2008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 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 ~~aro~~used ~~m~~uch 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 naturalselection.**

**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 u~~n~~usual history of these people has 19 them to unique evolutionary pressures that have resulted in this 20 state of affi1rs.**

1.[A] selected [B] prepared [C] obliged [D] pleased

2.[A] uni~~q~~ue [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] tho~~u~~ght [B] si~~g~~ht [C] cost [D] risk

7.[A]ad~~v~~ises [B] suggests [C] protests [D] objects

8.[A] progress [B] fact [C] need [D] question

9.[A] ~~a~~ttaining [B] scoring [C] reaching [D] calculating

10.[A] normal [B] common [C] me~~an~~ [D] total

11.[A] unconsciously [B]disproportionately [C] indefinitely [D] u~~n~~accountably

12.[A] missions [B] fortunes [C] interests [D] c~~ar~~eers

13.[A] affim [B] witness [C] observe [D] approve

14.[A] moreover [B] therefore [C] however [D] meanwhile

15.[A] given u~~p~~ [B] got over [C] carried on [D] put down

16.[A] assessing [B] su~~p~~ervising [C]administering [D] valuing

17.[A] development [B] origin [C] consequence [D] instrument

18.[A] linked [B] integrated [C] woven [D] combined

19.[A] li~~m~~ited [B] subjected [C] converted [D] directed

20.[A] paradoxical [B] incompatible [C] inevitable [D] co~~ntin~~uous

Section II Reading Comprehension

P~~a~~rt A

Directions:

Read the following fo~~u~~r texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1. (40poi~~n~~ts)

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**Text 1**

**While still catching up to men in some spheres of modem life, women appear to be way ahead in at least one  ~~u~~ndesirable category. "Women** ·**are particularly susceptible to developing depression** ·**and anxiety disorders in response to stress compared to men," according to Dr. Ye~~hu~~da, chief psychiatrist at New York’s Veteran’s Administration Hospital.**

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

**Adding to a woman’s increased dose of st~~r~~ess chemicals, are her increased "opportunities" for stress. "It’s not necessarily that women don’t cope as well. It’s**

**just that they have so much more to cope with," s~~a~~ys Dr. Yehuda. "Their c~~ap~~acity for**

**tolerating stress may even be greater than men’s," she observes, "it’s just that they’re**

**dealing with so many more things th~~a~~t they become worn out from it more visibly and sooner."**

**Dr. Yehuda notes another difference between the sexes. "I think that the kinds of**

**things that women are exposed to tend to be in more of a chronic or repeated nature. Men go to war and are exposed to combat stress. Men are exposed to more acts of**

**random physical violence. The kinds of interpersonal violence that women are exposed to tend to be in domestic situations, by, unfortunately, parents or other**

**family members,** ·**and they tend not to be one-shot deals. The wear-and-tear that comes from these longer relationships can be quite devastating** **."**

**Adeline Alvarez married at 18 and gave birth to a son, b~~u~~t was determined to finish college. "I struggled a lot to get the college degree. I was living in so much frustration that that was my escape, to go to school,** .**and get ahead and do better." Later,** **her marriage ended and she became a single mother. "It’s the hardest thing to take care**

**of a teenager, have a job, pay the rent, pa~~y~~ the car payment, and pa~~y~~ the debt. I lived from paycheck to paycheck."**

**Not everyone experiences the kinds of severe chronic stresses Alvarez describes.**

**But most women today are coping with a lot of obligations, with few breaks, and feeling the strain. Alvarez’s experience demonstrates the importance of finding ways to diffuse stress before it threatens your health and your ability to function.**

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

[A] Women are biologically more vulnerable to stress.

[B] Women are still suffering ~~m~~uch stress c~~a~~used by men.

[C] Women are more experienced th~~an~~ men in coping with st~~r~~ess.

[D] Men and women show different inclin~~a~~tions when faced with stress.

22. Dr. Yeh~~u~~da’s research suggests that women

[A] need extra doses of chemicals to handle stress.

[B] have limited capacity for tolerating stress.

[C] are more capable of avoiding stress.

[D] are exposed to more stress.

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

[A] domestic and temporary.

[B] irregular and violent.

[C] durable and frequent.

[D] trivial and random.

24. The sentence "I lived from paycheck to paycheck." (Line 6, Para.5) shows that

[A] Alvarez cared about nothing but making money.

[B] Alvarez’s salary barely covered her household e~~x~~penses.

[C] Alvarez got p~~a~~ychecks from different jobs.

[D] Alvarez paid practically everything by check.

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

[A] Strain of Stress: No Way Out?

[B] Responses to Stress: Gender Difference

[C] Stress Analysis: What Chemicals Say

[D] Gender Inequality: Women Under Stress

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**Text2**

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

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

**The value of knowledge and the return on the public investme~~n~~t in rese~~ar~~ch depends, in p~~a~~rt, upon wide distribution and ready access. It is big business. In A~~m~~erica, the core scientific publishing market is estimated at between $7 billion and $11 billion. The International Association of Scientific, Technical and Medical Publishers says that there are more than 2,000 publishers worldwide specializing in these subjects. They p~~u~~blish more than 1.2 million** .**articles each year in some 16,000 journals.**

**This is now changing. According to the OECD report, some 75% of scholarly jou~~rn~~als are now online. Entirely new business models are emerging; three main ones were identified by the report's authors. There is the so-called big deal, where institutional subscribers pay for access to a collection of online journal titles through site-licensing agreements. There is open-access publishing, typically supported by asking the author (or his employer) to pay** **for the paper to be published. Finally, there are open-access archives, ~~w~~here organizations such as ~~u~~niversities or international laboratories su~~p~~port institutional repositories. Other models exist that are hybrids of these three, such as delayed open-access, where journals allow only subscribers to read a paper for the first six months, before making it freely available to everyone who wishes to see it. All this could change the traditional form of the peer-review process, at least for the publication of papers.**

26. In the first p~~aragrap~~h, the author discusses

[A] the background information of jo~~u~~mal editing.

[B] the p~~u~~blication routine of laboratory reports.

[C] the relations of authors with journal publishers.

[D] the traditional process of journal publication.

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

[A] It criticizes government-funded research.

[B] It introduces an effective means of publication.

[C] It upsets profit-making jo~~u~~rnal publishers.

[D] It benefits scientific research considerably.

28. According to the text, online p~~u~~blication is significant in that

[A] it provides ~~an~~ easier access to scie~~n~~tific results.

[B] it brings huge profits to scientific researchers.

[C] it e~~mp~~hasizes the crucial role of scientific knowledge.

[D] it facilitates p~~u~~blic in~~v~~estment in scientific research.

29. With the open-access publishing model, the author of a paper is req~~u~~ired to

[A] cover the cost of its publication.

[B] s~~u~~bscribe to the journal publishing it.

[C] allow other online journals to use it freely.

[D] complete the peer-review before s~~u~~bmission.

30. Which of the following best summarizes the text?

[A] The Internet is posing a threat to publishers.

[B] A new mode of p~~u~~blication is emerging.

[C] Authors welcome the new channel for publication.

[D] Publication is rendered easier by online service.

**Text3**

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

**The trend in sports, though, may be obscuring an unrecognized reality: Americans have generally stopped growing. Though typically about two inches taller now than 140 years ago, today’s people— especially those born to families who have lived in the U.S. for many generations — apparently reached their limit in the early 1960s. And they aren’t likely to get any taller. "In the general population today, at this genetic, envirornnental level, we’ve pretty much gone as far as we can go," says anthropologist William Cameron Chumlea of Wright State University. In the case of NBA players, their increase in height appears to result from the increasingly common practice of recruiting players from all over the world.**

**Growth, which rarely continues beyond the age of 20, demands calories and nutrients— notably, protein — to feed expanding tissues. At the start of the 20th century, under-nutrition and childhood infections got in the way. But as diet and health i四roved, children and adolescents have, on average, increased in height by about an inch and a half every 20 years, a pattern known as the secular trend in height. Yet according to the Centers for Disease Control and Prevention, average height — 5'9" for men, 5'4" for women— hasn’t really changed since 1960.**

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

**Genetic maxim~~u~~ms can change, b~~u~~t don’t e~~x~~pect this to happen soon. Claire C.**

**Gordon, senior anthropologist** ·**at the Army Research Center in Natick, Mass., ensures that 90 percent of the ~~u~~niforms and workstations fit recruits without alteration. She says that, unlike those for basketball, the length of military uniforms has not changed for some time. And if you need to predict human height in the near future to design a piece of equipment, Gordon says that by and large, "you could use toda~~y~~’s data and feel fairly confident."**

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31. Wilt Chamberlain is cited as an example to

[A] illustrate the change of height of NBA pl~~a~~yers.

[B] show the popularity of NBA players in the U.S..

[C] compare different generations of NBA players.

[D] assess the achievements of famous NBA players.

32. Which of the following plays a key role in body growth according to the text?

[A] Genetic modification.

[B] Natural environment.

[C] Living standards.

[D] Daily exercise.

33. On which of the following statements would the author most probably agree?

[A] Non-Americans add to the average height of the nation.

[B] Human height is conditioned by the upright posture.

[C] Americans are the tallest on average in the world.

[D] Larger babies tend to become taller in adulthood.

34. We learn from the last paragraph that in the near future

[A] the garment industry will reconsider the uniform size.

[B] the design of military uniforms will remain unchanged.

[C] genetic testing will be employed in selecting sportsmen.

[D] the existing data of human height will still be applicable.

35. The text intends to tell us that

[A] the change of human height follows a cyclic pattern.

[B] human height is becoming even more predictable.

[C] Americans have reached their genetic growth limit.

[D] the genetic pattern of Americans has altered.

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**Text4**

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

**That's a far different image from the cherry-tree-chopping George most pe~~o~~ple remember from their history books. But recently, many histori~~an~~s have begun to focus on the role sl~~a~~very played in the lives of the founding generation. They have been sp~~u~~rred in p** ·**art by DNA evidence made available in 1998, ~~w~~hich almost certainly proved Thomas Jefferson had fathered at least one child with his slave Sally Hemings. And only over the past 30 years ha~~v~~e scholars examined history from the bottom up. Works of several histori~~a~~ns reveal the moral compromises made by the nation's early leaders and the fragile nature of the co~~u~~ntry's inﬁancy. More significantly, they** ·**argue that many of the Founding Fathers knew slavery was ~~w~~rong —** .**and yet most did little to fight it.**

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

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

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

**13 states, including three slave states.**

**Still, Jefferson freed Hemings's children — though not Hemings herself or his**

**approximately 150 other slaves. Washington, who had begun to believe that all men were created equal after observing the bra~~v~~ery of the black soldiers during the Revolutionary War, overcame the strong opposition of his relatives to grant his slaves their freedom in his will. Only a decade earlier, such** .**an act would have required legislative** .**approval in Virginia.**

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36. Geo~~r~~ge Washington’s dental surgery is mentioned to

[A] show the primitive medical practice in the past.

[B] demonstrate the cruelty of slavery in his days.

[C] stress the role of slaves in the U.S. history.

[D] reveal some unknown a~~s~~pect of his life.

37. We m~~a~~y infer from the second paragraph that

[A] DNA technology has been widely applied to history research.

[B] in its early days the U.S. was confronted with delicate situations.

[C] historians deliberately made up some stories of Jefferson’s life.

[D] political compromises are easily found throughout the U.S. history.

38. What do we learn about Thomas Jefferson?

[A] His political view changed his attitude towards slavery.

[B] His status as a father made him free the child slaves.

[C] His attitude towards slavery was co~~mp~~lex.

[D] His affair with a slave stained his prestige.

39. Which of the following is true according to the text?

[A] Some Founding Fathers benefit politically from slavery.

[B] Slaves in the old days did not have the right to vote.

[C] Slaves owners usually had large savings accou~~n~~ts.

[D] Slavery was regarded as a peculiar institution.

40. Washington’s decision to free sl~~a~~ves originated from his

[A] moral considerat10ns.

[B] military experience.

[C] financial conditions.

[D] political st~~an~~d.

**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, ~~w~~hich do not fit in an~~y~~ 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 draﬁt. (42) Grammar, punctuati0n,**

**and spelling can wait until you revise. Concentrate on what you are saying. Good w**百**ting 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 w**百**ting on the other side.**

**If you are working on a word processor, you can take advantage of its capacity to make additions and deletions as well as move entire paragraphs by making just a few simple keyboard commands. Some soﬁtware programs can also check spelling and certam grammatical elements m your wntmg. (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 ha~~v~~e clearly and adequately developed the body of your paper, pay particular attention to the introductory and concluding paragraphs. It’s**

**probably best to w**门**te the i~~n~~troduction last, after you know precisely what you**

**are introducing. Concluding paragraphs demand equal attention because they**

**leave the reader with a final i~~mpr~~ession.**

**[C] It’s worth reme~~m~~bering, however, that though a cle~~an~~ copy fresh off a printer**

**ma~~y~~ look terrific, 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 ~~w~~rite, 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 ~~q~~uit his j~~o~~b. Instead**

**of including that paragraph, she added one that described Lengel’s crabbed**

**response to the girls so that she could lead ~~u~~p 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 yo~~u~~r 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 aro~~u~~nd.**

**Directions:**

**Read the following text carefully and then t~~ra~~nslate the underlined segments into Chinese. Your translation should be written clearly 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 ma have had the com ensatin advanta e of forcin him to think lon and intentl about eve sentence and thus enablin him to detect errors in reasonin 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 ower to follow a lon and urel abstract train of thou ht was ve limited for which reason he felt certain that he never could have succeeded with mathematics. His memory, too, he described as extensive, but ha**勾. **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 acce t as well founded the char e made b some of his critics that while he was a ood observer he had no ower of reasonin . 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 humbl that erha s he was "su erior to the common run of men in noticin thin s which easil esca e attention and in observin 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 onl a loss of ha iness but mi ht ossibl be in ·urious 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:**

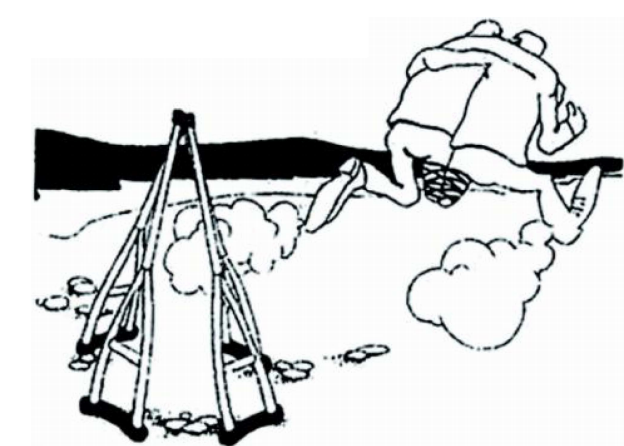
**Write an essay of 160-200 words based on the following drawing. In your essay, you should**

**1) describe the drawing briefly,**

**2) explain its intended meaning, and then**

**3) give your comments.**

**You should w**门**te neatly on ANSWER SHEET 2. (20 points)**



**你一 条腿， 我一条腿； 你我一起， 走南闯北。**