

# 2016 年全国硕士研究生入学统一考试英语试题（一）

## 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 the ANSWER SHEET. (10 points)

In Cambodia, the choice of a spouse is a complex one for the young male. It may involve not only his parents and his friends, 1 those of the young women, but also a matchmaker. A young man can 2 a likely spouse on his own and then ask his parents to 3 the marriage negotiations, or the young man's parents may make the choice of a spouse, giving the child little to say in the selection. 4, a girl may veto the spouse her parents have chosen. 5 a spouse has been selected, each family investigates the other to make sure its child is marrying 6 a good family.

The traditional wedding is a long and colorful affair. Formerly it lasted three days, 7 by the 1980s it more commonly lasted a day and a half. Buddhist priests offer a short sermon and 8 prayers of blessing. Parts of the ceremony involve ritual hair cutting, 9 cotton threads soaked in holy water around the bride's and groom's wrists, and 10 a candle around a circle of happily married and respected couples to bless the 11. Newlyweds traditionally move in with the wife's parents and may 12 with them up to a year, 13 they can build a new house nearby.

Divorce is legal and easy to 14, but not common. Divorced persons are 15 with some disapproval. Each spouse retains 16 property he or she 17 into the marriage, and jointly acquired property is 18 equally. Divorced persons may remarry, but a gender prejudice 19 up. The divorced male doesn't have a waiting period before he can remarry 20 the woman must wait the months.

1. [A] by way of [B] as well as [C] on behalf of [D] with regard to
2. [A] adapt to [B] provide for [C] compete with [D] decide on
3. [A] close [B] renew [C] arrange [D] postpone
4. [A] In theory [B] Above all [C] In time [D] For example
5. [A] Although [B] Lest [C] After [D] Unless
6. [A] into [B] within [C] from [D] through

- |     |              |                 |                |               |
|-----|--------------|-----------------|----------------|---------------|
| 7.  | [A] sine     | [B] or          | [C] but        | [D] so        |
| 8.  | [A] test     | [B] copy        | [C] recite     | [D] create    |
| 9.  | [A] folding  | [B] piling      | [C] wrapping   | [D] tying     |
| 10. | [A] lighting | [B] passing     | [C] hiding     | [D] serving   |
| 11. | [A] meeting  | [B] association | [C] collection | [D] union     |
| 12. | [A] grow     | [B] part        | [C] deal       | [D] live      |
| 13. | [A] whereas  | [B] until       | [C] for        | [D] if        |
| 14. | [A] obtain   | [B] follow      | [C] challenge  | [D] avoid     |
| 15. | [A] isolated | [B] persuaded   | [C] viewed     | [D] exposed   |
| 16. | [A] wherever | [B] however     | [C] whenever   | [D] whatever  |
| 17. | [A] changed  | [B] brought     | [C] shaped     | [D] pushed    |
| 18. | [A] divided  | [B] invested    | [C] donated    | [D] withdrawn |
| 19. | [A] clears   | [B] warms       | [C] shows      | [D] breaks    |
| 20. | [A] while    | [B] so what     | [C] once       | [D] in that   |

## Part B

### Directions:

Read the following text and answer the questions by choosing the most suitable subheading from the list

A-G for each of the numbered paragraphs (41-45). There are two extra subheadings. Mark your answers on the ANSWER SHEET. (10 point)

[A] Create a new image of yourself

[B] Decide if the time is right

[C] Have confidence in yourself

[D] Understand the context

[E] Work with professionals

[F]Make it efficient

[G]Know your goals

No matter how formal or informal the work environment, the way you present yourself has an impact. This is especially true in the first impressions. According to research from Princeton University, people assess your competence, trustworthiness, and likeability in just a tenth of a second, solely based on the way you look.

The difference between today's workplace and the "dress for success" era is that the range of options is so much broader. Norms have evolved and fragmented. In some settings, red sneakers or dress T-shirts can convey status; in others not so much. Plus, whatever image we present is magnified by social-media services like LinkedIn. Chances are, your headshots are seen much more often now than a decade or two ago. Millennials, it seems, face the paradox of being the least formal generation yet the most conscious of style and personal branding. It can be confusing.

So how do we navigate this? How do we know when to invest in an upgrade? And what's the best way to pull off one that enhances our goals? Here are some tips:

41 \_\_\_\_\_

As an executive coach, I've seen image upgrades be particularly helpful during transitions-when looking for a new job, stepping into a new or more public role, or changing work environments. If you're in a period of change or just feeling stuck and in a rut, now may be a good time. If you're not sure, ask for honest feedback from trusted friends, colleagues and professionals. Look for cues about how others perceive you. Maybe there's no need for an upgrade and that's OK

42 \_\_\_\_\_

Get clear on what impact you're hoping to have. Are you looking to refresh your image or pivot it? For one person, the goal may be to be taken more seriously and enhance their professional image. For another, it may be to be perceived as more approachable, or more modern and stylish. For someone moving from finance to advertising, maybe they want to look more "SoHo." (It's OK to use characterizations like that )

43 \_\_\_\_\_

Look at your work environment like an anthropologist. What are the norms of your environment? What conveys status? Who are your most important audiences? How do the people you respect and look up to present themselves? The better you understand the cultural context, the more control you can have over your impact.

44 \_\_\_\_\_

Enlist the support of professionals and share with them your goals and context. Hire a personal stylist, or use the free styling service of a store like J. Crew. Try a hair stylist instead of a barber. Work with a professional photographer instead of your spouse or friend. It's not as expensive as you might think.

45 \_\_\_\_\_

The point of a style upgrade isn't to become more vain or to spend more time fussing over what to wear. Instead, use it as an opportunity to reduce decision fatigue. Pick a standard work uniform or a few go-to options. Buy all your clothes at once with a stylist instead of shopping alone, one article of clothing at a time.

## **Part C**

### **Directions:**

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

Mental health is our birthright. (46) We don't have to learn how to be mentally healthy; it is built into us in the same way that our bodies know how to heal a cut or mend a broken bone. Mental health can't be learned, only reawakened. It is like the immune system of the body, which under stress or through lack of nutrition or exercise can be weakened, but which never leaves us. When we don't understand the value of mental health and we don't know how to gain access to it, mental health will remain hidden from us. (47) Our mental health doesn't really go anywhere; like the sun behind a cloud, it can be temporarily hidden from view, but it is fully capable of being restored in an instant.

Mental health is the seed that contains self-esteem—confidence in ourselves and an ability to trust in our common sense. It allows us to have perspective on our lives—the ability to not take ourselves too seriously, to laugh at ourselves, to see the bigger picture, and to see that things will work out. It's a form of innate or unlearned

optimism. (48) Mental health allows us to view others with sympathy if they are having troubles, with kindness if they are in pain, and with unconditional love no matter who they are. Mental health is the source of creativity for solving problems, resolving conflict, making our surroundings more beautiful, managing our home life, or coming up with a creative business idea or invention to make our lives easier. It gives us patience for ourselves. and toward others as well as patience while driving, catching a fish, working on our car, or raising a child. It allows us to see the beauty that surrounds us each moment in nature, in culture, in the flow of our daily lives.

(49) Although mental health is the cure-all for living our lives, it is perfectly ordinary as you will see that it has been there to direct you through all your difficult decisions. It has been available even in the most mundane of life situations to show you right from wrong, good from bad, friend from foe. Mental health has commonly been called conscience, instinct, wisdom, common sense, or the inner voice, We think of it simply as a health and helpful flow of intelligent thought. (50) As you will come to see, knowing that mental health is always available and knowing to trust it allow us to slow down to the moment and live life happily.

### Section III Writing

#### Part A

##### 51. Directions:

Suppose you are a librarian in your university. Write a notice of about 100 words. providing the newly-enrolled international students with relevant information about the library.

You should write neatly on the ANSWER SHEET.

**Do not** sign your own name at the end of the notice. 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 pictures. In your essay, you should

1) describe the pictures briefly

2) interpret the meaning , and

3) give your comments

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

Do not sign your own name at the end of the letter. Use Li Ming instead.

Do not write the address. (10 points)



## 2015 年全国硕士研究生入学考试英语一试题（一）

### 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)

Though not biologically related, friends are as "related" as fourth cousins, sharing about 1% of genes. That is 1 a study, published from the University of California and Yale University in the Proceedings of the National Academy of Sciences, has 2.

The study is a genome-wide analysis conducted 3 1932 unique subjects which 4 pairs of unrelated friends and unrelated strangers. The same people were used in both 5.

While 1% may seem 6, it is not so to a geneticist. As co-author of the study James Fowler, professor of medical genetics at UC San Diego, says, "Most people do not even 7 their fourth cousins but somehow manage to select as friends the people who 8 our kin."

The study 9 found that the genes for smell were something shared in friends but not genes for immunity. Why this similarity exists in smell genes is difficult to explain, for now. 10, as the team suggests, it draws us to similar environments but there is more 11 it. There could be many mechanisms working together that 12 us in choosing genetically similar friends 13 "functional kinship" of being friends with 14 !

One of the remarkable findings of the study was that the similar genes seem to be evolving 15 than other genes. Studying this could help 16 why human evolution picked pace in the last 30,000 years, with social environment being a major 17 factor.

The findings do not simply explain people's 18 to befriend those of similar 19 backgrounds, say the researchers. Though all the subjects were drawn from a population of European extraction, care was taken to 20 that all subjects, friends and strangers were taken from the same population.

- 1.[A] when                      [B] why                      [C] how                      [D] what
- 2.[A] defended                [B] concluded              [C] withdrawn              [D] advised
- 3.[A] for                        [B] with                      [C] on                        [D] by
- 4.[A] compared                [B] sought                   [C] separated                [D] connected
- 5.[A] tests                      [B] objects                   [C] samples                   [D] examples
- 6.[A] insignificant            [B] unexpected              [C] unreliable               [D] incredible
- 7.[A] visit                      [B] miss                      [C] seek                      [D] know
- 8.[A] resemble                [B] influence                [C] favor                      [D] surpass
- 9.[A] again                      [B] also                       [C] instead                   [D] thus
- 10.[A] Meanwhile            [B] Furthermore            [C] Likewise                [D] Perhaps
- 11.[A] about                    [B] to                          [C] from                      [D] like
- 12.[A] drive                    [B] observe                   [C] confuse                   [D] limit
- 13.[A] according to            [B] rather than               [C] regardless of            [D] along with
- 14.[A] chances                   [B] responses                [C] missions                   [D] benefits
- 15.[A] later                      [B] slower                    [C] faster                      [D] earlier

- 16.[A] forecast      [B] remember      [C] understand      [D] express
- 17.[A] unpredictable      [B] contributory      [C] controllable      [D] disruptive
- 18.[A] endeavor      [B] decision      [C] arrangement      [D] tendency
- 19.[A] political      [B] religious      [C] ethnic      [D] economic
- 20.[A] see      [B] show      [C] prove      [D] tell

## **Section II Reading Comprehension**

### **Part A**

#### **Directions:**

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

### **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 SHEET. (10 points)**

How does your reading proceed? Clearly you try to comprehend, in the sense of identifying meanings for individual words and working out relationships between them, drawing on your implicit knowledge of English grammar. (41) \_\_\_\_\_. You begin to infer a context for the text, for instance, by making decisions about what kind of speech event is involved. Who is making the utterance, to whom, when and where.

The ways of reading indicated here are without doubt kinds of comprehension. But they show comprehension to consist not just of passive assimilation but of active engagement in inference and problem-solving. You infer information you feel the writer has invited you to grasp by presenting you with specific evidence and clues. (42)

\_\_\_\_\_



Conceived in this way, comprehension will not follow exactly the same track for each reader. What is in question is not the retrieval of an absolute, fixed or “true” meaning that can be read off and checked for accuracy, or some timeless relation of the text to the world. (43) \_\_\_\_\_

Such background material inevitably reflects who we are. (44) \_\_\_\_\_. This doesn’t, however, make interpretation merely relative or even pointless. Precisely because readers from different historical periods, places and social experiences produce different but overlapping readings of the same words on the page---including for texts that engage with fundamental human concerns---debates about texts can play an important role in social discussion of beliefs and values.

How we read a given text also depends to some extent on our particular interest in reading it. (45) \_\_\_\_\_. Such dimensions of reading suggest---as others introduced later in the book will also do---that we bring an implicit (often unacknowledged) agenda to any act of reading. It doesn’t then necessarily follow that one kind of reading is fuller, more advanced or more worthwhile than another. Ideally, different kinds of reading inform each other, and act as useful reference points for and counterbalances to one another. Together, they make up the reading component of your overall literacy, or relationship to your surrounding textual environment.

**[A]** Are we studying that text and trying to respond in a way that fulfils the requirement of a given course? Reading it simply for pleasure? Skimming it for information? Ways of reading on a train or in bed are likely to differ considerably from reading in a seminar room.

**[B]** Factors such as the place and period in which we are reading, our gender, ethnicity, age and social class will encourage us towards certain interpretations but at the same time obscure or even close off others.

**[C]** If you are unfamiliar with words or idioms, you guess at their meaning, using clues presented in the context. On the assumption that they will become relevant later, you make a mental note of discourse entities as well as possible links between them.

**[D]** In effect, you try to reconstruct the likely meanings or effects that any given sentence, image or reference might have had: These might be the ones the author intended.

**[E]** You make further inferences, for instance, about how the text may be significant to you, or about its

validity—inferences that form the basis of a personal response for which the author will inevitably be far less responsible.

[F]In plays, novels and narrative poems, characters speak as constructs created by the author, not necessarily as mouthpieces for the author's own thoughts.

[G]Rather, we ascribe meanings to texts on the basis of interaction between what we might call textual and contextual material: between kinds of organization or patterning we perceive in a text's formal structures (so especially its language structures) and various kinds of background, social knowledge, belief and attitude that we bring to the text.

## Part C

### Directions:

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

Within the span of a hundred years, in the seventeenth and early eighteenth centuries, a tide of emigration—one of the great folk wanderings of history—swept from Europe to America. (46) This movement, driven by powerful and diverse motivations, built a nation out of a wilderness and, by its nature, shaped the character and destiny of an uncharted continent.

(47) The United States is the product of two principal forces—the immigration of European peoples with their varied ideas, customs, and national characteristics and the impact of a new country which modified these traits. Of necessity, colonial America was a projection of Europe. Across the Atlantic came successive groups of Englishmen, Frenchmen, Germans, Scots, Irishmen, Dutchmen, Swedes, and many others who attempted to transplant their habits and traditions to the new world. (48) But, the force of geographic conditions peculiar to America, the interplay of the varied national groups upon one another, and the sheer difficulty of maintaining old-world ways in a raw, new continent caused significant changes. These changes were gradual and at first scarcely visible. But the result was a new social pattern which, although it resembled European society in many ways, had a character that was distinctly American.

(49) [The first shiploads of immigrants bound for the territory which is now the United States crossed the Atlantic more than a hundred years after the 15th-and-16th-century explorations of North America.](#) In the meantime, thriving Spanish colonies had been established in Mexico, the West Indies, and South America. These travelers to North America came in small, unmercifully overcrowded craft. During their six- to twelve-week voyage, they survived on barely enough food allotted to them. Many of the ships were lost in storms, many passengers died of disease, and infants rarely survived the journey. Sometimes storms blew the vessels far off their course, and often calm brought unbearably long delay.

To the anxious travelers the sight of the American shore brought almost inexpressible relief. Said one recorder of events, "The air at twelve leagues' distance smelt as sweet as a new-blown garden." The colonists' first glimpse of the new land was a sight of dense woods. 50) [The virgin forest with its richness and variety of trees was a real treasure-house which extended from Maine all the way down to Georgia.](#) Here was abundant fuel and lumber. Here was the raw material of houses and furniture, ships and potash, dyes and naval stores.

### **Section III Writing**

#### **Part A**

##### **51. Directions:**

You are going to host a club reading session. Write an email of about 100 words recommending a book to the club members.

You should state reasons for your recommendation.

You should write neatly on the ANSWER SHEET.

**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

3) give your comments

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



## 2014 年全国硕士研究生入学统一考试英语（一）试题

### Section I Use of English

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

As many people hit middle age, they often start to notice that their memory and mental clarity are not what they used to be. We suddenly can't remember \_\_\_1\_\_\_ we put the keys just a moment ago, or an old acquaintance's name, or the name of an old band we used to love. As the brain \_\_\_2\_\_\_, we refer to these occurrences as "senior moments." \_\_\_3\_\_\_ seemingly innocent, this loss of mental focus can potentially have a(an) \_\_\_4\_\_\_ impact on our professional, social, and personal \_\_\_5\_\_\_.

Neuroscientists, experts who study the nervous system, are increasingly showing that there's actually a lot that can be done. It \_\_\_6\_\_\_ out that the brain needs exercise in much the same way our muscles do, and the right mental \_\_\_7\_\_\_ can significantly improve our basic cognitive \_\_\_8\_\_\_. Thinking is essentially a \_\_\_9\_\_\_ of making connections

in the brain. To a certain extent, our ability to 10 in making the connections that drive intelligence is inherited. 11, because these connections are made through effort and practice, scientists believe that intelligence can expand and fluctuate 12 mental effort.

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

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

- |                    |                   |                   |                  |
|--------------------|-------------------|-------------------|------------------|
| 1.[A] why          | [B] when          | [C] that          | [D] where        |
| 2.[A] improves     | [B] fades         | [C] collapses     | [D] recovers     |
| 3.[A] While        | [B] Unless        | [C] Once          | [D] If           |
| 4.[A] uneven       | [B] limited       | [C] damaging      | [D] obscure      |
| 5.[A] relationship | [B] environment   | [C] wellbeing     | [D] outlook      |
| 6.[A] turns        | [B] finds         | [C] points        | [D] figures      |
| 7.[A] responses    | [B] roundabouts   | [C] workouts      | [D] associations |
| 8.[A] genre        | [B] criterion     | [C] circumstances | [D] functions    |
| 9.[A] channel      | [B] process       | [C] sequence      | [D] condition    |
| 10.[A] excel       | [B] feature       | [C] persist       | [D] believe      |
| 11.[A] However     | [B] Moreover      | [C] Otherwise     | [D] Therefore    |
| 12.[A] instead of  | [B] regardless of | [C] apart from    | [D] according to |
| 13.[A] back        | [B] further       | [C] aside         | [D] around       |
| 14.[A] framework   | [B] stability     | [C] sharpness     | [D] flexibility  |
| 15.[A] hurries     | [B] reminds       | [C] forces        | [D] allows       |

- 16.[A] order            [B] track            [C] hold            [D] pace
- 17.[A] to            [B] on            [C] for            [D] with
- 18.[A] constantly    [B] habitually    [C] irregularly    [D] unusually
- 19.[A] carry            [B] put            [C] build            [D] take
- 20.[A] risky            [B] familiar            [C] idle            [D] effective

## **Section II Reading Comprehension**

### **Part A**

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

### **Part B**

**Directions:**

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

[A] Some archaeological sites have always been easily observable—for example, the Parthenon in Athens, Greece; the pyramids of Giza in Egypt; and the megaliths of Stonehenge in southern England. But these sites are exceptions to the norm .Most archaeological sites have been located by means of careful searching, while many others have been discovered by accident. Olduvai Gorge, fell into its deep valley in 1911.Thousands of Aztec artifacts came to light during the digging of the Mexico City subway in the 1970s.

[B] In another case, American archaeologists Rene millon and George Cowgill spent years systematically mapping the entire city of Teotihuacan in the valley of Mexico near what is now Mexico City .at its peak around AD 600, this city was one of the largest human settlements in the word. The researchers mapped not only the city’s vast and ornate ceremonial areas, but also hundreds of simpler apartment complexes where common people lived.

[C] How do archaeologists know where to find what they are looking for when there is nothing visible on the surface of the ground? Typically, they survey and sample (make test excavations on) large areas of terrain to

determine where excavation will yield useful information. Surveys and test samples have also become important for understanding the larger landscapes that contain archaeological sites.

[D] Surveys can cover a single large settlement or entire landscapes. In one case, many researchers working around the ancient Maya city of Copán, Honduras, have located hundreds of small rural village and individual dwellings by using aerial photographs and by making surveys on foot. The resulting settlement maps show how the distribution and density of the rural population around the city changed dramatically between AD500 and 850, when Copán collapsed.

[E] To find their sites, archaeologists today rely heavily on systematic survey methods and a variety of high-technology tools and techniques. Airborne technologies, such as different types of radar and photographic equipment carried by airplanes or spacecraft, allow archaeologists to learn about what lies beneath the ground without digging. Aerial surveys locate general areas of interest or larger buried features, such as ancient buildings or fields.

[F] Most archaeological sites, however, are discovered by archaeologists who have set out to look for them. Such searches can take years. British archaeologist Howard Carter knew that the tomb of the Egyptian pharaoh Tutankhamen existed from information found in other sites. Carter sifted through rubble in the Valley of the King for seven years before he located the tomb in 1922. In the late 1800s British archaeologist Sir Arthur Eyan combed antique dealers' stores in Athens, Greece. He was searching for thing engraved seals attributed to the ancient Mycenaean culture that dominated Greece from the 1400s to 1200s BC. Evas's interpretations of those engravings eventually led them to find the Minoan palace at Knossos on the island of Crete, in 1900.

[G] Ground surveys allow archaeologists to pinpoint the places where digs will be successful. Most ground surveys involve a lot of walking, looking for surface clues such as small fragments of pottery. They often include a certain amounts of digging to test for buried materials at selected points across a landscape. Archaeologists also may locate buried remains by using such technologies as ground radar, magnetic-field recording, and metal detector. Archaeologists commonly use computers to map sites and the landscapes around sites. Two and three-dimensional maps are helpful tools in planning excavations, illustrating how sites look, and presenting the results of archaeological research.

**Part C****Directions:**

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

Music means different things to different people and sometimes even different things to the same person at different moments of his life. It might be poetic, philosophical, sensual, or mathematical, but in any case it must, in my view, have something to do with the soul of the human being. Hence it is metaphysical; but the means of expression is purely and exclusively physical: sound. I believe it is precisely this permanent coexistence of metaphysical message through physical means that is the strength of music.<sup>46)</sup> It is also the reason why when we try to describe music with words, all we can do is articulate our reactions to it, and not grasp music itself.

Beethoven's importance in music has been principally defined by the revolutionary nature of his compositions. He freed music from hitherto prevailing conventions of harmony and structure. Sometimes I feel in his late works a will to break all signs of continuity. The music is abrupt and seemingly disconnected, as in the last piano sonata. In musical expression, he did not feel restrained by the weight of convention. <sup>47)</sup> By all accounts he was a freethinking person, and a courageous one, and I find courage an essential quality for the understanding, let alone the performance, of his works.

This courageous attitude in fact becomes a requirement for the performers of Beethoven's music. His compositions demand the performer to show courage, for example in the use of dynamics. <sup>48)</sup> Beethoven's habit of increasing the volume with an extreme intensity and then abruptly following it with a sudden soft passage was only rarely used by composers before him.

Beethoven was a deeply political man in the broadest sense of the word. He was not interested in daily politics, but concerned with questions of moral behavior and the larger questions of right and wrong affecting the entire society.<sup>49)</sup> Especially significant was his view of freedom, which, for him, was associated with the rights and responsibilities of the individual: he advocated freedom of thought and of personal expression.



Beethoven's music tends to move from chaos to order as if order were an imperative of human existence. For him, order does not result from forgetting or ignoring the disorders that plague our existence; order is a necessary development, an improvement that may lead to the Greek ideal of spiritual elevation. It is not by chance that the Funeral March is not the last movement of the Eroica Symphony, but the second, so that suffering does not have the last word. 50) One could interpret much of the work of Beethoven by saying that suffering is inevitable, but the courage to fight it renders life worth living.

### **Section III      Writing**

#### **Part A**

##### **51. Directions:**

Write a letter of about 100 words to the president of your university, suggesting how to improve students' physical condition.

You should include the details you think necessary.

You should write neatly on the ANSWER SHEET.

**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) interpret its intended meaning, and
- 3) give your comments.

You should write neatly on the ANSWER SHEET (20 points)



2013 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)

People are, on the whole, poor at considering background information when making individual decisions. At first glance this might seem like a strength that 1 the ability to make judgments which are unbiased by 2 factors. But Dr. Uri Simonsohn speculated that an inability to consider the big 3 was leading decision-makers to be biased by the daily samples of information they were working with. 4, he theorised that a judge 5 of appearing too soft 6 crime might be more likely to send someone to prison 7 he had already sentenced five or six other defendants only to forced community service on that day.

To 8 this idea, he turned to the university-admissions process. In theory, the 9 of an applicant should not depend on the few others 10 randomly for interview during the same day, but Dr. Simonsoho suspected the truth was 11.

He studied the results of 9,323 MBA interviews 12 by 31 admissions officers. The interviewers had 13 applicants on a scale of one to five. This scale 14 numerous factors into consideration. The scores

were 15 used in conjunction with an applicant's score on the Graduate Management Admission Test, or GMAT, a standardized exam which is 16 out of 800 points, to make a decision on whether to accept him or her.

Dr. Simonsohn found if the score of the previous candidate in a daily series of interviewees was 0.75 points or more higher than that of the one 17 that, then the score for the next applicant would 18 by an average of 0.075 points. This might sound small, but to 19 the effects of such a decrease a candidate would need 30 more GMAT points than would otherwise have been 20.

- |                  |                |                  |                 |
|------------------|----------------|------------------|-----------------|
| 1.[A] grants     | [B] submits    | [C] transmits    | [D] delivers    |
| 2.[A] minor      | [B] external   | [C] crucial      | [D] objective   |
| 3.[A] issue      | [B] vision     | [C] picture      | [D] moment      |
| 4.[A] Above all  | [B] On average | [C] In principle | [D] For example |
| 5.[A] fond       | [B] fearful    | [C] capable      | [D] thoughtless |
| 6.[A] in         | [B] for        | [C] to           | [D] on          |
| 7.[A] if         | [B] until      | [C] though       | [D] unless      |
| 8.[A] test       | [B] emphasize  | [C] share        | [D] promote     |
| 9.[A] decision   | [B] quality    | [C] status       | [D] success     |
| 10.[A] found     | [B] studied    | [C] chosen       | [D] identified  |
| 11.[A] otherwise | [B] defensible | [C] replaceable  | [D] exceptional |
| 12.[A] inspired  | [B] expressed  | [C] conducted    | [D] secured     |
| 13.[A] assigned  | [B] rated      | [C] matched      | [D] arranged    |
| 14.[A] put       | [B] got        | [C] took         | [D] gave        |
| 15.[A] instead   | [B] then       | [C] ever         | [D] rather      |
| 16.[A] selected  | [B] passed     | [C] marked       | [D] introduced  |
| 17.[A] below     | [B] after      | [C] above        | [D] before      |
| 18.[A] jump      | [B] float      | [C] fluctuate    | [D] drop        |

19.[A] achieve      [B] undo      [C] maintain      [D] disregard

20.[A] necessary      [B] possible      [C] promising      [D] helpful

## 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)

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

The social sciences are flourishing. As of 2005, there were almost half a million professional social scientists from all fields in the world, working both inside and outside academia. According to the *World Social Science Report 2010*, the number of social-science students worldwide has swollen by about 11% every year since 2000.

Yet this enormous resource is not contributing enough to today's global challenges, including climate change, security, sustainable development and health. (41) \_\_\_\_\_. Humanity has the necessary agro-technological tools to eradicate hunger, from genetically engineered crops to artificial fertilizers. Here, too, the problems are social: the organization and distribution of food, wealth and prosperity.

(42) \_\_\_\_\_. This is a shame—the community should be grasping the opportunity to raise its influence in the real world. To paraphrase the great social scientist Joseph Schumpeter: there is no radical innovation without creative destruction.

Today, the social sciences are largely focused on disciplinary problems and internal scholarly debates, rather than on topics with external impact. Analyses reveal that the number of papers including the keywords “environmental change” or “climate change” have increased rapidly since 2004. (43) \_\_\_\_\_.

When social scientists do tackle practical issues, their scope is often local: Belgium is interested mainly in the effects of poverty on Belgium, for example. And whether the community’s work contributes much to an overall accumulation of knowledge is doubtful.

The problem is not necessarily the amount of available funding. (44) \_\_\_\_\_. This is an adequate amount so long as it is aimed in the right direction. Social scientists who complain about a lack of funding should not expect more in today’s economic climate.

The trick is to direct these funds better. The European Union Framework funding programs have long had a category specifically targeted at social scientists. This year, it was proposed that the system be changed: Horizon 2020, a new program to be enacted in 2014, would not have such a category. This has resulted in protests from social scientists. But the intention is not to neglect social science; rather, the complete opposite. (45) \_\_\_\_\_. That should create more collaborative endeavors and help to develop projects aimed directly at solving global problems.

[A] It could be that we are evolving two communities of social scientists: one that is discipline-oriented and publishing in highly specialized journals, and one that is problem-oriented and publishing elsewhere, such as policy briefs.

[B] However, the numbers are still small: in 2010, about 1,600 of the 100,000 social-sciences papers published globally included one of these keywords.

[C] Despite these factors, many social scientists seem reluctant to tackle such problems. And in Europe, some are up in arms over a proposal to drop a specific funding category for social-science research and to integrate it within cross-cutting topics of sustainable development.

[D] During the late 1990s , national spending on social sciences and the humanities as a percentage of all research and development funds—including government, higher education, non-profit and corporate—varied from around 4% to 25%; in most European nations, it is about 15%.

[E] The idea is to force social scientists to integrate their work with other categories, including health and demographic change; food security; marine research and the bio-economy, clean, efficient energy; and inclusive, innovative and secure societies.

[F] The solution is to change the mindset of the academic community, and what it considers to be its main goal. Global challenges and social innovation ought to receive much more attention from scientists, especially the young ones.

[G] These issues all have root causes in human behavior: all require behavioral change and social innovations, as well as technological development. Stemming climate change, for example, is as much about changing consumption patterns and promoting tax acceptance as it is about developing clean energy.

## **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)**

It is speculated that gardens arise from a basic human need in the individuals who made them: the need for creative expression. There is no doubt that gardens evidence an irrepressible urge to create, express, fashion, and beautify and that self-expression is a basic human urge; (46) yet when one looks at the photographs of the garden created by the homeless, it strikes one that , for all their diversity of styles, these gardens speak of various other fundamental urges, beyond that of decoration and creative expression.

One of these urges has to do with creating a state of peace in the midst of turbulence, a “still point of the turning world,” to borrow a phrase from T. S. Eliot. (47) A sacred place of peace, however crude it may be, is a distinctly human need, as opposed to shelter, which is a distinctly animal need. This distinction is so much so that where the latter

is lacking, as it is for these unlikely gardens, the former becomes all the more urgent. Composure is a state of mind made possible by the structuring of one's relation to one's environment. (48) The gardens of the homeless, which are in effect homeless gardens, introduce form into an urban environment where it either didn't exist or was not discernible as such. In so doing they give composure to a segment of the inarticulate environment in which they take their stand.

Another urge or need that these gardens appear to respond to, or to arise from, is so intrinsic that we are barely ever conscious of its abiding claims on us. When we are deprived of green, of plants, of trees, (49) most of us give in to a demoralization of spirit which we usually blame on some psychological conditions, until one day we find ourselves in a garden and feel the oppression vanish as if by magic. In most of the homeless gardens of New York City the actual cultivation of plants is unfeasible, yet even so the compositions often seem to represent attempts to call forth the spirit of plant and animal life, if only symbolically, through a clumplike arrangement of materials, an introduction of colors, small pools of water, and a frequent presence of petals or leaves as well as of stuffed animals. On display here are various fantasy elements whose reference, at some basic level, seems to be the natural world. (50) It is this implicit or explicit reference to nature that fully justifies the use of the word garden, though in a "liberated" sense, to describe these synthetic constructions. In them we can see biophilia—a yearning for contact with nonhuman life—assuming uncanny representational forms.

## Section IV Writing

### Part A

#### 51. Directions:

Write an e-mail of about 100 words to a foreign teacher in your college, inviting him/her to be a judge for the upcoming English speech contest.

You should include the details you think necessary.

You should write neatly on the ANSWER SHEET 2.

Do not sign your own name at the end of the e-mail. 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
- 3) give your comments

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



## 2012 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)



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 their 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]conventions |
| 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)

### 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 blanks. Mark your answers on ANSWER SHEET 1. (10 points)

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 act 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 and 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.

[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 secretwar 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)**

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 framework.

(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 language 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 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

3) give your comments.

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



## 2011 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)

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 1930s indicate that laughter8 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 19<sup>th</sup> century that humans do not cry 13 they are sad but that 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.

- |                     |                  |                  |                 |
|---------------------|------------------|------------------|-----------------|
| 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)**

### **Part B**

#### **Directions:**

**The following paragraphs are given in a wrong order. For questions 41-45, you are required to reorganize these 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)**

[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 it takes 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, captured it skillfully.

41. → 42. → E → 43. → 44. → 45.

**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)**

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

#### **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)

## 旅程之“余”

### 2010 年全国硕士研究生入学统一考试英语试题

#### Section I Use of English

##### Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark [A], [B], [C] or [D] on

##### ANSWER SHEET 1. (10 points)

In 1924 America's National Research Council sent two engineers to supervise a series of industrial experiments at a large 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 changed subjects' behavior.

The idea arose because of the 4 behavior of the women in the Hawthorne 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 the analysis. The Hawthorne experiments has another surprise 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 peculiar way of conducting the experiments may be have let to 14 interpretation 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 Monday, 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 so
- 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)

### **Part B**

#### **Directions:**

For Questions 41-45, choose the most suitable paragraphs from the list A-G and 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)

[A] The first and more important is the consumer's growing preference for eating out; the 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 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 cafes. 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 come to \$268 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 good producers and existing wholesalers) from trying their hand, for those that master the intricacies of wholesaling in Europe stand to reap considerable gains.

41→42→43→44→E→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)

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 noneconomic 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 round about accounts today. We have no land ethic yet, (47) but we have at least drawn near 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 over worded the evidence that these creatures preserve the health of game by killing the physically weak, or that they prey only on "worthless" species.

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

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 postgraduate association a notice to recruit volunteers for an international conference on globalization, you should conclude the basic qualification of applicant and the other information you think relative.

You should write about 100 words. **Do not** sign your own name at the end of the letter. Use "postgraduate association" instead.

#### 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)



文化“火锅”，既美味又营养

# 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 me 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)

### 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.

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

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

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

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

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

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

## **Part C**

### **Directions:**

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

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

But in dealing with the young, the fact of association itself as an immediate human fact, gains in importance. (48)While it is easy to ignore in our contact with them the effect of our acts upon their disposition, it is not so easy as in dealing with adults. The need of training is too evident and the pressure to accomplish a change in their attitude and habits is too urgent to leave these consequences wholly out of account. (49)Since our chief business with them is to enable them to share in a common life we cannot help considering whether or not we are forming the powers which will secure this ability. If humanity has made some headway in realizing that the ultimate value of every institution is its distinctively human effect we may well believe that this lesson has been learned largely through dealings with the young.

(50)We are thus led to distinguish, within the broad educational process which we have been so far considering, a more formal kind of education —that of direct tuition or schooling. In undeveloped social groups, we find very little



formal teaching and training. These groups mainly rely for instilling needed dispositions into the young upon the same sort of association which keeps 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”

## 2008 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)

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 test, 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 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)

### 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)

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 either 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 already 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)**

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)

#### 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)



## 2007 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)

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 ideals 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)**

### **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

**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, stress 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 neatly on ANSWER SHEET 2. (10 points)**

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 A

##### 51. 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)

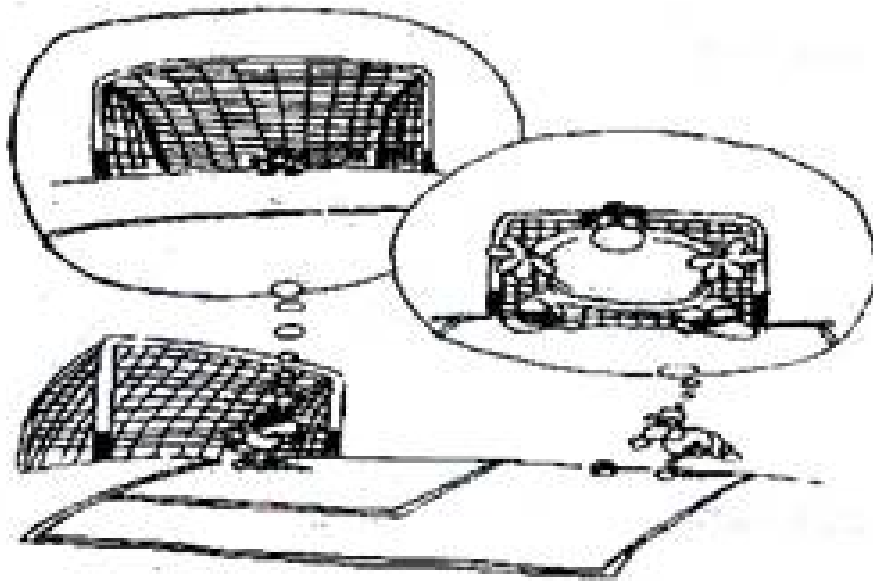
#### Part B

**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)



## 2006 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)

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)**

**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)

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, these activities become 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 readmitted 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)

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 matter 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 solution 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 with no less than 100 words. Write it neatly 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)

#### 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)



# 2005 年全国硕士研究生入学统一考试英语试题

## Section I Use of English

### Directions:

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

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 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)

## 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 SHEET 1. (10 points)

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 Co-ordinating 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 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)**

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)

**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)