在追求普遍理解和赞誉文明的理想”。从这段内容可知，既然清教徒是适应新世界文化的携带者，那么新英格兰人必然是带有旧文化，由此本题答案为 B。

38. 在马塞诸塞海湾早期的达成和政治领导者。

- [A] 在新世界以他们的作品而文明
- [B] 在宗教事务中获得了越来越多的重要性
- [C] 在来到新世界之前，放弃了高职位
- [D] 在新英格兰创造了一个新的知识氛围

**【答案】 D**

**【考点】 事实细节**

**【解析】** 文章第三段谈到“马萨诸塞海湾早期的居民有许多在英格兰受过让人印象深刻的教育和影响”，

最后一句谈到“人们写作并出版了大量的关于新旧世界的书，吸引了大量了新旧世界的读者，并给新英格兰创造了一种热心知识分子的氛围”，由这两句内容可以判断答案为 D。A、B 和 C 的内容都是一种单一现象的描述，内容过于片面。

39. John Dane 的故事显示了缺少文化的新英格兰人经常是。

- [A] 受迷信的影响
- [B] 带有宗教信仰的困惑
- [C] 被教堂的布道所迷惑
- [D] 由于家庭收入而沮丧

**【答案】 A**

**【考点】 事实细节**

**【解析】**文章第四段谈到“但是，我们不应该忘记大部分新英格兰人较少的文化。虽然有少数手工艺人或农民，更不用说家属及受雇人对文学成分进行分析，他们的思想往往有一种传统的迷信质量”，然后文章拿 John Done 进行举例说明，由此我们可知答案为 A。

40. 文章暗示了早期在新英格兰定居者\_\_\_\_\_。

- [A] 大部分从事政治活动
- [B] 被一种虚幻的前景所激励
- [C] 来自不同的知识背景
- [D] 对于后来的参考资料留下少量的正式记录

**【答案】 C**

**【考点】 事实细节**

**【解析】**从文章第三段内容谈到这些早期的定居者有作家、律师、政客等可以推断出 C 的结论。

### 三、文章难句精析

1. While few craftsmen or farmers, let alone dependents and servants, left literary composition to be analyzed, it is obvious that their views were less fully intellectualized.

**【解析】**本句的主干是：it is obvious that their views were less fully intellectualized. While few craftsmen or farmers...left literary composition to be analyzed 作状语，let alone dependents and servants 是插入语。

**【译文】**很少有手工业者或是农民留下任何的文字资料可供我们分析，更不用说侍从和仆人了。很明显他们的观点并没有完全地在知识领域中被反映出来。

2. Meanwhile, many settlers had slightly 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.

【解析】本句的主干是：many settlers had slightly religious commitments than Dane's。as one clergyman learned in confronting folk along the coast 做伴随状语，who mocked...为定语从句修饰 folk, that they had not come to the Now World for religion 为宾语从句。

【译文】与此同时，很多人就没有像 Dane 那样坚定的宗教信仰了。正如一个牧师在海边与人相遇时所获知的那样，那人以嘲笑的口吻说到他们并不是为了宗教信仰而来到新世界的。

## 四、核心词汇回顾

1. intellectual n. 知识分子 adj. 智力的，显示智力的
2. preoccupation n. 当务之急；抢先占据
3. theological adj. 神学的；神学性质的
4. civility n. 文明，文化
5. virtuosity n. 艺术鉴别力；艺术上的精湛技巧
6. sermon n. 训诫，说教，布道
7. mock v. 嘲笑；模仿；戏弄

## 五、全文翻译

在新世界历史中被研究的最透彻的知识分子就是 17 世纪新英格兰的那些教长和政治领袖们。根据美国哲学标准历史，殖民地美国没有任何其他地方比新英格兰更重视对知识和文化的追求。根据大量书籍文章记载，新英格兰的领导者们为在美国智力生活中逐渐占据统治地位的清教徒传统确立了基本主题并抢先占据了位置。

从这种视角来研究新英格兰人通常意味着要从清教徒的神学变革和他们对不能忽视的教会重要课题的独特见解开始。但是正好符合我们对南部智力生活的研究，我们可以把原始的清教徒看作是欧洲文化适应新世界环境的载体。新英格兰殖民地在追求广泛理解的文明和情操的剧集中上演了重要的几幕。马萨诸塞湾的早期定居者中包括一些在英格兰受过很好的教育并且很有影响力的人物。除了 90 多位在 1629 年之后的十年内来到马萨诸塞教会的学识渊博的教长之外，还有像 John Winthrop 这样的政治领袖。John 不仅是一个受过良好教育的绅士，律师，在他来到波士顿之前他还是国王的大臣。这些人大量的写作，出版著作，这些著作在新旧两个世界的读者群中传阅，为新英格兰营造了一种热衷才智的氛围。

然而，我们不要忘记大多数的新英格兰居民并没有受到过那么好的教育。很少有手工业者或是农民留下任何的文字资料可供我们分析，更不用说侍从和仆人了。很明显他们的观点并没有完全地在知识领域中被反映出来。这些人的思维经常充满着传统的迷信色彩。一个名叫 John Dane 的裁缝于 17 世纪 30 年代晚期移民至此，留下了一些文字记录他离开英格兰的原因，而这些文字就充满了这样的征兆。性困惑、经济受挫、宗教希望这些都在那个关键时刻汇集到了一起：他打开圣经，并且告诉他的父亲他看到的第一行字将决定他的命运，然后他就读出了那句充满魔力的句子：“从他们中间走出来，不要触碰任何不干净的东西，我将是你们的上帝，而你们将成为我的子民。”人们都很好奇当 Dane 在清教徒教会中听到这些严谨的福音宣讲时到底在想些什么。与此同时，很多人就没有像 Dane 那样坚定的宗

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教信仰了。正如一个牧师在海边与人相遇时所获知的那样，那人以嘲笑的口吻说到他们并不是为了宗教信仰而来到新世界的。“我们最主要的目的是捕鱼。”那个人说到。

## Part B

### 一、试题具体分析

41.

**【答案】 C**

**【考点】 上下文的衔接**

**【解析】** 空前谈到 Spencer 的理论特点，人类社会的进化类似于达尔文的进化论，是一个不断进步的过程。浏览七个选项，C 的内容正好与此吻合。故答案为 C。

42.

**【答案】 E**

**【考点】 上下文的衔接**

**【解析】** 该段空前的中心内容谈到与文化相关，接下来也必然与此相关，浏览七个选项，E 的内容正好与此吻合。故答案为 E。

43.

**【答案】 A**

**【考点】 中心理解**

**【解析】** 本段内容较少，但我们可以看出其段落中心是关于人类学不同学说的，选项 A 满足这一条件，故答案为 A。

44.

**【答案】 B**

**【考点】 中心理解**

**【解析】** 本段中心谈的是 Boas 的内容，接下来必然是涉及到同一个人，选项 B 满足这一条件，故答案为 B。

45.

【答案】 G

【考点】 上下文的衔接

【解析】 该段中心内容谈的是 diffusionism 这一理论，空前的一句话显然是对这一理论的总结，接下来应该用例子来具体说明，这符合行文规则，G 符合此要求，故答案为 G。

### 三、全文翻译

在英国自然学家查理斯·达尔文于 19 世纪 60 年代提出开创性的生物进化论的同时，英国社会哲学家赫伯特·斯宾塞也提出了自己的生物和文化进化理论。斯宾塞指出世间所有的现象，包括人类社会，都随着时间不断改变，并逐步走向完美。41) 他说人类的进化都有适者生存这样的特征，在适者生存这场争斗中，弱势种族和社会最终将被更强大，更先进的种族和社会所取代。

19 世纪晚期美国社会科学家里维斯·亨利·摩根提出了另一个文化进化理论。摩根帮助创立了现代人类学——对人类社会、习俗和信仰的科学研究，由此成为了最早的人类学家之一。在他的著作中，他尝试着去展示在社会的进化过程中，文化的各个方面是如何一起变化的。42) 因此，在他看来，文化的不同方面，例如家庭结构、婚姻构成、亲属分类、财产所有权、政府形式、技术和食物生产体系等都随着社会的进化而改变。

20 世纪早期在北美，生于德国的美国人类学家弗朗茨·博厄斯提出了一种新的文化理论——历史特殊论。这个理论强调的是所有文化的独特性，为人类学带来了新的方向。43) 其他的人类学家认为文化改革，例如发明，有一个唯一的起源，并且在社会之间传递。这种理论被看作为传播论。

博厄斯认为任何社会的文化都必须被作为某一独特历史的结果

49

来理解，而不是从属于一个更宽泛的文化进化阶段或类型的多种文化之一。44) 为了尽可能全面的研究这种特定的文化，他逐渐精通语言学——对语言的研究，以及体质人类学——对人类生物学和解剖学的研究。

历史特殊论能够成为美国人类学文化研究方面的主导理论，绝大部分是由于博厄斯众多学生的影响。但是 20 世纪早期也有相当数目的人类学家否认文化特殊论，而是赞同传播论。一些人类学家认为，每一个重大的文化成就都归功于少数有天赋的民族的发明创造。根据传播者的看法，这些发明创造后来逐步传递到其他文化中。45) 例如，英国人类学家 Grafton Elliott Smith 和 W. J. Perry 在信息缺乏的情况下，错误的提出农耕、陶器制造、冶金都是源于古埃及，然后传播到世界各地。事实上，所有这些文化的发展分别在世界各地的不同时期都曾出现过。

在 20 世纪早期，法国人类学家 Émile Durkheim 也提出了一种对人类学产生深远影响的文化理论。Durkheim 认为宗教信仰有助于加强社会团结。对社会功能和文化之间的关系的兴趣成为了欧洲人类学，尤其是英国人类学的一大主题。

### Part C

## 一、试题具体解析

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.

【考点】形式主语，of 结构，并列结构

【解析】复合句。句子主干：It may be said that...。that 引导的从句是前面形式主语 it 的指代对象。that 从句部分又包含一个由转折连词 but 连接的并列结构。

【词汇】measure 原意为“量度标准”，这里译为“衡量……的标准”；institution 意为“社会机构”；enlarge 原意为“扩大，增加”，这里活译为“丰富”；improve 原意为“改善，提高”，本文意为“完善”。

【译文】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历方面所起的作用，但这种作用并不是我们最初的动机的组成部分。

47) 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.

【考点】倒装结构，并列结构

【解析】复合句。两个由于 only 被置于句首引起的部分倒装的句子由一个连词 and 连接，构成了并列结构。翻译时要掌握这句话的正常语序应该是什么样子的，这样句子结构和成分就很好划分了。

【词汇】by-product 是由一个前缀 by-加上 product 构成的一个合成词，by-这个前缀的意思为“次要的，附带的”，这个单词意为“副产品”；be considered as 为一个固定搭配，意为“被视为……”；conduct 原意为“行为”，这里转译为“运作”。

【译文】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) 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.

【考点】让步状语从句，比较结构，宾语后置

【解析】复合句。句子主干：it is not so...as...。句首 while 引导一个让步状语从句，从句中有个常见结构 it is + adj. to do sth., it 为形式主语，不定式部分为句子真正的主语。主句部分出现了一个 not so... as...的同级比较否定结构。ignore 的宾语为 the effect of our acts upon their disposition，被介词短语 in our contact with them 分隔了。

【词汇】ignore 意为“忽视，忽略”；disposition 在文中译为“性情”。

【译文】在与年轻人的接触中我们很容易忽视自己的行为对他们的性情所产生的影响，但仍比不上与成年人打交道时那样容易。

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.

【考点】原因状语从句，宾语从句，定语从句

【解析】复合句。句子主干：we cannot help considering...。Since...in a common life 部分为原因状语从句。主句部分出现一个固定搭配：cannot help doing sth.情不自禁做某事。而 whether or not...为宾语从句修饰



consider。宾语从句中又嵌套了一个由 which 引导的定语从句修饰 the powers。翻译时要注意各从句之间的关系。

【词汇】business 原意为“商业，事情”，这里转译为“工作”；secure 本意为“确保，保障”，在文中译为“让……获得”。

【译文】由于我们对年轻人所做的首要工作在于使他们能够在共同生活中彼此相融，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) 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.

【考点】定语从句，插入语，同位语结构

【解析】句子主干：we are thus led to distinguish... a more formal kind of education...。其中 within... considering 为插入成分做状语。插入成分中又包含一个由 which 引导的定语从句修饰 process，破折号后面的 that... schooling 作前面 a more formal kind of education 的同位语。

【词汇】lead to 原意为“指引，引导”，distinguish 意为“区分”；tuition 原意为“学费，教导”，这里活译为“讲授”。Schooling 意为“学校教育”。

【译文】这就使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。

## 二、全文翻译

本文选自 1916 年 *Democracy and Education* 《民主和教育》。

不经意地在相处中彼此学习与有意识地对年轻人进行的教育这两种教育形式之间有着显著的差别。前一种情况下的教育是偶然的，自然而然地发生，并且也起到了很重要的作用，但是这并不是人们参加社团活动的确切原因。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历方面所起的作用，但这种作用并不是我们最初的动机的组成部分。举个例子，宗教社团的创立的初衷是为了保护统治阶级的特权，阻挡一切恶势力。家庭生活是为了满足成员的愿望，保障家庭的长久稳定。在很大程度上，系统劳动缘于对他人的奴役。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。直至今天，除了某些勤俭节约的价值之外，在工业生活中，世界上的工作借助人类协作这种模式展开，相比较于人们对其物质产出的关注，其所引发的智力情感反应极少被关注。

但是在与年轻人相处的过程中，这种团体合作的行为本身被作为人类的直觉行为得到了重视。48) 在与年轻人的接触中我们很容易忽视自己的行为对他们的性情所产生的影响，但仍比不上与成年人打交道时那样容易。培训的需要如此的明显，完成对他们的态度和习惯的改变这件事情如此的紧迫以至于这些原因都不在考虑的范围之内了。49) 由于我们对年轻人所做的首要工作在于使他们能够在共同生活中彼此相融，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。如果人类的意识提升了，得以发现每个社会机构的根本价值就在于其对人类的显著影响，那么我们就可以相信这些主要是在与年轻人接触的过程中获得的。

50) 这就使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。在不发达的社会群体中，我们发现很少有正规的教育和培训。原始部落主要是通过使成年人保持对部落忠诚的那种团体合作的方式来诱使年轻人的性情朝着他们所希望的那样发展。

## Section III Writing

### Part A

#### 一、审题谋篇

题目要求写一封建议信，大意是某些地区禁止塑料袋使用并不是很成功，白色污染仍然在继续，就此给当地报纸的编辑写一封信，表明自己对此的看法并提出 2~3 条改进的建议。该信函可以通过三段展开。在第一段中，直接点明主题，开门见山地说出写信意图，可以笼统地提出当前“白色污染”的现状 & 危害。第二段则要发挥想象力，从 2~3 个方面点出怎样杜绝塑料袋的使用，减少“白色污染”。在写第二段时，一定要打开思路，可写的建议多种多样，如：笼统地想政府需要制订法律，人民群众需要提高意识。具体地可写一次性塑料袋应该严禁使用，提高塑料袋使用价格，可以有一些替代使用的产品，比如纸制、布制的袋子提供给顾客使用。最后一段提出希望采纳建议，并表示谢意，盼望回复。在写该段时，完全可套用通用的经典句型来结束。

#### 二、参考范文

Dear editor(s),

I am writing this letter to draw your attention on “White Pollution”. Our country has officially enacted the law of plastic bag restriction, but it is observed in vain in several places, thus resulting in the continuing of “White Pollution”.

To address this problem, I would like to make some conducive recommendations. On the one hand, the authorities should set up rules and regulations to control the productivity and circulation of the plastic bags. On the other hand, people should realize the significance of protecting our environment and not use too many plastic bags.

I sincerely hope you will find these proposals useful. Your prompt attention to my recommendations will be highly appreciated.

Sincerely Yours,

Li Ming

### 三、写作技巧

第一段，点明写信的目的是引起对方关注白色污染。I am writing this letter to draw your attention on... (信函开头的套用语)

第二段，简要概括“白色污染”的现状

第三段，提出建议；To address this problem, I would like to make some conducive recommendations. (提建议的套用语)

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On the one hand,... On the other hand,...从两个角度提出改善白色污染的具体建议；套用语 Your prompt attention to my recommendations will be highly appreciated.

## Part B

### 一、审题谋篇

本题属于图画作文中的现象阐释题型。一种普遍的现象通过漫画展示出来，而且在漫画的下方有明确的文字说明，提示了漫画中的现象是利弊共存的，在行文时需说明现象的同时充分分析其利弊，再给出对现象的评论和态度。

在看到这一作文题目时，仔细审题很关键。考生一看画，映入眼帘的是张大网，网被分成许多格子，每个格子里有一个人，坐在电脑前，下面标着一行汉字——网络的“远与近”。这行汉字提示该作文的主题是“网络拉近了人们之间的距离，还是拉远了人们之间的距离”。由于图最突出的是格子，所以文章除了要写网络可以缩短人们之间的距离，也要突出网络给人们造成的隔阂以及网络疏远了人们的关系、减少了人与人之间面对面的交往。有的考生误把图画描述成大家在群聊，又或只是从正面泛泛地谈了网络的好处，没有谈网络的害处；再或者从网络上的不良内容来分析网络的危害；更有甚者脱离了网络谈交流，这些都属于没有准确抓住漫画揭示的主题。

这篇文章可遵循三段论，第一段描写图画，说明很多人在被网络分割的格子里上网。第二段点题，讨论图画的意义，可以采用固定的套路一分为二地分析网络的距离是拉近了，但是现实的距离拉远了；第三段谈自己对此的观点。文章按照这一思路来写，既切题又感觉有话可说。

### 三、参考范文

As is unfolded in the picture above, we can see that many people, old and young, men and women, sitting in front of a computer and surfing online in a gigantic web that is separated as many small cubicles. The caption in the drawing reads: “the internet: near or far”.

The purpose of the drawing is to show us that the internet as a communication tool has both its advantages and disadvantages. On the one hand, many people hold a view that internet makes us close than ever before. With the development of science and technology, computers and internet are playing an increasingly important role in our daily lives. We can achieve an immediate communication via E-mail, QQ, MSN or ICQ. On the other hand, others argue that the internet weakens relationship among people. It can be easily spotted that some people may chat with total strangers online for hours, but may refuse to talk to their families or friends face to face for even a minute.

From what has been mentioned above, we may reasonably arrive at the conclusion that internet may draw us inches near, but could also set us oceans apart. Therefore, it is necessary for us to use internet in a reasonable way and take prompt initiatives to eliminate the negative effects concerned. Only in this way can we take advantage of internet and live in a more harmonious society.

## 三、万能句型

1. As is unfolded in the picture above, we can see that...
2. The purpose of the drawing is to show us that...

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3. On the one hand, many people hold a view that...
  4. On the other hand, others argue that...
  5. It can be easily spotted that...
  6. From what has been mentioned above, we may reasonably arrive at the conclusion that...
  7. Therefore, it is necessary for us to use ... in a reasonable way...
  8. Only in this way can we live in a more harmonious society.