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2012 考研英语 复习指导

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朱泰祺 编著

28 年考研英语辅导经验

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十年考研英语真题剖析

单项模拟试题操练精解

知识积累和能力培养并重

考点分析和应试对策结合

目 录

第一章 英语知识运用 (Use of English)

一、概说	1
二、《英语知识运用》的命题考点、应试准备和应试方法	1
三、实例剖析	2
四、2001—2010 年《英语知识运用》真题精解	7
五、《英语知识运用》模拟试题解析 (10 篇)	38

第二章 阅读理解 Part A (Reading Comprehension) (多项选择题)

一、概说	65
二、考研《阅读理解 Part A》的命题考点、应试准备和应试方法	65
三、狠抓阅读、全线突破、获取高分的《一举五得复习法》	66
四、2001 — 2010 年《阅读理解 Part A》真题精解	66
五、《阅读理解 Part A》模拟试题解析 15 套 (60 篇)	190

第三章 阅读理解 Part B (Reading comprehension) (选择搭配题)

一、概说	327
二、考研《阅读理解 Part B (选择搭配题)》的命题考点、应试准备和应试方法	327
三、2005 — 2010 年《阅读理解 Part B (选择搭配题)》真题精解	328
四、《阅读理解 Part B (选择搭配题)》模拟试题解析 10 篇	346

第四章 阅读理解 Part C (Reading comprehension) (英译汉)

一、概说	376
二、《英译汉》的命题考点、应试准备和应试方法	376

三、实例剖析	377
四、英汉翻译的标准和翻译的思维过程	380
五、英汉翻译的技巧	382
六、考研英语译汉试题中常考的短语及句型 20 个	385
七、2001 — 2010 年《阅读理解 Part C (英译汉)》真题精解	390
八、《阅读理解 Part C (英译汉)》模拟试题解析 10 篇	415

第五章 写作 (Writing)

一、概说	433
二、考研写作命题考点、应试准备和应试方法	433
三、段落的组成和段落扩展的方法	434
四、2001 — 2010 年考研《写作》真题精解	436
五、考研写作模拟练习 (Part A 和 Part B 共 12 篇)	452
六、考研写作议论文和说明文的高分背诵篇 (7 篇)	465
七、考研写作的评分原则与评分标准	468

附录 1 : 2011 年全国硕士研究生入学统一考试英语(一) 471

附录 2 : 2011 年全国硕士研究生入学统一考试英语(二) 479

第一章/英语知识运用

Use of English



一、概说

《英语知识运用》即为完形填空。完形填空是一项比较新的测试项目。它是以格式塔心理学 (Gestalt Psychology) 和心理语言学 (Psycholinguistics) 为理论基础的综合性测试 (Integrative Test), 即从语篇 (Discourse) 的水平上来测试考生综合运用语言知识, 特别是词汇知识和语法结构知识的能力。从本质上看, 完形填空是阅读理解的一种变体。因为在做一篇完形填空练习时, 考生首先要做的便是阅读和理解。但是和一般的阅读理解试题相比, 完形填空更难一些, 因为它要求考生能灵活使用学过的词汇知识和语法结构知识来解决语篇中的问题。因此, 完形填空能比较全面地考查考生应用语言知识的能力。

(一) 大纲要求 《考试大纲》规定, 硕士研究生英语入学考试的《英语知识运用》不仅考查考生对不同语境中规范的语言要素 (包括词汇、表达方式和结构) 的掌握程度, 而且考查考生对语段特征 (如连贯性和一致性等) 的辨识能力等。共 20 题, 每题 0.5 分, 共计 10 分。

《英语知识运用》测试是在一篇 240—280 词的文章中留出 20 个空白, 要求考生在全面理解文章内容的基础上从每题给出的 4 个选项中选出一个最佳答案, 使补全后的文章意思通顺、前后连贯、结构完整。

(二) 练习宗旨 本章《英语知识运用》练习是根据《考试大纲》的规定和要求编写的。目的在于帮助考生熟悉了解完形填空的考试要求和题材特征, 掌握一整套行之有效、立竿见影的应试方法和技巧, 迅速提高语言能力以便达到《考试大纲》规定的要求, 顺利通过硕士研究生英语入学考试。

(三) 练习内容 本章练习第一部分是 2001—2010 年《英语知识运用》真题精解, 共 10 篇, 每篇配有重点词汇和短语、试题解析和参考译文。考生在自读自测时, 每篇《英语知识运用》的解题时间为 15 分钟左右。第二部分是《英语知识运用》全真模拟试题解析 10 篇。文章选材广泛, 有社会文化、经济金融、科学教育、人物传记、科普知识等。体裁多样, 有叙事文、说明文、议论文。

二、《英语知识运用》的命题考点、应试准备和应试方法

(一) 命题考点 考生在应试完形填空题时, 要在理解全文主旨的基础上从语篇的上下文中注意词语的四个搭配关系: 逻辑搭配、语义搭配、结构搭配和惯用搭配。

(二) 应试准备 《英语知识运用》文章的练习总量: 20 篇左右。在做《英语知识运用》试题时, 考生应随时记下某些词汇的词义和搭配关系并反复背记, 为今后的应试打下良好的语言基础。

(三) 应试方法 考试时的解题方法就是应试方法。应试方法因考生语言能力不同而异。对于中等水平的考生来说最好采用下述解题方法:

1. 把握主题: 根据完形填空命题规则, 首段第 1 句是全文主题句, 对主题句一般是不命题的。所以考生应该正确理解主题句的内涵。

2. 抓住展开主题的脉络: 在把握主题后, 接着注意段落扩展句是如何展开主题的, 从中洞察论点与论据之间的逻辑联系。

3. 理解词义、考虑搭配、决定取舍: 在把握主题并领会上下文的逻辑关系的前提下开始解题, 在选择词语时应瞻前顾后, 既要考虑词的词义, 又要斟酌词的搭配关系, 按逻辑需要最后决定取舍。

4. 统观全文、查错补漏: 在快速解题后, 应把短文通读一遍, 从宏观看微观, 不符合词义、结构和逻辑需要的选项应排除, 第一遍做题时没有决定的应迅速补上, 使短文意思通顺、前后连贯、结构完整。

三、实例剖析

英语(一)

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)

Many foreigners who have not visited Britain call all the inhabitants English, for they are used to thinking of the British Isles as England. 1, the British Isles contain a variety of peoples, and only the people of England call themselves English. The others 2 to themselves as Welsh, Scottish, or Irish, 3 the case may be; they are often slightly annoyed 4 being classified as “English”.

Even in England there are many 5 in regional character and speech. The chief 6 is between southern England and northern England. South of a 7 going from Bristol to London, people speak the type of English usually learnt by foreign students, 8 there are local variations.

Further north regional speech is usually “9” than that of southern Britain. Northerners are 10 to claim that they work harder than Southerners, and are more 11. They are open-hearted and hospitable; foreigners often find that they make friends with them 12. Northerners generally have hearty 13: the visitor to Lancashire or Yorkshire, for instance, may look forward to receiving generous 14 at meal times.

In accent and character the people of the Midlands 15 a gradual change from the southern to the northern type of Englishman.

In Scotland the sound 16 by the letter “R” is generally a strong sound, and “R” is often pronounced in words in which it would be 17 in southern English. The Scots are said to be a serious, cautious, thrifty people, 18 inventive and somewhat mystical. All the Celtic peoples of Britain (the Welsh, the Irish, the Scots) are frequently 19 as being more “fiery” than the English. They are 20 a race that is quite distinct from the English. (289 words)

Words and Expressions: character ['kærɪktə] *n.* 特点。look forward to 期待, 盼望。mystical ['mɪstɪkəl] *adj.* 神秘的。fiery ['faɪəri] *adj.* 暴躁的, 易怒的。race [reɪs] *n.* 种族; 比赛。thrifty ['θrɪfti] *adj.* 节俭的。

- | | | | |
|-----------------------|-----------------|-----------------|---------------|
| 1. [A] In consequence | [B] In brief | [C] In general | [D] In fact |
| 2. [A] confine | [B] attach | [C] refer | [D] add |
| 3. [A] as | [B] which | [C] for | [D] so |
| 4. [A] with | [B] by | [C] at | [D] for |
| 5. [A] similarities | [B] differences | [C] certainties | [D] features |
| 6. [A] factor | [B] virtue | [C] privilege | [D] division |
| 7. [A] line | [B] row | [C] border | [D] scale |
| 8. [A] who | [B] when | [C] though | [D] for |
| 9. [A] wider | [B] broader | [C] rarer | [D] scarcer |
| 10. [A] used | [B] apt | [C] possible | [D] probable |
| 11. [A] perfect | [B] notorious | [C] superior | [D] thorough |
| 12. [A] swiftly | [B] promptly | [C] immediately | [D] quickly |
| 13. [A] appetites | [B] tastes | [C] interests | [D] senses |
| 14. [A] helpings | [B] offerings | [C] fillings | [D] findings |
| 15. [A] designate | [B] demonstrate | [C] represent | [D] reckon |
| 16. [A] delivered | [B] denoted | [C] depicted | [D] defined |
| 17. [A] quiet | [B] obscure | [C] faint | [D] silent |
| 18. [A] rather | [B] still | [C] somehow | [D] even |
| 19. [A] rendered | [B] thought | [C] impressed | [D] described |
| 20. [A] with | [B] of | [C] among | [D] against |

 试题解析

1. [D] 本题测试逻辑搭配。从全文的主题句中我们知道本文是在谈论:“许多没有到过大不列颠的外国人把这里的所有居民都叫做英格兰人,因为他们习惯于把大不列颠群岛认为是英格兰。”实际上并非如此,故应选[D]。in fact 实际上,常常表示语气的转折。in consequence 因此; in brief 简短地;总而言之; in general 一般来说,均与上下文的逻辑意思不符。

2. [C] 本题测试词义型结构搭配。上一句讲只有英格兰人称自己是英国人。本句则谈到“其他人称自己为威尔士人、苏格兰人和爱尔兰人。”可见,此处要填一个意为“称做”的词,故应选[C]。refer to... as “把...称做为...”符合句意。而confine... to 把...局限于; attach... to 缚上,系上,贴上,使...依附于,使...依恋; add to (= increase) 增加,均与句意不符。

3. [A] 本题测试逻辑搭配。as 作关系代词,引导非限制性定语从句,在从句中作表语,代表整个主句的意思。as the case may be 可译为“事情可能就是这样”。

4. [C] 本题测试结构搭配。这里在谈论威尔士人、苏格兰人和爱尔兰人在被称为英格兰人时感到不痛快。可见,此处应该用be annoyed at “对...感到烦恼,不痛快”来表达。

5. [B] 本题测试逻辑型词义搭配。此处是在谈论“在英格兰也有许多地区性特点和言语方面的差别”。可见,根据上下文的逻辑联系,此处应选[B]differences “差异”。解这类题的技巧是瞻前顾后。

6. [D] 本题测试逻辑型词义搭配。上句中谈到differences (差异),接下来谈主要差异是什么?故应选[D]division (区别)。

7. [A] 本题测试词义搭配。此处是在谈论:“从布里斯托到伦敦的连线以南,人们说的英语就是外国学生通常所学的那种英语,尽管有些地方性差异。”可见,此处应选[A]line。而row (横)排; border 边界; scale 尺度,规模,均与句意不符。

8. [C] 本题测试逻辑搭配。见上题译文,此处表示让步关系,故应选[C]。

9. [B] 本题测试词义搭配。此句在谈论“再往北的方言通常比英国南方方言的差异‘更大’。”故应选[B]。而wide 广大的,广泛的;它侧重指两

边的距离(distance)。broad 广阔的;它侧重指本身的广度(amplitude)。如:a wide use of a word. This is a broad question. 此外,形容眼、口的大,应当用wide;形容肩、胸的大,应当用broad。本句中指方言本身的范围,故用broader更合适。

10. [B] 本题测试结构型词义搭配。本句在阐述“北部人往往声称他们比南部人更勤奋,因而更纯正。他们真诚和殷勤”。可见,选项[B]符合句意要求。be apt to do sth. “倾向于,习惯于,往往”,例如:A careless person is apt to make mistakes. be used to doing sth. 习惯于(后接名词或动名词)。主语+is/are possible to do sth. 是错误的,应改为It is possible for sb. to do sth. probable (很可能成为现实的)经常用于“It is probable that...”句型中或sth. is probable 句型中,例如:① It is probable that it will rain today. ② Colder weather is probable. 此外,probable 也可以作定语形容词,修饰名词,如:He is a probable candidate.

11. [D] 本题测试结构型词义搭配。见上题译文,故应选[D]thorough “纯正,完美”。perfect 没有比较级和最高级形式,因而句中既然有more,就不能再接perfect了。superior 是从拉丁语接纳到英语中来的形容词比较级,故不能与more连用。notorious (臭名昭著的)与上下文内容相悖,故不能入选。

12. [D] 本题测试词义搭配。此句还在谈论北方人,作者说:“他们开朗真诚和殷勤好客;外国人常常发现,他们很快就与北部人交上朋友。”故应选[D]。而swiftly “快速地,敏捷地”; promptly “敏捷地,迅速地,即刻地”;均强调行为发生的敏捷性,而本句中只强调交朋友的“快”,故quickly符合句意。immediately 意为“立刻,马上”,不合题意。

13. [A] 本题测试词义搭配。此句进一步阐述北部人的优良素质,作者写道:“北部人一般心宽体胖胃口好:例如,到兰开郡或约克郡的参观者在吃饭时可以有望得到丰盛的饭菜。”hearty appetites 心宽体胖胃口好。可见,[A]符合句意。taste 滋味;趣味,鉴赏力; interest 兴趣; sense 感觉;见识;意思;均不符合句意。

14. [A] 本题测试词义搭配。见上题中的译文可以得知此处是在谈论饭菜分量,故应选[A]。helping (饭菜的)分量,正合句意。offering 提供,

奉献, 献礼; filling 填料, 填充物; finding 发现, 发现物, 发现结果; 均不符合句意。

15. [C] 本题测试词义搭配。此句在谈论“在口音和特征方面, 米德兰(英格兰中部地区)的人代表了从南部型英格兰人到北部型英格兰人的逐渐变化。”可见[C] represent vt. “代表, 表示”符合句意。designate vt. 标明, 指明; demonstrate vt. 论证, 演示; reckon vt. 认为; 指望; 处理; 测算, 均与句意不符。

16. [B] 本题测试词义辨析。此句在谈论“在苏格兰, 字母‘r’所表示的音是强音, 并且‘r’常常在有些词中读出声来, 在南部英语中这些词中的‘r’是不发音的。”故应选[B]。denote vt. 表示。而 deliver vt. 交付, 投递, 发表; depict vt. 描绘; define vt. 给…下定义, 均与句意不符。

17. [D] 本题测试词义惯用搭配。参阅上题译文, silent 在此处指语音学中“默音的”, 例如: doubt 中 b 不发音, 被称为“默音字母”。

18. [A] 本题测试词义搭配。此句在谈论“据说, 苏格兰人是一个严肃、谨慎、节俭的民族, 更有创造力并且有点神秘感。”此处 rather (= to a moderate extent, quite) 是程度副词, 意为“有点, 相当”。

19. [D] 本题测试惯用结构搭配。此句在谈论“英伦三岛的所有凯尔特人种(威尔士、爱尔兰人、苏格兰人)常被描述成比英格兰人更加‘脾气暴躁’。”故应选[D]。be described as 被描述为。“render + 名词 + 形容词”意为“致使…”; be thought of as “被认为”; impress vt. “使…留下印象”, 均与句意不符。

20. [B] 本题测试结构搭配。此处谈论“他们具有与英格兰人完全不同的血统。”可见[B]为正确选项。“be of + 名词”意为“是具有…”。例如: ① His speech is of great importance to us. ② The computer is of high quality.

参考译文

许多没有到过不列颠的外国人把这里的所有居民都叫做英格兰人, 因为他们习惯于把大不列颠群岛认为是英格兰。实际上, 大不列颠群岛上有许多民族, 只有英格兰的人才把自己称为英格兰人, 而其他人称自己为威尔士人、苏格兰人和爱尔兰人, 事情可能就是这样。把他们一概统称为“英国人”, 常会使他们感到有点不痛快。

即使在英格兰也有许多地区性特点和言语方面的差别。主要区别存在于南英格兰与北英格兰之间。从布里斯托到伦敦的连线以南, 人们说的英语就是外国学生通常所学的那种英语, 尽管有些地方性差异。

再往北的方言通常比英国南方方言的差异“更大”。北部人往往声称他们比南部人更勤奋, 因而更纯正。他们开朗真诚和殷勤好客; 外国人常常发现, 他们很快就与北部人交上朋友。北部人一般心宽体胖胃口好: 例如, 到兰开郡或约克郡的参观者在吃饭时可以有希望得到丰盛的饭菜。

在口音和特征方面, 米德兰(英格兰中部地区)的人代表了从南部型英格兰人到北部型英格兰人的逐渐变化。

在苏格兰, 字母“r”所表示的音是强音, 并且“r”常常在有些词中读出声来, 在南部英语中这些词中的“r”是不发音的。据说, 苏格兰人是一个严肃、谨慎、节俭的民族, 更有创造力并且有点神秘感。英伦三岛的所有凯尔特人种(威尔士、爱尔兰人、苏格兰人)常被描述成比英格兰人更加“脾气暴躁”。他们具有与英格兰人完全不同的血统。

小结

按大纲规定《英语知识运用》的题材应为一篇 240—280 字的短文。本文是 289 字, 符合大纲要求。试题类型有逻辑搭配、词义搭配、结构搭配和惯用搭配。完形填空解题技巧是: 把握主题、抓住上下文的逻辑主线、瞻前顾后、各个击破, 最后统观全文、查错补漏。完形填空解题时间通常为 15 分钟左右。千万不要超时, 以免挤占后面各项的解题时间。

英语(二)

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)

Smoking is considered dangerous to the health. Our tobacco-seller, Mr. Johnson, 1, always asks his customers if they are very young, whom the cigarettes are bought for.

One day, a little girl whom he had never seen before walked 2 into his shop and 3 twenty cigarettes. She had the 4 amount of money in her hand and seemed very 5 of herself. Mr. Johnson was so 6 by her confident manner that he forgot to ask his usual question. 7, he asked her what kind of cigarettes she wanted. The girl replied 8 and handed him the money. While he was giving her the 9, Mr. Johnson said laughingly that 10 she was so young that she should 11 the packet in her pocket in 12 a policeman saw it. 13, the little girl did not seem to find this very 14. Without even smiling she took the 15 and walked towards the door. Suddenly she stopped, turned 16, and looked steadily at Mr. Johnson. There was a moment of 17 and the tobacco-seller 18 what she was going to say. All at once, in a clear, 19 voice, the girl declared, "My dad is a policeman," and with 20 she walked quickly out of the shop.

- | | | | |
|----------------------|-------------------|----------------|-----------------|
| 1. [A] anyway | [B] therefore | [C] though | [D] probably |
| 2. [A] nervously | [B] heavily | [C] hesitantly | [D] boldly |
| 3. [A] ordered | [B] commanded | [C] demanded | [D] claimed |
| 4. [A] correct | [B] appropriate | [C] exact | [D] delicate |
| 5. [A] ashamed | [B] sure | [C] fond | [D] glad |
| 6. [A] worried | [B] annoyed | [C] surprised | [D] pleased |
| 7. [A] Furthermore | [B] Instead | [C] Anyway | [D] Somehow |
| 8. [A] readily | [B] patiently | [C] softly | [D] slowly |
| 9. [A] change | [B] warning | [C] bill | [D] cigarettes |
| 10. [A] as | [B] while | [C] for | [D] although |
| 11. [A] bury | [B] discard | [C] hide | [D] thrust |
| 12. [A] time | [B] case | [C] fear | [D] consequence |
| 13. [A] Nevertheless | [B] Moreover | [C] Otherwise | [D] Then |
| 14. [A] serious | [B] conscientious | [C] terrific | [D] funny |
| 15. [A] packet | [B] advice | [C] money | [D] blame |
| 16. [A] away | [B] round | [C] over | [D] aside |
| 17. [A] noise | [B] tension | [C] strain | [D] silence |
| 18. [A] wondered | [B] alleged | [C] doubted | [D] anticipated |
| 19. [A] weak | [B] firm | [C] joking | [D] humble |
| 20. [A] which | [B] it | [C] that | [D] what |

试题解析

1. [B] 本题测试逻辑搭配。本文讲述一个小女孩买香烟的故事。此处是在讲,吸烟有害,所以烟草店店主常要问顾客,替谁买烟?可见,这里要求选择一个符合上下文意思的过渡词,选项[B]正合

题意。

2. [D] 本题测试逻辑型词义搭配。此处是在讲,小女孩大胆地走进烟店并要20支烟。从上下文逻辑意思来看,选项[D]最合题意。“大胆地”

表达了女孩当时的神情。如果填入 nervously 或 hesitantly, 则与下文的逻辑意思相悖。

3. [C] 本题测试词义搭配。参阅上题, 应选 [C]。demand vt. 要求: The customer loudly demanded a refund. (这位顾客大声要求退货。) order vt. 订购, 叫(菜等); 命令; command vt. 命令, 吩咐; 指挥; claim vt. 声称; 认领; 要求给予, 例如: He claimed to have discovered a new planet. 综上所述, 只有 [C] demanded 符合题意。

4. [C] 本题测试词义搭配。此处是在讲, 小女孩手中的钱数正好买 20 支烟。故应选 exact (确切的), 例如: It is difficult to tell his exact age. (很难说出他的确切年龄。) correct 正确的; appropriate 恰当的; delicate 精细的, 均不合题意。

5. [B] 本题测试词义搭配。此处是在讲, 她似乎对自己很有把握。故应选 [B]。be sure of oneself 自信, 对自己很有把握。这与上面句中的 ... walked boldly into his shop 前后呼应。

6. [C] 本题测试逻辑型词义搭配。此处是在讲, 小女孩的神态使约翰逊先生很惊讶。故应选 [C]。

7. [B] 本题测试逻辑搭配。此处是在讲, 约翰逊先生不但没提通常要提的问题, 相反, 还问她要点什么香烟。可见, 选项 [B] 使上下文的意思连贯统一。

8. [A] 本题测试词义搭配。此处是在讲, 小女孩回答得很干脆。故应选 readily (=willingly, with no difficulty) 欣然, 很快地。例如: The boy readily followed his friend's advice.

9. [D] 本题测试词义型逻辑搭配。此处是在讲, 约翰逊先生在给她香烟时的情景。故应选 [D]。此处不能选 [A] change (零钱), 因为前面已经提到 the exact amount of money (钱数正好), 所以不可能再找零钱。

10. [A] 本题测试逻辑搭配。此处是在讲“他笑着说, 由于她太年轻, 因此她应该把烟盒藏在口袋里以防警察看到。”此处是因果关系, 故应选 [A]。

11. [C] 本题测试词义搭配。参阅上题, 可见此处应填 hide (藏)。bury vt. 埋葬; discard vt. 扔掉; thrust vt. 刺, 戳, 插入, 均不合题意。

12. [B] 本题测试逻辑搭配。参阅上题, 可见此处是在讲以防警察看到未成年人买烟。in case + 从句, 意为“以防(有某种情况发生)”, 例如: Take your raincoat in case it should rain. 从句中可以用虚拟语气, 也可以用陈述语气, 如: He took a spoonful and tasted it carefully in case it was hot. (陈述语气)

13. [A] 本题测试逻辑搭配。此处是在谈“然而, 这个小女孩似乎并不觉得这件事很好笑。”应选用语气转折词, 故选 [A]。nevertheless (=in spite of that, yet) 尽管如此, 然而, 例如: I can't follow your advice. Nevertheless, thank you for giving it.

14. [D] 本题测试词义搭配。见上题注释。funny 好笑的。根据题意, 应选 [D] funny。serious 认真的, 严肃的; conscientious 认真的, 勤勤恳恳的; terrific 极好的; 非常的; 均与句意不符。

15. [A] 本题测试逻辑搭配。此处 packet 指买的香烟。

16. [B] 本题测试惯用搭配。turn round 转过身来, 符合句意。turn away 转过脸去, turn over vt. 把...翻过去; 仔细考虑; turn aside 闪开, 让开。根据上下文的情景, 均应排除。

17. [D] 本题测试逻辑型词义搭配。根据文章情景, 当时没有喧哗(noise)、紧张(tension)和过多的疲劳(strain), 只是各自沉默片刻, 故应选 [D] silence。

18. [A] 本题测试词义搭配。wonder + 疑问词 + 从句, 意为“(不知道而)想知道”: I wonder if he will succeed.

19. [B] 本题测试逻辑型词义搭配。in a clear, firm voice 用清晰、坚定的声音。

20. [C] 本题测试惯用搭配。with that (=with these words) 说罢, 例如: With that she went out. (说罢她就出去了。)

参考译文

吸烟被认为有害健康。我们的烟草商约翰逊先生总是询问顾客, 是为谁买烟的, 假如顾客年龄很小。

有一天, 一个以前他从未见过的小女孩大胆地走进他的商店并要求买 20 支烟。她手里带的钱数正好并且非常自信。约翰逊先生对她的自信神态感到很惊讶, 以至于他忘了问她通常问的问题。相反, 他还问她要点什么牌子的香烟。女孩很快回答并把钱递给他。当约翰逊先生给她香烟时, 他笑着说, 由于她太年轻,

因此她应该把烟盒藏在口袋里以防警察看到。然而,这个小女孩似乎并不觉得这件事很好笑。她甚至面无笑容拿起盒烟,朝门口走去。突然她停住脚步,转过身来,眼睛盯着约翰逊先生。一阵沉默,卖烟草者心里在嘀咕这个女孩想说什么。突然间这个女孩用清晰、坚定的声音声明说,“我爸是警察”,说罢,她就快步走出商店。

小结

英语(二)的完形填空在难度上比英语(一)的完形填空要低一些,但命题思路、复习方法和应试技巧与英语(一)的完形填空基本相同。英语(二)的考生完全可以使用本章资料进行复习。

四、2001—2010 年《英语知识运用》真题精解

本节《英语知识运用》属于强化训练。每篇文章和试题后,笔者编写了《词汇和短语》、《试题解析》和《参考译文》。考生应该按照规定的解题速度(每篇 15 分钟左右)进行操练。基础较弱的考生可以在解题前先背记短文下方的《Words and Expressions》,以减少阅读短文中的难点。做完题后应认真阅读《试题解析》和《参考译文》,反复推敲,以便大幅度提高解题能力。

2010 年《英语知识运用》试题

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

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

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

It turns out that the peculiar way of conducting the experiments may have led to 14 interpretations of what happened. 15, lighting was always changed on a Sunday. When work started again on Monday, output 16 rose compared with the previous Saturday and 17 to rise for the next couple of days. 18, a comparison with data for weeks when there was no experimentation showed that output always went up on Mondays. Workers 19 to be diligent for the first few days of the week in any case, before 20 a plateau and then slackening off. This suggests that the alleged "Hawthorne effect" is hard to pin down. (280 words)

Words and Expressions: council ['kaʊnsɪl] *n.* 会议;议会。supervise ['sjʊpəvaɪz] *vt.* 监督。shop-floor lighting 厂房照明。econometric [iˌkɒnə'metɪk] *adj.* 计量经济的。in store 贮藏着;必将到来,快要发生。turn out 结果是。plateau ['plætəʊ, plæ'təʊ] *n.* 高原,顶峰。

- | | | | |
|----------------------|----------------|-----------------|---------------|
| 1. [A] affected | [B] achieved | [C] extracted | [D] restored |
| 2. [A] at | [B] up | [C] with | [D] off |
| 3. [A] truth | [B] sight | [C] act | [D] proof |
| 4. [A] controversial | [B] perplexing | [C] mischievous | [D] ambiguous |

- | | | | |
|---------------------|---------------------|--------------------|-----------------|
| 5. [A] requirements | [B] explanations | [C] accounts | [D] assessments |
| 6. [A] conclude | [B] matter | [C] indicate | [D] work |
| 7. [A] as far as | [B] for fear that | [C] in case that | [D] so long as |
| 8. [A] awareness | [B] expectation | [C] sentiment | [D] illusion |
| 9. [A] suitable | [B] excessive | [C] enough | [D] abundant |
| 10. [A] about | [B] for | [C] on | [D] by |
| 11. [A] compared | [B] shown | [C] subjected | [D] conveyed |
| 12. [A] Contrary to | [B] Consistent with | [C] Parallel with | [D] Peculiar to |
| 13. [A] evidence | [B] guidance | [C] implication | [D] source |
| 14. [A] disputable | [B] enlightening | [C] reliable | [D] misleading |
| 15. [A] In contrast | [B] For example | [C] In consequence | [D] As usual |
| 16. [A] duly | [B] accidentally | [C] unpredictably | [D] suddenly |
| 17. [A] failed | [B] ceased | [C] started | [D] continued |
| 18. [A] Therefore | [B] Furthermore | [C] However | [D] Meanwhile |
| 19. [A] attempted | [B] tended | [C] chose | [D] intended |
| 20. [A] breaking | [B] climbing | [C] surpassing | [D] hitting |

试题解析

1. [A] 本题测试词义搭配。本文讲述外界条件如何影响工人生产率。第1句写道:“美国国家研究委员会委派人去霍桑工厂监督指导一系列的工业试验。”接着又说,该委员会希望他们能够研究清楚厂房照明如何影响工人们的生产效率。可见此处应选[A] affected “影响”。achieve vt. 取得; extract vt. 拔出,得到(情报等),选取,摘录,提取(成分等); restore vt. 恢复,均不切题。

2. [B] 本题测试惯用搭配。此处是在谈论“可是,这些研究最终却出现一个名为‘霍桑效应’的极具影响力的概念,即接受试验这一行动本身就改变了受试者的行为。”end up doing sth. 意为“(没有想到)最终却出现的情况”。例如: Their deeds ultimately end up helping the class enemy. (他们的行为最终起了帮助阶级敌人的作用。)end (up) with 以…告终: Yet they end up with empty hands. (然而他们却落得个两手空空。)end off 结束: She ended off her speech with a quotation from Lenin. (她引用了一段列宁的语录结束了她的讲话。)end at 后接表示时间的名词,如: end at midnight 半夜结束。根据上下文,应选[B]。

3. [C] 本题测试词义搭配。此处指“受试验这一行为的本身”。故应选[C] act。experiment upon/on/with 意为“对…试验”:例如:① He experimented on rats. (他对老鼠做实验。)② The teacher

experimented with a new teaching method. (那位老师试验新的教学法。)本句中 the extremely influential idea 作同位语修饰 the “Hawthorne effect”, that 引导同位语从句,说明 idea 的具体内容。本句译文见以下参考译文。

4. [B] 本题测试词义搭配。第2段第1句在谈论“这一概念的产生是因为霍桑工厂里那些妇女的行为令人困惑。”controversial 有争议的; mischievous 淘气的; ambiguous 模棱两可的; perplexing 令人困惑的,复杂的。浏览本段,可以得知,本段讲述了车间灯光亮度变化对女工生产率的影响,即“霍桑效应”的产生与女工令人困惑的行为表现之间的因果关系。故应选[B]。

5. [C] 本题测试词义搭配。根据上下文看,此处是讲根据这些实验的“记述,报告”,故应选[C]。explanations 解释, requirements 要求, assessments 评估,均与句意不符,不能入选。

6. [B] 本题测试词义搭配。本句是讲,这种效应与试验中做什么事无关。故应选[B] matter “要紧,有关系”。conclude 推断,得出结论; indicate 指明,指出,表示; work 工作,起作用,均与句意不符。

7. [D] 本题测试逻辑搭配。本题是选连词。本句在讲生产率上升的条件,故应选[D] so long as “只要”,引导条件状语从句。as far as 就…的限度,远至…程度: as far as I'm concerned

就我而言。for fear that 以免…，以防…：She hid her jewelry for fear (that) it would be stolen. (她把宝石藏起来，以防被偷。) in case (that) 万一，以防：例如：① In case anything important happens, please call me up. (万一发生什么重要事情，请打电话给我。) ② Take a taxi in case you are late for the meeting. (坐出租车去，免得开会迟到。)

8. [A] 本题测试词义搭配。本句写道，意识到女工们正在接受实验本身似乎就足以改变她们的行为。可见，此处应选[A] awareness “意识到”。expectation 期望，sentiment 情绪，情感，illusion 幻觉，均与句意相悖。

9. [C] 本题测试结构搭配。参阅上题注释。句中 enough to do... (足以做某事) 中 enough 是形容词作表语，动词不定式作结果状语。例如：The money is enough to buy a house. (这钱够买一幢房子了。) You are old enough to decide by yourself. (你已经到了可以自己做决定的年龄了。) suitable 合适的，excessive 过度的，abundant 丰富的，均不切题。

10. [D] 本题测试惯用搭配。参阅第8题译文。by itself 自己，本身(不用别人帮忙)，单独(没有别的东西在一起)。

11. [C] 本题测试词义搭配。本句写道：“数十年之后，人们对同样的数据进行了计量经济分析。” subject... to... “使…受到…，对…进行”符合句意。compare... to... 把…比做…；convey... to... 把…传递给…；show... to... 把…指给(某人)看，均不符合上述句意。

12. [A] 本题测试词义搭配。上一句说，“霍桑实验又让人们吃了一惊。”句中的 in store 意为“贮藏着；即将发生，等待着”，例如：① The runner kept some energy in store for spurting at the end. (那名赛跑的人为最后冲刺贮存精力。) ② There was another accident in store for him that day. (那天还有一场灾难等待着他。) 根据上下文的逻辑意思，本句意为：“与文献中的描述相反的是，没有自成体系的证据表明，生产率水平与灯光变化有关系。”

可见，[A] 符合句意。consistent with 与…相一致，parallel with 与…相平行，peculiar to 独特的，固有的，均与上下文不符。

13. [A] 本题测试词义搭配。从上题中所列本句译文中可以看出，只有[A] evidence 符合句意。guidance 指导，引导，implication 暗示，含意，source 来源，均与本句句意相悖，不能入选。

14. [D] 本题测试词义搭配。根据上下文的逻辑意思，本句意为：“结果是，做实验的特殊方法可能导致了对所发生的事情作出了误导性解释。”可见，[D] misleading “误导的”符合句意。disputable 有争议的，enlightening 启发性的，reliable 可靠的，均与句意相矛盾。

15. [B] 本题测试逻辑搭配。上一句是本段的论点，而第2句是论据，起举例说明的作用。故应选[B]。

16. [A] 本题测试词义搭配。此处讲的是过去一种经常性现象，故 duly “按时地，适时地”符合上下文的逻辑意思。accidentally 偶然地，unpredictably 不可预测地，suddenly 突然地，都与句意不合。

17. [D] 本题测试词义搭配。此句是在讲，与前一个周六相比，周一工作开始时，产量又按时增加，而接下来的几天又继续增加。故应选[D]。failed 没有，ceased 停止，started 开始，均与上下文的逻辑意思相矛盾。

18. [C] 本题测试逻辑搭配。从上下文的逻辑意思来看，此句表示语气转折，故应选[C]。

19. [B] 本题测试词义搭配。本句承接上句的意思讲述过去经常性的状况，故应选[B] tended “趋向于，往往”。

20. [D] 本题测试词义搭配。plateau 原意为“高原；(进步、发展等的)停滞期”，此处意指“某种稳定的高产期”，故不能用 climbing，而应用 hitting “达到”。breaking 打破，surpassing 超过，均与句意不符。slacken off 减少，减弱，降低；放松，松弛。pin down 用钉钉住；确定。

参考译文

1924年，美国国家研究委员会委派两名工程师去芝加哥附近的名为霍桑工厂的大型电话零件厂监督指导一系列的工业试验。该委员会希望他们能够研究清楚厂房照明如何影响工人们的生产效率。可是，这些研究最终却出现一个名为“霍桑效应”的极具影响力的概念，即接受试验这一行动本身就改变了受试者的行为。

这一概念的产生是因为霍桑工厂里那些妇女的行为令人困惑。根据实验报告所记录,当灯光亮度增强时,她们每小时的产量提高,但是当灯光变暗时,她们同样会提高产量。做什么本身无关紧要,只要有一些改变,生产率就会提高。意识到女工们正在接受实验本身似乎就足以改变她们的行为。

数十年之后,人们对同样的数据进行了计量经济分析。霍桑实验又让人们吃了一惊。与文献中的描述相反的是,没有自成体系的证据表明,生产率水平与灯光变化有关系。

结果是,做实验的特殊方法可能导致了对所发生的事情作出了误导性的解释。例如,照明总会在某个星期日变化。当周一又开始上班时,与灯光改变前的最后一个工作日即周六相比,产量总是能按时提高,而且这种提高的趋势在接下来的几天中得以延续。然而,与没有实验的几周的数据相比较,人们会发现,产量在周一总是上升的。在工作日的最初几天中,工人们在达到生产顶峰以前往往很勤奋,接着慢慢松弛下来。这表明,所谓的“霍桑效应”是很难证实的。

小结

本卷难度属中等偏上。完形填空解题技巧是:把握主题、抓住上下文的逻辑主线、瞻前顾后、各个击破,最后统观全文、查错补漏。完形填空解题时间通常为15分钟左右。千万不要超时,以免挤占后面各项的解题时间。

2009年《英语知识运用》试题

Research on animal intelligence always makes us wonder just how smart humans are. 1 the fruit-fly experiments described by Carl Zimmer in the Science Times. Fruit flies who were taught to be smarter than the average fruit fly 2 to live shorter lives. This suggests that 3 bulbs burn longer, that there is a(n) 4 in not being too bright.

Intelligence, it 5, is a high-priced option. It takes more upkeep, burns more fuel and is slow 6 the starting line because it depends on learning — a(n) 7 process — instead of instinct. Plenty of other species are able to learn, and one of the things they've apparently learned is when to 8.

Is there an adaptive value to 9 intelligence? That's the question behind this new research. Instead of casting a wistful glance 10 at all the species we've left in the dust I.Q.-wise, it implicitly asks what the real 11 of our own intelligence might be. This is 12 the mind of every animal we've ever met.

Research on animal intelligence also makes us wonder what experiments animals would 13 on humans if they had the chance. Every cat with an owner, 14, is running a small-scale study in operant conditioning. We believe that 15 animals ran the labs, they would test us to 16 the limits of our patience, our faithfulness, our memory for locations. They would try to decide what intelligence in humans is really 17, not merely how much of it there is. 18, they would hope to study a(n) 19 question: Are humans actually aware of the world they live in? 20 the results are inconclusive. (277 words)

Words and Expressions: option ['ɒpʃən] *n.* 选择。upkeep ['ʌpki:p] *n.* 保养。instinct ['ɪnstɪŋkt] *n.* 本能,才能。*wistful ['wɪstfʊl] *adj.* 发愁的,渴求的。leave ... in the dust 任其消亡。I.Q.-wise 智商方面。implicitly [ɪm'plɪsɪtli] *adv.* 隐晦地。operant ['ɒpərənt] *adj.* 工作的,发生作用的。

- | | | | |
|-----------------|---------------|-----------------|----------------|
| 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 |

注:全书中带*的词属超纲词,不必背记。

- | | | | |
|---------------------|-------------------|----------------|------------------|
| 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 |

试题解析

1. [B] 本题测试词义搭配。第1段第1句是全文主题句:“研究动物的智力总使我们想知道人类到底有多么聪明。”其中 intelligence 是主题信息词。第1句是本段的论点,后面的句子是论据。Consider 用于祈使句中,在前后两句之间起承上启下的作用,意为“想一想,考虑一下”。Suppose“假设,假定”不能选用,因为后面是事实。Observe“观察”也不能选用,因为后面讲的是 Carl Zimmer 描述的实验,我们无法观察。Imagine“想象”不能入选,因为后面是已经做过的实验,无需去“想象”。

2. [A] 本题测试词义搭配。本句客观描述实验结果:智能与寿命之间的关系。所以 feared“恐惧”和 threatened“威胁”风马牛不相及。happened 接不定式时意为“碰巧(做某事)”,不合句意。只有 [A] tended“往往”符合上下文中的逻辑需要。

3. [D] 本题测试逻辑型词义搭配。本句对上句做出引申性的结论。从上下文逻辑关系来看,聪明了结果寿命短了,由此引申:灯泡暗一点,寿命就长一点。所以不太亮反而是优点。故应选 [D]。

4. [B] 本题测试词义搭配。从上题的注释中可以看出,此题应选 [B]“优点,长处”,才符合上下文的逻辑关系。tendency“趋势”,inclination“爱好;意想,倾向”,priority“优先(权)”,均不切题。

5. [C] 本题测试惯用搭配。第1段的结论句指出了智力与其代价的关系。第2段第1句起承上启下的作用,意为,“结果是,智力是一种代价高昂的选择。”it turns out 在语法结构上是插入句,表示说话者对所述内容的态度,也可写成 as it turns out。turns out“结果是”,insists on“坚持”,sums up“合计,总结”,puts forward“提出”,其中只有 turns out 符合上下文的句意要求,故应选 [C]。

6. [A] 本题测试结构搭配。本段第1句是论点,后面的句子是论据。可见,第2句的功能是展开第1句的内容。它写道:“智力需要更多的保养,燃烧更多的燃料,而且离起跑线进展缓慢,因为它必须依靠学习——这是一个渐进的过程,而不是出于本能。”behind“在…后面”,over“在…上方”,along“沿着…”,均与整句句意不符。只有 [A] off“离开…”符合句意。

7. [D] 本题测试逻辑型词义搭配。本句前半句中讲到“离起跑线进展缓慢”,后面说明原因,所以“学习是一个渐进的过程”,故应选 [D]。这样,句子前后保持了逻辑上的一致性和连贯性。incredible“难以置信的”,spontaneous“自发的”,inevitable“必然的,不可避免的”,均不合句意。

8. [C] 本题测试词义搭配。本句承接上一句,说明其他物种不仅具有学习能力,而且具有适时停止学习的能力。fight 和 doubt 与 learn 无关,

应排除。动物有机械模仿的学习能力,也有何时停止这种学习的能力,但无什么时候去思考的能力,故应排除 think。

9. [B] 本题测试词义搭配。本句承上启下,提出一个问题。接着,后面的句子来回答这一问题。句中提到的 adaptive value,意为“适应值”。可见,此句在谈论 intelligence (智力) 的量的多少问题。4 个选择项中,只有 [B] limited 涉及量的问题,故正确选项非其莫属。invisible “看不见的”, indefinite “不确定的”, different “不同的”,均不合句意。

10. [D] 本题测试词义搭配。cast a glance backward at 意为“回顾,回头看”,故 [D] 符合句意。upward “向上”, forward “向前”, afterward “此后,以后,后来”,均与句意相悖。in the dust “死”: He is in the dust now. (他现在已经死了。) I.Q.-wise 意为“智商方面”。the species we've left in the dust I.Q.-wise 直译为“我们在智商方面让其消逝的物种”。意译为“我们还没有测出其智商的物种”。

11. [D] 本题测试词义搭配。整句意为:它并没有渴求回顾我们还没有测出其智商的全部物种,而是隐晦地问我们,人类自身智力的真正代价可能会是什么。本句又回到本文的主题——智力及其代价。

12. [B] 本题测试惯用搭配。be on one's mind “挂在心上,惦记;为…担心,忧虑”。

13. [C] 本题测试词义搭配。本题要求从 4 个动词中选取一个可以与 experiments 构成动宾关系。从本句句意来看,只有 perform 能与 experiments 相搭配,perform experiments on humans 意为“对人做实验”。deliver “送交,递送;作(讲演,报告);接生”, carry “携带”, apply “应用;适用”,均与整个句子的句意相悖。

14. [D] 本题测试逻辑搭配。上一句提到“动物”,本句承接上句内容,提到“猫”。可见,作者以猫为例来说明动物对人也可能进行某种实验研

究,故应选 [D]。by chance “偶然地,无意中”, in contrast “对照起来”, as usual “照例,通常”,均不符合上下文的逻辑关系。

15. [A] 本题测试逻辑搭配。本句中 believe 后面的宾语从句本身又是一个复合句,其中谓语动词都用虚拟语气,从句是表示虚拟假设的条件,故应选 if。unless “除非,如果不”, as “由于”, lest “唯恐”,均与句意不符。

16. [C] 本题测试词义搭配。此句中 to 引出的动词不定式短语表示 test us 的目的。可见,目的是为了“确定我们的耐心限度、忠诚极限以及对地点位置的记忆极限。”故应选 determine。moderate “缓和,减轻,降低”, overcome “克服”, reach “达到”,均与句意不符。

17. [B] 本题测试词义搭配。根据上下文的逻辑关系,可以断定,“动物试图断定人类智力的真正目的,而并不只是确定人类到底有多少智力。”可见,只有介词 for 符合上下文的语义需要。for 的介词宾语是 what。

18. [A] 本题测试惯用搭配。此处谈论“最重要的是,它们可能希望研究一个根本性问题:人类真的了解他们所生活的世界吗?” Above all “最重要的是”, After all “毕竟”, However “然而”, Otherwise “否则”。可见,只有 Above all 这个惯用短语符合本句上下文的逻辑关系。

19. [A] 本题测试词义搭配。本句紧接上句来解释动物对人类存有的一个根本性问题:人类真的了解他们所生活的世界吗? 显然, fundamental 是最佳选择。comprehensive “全面的,综合的”, equivalent “相等的”, hostile “敌对的”,均不合句意。

20. [C] 本题测试逻辑型惯用搭配。本句是对上一句提出的问题的回答。回答是:“至今,还没有结论性的结果。” By accident “偶然地,意外地”, In time “及时,来得及;不久,总有一天”, Better still “后面的内容更好些”,均不能入选。



参考译文

研究动物的智力总使我们想知道人类到底有多聪明? 考虑一下卡尔·齐默在《科学时代》杂志上描述的果蝇实验。那些经过训练比一般果蝇更聪明的果蝇往往短命。这种现象表明,昏暗的灯泡点起来寿命更长,不太亮本身也是一种优势。

结果证明,智力是一种代价高昂的选择。它需要更多的保养,燃烧更多的燃料,而且离起跑线进展缓慢,因为它必须依赖于学习,而学习是一个渐进的过程,而不是靠本能。很多其他物种也具备学习能力,显然,

它们学会的诸多事情之一便是知道何时停止学习。

那么,是否存在有限智力的适应值呢?这正是该项新研究背后的问题所在。它隐晦地问我们人类自身智力的真正代价可能会是什么,而并没有在智商方面流连罔顾所有那些我们已经任其消逝的物种。这也是我们曾经见过的每一种动物都在牵挂的问题。

研究动物的智力也促使我们去探究:如果动物有机会的话,那么它们会对人类做什么样的实验呢?例如,每只有主人的猫都在对主人的操纵性训练进行一项小规模的研究。我们认为,假如动物来管理这些实验室,它们可能会测试我们,以便确定我们的耐心极限、忠诚极限以及对地点位置的记忆极限。它们会试图断定人类智力的真正目的,而并不只是确定人类到底有多少智力。最重要的是,它们可能希望研究一个根本性问题:人类真的了解他们所生活的世界吗?至今,还没有结论性的结果。

小结

本文逻辑性很强,解题时不但要区别词义、注意结构,而且要把握住上下文的逻辑关系。本卷偏难。英语知识运用(Use of English)即为完形填空,这是现在较为常见的一种考查综合应用语言知识能力的测试项目。它要求考生在理解文章主旨并且吃透文章内部逻辑关系的基础上选出最佳答案,使上下文的意思和结构保持完整。完形填空解题技巧是:把握主题、抓住上下文的逻辑主线、瞻前顾后、各个击破,最后统观全文、查错补漏。

2008年《英语知识运用》试题

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. (258 words)

Words and Expressions: speak one's name 自报家门。bacterial [bæk'tɪəriəl] *adj.* 细菌的。controversy ['kɒntroversi] *n.* 争论。tremble ['trembl] *vi.* 颤抖。bring about 引起,产生。world-renowned *adj.* 世界知名的。nasty ['næstri] *adj.* 令人讨厌的,卑鄙的,恶劣的,严重的。intimately ['ɪntɪmɪtli] *adv.* 亲密地,密切地。unique [ju:'ni:k] *adj.* 独特的。

- | | | | |
|---------------------|----------------|----------------|-------------|
| 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 |

试题解析

1. [B] 逻辑型词义搭配。本文谈论一群人比其他群体更聪明,而且还探讨了产生这种情况的过程。第1段第1句是全文主题句,故不命题。本句说:“有些群体的人比其他群体的人可能更聪明。这种看法是那些不敢自报家门的假说之一。”第2句一开头就用 But 表示逻辑上的转折,言下之意许多假说不敢自报家门,但 Gregory Cochran 却准备随时说出。”可见,应选[B]。selected “被挑选的”,obliged “被迫(做…)的,有义务(做…)的”,pleased “高兴(做…)的”均与上下文的逻辑意思相悖,不能入选。可见,考生应注意承上启下的过渡词,如: but, moreover, however, anyway, therefore。

2. [D] 词义搭配。此句中 bird 意为“人”,如 queer bird “古怪的人”。rare bird 意为“罕见的人”。既然 Gregory 与众不同,可见,他是一个“罕见的人”,故应选[D] rare “稀有的,少见的”。unique (=the only one of the kind) “同类中唯一的”。从上下的逻辑联系来看,本文并不是说 Gregory 是“同类中唯一的”,而是说“罕见的”。故应排除。particular “特殊的”,special “特别的,专门的;特价的”均与句意不合。

3. [A] 结构搭配。本句说:他是一个罕见的人,一个不受任何机构约束而独立工作的科学家。independently of 是副词与介词的常用结构搭配。

其中 of 表示“摆脱掉,脱离掉”的含义,例如: The people deprived the king of his power. (人民剥夺了国王的权力。)可见,应选[A]。

4. [C] 词义搭配。本句写道:“他帮助普及了这样的观点:有些过去并不认为是由细菌造成的疾病实际上是细菌的感染。”可见,[C] previously “以前,先前”符合上下文的词义需要。subsequently “随后”,presently “立刻,马上;(美国用法)目前,现在”,lately “近来,最近”均不合题意。

5. [C] 逻辑搭配。本句意为:然而,甚至是他自己,一想到接下去要做的事情时,可能会不寒而栗。句中 however 表示语气转折。选[C] even 表示强调。其他选项均不能达到强势语气的功能。

6. [A] 惯用搭配。请参阅上题注释。at the thought of... 意为“一想到…时”,符合题意。at the sight of “一看到…”,at the cost of “以…为代价”,at the risk of “冒…的风险”均不合句意。

7. [B] 词义搭配。本句意为:“他和另外两位科学家一起发表了一篇论文,这篇文章不但表明一类人比其他群体更聪明,而且还解释了产生这种情况的过程。”[B] suggests 在本句中意为“表明,暗示”,符合题意。suggest 后如接动名词或宾语从句(从句谓语须用 should+ 动词原形),则 suggest 意为“提议,建议”。advises “劝告,建议”,protests “抗议”,objects “反对”,均不合题意。