



考研英语全程揭秘

# 考研英语

# 一本通

NATIONAL ENTRANCE  
TEST OF ENGLISH

考研英语命题研究组 编

新东方教师力作 考研成功秘笈



中国石化出版社

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### 图书在版编目(CIP)数据

考研英语一本通/考研英语命题研究组编.  
—北京:中国石化出版社,2005  
ISBN 7-80164-776-9

I.考… II.考… III.英语-研究生-入学考试-  
自学参考资料 IV.H31

中国版本图书馆 CIP 数据核字(2005)第 025851 号

### 中国石化出版社出版发行

地址:北京市东城区安定门外大街 58 号

邮编:100011 电话:(010)84271850

读者服务部电话:(010)84289974

<http://www.sinopec-press.com>

E-mail: [press@sinopec.com.cn](mailto:press@sinopec.com.cn)

北京奇才晨虹文化发展有限公司排版

北京大地印刷厂印刷

新华书店北京发行所经销

\*

787×1092 毫米 16 开本 25.25 印张 806 千字

2005 年 4 月第 1 版 2005 年 4 月第 1 次印刷

定价:38.80 元

(购买时请认明封面防伪标识)

# 前 言

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为了追求理想,为了成为知识火种的继承者和传递者,为了成为矗立在风口浪尖的时代弄潮儿,百万莘莘学子加入到了如火如荼的考研浪潮中来。作为战斗在培训一线的考研辅导老师,我们有义务为这些在黑暗中摸索的考生指明前进的方向,与考生一起吹响冲锋的号角,高奏胜利的凯歌。

2005年,考研英语题型发生重大变化:取消听力,听力考查不再出现在初试中;新增一篇阅读——选择搭配,阅读部分在整张试卷中更加显得举足轻重;新增一篇作文——应用文写作,对考生综合运用语言的能力更加注重。新的变化、新的挑战、考研英语在整个考研复习中的重要地位更加凸现出来。

考研英语复习,既要有重点环节的专项突破,又要有整体能力的综合提升,只有这样,才能保证在最后阶段获得应试水平的全面升华,在考场上游刃有余、轻取高分。

《考研英语一本通》正是这样一本在您对词汇、阅读进行了扎扎实实的专项突破,两个方面都有了一定基础和能力的后,引导您对考研英语的各类题型、各种知识、各项技能、各个技巧来一个全面的融合,最终获得应试能力、应试水平的飞跃。

本书以最新考研英语大纲为依据,以考点为切入点,以近年考研真题为佐证,详细分析和探索了考研英语各题型的命题规律、应试策略、答题技巧和解题步骤。全书先从整体上提出了2006年考研英语的备考策略,然后分别从完形填空、阅读理解 Part A 多项选择题、阅读理解 Part B 选择搭配题、阅读理解 Part C 英译汉、应用文写作和短文写作六个部分分层逐步展开,最后的综合测试篇为检验考生的复习效果提供了权威的衡量标准。

本书在规律分析和技巧讲解中突出重点、语言简洁、概括性强;选用的篇章具有极强的时效性和代表性;全书编写思路清晰,采用了与考试命题要求一致的语篇分析视角;各部分题型解析透彻,打破了传统的分析方法,对各个部分的所有题型进行了全面剖析,以帮助考生真正提高自己解决问题的能力。另外,本书注重理论知识与实际演练的结合,在各个部分的理论讲解和真题分析之后,编排有辅助练习,并有详尽解析。这样,考生通过本书的学习和练习,不仅能够巩固加深英语语言知识,还能大大提高应试能力,以及培养自己的语言使用能力。编者多年的教学经验表明,“学”与“练”必须结合,否则收效甚微。

本书将切实有效地帮助考生在短期内掌握学习重点,提高应试技巧,从而大幅度增强英语实力,并帮助考生从此走向成功之路。

编 者

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**第一部分**  
**考研英语制胜全攻略**



俗话说:知己知彼,百战不殆。开始复习考研英语,我们要做到:

### 一、首先,我们要认真研究《英语考试大纲》,明确试卷考什么

研究生英语入学考试的评价目标有两个方向:一是语言知识的考查,二是语言技能的考查。语言知识包括语法知识和词汇知识,语言技能包括听力、阅读、翻译、写作等方面,语言技能是建立在语言知识的基础之上的。

对于考生来说,熟悉考试的形式和题型无疑会增加获胜的机会。了解考研试题所要考查的各方面能力的变化,有的放矢地去复习,可以更加胸有成竹地应对考试。下面就让我们来解读考研英语大纲近年来所作的变化。

2005				2002~2004				1995~2001				1991~1994		
部 分	题数	分数	时 间	部 分	题数	分数	时 间	部 分	题数	分数	时 间	部 分	题数	分数
1. 英语知识运用	20	10		1. 听力(Parts A,B,C)	20	20	30	1. 结构与词汇	30	15	25	1. 多项选择	30	15
2. 阅读理解	Part A(多项选择题)(20题)	4篇	40	2. 英语知识运用	20	10	25	2. 完形填空	20	10	25	2. 阅读理解	3篇(15题)	30
	Part B(选择搭配题)	5题	10											
	Part C(英译汉)	5题	10											
3. 写作	Part A(短文写作)	160词	20	3. 阅读理解	4篇(20题)	40	85	3. 阅读理解	5篇(20题)	20	25	3. 综合填空	15	15
	Part B(应用文写作)	200词	10											
				4. 写作	1	20	40	4. 英译汉	5题	15	30	4. 辨错改错	10	10
								5. 写作	1	20	40	5. 英译汉	5题	15
												6. 写作	1	15

2005年新大纲变化着重体现在以下几个方面。

#### 变化一:在统考中取消听力测试,将听力的考核调整到复试阶段进行

这对部分听力基础好的同学不见得有利,但对于全国平均分只有7~8分的大多数考生来讲应该是一个好消息。对于听力基础非常薄弱的同学而言,考研的门槛的确降低了。但不要忘了,考研是选拔性测试,每年根据实际情况都有一定的录取比例,考研英语的过线率不会发生明显改变,事实上考研英语的竞争已经转移到其他题型方面去了。

#### 变化二:阅读新题型——选择搭配题

阅读理解部分在原有的多项选择和英译汉的基础上,增设了“选择搭配题”。在一篇总长500~600词的文章中有5段空白,文章后有6~7段文字,要求考生根据文章内容从这6~7段文字中选择能分别放进文章中5个空白处的5段,使原文上下文语义连贯、逻辑通顺。每题2分,共10分。这样阅读已经达到了60分(A+B+C)。由于考生对于新题型的陌生,缺乏符合新题型的阅读材料,使得这一部分的复习难度加大。

多年来我们一直从事这种题型的研究,对这种题型比较熟悉。该题型在国内的公共英语等级考试5级中早已存在,并不是真正的新题型,只不过是很多考生第一次听说罢了。这里我主要想谈谈这种题型的科学性。该题型重点考查考生对文章整体结构和主体脉络的把握能力,能够客观地反映考生的阅读能力,有很强的科学性。考试中心采用这种题型我们认为在测试方法上是一种进步。

本书是严格按照最新考研英语大纲的要求编写的。全书分为25个单元,每个单元按照新大纲分为A、B、C三节。

A节为多项选择题,共四篇文章。文章选材新颖,超纲词控制在大纲允许的3%以内,特别突出选项的干扰性,努力杜绝弱智试题。其中第四篇难度最大,对考生的理解能力是一种挑战,对于该篇文章可适当延长做题时间。本书杜绝了目前考研阅读普遍存在的缺点——文章选材陈旧;超纲词多,有的甚至多达20~30个;选项的设置简单、幼稚、无需看懂文章也能做对题目。笔者考虑到学生的实际需要,对每篇文章提供了详解和完整的译文。

B节为选择搭配题。根据我们多年来对“新题型”的研究,严格按照新大纲命题,并提供详解和完





整的译文。

C 节为英译汉。英译汉一直是难度比较大、得分比较低的一项,本书的一大特点是在提供了译文的基础上,详释了翻译的思维过程。

### 变化三:新增加一篇作文,使作文变成两篇

新增的作文是一篇 100 字左右的应用文。应用文的类型有所变动,在大纲应用文的基础上新增了便笺(note)的写作。原大纲的四大应用文包括:书信(letter)、摘要(summary)、备忘录(memo)、报告(report)。这部分满分 10 分。而原来的“大作文”的调整只是体现在字数上,由原来的“约 200 词”,变为“160~200 词”,满分仍然为 20 分。这样,作文的总分由 20 分增长为 30 分。

作文从 15 分,增加到 20 分,进一步增加到目前的 30 分,再也不是考试中可以忽视或弱化的部分了。目前作文的这些变化非常强调对考生基本写作素质、基础写作能力的测试。而我们的同学写出的作文常见的问题有两个:一是句式极其简单,有的同学用一个系词 be 能够写一篇文章;第二语法错误太多,对此所有的阅卷老师都可以举出无数的例子。

为了能够与国际化英语考试接轨,《新大纲》词汇部分也做出了如下四方面的修订:

(一)词汇数量有所增加。2004 年英语考试大纲要求掌握的词汇总量为 5300 词,而《新大纲》将词汇表中的总词汇量增加到 5500 词,净增单词数为 200 词。《新大纲》词汇表并非单纯数目增加 200 个这样简单,而是在删除旧大纲 371 个单词的基础上新增 483 个全新单词,只不过最终的差额是所谓的 200 词。

(二)词汇考查不再给出确定的词性以及中文释义。这样就在很大程度上无限量地增加了考试的词汇难度,在词汇考查的深度和广度上对考生提出了新的挑战,这样调整的目的是要考查学生在不同语境中规范、灵活使用词汇的能力。

(三)《新大纲》不再有对词组的明确考查要求。但这并不意味着不要求考生掌握词组,其目的是鼓励考生用读、写、译的实践代替单纯的词组记忆,以求考生在实际交流中能更准确、自如地运用词组。

(四)《新大纲》扩充了“附录 3”的内容,补充了常用前缀、后缀的条目,词缀和词根的学习是步入英语学习高级境界的必由之路,合理地根据词根和词缀来猜测词义就是潜在的考查内容。同时《新大纲》还增加了部分国家(或地区)、语言、国名及国籍表和常见缩写形式等。

## 二、其次,我们要明确自己现有的英语水平以及与考研英语要求的差距

这需要从两个方面考查:一是词汇量的考查,二是综合能力的考查。词汇量的考查可以借助于考试大纲的词汇表进行:从头到尾把 2005 年《英语考试大纲》的词汇表浏览一遍,标出不熟悉的词和词组,作为日后首先攻克的对象。综合能力的考查要通过做最近 2~3 年的真题。切忌用模拟题进行考查,因为只有真题才是考试大纲最准确的反映,其权威性和准确性远非市面的模拟题可以比拟。此外,通过做近几年的真题,可以了解考试的规律性,对后面的复习有很好的指导作用,这不是模拟题所具备的。这也正是编写《考研英语一本通》的意义所在。

要清楚自己目前的水平,需要以下几个能力的考察。

### (一)词汇

众所周知,词汇是英语学习的基础。翻开英语大纲,首先看都认识吗?认识多少?都认识的同学不要暗自窃喜以为自己词汇都过关了,其实大纲不再标出词条的具体意义,给了我们一个强烈的暗示,那就是多义现象已经成为考查重点。这对于机械性的背单词是一个根本的否定。所以对词汇方面的检测应该对熟词生义、一词多义现象的认知方面侧重。

### (二)语法

许多同学认为语法不重要,还有的人认为许多老外也不懂语法。但我们认为语法有助于中国学生理解英语,我们毕竟没有英语环境让你“水到渠成”,还是要脚踏实地的落实好各个语法点。

扎实、系统地掌握语法,而不是孤立地记忆语法的点。例如,动词的系统包括时态、语态、语气、情



态动词和非限定动词,他们之间相辅相成,构成了一个整体;从句也是一个系统,它由名词性从句、形容词性从句和副词性从句构成,名词性从句又由主语从句、宾语从句、表语从句和同位语从句几个子系统构成。只有系统地学习语法,才能做到点面结合,不仅要会做语法题,更重要的是应用语法,为英语知识运用、阅读、翻译和写作等单项打下良好的基础。

这一方面的考查最简单的方法就是拿出 50 个长难句,分析一下结构。如果都能分析出来,过关。

### (三) 阅读能力

考试大纲对阅读能力的要求显然是重中之重。试卷中占 60% 的阅读也不得不让我们刮目相看。同学们大都对四六级的阅读很熟,但考研阅读的难度显然不是四六级考试能够比拟的。有的同学平常很少接触原汁原味的外文文章,短时间内接受不了考研的难度。有的同学爱看原文电影,原文杂志,很管用。

### (四) 写作能力

同学们自己写两篇文章自我检测,让外教或英语教师讲评一下,当然文体是议论文方面。应用文中重点是写信,强调交流能力。

### (五) 翻译能力

翻译能力是与上述几个方面相互联系的。翻译其实就是一个输入与输出过程。翻译能力中强调的技巧性更多一些。

通过两个例句的翻译,同学们就可以知道自己在理解整合英语意思,输出为地道汉语的过程中哪些环节出了问题。

## 三、备考策略

对自己进行摸底,清楚自己的差距之后,我们应针对自己的不足,明确复习策略。

必须全面地掌握大纲词汇。此处,“全面地”意味着考生不仅要掌握每个单词本身,而且要掌握每个单词的近义词、近形词、衍生和搭配,因为考研英语考查的重点就是词的辨析和搭配。因此,词汇的学习要注意联想记忆法,学习某一个单词时,同时联想到它的近义词和近形词,明晰它们的异同。这样,记忆的过程是一组组、一对对单词同时记忆。这种记忆方法可以在记住单词拼写的同时,还掌握了词与词的区别和各自特殊的用法,于是将平时极易混淆的单词清楚地区别开。例如:学习 *accuse* 可以联想到它的近义词 *charge*,二者的用法差异很大:*accuse* 与 *of* 搭配,而 *charge* 与 *with* 搭配;学习 *economic* 可以联想到它的近形词 *economical*,二者的意义差异很大:前者意为“经济的”,而后者意为“会过的,节俭的”。

重视阅读理解训练。阅读理解分值在英语考试中占有最大的比重,自然是复习过程的重要一环。首先,考生一定要细致研究历年真题,把握命题的规律,找出自己的差距,定好复习思路。其次,考生要广泛阅读,尤其是时效较强的英美报刊文摘和杂志,扩大知识面,提高阅读速度,培养浏览、跳读和快读的能力,即抓住关键词、主题句和中心大意的能力。接下来,考生要进行大量的模拟训练,特别注重长句、难句的理解,质和量并重。

写作需要足够的量。从 1997 年后,图表式作文成为作文命题的主要类型,图画作文主要考查考生把握寓意、联想现实、深刻思考、丰富表达的能力。因此,在准备考研的过程中,考生应善于思考各类社会话题,然后将思考的内容用英语写下来,养成用英语思考和写作的习惯。

明确复习策略以后,考生应该安排好自己的备考时间,科学地、分阶段进行复习。我们建议将复习过程分为四个阶段:

基础阶段:(3~5月)

浏览一些真题,把握复习思路,打好语法、词汇基础。

提高阶段:(6~9月)

以听力和阅读训练为主,通过泛读提高语感和词汇量,通过做阅读练习题提高阅读速度和答题的



准确率;同时,培养回答阅读题的思维模式;开始熟悉写作,及时调整复习思路和重点。

强化阶段:(10~12月)

单项强化与大量做真题、模拟题并举。注意总结题型和答题规律,并彻底搞明白自己常出错的题目和类型,尽量避免再犯同样的错误。可以通过参加辅导班以求事半功倍。

冲刺阶段:(12~1月)

坚持每天模拟和反复做真题,研究真题,发现并猛攻薄弱环节。复习已学知识,把重点放在提分幅度高的单项上来;坚持每天做新的练习题,保持思维的敏捷,全面做好应考的准备。

#### 四、应注意的几个问题

##### (一) 词汇部分

考研英语作为一种较高程度的水平考试,它要求全面了解一个词的词义,也就是常说的一词多义和一词多用。而考生们常年养成的习惯是每个词只知道一个意思,到了复习考研时有些同学在思想上还没有这种认识上的转变,背单词时还停留在一词一义、一词一用的阶段,尽管背了不少单词,做起题来仍然捉襟见肘、处处被动。如1995年词汇题第21题的 regard 和2001年第20题中的 company 就是考词的多义,1998第39题中的 further 就是考词的多用,不了解 regard 除“看待”之外还可表示“尊敬”,不明白 company 除“公司”之外还表示“伙伴”,不知道 further 除作形容词、副词外还可作动词表示“增进、促进”做起题来当然会有困难。

如果说认词和辨词是掌握词汇的初级阶段和中级阶段,那么用词就是掌握词汇的高级阶段。以翻译和写作为例,翻译就是五句话,句中往往没有生词,考生翻译的中文往往逻辑不通、语义含混;写作中,考生写的往往是些 Chinglish(中式英语)。出现这种情况,其根本原因是对词的用法掌握不够,一个句子、一篇文章不是词的简单组合,它要求词与词、句与句之间有一种协调,这就说明背单词重要,背单词的用法更重要。

##### (二) 阅读部分

阅读能力的测试是任何一种考试的重心所在,是决定考研英语成败的关键。《新大纲》当中阅读部分没有改变,仍然保持原有的8项要求,因为这些要求比较全面,可以考查学生的综合阅读能力。阅读能力是获取信息很重要的途径,也是英语教学的重点,将考研阅读和我们熟悉的六级相比,除了考研阅读明显要难于六级阅读外,我们还可以得出这样的结论:六级是在考阅读速度,而考研则更加侧重于阅读理解的准确性和彻底性,《新大纲》中则对阅读题材做了明确的规定,对体裁也给了很好的提示,比如一定不会考记叙文。

考研的阅读备考不仅仅是语篇的学习。我们常有这样的困惑,即使将文章翻译出来也未必能正确解决所有问题。如何能有信心地面对考试,一方面在于实力,另一方面在于技巧。

阅读实力的培养只能靠精读,建议同学们首先按时间要求做完一篇文章(约15分~20分),然后再精读做一遍,看看哪几个做错了。最后查看答案,将没有做对的题的思路更正过来。

技巧是从历年的试题分析和总结中得到的,也就是考试的规律。比如考研阅读试题当中常见的段落理解题“From the last paragraph we learn that”,答案出处就有显著的规律,只需要找到该段的主题句而且通常是首句,95年的62题、69题,97年的第1题等等都是这样设计的。考试原则是在读文章的时候常见的考点句,例如在文章里面经常将表示原因的句子设成出题点。95年的59题考的 with,96年的第8题考的是 because。

##### (三) 阅读新题型部分

《新大纲》的阅读理解B部分是新增加的题型。试卷中给出一篇总长度为500~600词的文章,其中有5段空白,文章后面有6~7段文字,要求考生根据文章内容从中选择5个分别放进文章中5个空白处。主要考查考生对文章篇章结构的整体把握和句子间的内在逻辑关系。

那么考生该如何准备这个部分呢?

首先,抓住文章的主题。通过重点阅读文章第一段和每段首句尾句迅速确定文章的主要内容、核心概念和作者态度等信息。

其次,阅读给出的选项,注意其中的代词、逻辑副词和核心词汇。做出必要的标记,初步预测前后

可能的信息。

然后,认真阅读文章内容,把握文章结构。比如,有些文章是按照总分结构展开的,有些文章是按照正反结构展开的。捕捉到这些信息,将对解题有莫大帮助。

最后,仔细研读文中空格前后的句子,洞察行文逻辑上的连贯性和一致性,依靠这些最贴近的信息判断选择最合适的句子。

#### (四) 英译汉部分

翻译是两种语言之间的转换,是“在准确理解的基础上,用一种语言把另外一种语言贴切地表达出来”。目前,考生常见的翻译问题主要是:不理解,直接开始表达;理解后,表达不到位。那么,如何克服上面这些问题呢?

1. 理解的关键是理解句子结构,理清各成分之间的逻辑联系。理解是翻译的前提,只有在准确理解的基础上,才能开始翻译。我们必须纠正那种“一看到英语句子,不是先弄清句子关系,而是先找对等的汉语来翻译”的做法。翻译的时候,首先要做的是理解原文,在弄清句子结构之后,在准确理解的基础上,才开始找合适的汉语来表达。

2. 表达的关键在于根据汉语语言习惯做适当的调整。根据汉语习惯,通过“适当调整”就可以做到“贴切表达”。同时,调整的是各个句子的成分,比如,后置定语可以翻译在中心词前;定语从句如果易于表达、信息量不大,可以提前到先行词前,如果信息量大,放在先行词前表达起来很累赘,可以考虑独立译成一句话;时间、条件和原因状语从句可以翻译在主句之前,等等。在整个翻译的解题过程中,一定要在分析、理清了句子结构之后,在准确理解的基础上用符合汉语语言习惯的句子来翻译。

最后,我们还得重复坊间老调长谈的一句话“要重视真题”。近年来,真题的指导作用以及其在考研英语中的独特作用已被确立。为此我们在重点内容之后重现了部分历年真题,并给出详尽解释。希望对真题的剖析能够让广大考生有豁然开朗的感觉。

下面我们先来看一下 2005 年考研英语真题及解析:

## 2005 年全国硕士研究生入学考试英语试题

### 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 the brain finds it (14) to keep all smell receptors working all the time but can (15) new receptors if necessary. This may (16)

explain why we are not usually sensitive to our own smells we simply do not need to be. We are not (17) of the usual smell of our own house, but we (18) new smells when we visit someone else's. The brain finds it best to keep smell receptors (19) for unfamiliar and emergency signals (20) the smell of smoke, which might indicate the danger of fire.

- |   |  |   |   |
|---|--|---|---|
| 1. [A] although                                       | [B] as   | [C] but   | <input checked="" type="checkbox"/> [D] while     |
| 2. [A] above  | <input checked="" type="checkbox"/> [B] unlike     | [C] excluding                                       | [D] besides                                       |
| 3. <input checked="" type="checkbox"/> [A] limited    | [B] committed                                      | [C] dedicated                                       | [D] confined                                      |
| 4. [A] catching                                       | [B] ignoring                                       | <input checked="" type="checkbox"/> [C] missing     | [D] tracking                                      |
| 5. [A] anyway   | [B] though   | <input checked="" type="checkbox"/> [C] instead     | [D] therefore                                     |
| 6. <input checked="" type="checkbox"/> [A] even if    | [B] if only  | [C] only if   | [D] as if   |
| 7. [A] distinguishing                                 | [B] discovering                                    | [C] determining                                     | <input checked="" type="checkbox"/> [D] detecting |
| 8. <input checked="" type="checkbox"/> [A] diluted    | <input checked="" type="checkbox"/> [B] dissolved  | [C] dispersed                                       | [D] diffused                                      |
| 9. [A] when   | [B] since  | [C] for   | <input checked="" type="checkbox"/> [D] whereas   |
| 10. [A] unusual                                       | <input checked="" type="checkbox"/> [B] particular | [C] unique  | [D] typical                                       |
| 11. [A] signs   | [B] stimuli  | <input checked="" type="checkbox"/> [C] messages    | [D] impulses                                      |
| 12. <input checked="" type="checkbox"/> [A] at first  | <input checked="" type="checkbox"/> [B] at all     | [C] at large  | [D] at times                                      |
| 13. [A] subjected                                     | [B] left   | [C] drawn   | <input checked="" type="checkbox"/> [D] exposed   |
| 14. [A] ineffective                                   | [B] incompetent                                    | <input checked="" type="checkbox"/> [C] inefficient | [D] insufficient                                  |
| 15. [A] introduce                                     | [B] summon   | <input checked="" type="checkbox"/> [C] trigger     | <input checked="" type="checkbox"/> [D] create    |
| 16. [A] still   | <input checked="" type="checkbox"/> [B] also       | [C] otherwise                                       | [D] nevertheless                                  |
| 17. [A] sure  | [B] sick   | <input checked="" type="checkbox"/> [C] aware       | [D] tired   |
| 18. [A] tolerate                                      | [B] repel  | [C] neglect   | <input checked="" type="checkbox"/> [D] notice    |
| 19. <input checked="" type="checkbox"/> [A] available | [B] reliable                                       | [C] identifiable                                    | [D] suitable                                      |
| 20. [A] similar to                                    | <input checked="" type="checkbox"/> [B] such as    | [C] along with                                      | [D] aside from                                    |

## Section II Reading Comprehension

### Part A

#### Directions:

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

#### Text 1

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

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

Such characteristics make them perfect candidates for Dr. Brosnan's and Dr. de Waal's study. The researchers spent two years teaching their monkeys to exchange tokens for food. Normally, the mon-

keys were happy enough to exchange pieces of rock for slices of cucumber. However, when two monkeys were placed in separate but adjoining chambers, so that each could observe what the other was getting in return for its rock, their behaviour became markedly different.

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

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

21. In the opening paragraph, the author introduces his topic by \_\_\_\_\_
- [A] posing a contrast. ~~too~~
- [B] justifying an assumption.
- [C] making a comparison. ~~not~~
- [D] explaining a phenomenon.
22. The statement "it is all too monkey" (Last line, Paragraph 1) implies that \_\_\_\_\_
- [A] monkeys are also outraged by slack rivals.
- [B] resenting unfairness is also monkeys' nature.
- [C] monkeys, like humans, tend to be jealous of each other.
- [D] no animals other than monkeys can develop such emotions.
23. Female capuchin monkeys were chosen for the research most probably because they are \_\_\_\_\_
- [A] more inclined to weigh what they get.
- [B] attentive to researchers' instructions.
- [C] nice in both appearance and temperament.
- [D] more generous than their male companions.
24. Dr. Brosnan and Dr. de Waal have eventually found in their study that the monkeys \_\_\_\_\_
- [A] prefer grapes to cucumbers.
- [B] can be taught to exchange things.
- [C] will not be cooperative if feeling cheated.
- [D] are unhappy when separated from others.
25. What can we infer from the last paragraph?
- [A] Monkeys can be trained to develop social emotions.
- [B] Human indignation evolved from an uncertain source.
- [C] Animals usually show their feelings openly as humans do.
- [D] Cooperation among monkeys remains stable only in the wild.

### Text 2

Do you remember all those years when scientists argued that smoking would kill us but the doubters insisted that we didn't know for sure? That the evidence was inconclusive, the science uncertain? That the antismoking lobby was out to destroy our way of life and the government should stay out of



the way? Lots of Americans bought that nonsense, and over three decades, some 10 million smokers went to early graves.

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

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

Fortunately, the White House is starting to pay attention. But it's obvious that a majority of the president's advisers still don't take global warming seriously. Instead of a plan of action, they continue to press for more research—a classic case of "paralysis by analysis."

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

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

## Text 3

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

Evidence from brain imaging supports this view. The brain is as active during REM (rapid eye movement) sleep—when most vivid dreams occur—as it is when fully awake, says Dr. Eric Nofzinger at the University of Pittsburgh. But not all parts of the brain are equally involved, the limbic system (the "emotional brain") is especially active, while the prefrontal cortex (the center of intellect and reasoning) relatively quiet. "We wake up from dreams happy or depressed, and those feelings can stay with us all day," says Stanford sleep researcher Dr. William Dement.

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

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

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

31. Researchers have come to believe that dreams \_\_\_\_\_
- [A] can be modified in their courses.  
 [B] are susceptible to emotional changes.  
 [C] reflect our innermost desires and fears.  
 [D] are a random outcome of neural repairs.
32. By referring to the limbic system, the author intends to show \_\_\_\_\_
- [A] its function in our dreams.  
 [B] the mechanism of REM sleep.  
 [C] the relation of dreams to emotions.  
 [D] its difference from the prefrontal cortex.
33. The Negative feelings generated during the day tend to \_\_\_\_\_
- [A] aggravate in our unconscious mind.  
 [B] develop into happy dreams.





[C] persist till the time we fall asleep.

[D] show up in dreams early at night.

34. Cartwright seems to suggest that \_\_\_\_\_

[A] waking up in time is essential to the ridding of bad dreams. ♂

[B] visualizing bad dreams helps bring them under control.

[C] dreams should be left to their natural progression.

[D] dreaming may not entirely belong to the unconscious.

35. What advice might Cartwright give to those who sometimes have bad dreams?

[A] Lead your life as usual.

[B] Seek professional help.

[C] Exercise conscious control.

[D] Avoid anxiety in the daytime.

#### Text 4

Americans no longer expect public figures, whether in speech or in writing, to command the English language with skill and gift. Nor do they aspire to such command themselves. In his latest book, *Doing Our Own Thing: The Degradation of language and Music and why we should like, care*, John Mcwhorter, a linguist and controversialist of mixed liberal and conservative views, see the triumph of 1960's counter-culture as responsible for the decline of formal English.

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

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

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

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

36. According to Mcwhorter, the decline of formal English \_\_\_\_\_

[A] is inevitable in radical education reforms.

[B] is but all too natural in language development.

[C] has caused the controversy over the counter-culture.

[D] brought about changes in public attitudes in the 1960s.