



十年磨剑 厚积薄发

英语王牌

按最新大纲精神修订
与最新考研题型接轨

2006考研英语辅导系列



最新考研英语 15套全真模拟试题与详解

丛书主编 王迈迈

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最新考研数学全真模拟试题与详解(经济类)
最新考研政治理论辅导

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第一部分



最新硕士研究生入学考试

英语题型分析及应对方法

第一部分 英语知识运用

1997 年完形填空部分文章的选材从科普类过度到社会生活类,开始涉及到工农业、法律、信息社会和青少年成长的话题。社会生活类题材成为完形填空主导出题趋势。

2001 年完形填空从 10 个空加到 20 个空,每空由 1 分减为 0.5 分,在有限长度的文章中增加题量意味着难度增大,有时需要在一个完整句内填入 3 个信息。考题涉及到更多的词汇辨析知识,以往的词汇语法部分取消后在这里得到了弥补。

2003 年完形填空部分正式更名为“英语知识运用”,列在第一部分,仍然是 20 个空,错误选项干扰性较强,不易得分。

针对英语知识运用部分,新大纲要求通过一篇 240~280 词长度的文章考查学生对词汇、语法和上下文逻辑结构的理解。考生在掌握了一定词汇辨析知识的基础上,应重点研究段落的内在结构和作者主导态度。由于历年考题的完形填空基本上都贯穿了“总分结构”的模式,符合西方人处理短篇文章的一般创作规律,考生做题仍需“细读第一句——段落中心句”,确定好文章的主题、核心内容、作者基本态度,在抓住主线的基础上步步推理,层层深入,才能有效地突破每一个支持句、扩展句,找到最符合中心思想的选项,去伪存真。另外,面对题目中不断出现的复合句,不仅要像做阅读翻译那样做语法剖析,还要仔细体会每一处所填词汇的微妙效果,是否是和作者想传达的因果、追述、递进、转折、让步、虚拟、条件、比较关系相吻合。

完形填空的解题过程可以概括为“总、分、总”三步走。

第一步:“总”。速读全文,把握大局。考生用 2~3 分钟,以略读方式快速浏览全文,主要目的是要了解文章的体裁和题材,从整体上把握全文内容和结构框架,找出文章的主题,大意,作者的观点、态度、思路,文章展开的线索,句与句以及段与段之间的逻辑关系及文章的语言风格或特点。考生应当格外注意段首句和段尾句,因为文章第一句话旨在让读者对全文有一个大致的了解,而且段首句往往就是主题句;而段尾句往往是结论句,同样为主题服务。另外,还要注意各种重复出现的词语。重复出现的词语指的是同根词的重复,以同义词、近义词或反义词形式出现的重复,相似的表达方式或句式的重复等等。这些词语相互呼应,从不同角度反复说明文章的主题,影射作者的意图,与段首句段尾句一起勾勒出全文的脉络走向。文章总是按照一定的思路发展的。论说文一般按照逻辑推理关系论述,记叙文常常按照时间顺序来发展,而描写文的发展往往表现为空间关系。不同文体的文章在发展层次上常常要用不同的连接方式,过渡方式。考生通过速读全文可以把握文章思路发展的基本线索,为下一步解题确定语境线索。这一步必不可少,考生千万不要贪图节省时间而拿起文章就做题,这样往往“误入歧途”,把自己的理解强加给文章。

第二步:“分”。往返迂回,各个击破。考生逐句通读全文,但是先不要看四个选择项,做到通读与猜测并行。另外,千万不要拘泥于题目顺序,这一步解题过程可以针对不同情况分三轮来解题,通俗地讲,就是,好做的先做,不会的留到下一轮。第一轮,对含义明显的词汇,固定搭配或习惯用法,常用句式等纯语言知识问题,可以边读边随时猜测出答案,包括介词的用法、倒装句、虚拟语气等固定的句型或语法。第二轮,针对在通读过程中未能轻易猜测出答案的题目。这类题目的答案,不仅仅取决于对文章局部的理解,还要在对语篇理解的基础上,利用上下文中、字里行间的线索才能猜测出答案。此时,考生首先要看清题区的句法关系,辨别句子是简单句、并列句还是主从复合句,并根据语法判断词性,然后根据考生自己的生活常识、背景知识与文章主题猜测该词或短语的语义范围。例如,对于动词、名词、形容词、副词等实义词,应该在语篇基础上判断它们的性质:动态、静态、积极、消极、褒义、贬义等。对形容词和副词还要分辨它们是强还是弱,是修饰数量、质量、长度、面积还是形状。对于连词,更要从上下文中判断它的逻辑意义,表示并列、递进、让步还是转折等。对猜测出答案的题目,应当首先对照选择项,找出选择项中与自己猜测完全相同或十分接近的那个答案,把它填入原文,看一看还原后的句子是否符合语法规律,语义是否符合文章主题;如若不符合上述要求,就必须推翻原解,重新猜测。第三轮,集中突破前两轮未能解出的题目。在前两轮的基础上,针对最后难关,直接对照选择项,利用前两轮已填入的选项缩小填空范围,采用排除法,排除不恰当的选项,最后敲定答案。

第三步：“总”。检查核实，通读赏析。通读选定答案后的全文。此时的文章应当是一个语法结构正确，用词语义准确，上下文逻辑关系严密，主题突出，内容充实，意思连贯，层次清晰的整体。首先，要着眼大局，从语篇整体上，看答案是否符合文章主题，作者态度、意图及文体特征，结合段首句、段尾句和含有连贯意义的词语，把文章看作一篇范文，从写作角度，审视文章的谋篇布局“启、承、转、合”。其次，从以下几方面对所选答案进行核查：1) 所选择的单词或短语是否符合本句内容，使上下文连贯和谐，与全文意义相协调；2) 所选择的单词或短语是否符合某种固定搭配；3) 所选择的单词或短语是否符合某种句型、时态、语态的特殊要求，如虚拟语气从句中的谓语动词用原形（过去时、过去完成时）；4) 所选词本身或附近的词有无特殊要求，如有些动词后面只接动名词而不能接不定式。必要时对个别答案仍需推敲，发现不妥，要重新考虑，但应慎重，无确实把握，仍应相信第一印象。

第二部分 阅读理解

阅读理解是语言学习中最重要的一项基本技能之一，阅读是获取语言知识最直接、最有效的方法，阅读能力则是衡量掌握语言综合能力的一项重要标志。学习阅读，学会阅读，提高英语阅读能力，是最终掌握英语，提高整体英语水平的必由之路。研究生入学英语考试中也设立了阅读理解部分，并在 2005 年又作了较大调整：增加选择搭配题。阅读部分在整个考试中占相当大的比重，该部分的得分直接影响到整个考试的成败，因此广大考生都非常重视该部分。

（一）阅读题技巧

1 略读 (skimming)

略读是常用的阅读方法之一，其主要特征是选择性地阅读。通常的阅读要求看到每一个词，每次注目看 1-2 个词。略读不需要看到每一个词，眼睛跳动的频率和幅度都有较大的提高，有时甚至从上一行跳到下一行。略读不可能使你对所读内容全部了解，但是你能大大地提高阅读速度，也能获得大量的信息。

略读的主要作用是了解文章的大意。经过略读之后，你对所读内容已经有了大致的了解，再仔细阅读，这时你的印象会更深刻，理解更透彻。

大部分读者不需要正规的训练和指导就可以进行略读。但是有意识地训练会大大地提高你的略读速度和效率。进行略读训练的最简单的方法是强迫自己在规定的时间内读完某一篇文章，开始训练时，可以把略读速度定为平常阅读的 5/4 倍，以后逐步提高。略读的关键是增加眼跳的幅度，高度集中注意力，努力捕捉那些能引起注意或者你认为重要的内容。

2 扫读 (scanning)

扫读是以最快的速度扫视所读材料，在找到所需信息时才仔细阅读该项内容。如查找某个人名、地名、时间、地点等，也即在寻找特定信息、寻找具体事实、寻找答题所需内容时均可用这种方法。

3 研读 (study reading)

研读就是仔细阅读，对文章有透彻深刻的理解。根据考题，运用上下文、逻辑关系、背景知识进行判断和推论。对难句的理解和翻译可用这种方法。

（二）选择搭配题技巧

本部分的内容是一篇总长度为 500-600 词的文章，其中有 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。主要考查应试者把握文章结构、掌握作者思路的能力，分析判断能力和阅读理解能力。考生应该从宏观的角度把握文章的内容和结构，在具体段落中搞清文章的前后逻辑关系，从语篇的角度搞清楚文章的脉络，吃透文章的意思，运用常见的语篇衔接手段和篇章知识补全语句。一般来说，空白处需要补充的句子要么是文章的主旨句（一般在第一段），要么是段落的主题句。因此考生要对英语文章的基本结构作一下了解，首先来看主题句。主题句 (topic sentence) 是表达段落主题的句子。它用以概括段落大意，要求全段其他文字都围绕它展开。它一般出现段首，也有出现在段落末尾或中间。但是考试中不会只要求选

择主题句,其选项多是一个主题句加上一到两个扩展句构成。扩展句就是对主题句的展开,其内容与主题句保持一致,多是围绕中心意思举出的具体例子。当空白在句中出现的时候,也有可能是考查考生对过渡句的掌握能力,即对上下文之间意义关系的理解能力,对阐述主旨的事实和细节的观察能力。当空白出现在句中时,考生要根据上下文出现的连接词(过渡词)和表达文章内容的关键词,前后照应,达到段落篇章的连贯。当空白在句尾出现的时候,这有可能是考查考生对文章主旨大意的概括能力,即根据所读材料的内容进行总结的能力。段落最后一句不仅是对主题句的照应,而且又引出后面一段的意思。所以,当空白出现在句尾时,考生还要善于从宏观上把握文章的脉络,根据上文的内容推出最后一句的内容。总的来说,做补全短文的题型要特别注意文章中的“一致性”和“连贯性”。文章的“一致性”主要是从内容的角度来说的;而“连贯性”则更多地从结构角度来说。段落的一致性是指一个段落只围绕一个中心意思展开。段落中的某一个句子点出主题并说明作者对该主题的看法,而其他所有句子都是为展开该主题而给出的事实、例证、推理,它们与主题紧密相关。段落中不应有一个与主题无关的句子。英文段落的这种各个句子与主题的关联性被称作段落的一致性。语篇的连贯是指段落中各句的意义通过某种有序的排列(如时间顺序、因果关系、逻辑关系等)而相互关联。在论述该段落主题的时候,每一个句子都是建立在其前面一个句子的基础之上的。如果去掉段落中的一个句子,这种连贯便会受到影响,就会造成读者在理上的困难。



(三) 英译汉技巧

近年来考试大纲对英译汉的规定出现过如下变化:

2001年翻译由原来的15分减为10分。由于考生重视程度随之下降,失分严重。2003年起,翻译并入阅读理解,但考试的形式没有太大变化。

新大纲要求在一篇近400词的文章中用下划线标出5个长句,要求考生用精确地道的汉语进行翻译。从词汇和句法的要求上看,词汇要根据上下文的段落内容确定词性和词义,主观臆断容易造成理解的误区;而复杂长难句仍然是考生面对的最大障碍,考生需要具备较强的从句句法知识,迅速拆分长句,确定主谓宾,再将定语从句、状语从句、同位语从句、平行结构、倒装结构、分词、代词指代、被动语态、特殊句型、词组——击破。汉语表达的流畅性、准确性和灵活性也是得分的关键。

考研英语对英译汉译文的要求是目前公认的翻译的两条标准,即准确、通顺。

英译汉大体可以分为:理解、汉语表达和深化三个步骤。

1

理解

理解是准确表达的前提。考研英语英译汉试题出现在阅读理解的短文中,因此,考生应先读短文,做阅读理解试题,进而吃透文章大意,理解文章内容以及某些内在的联系,然后再重点研究划线的句子。原则上应根据英语语法来分析句子的结构,辨明主、谓和其它成分,辨明句子的类型,如果是并列复合句或主从复合句,要弄清各个分句间以及主、从句之间的关系。必要时也需要联系上下文来分析和理解。要注意整个句子的语气和语态,对同位语、不定式短语、独立主格句等语法形式在句中所处的地位、所起的作用和其他词语的关系也同样必须认识清楚,即使是一个逗号、一个破折号也不可忽视。

2

汉语表达

考生在对上述深刻理解的基础上,即可着手将仔细推敲过的划线部分用规范纯正的汉语准确通顺地表达出来。在这一阶段,要求考生对译文词语顺序的安排,语气、时态与语态的表达,以及复合句的结构和虚词的使用等方面都应尽量符合汉语的语法规则和修辞习惯。当原文的表达方式不符合汉语习惯时,译文在忠实于原文的同时,要特别注意不拘泥于原文的表达形式,不受原文句法的限制和影响。为了避免重复、累赘和歧义,在不影响原意的前提下,恰当地略去个别词语而不译或添加一些说明性词语或改换说法都是允许的,甚至是必要的。逐字对译或死抠原文,对原文不敢稍加变动,都是不可取的。

3

深化

考生将划线部分用汉语表达出来之后,应对照原文进行仔细的核查,对译文进一步进行推敲。如有漏译或错误之处应及时订正。然后脱离原文对译文进行复校,看是否符合汉语语法,是否通顺,句意是否合乎道理,如果句意讲不通,就须重新分析句子,直到句子讲通,合乎逻辑和常识为止。最后需提醒考生的是,应特别注意书写工整,字迹清晰,卷面整洁。

对于考研翻译的准备,考生还要在精确理解历年真题的基础上有意识地增加翻译练习,提高自己的推理判断能力和中文表达熟练程度,不要学了英语文而忽略了母语的运用。此外,在学习上要灵活掌握增词法、减词法、变换法、肯否表达法、分合法和省略法等基本翻译技巧。要让翻译成为考研英语中的得分题型,而不是被动地全盘放弃。

第三部分 写作

考研英语试卷中,作文占到了30分。因此,作文得失对于考研成败具有重要意义。下面,我们介绍一些考研英语作文的写作要求和写作技巧,仅供大家参考。

(一) 考研作文的类型

考研英语短文作文主要分为两大类型:提纲作文和图表作文,满分20分,后来又新增一篇100字左右的应用性短文,包括书信、摘要、报告、备忘录等。准备重点在各种信函。满分为10分。

(二) 应用文的写作方法

1. 信件

英文书信的格式包括以下部分:

(1) 信头(Heading):信头部分包括写信人的地址和日期,通常写在信笺的右上角,顺序是先写地址,后写日期。写地址时应由小到大,即门牌号、街名、城市名、国名。如果是正式的商务信函,一般在信的左上方写收信人的地址,位置比写信人的地址、日期要低一至二行。

(2) 称呼(Salutation):称呼写在写信人地址下面,自成一行,左边顶格写,末尾用逗号。称呼是指写信人对收信人的称谓,应根据写信人和收信人的关系而定。英文信里的称呼一般以Dear...或My dear...开头。

(3) 正文(Body):正文是书信的主体部分,是写信人对收信人要谈论或陈述的内容。正文要求文字简洁达意,层次分明,字迹清晰。

(4) 结束语(Complimentary close):结束语位于正文的右下方隔一、两行处,其尊卑亲疏要与收信人的称谓相一致,如熟人之间常用Sincerely yours/Yours sincerely,亲友之间常用Yours affectionately/Affectionately yours或Yours。。不太熟悉的人之间常用Truly yours或Yours truly,在正式信函中常用Respectfully yours或Yours respectfully。

(5) 签名(Signature):即写信人署名,写在结束语下面。要从结束语的中部写起,除了对熟人或亲密的人以外,签名必须写全名。

求职信

求职信的内容一般包括以下部分:

开头段:表明信息来源,说明写作意图。

主体段:介绍自己相关的工作经历、学习经历,以此证明你能胜任这个职位。例如:

Dear Mr. Wang,

Thank you for your reply of August 20 about my application for a position. It came to hand this morning as a pleasant surprise. I am glad to tell you that I will attend the interview at the time you set for the morning of August 30. I will bring along full details of my testimonials as you suggested.

I would like to introduce myself to the company and hope to be a member of it. I would certainly spare no effort to acquit myself to your satisfaction.

Yours respectfully,

× × ×

投诉信

开头段:说明与收信人的相关性;点明写作的意图。

主体段:写明投诉的原因,要展开说明,或者讲具体理由,或者谈问题的具体体现方式。

结束段:表达你希望上述问题得到尽快解决的强烈愿望,并对有关人员做出的努力表示感谢。

邀请信

邀请信是邀请某人进午餐,晚餐,参加宴会、茶话会、舞会,观看戏剧、电影及邀请参加学术活动、出席仪式、典礼等社交活动的信函。根据社交活动的不同性质或场合,其邀请方式也不同。

开头段:表明写作意图,向某人发出邀请。

主体段:说明邀请的具体原因,邀请的内容。

结束段:表明强烈的期盼,并希望尽快得到答复。

下面是一则邀友交游的邀请信,语言可以比较轻松、简单而不用太正式,例如一些简单的问候“How have you been?”

和邀请语句“Do come”。例如:

Dear Li Ying,

Haven't seen you for a long time. How have you been? I am missing you all the time. As the weather is splendid now, Jack, Lucy and I have made a plan to go out to the countryside by bike. Each of us may take food for the picnic, which we will have at the hillside. The countryside must be very lovely, with grass and trees growing flourishingly, flowers full bloom and bright sunshine. We can enjoy the scenery to our hearts' content, at the same time and take some pictures as a memory. It is possible for us to meet at the bus stop 8 a. m. I am sure we will have a good time. Do come and join us.

Yours always,

× × ×

询问信

开头段:明确写信的目的,说明写这封信的目的是寻求某信息或帮助。

主体段:询问具体问题,强调所需信息的重要性。

结束段:表达获取信息的强烈愿望,提供联系方式以便收信人与你联系,并对有关人员表示感谢。

申请信

如果你想得到某种机会,或某些东西,如申请某一工作、申请通过学习获得学位、申请出国签证等,往往需要通过写申请信来获得。

写申请信时一般要注意以下要点:1. 诚挚友好,措词严谨,不可强求;2. 明确申请什么以及申请的原因,切忌含糊不清;3. 要明确表达期望得到的心情;4. 要告知对方你的详细通信地址,以便于及时获得对方的回复。

下面是一封申请出国的求学信:

Dear Mr. Smiths,

Thank you for your last letter.

As your require, I have written a personal statement to give a detailed description of my academic and work experience in Tianjin University. I also wrote my reasons for my applying to your Graduate School for pursuit of the International Business Program.

I have two letters of recommendation for me. One of them is from an English Professor, which proves that my English has reached an advanced level. The other is from an economics professor, which certificates that I am good in the field of economics and business management. Both of the letters will be mailed directly to you.

My GMAT score is 2160. I haven't received my TOFEL score yet. But I will send it to you as soon as I know.

Best Wishes

Yours sincerely,

× × ×

推荐信

推荐信在西方国家是求职,求学的必备材料。写推荐信的人必须对被推荐者有一定的了解。最好有较深的资历。如被推荐者的原单位领导,本专业的专家等,名声越大越好。

推荐信大体上可分为两种:专业推荐信(特意为被推荐人申请某一单位的某一职务而写的。写信人应了解聘方的要求、工作性质等有关情况以便有的放矢地推荐被荐人)。通常推荐信(即一封信可以用于不同的聘人单位,通常以“To Whom it May Concern”)为称呼。推荐信要多写优点,充分肯定成绩,篇幅不宜过长,也不能三言两语。一般包括以下三个内容:

(1) 说明推荐人与被荐人的关系,熟识程度等。

(2) 概述被荐人的品质、能力、性格等。

(3) 建议招聘人录用。

推荐信上应提供推荐人的工作单位、地址、电话等以便对方联系,签名后必须注意职称或学位。除了请别人推荐,也可以自荐,其格式与上述要求相同。例如:

Professor Zhang,

I have the pleasure of writing this letter of recommendation for Mr. Liu Shangshu, who is a student of mine. He wishes to be considered an applicant for the MS course of biology at your college.

Liu Shangshu is a gifted young man. He has devoted his heart to his study and research. Not only has he obtained A's in all major subject areas, but he has also published several articles in the school journal, illustrating his originality and his deep understanding of science. For his competence, he is respected by everyone who knows him.

I feel sure that, if he is accepted by your college, he will be able to develop his talent to its fullest potential. I sincerely hope you will give him favorable consideration.

Yours cordially,

× × ×

感谢信

感谢信是用来对馈赠礼物者或曾经得到某人的关怀、照顾表示感谢。对他人的慰问信、祝贺信也要表示感谢。在西方国家,当你在朋友或亲友处小住一段时间,离开之后,也要给对方写一封信表示感谢。感谢信应写得真挚。由于感谢的对象、原因不同,感谢的内容、方式也就不同。例如,在你失去亲人时,别人会给予你帮助或安慰。你就要对于别人在此时此刻所给予的帮助表示由衷的感谢,写信人可以说:I really do not know what I would have been without you. (“要是没有你,我真不知道该怎么办”)。要注意应用虚拟语气。例如:

Dear Jenny,

I do not need to tell you how greatly I appreciate all you have done for me these days and how grateful I am for the comfort and understanding you gave me when I needed them so desperately.

No one knows better than you how important my mother meant to me and what an aching void my life has become without her. But I am trying to take your advice and I hope that returning to my work next week will help heal the sorrow.

I really do not know what I would have been without you. Thank you again for everything you have done for me!

Affectionately,

× × ×

2. 便笺

便笺的特点是内容简短,主要有临时性的询问、留言、通知、要求等。跟正规书信相比,便条的语言比较口头化,比如要通知某事只需这样开头:Just a line to tell you that...而无须像正规书信那样 This is to inform you that... 开头。另外,在便条中常出现省略现象,例如:“key to back door is under mat.”或者“key to back door under mat.”(后门钥匙在垫子下面)代之以“The key to the back door is under the mat.”。

结束时也无需结尾词,只需写上写便条者姓名。如果是关系比较近的人,则只需写上姓或名。

便条的日期通常写在右上角。一般只写上星期几或者星期几上午或下午,也可写上上午、下午的具体时刻。日常应用中,写上几月几日的也很普遍。但一般不写年份,因为便条的内容多半是当日或近日内要办的事情。写便条时,不得事先准备,因此无固定格式,大多用手写。便笺应注意:

(1) 词句简洁,尽量避免应酬语和各种敬词

(2) 切忌内容空洞、言不达意。

3. 备忘录

书端部分包括发文机关的名称、地址、发文日期,有的还包括电报挂号、电传号、电话号码等。许多机关有自己特制的信笺,在写书端时,其格式和标点符号的使用与一般信件相同。收文人(或收文单位)的姓名、头衔、地址一项写在左上角编号处的下面,其格式与书信的写法相同。

称呼从左边顶格写起,对一般机关、团体的负责人一般用 Dear Sir, 对政府官员可用 Sir。

“事由”一项目前采用得较少。它可放在称呼语之前,也可放在其后,前面可加 Re 或 Docket, Subject。如果此项写在称呼语之前,多从左边的顶格写起;若放在称呼语之后,一般写在信笺正中。它多采用不完整的句子,只需很少几个词,甚至一个词,目的在于使收文人对文中的主要内容一目了然,便于及时处理。

正文、结束语和署名等项与一般信件的格式相同。

在写备忘录的时候,一定要注意它的格式,尤其要在开头写清楚是谁写给谁来备忘的,用 From: To: 两个单词即可。文中的“badly”是“非常的,迫切的”意思。短语“in order to”同下句的“so that”意思是一样的即:为了,目的是。不同的是前者后接动词原型而后者常跟目的状语从句,类似的短语还有“in order that”,用法与“so that”相同。

(三) 短文写作的方法

1

认真审题,打好腹稿

作文的第一个要求就是内容切题。拿到作文题后,首先要看清题目要求,理解题目的真正意图,然后根据要求,针对题目整理自己的思路,对自己所想到的内容进行逻辑组织和全面安排。动笔之前,应对要讨论的问题,所需的事实、例证、阐述、说明和总结等,在头脑中形成一个整体的构思。然后拟出段落提纲以及写作要点、事实、例子和结论等。具体写作时,根据提纲,恰当地运用连词,使文章条理清楚、内容连贯。

考试作文受时间限制,一般没有功夫列出详细提纲,但也应该先构思一个大致框架,对各段内容的安排和过渡作一个设想,做到胸有成竹。

审题不够,缺乏全篇构思,仓促下笔,想到哪儿写到哪儿,是导致离题的主要原因,必须警惕。

2

组织段落

段落的组织主要通过扩展句对主题句的支持或说明来进行的。各段的主题句在审题构思时就应基本形成,一旦主题句确定下来,接着就是通过一系列的扩展句来说明,描写,论证或阐述主题句的思想,使读者能够理解作者所要表达的内容或获取作者所要传达的信息。扩展句必须围绕主题句来写,否则,可能导致读者不知所云。

常见的段落展开方法有列举、举例、比较和对比、因果、叙述、归类、下定义等,这里介绍前四种方法。

1. 列举

列举是段落展开的常见方法。在用列举法展开的段落中,作者在主题句中摆出一个论点,然后利用扩展句列举一系列的论据对论点进行陈述或解释,使读者能够信服主题句中的观点。

2. 举例

客观事实是最有说服力的。因此,在主题句中摆出自己的观点后,通常可通过具体的实例对自己的观点进行说明,这也是展开段落的常用方法。

列举实例时,首先要注意选例适当,具有代表性,能够说明主题句中的观点;其次要注意使用适当的过渡语,让读者一看便知作者是在举例说明他的观点;最后要注意所举例子要适中,不要太多,不能喧宾夺主。

3. 比较与对比

(1) 比较

比较,可以是邻近事物之间的比较,也可以是同一事物的不同发展阶段之间的比较。比较的方法有两种。一是先描述 A,再描述 B;另一种是同时描述 A 和 B,逐点进行比较。要注意的是:比较强调所比事物的共同点或相似之处,不同之处应一笔带过,或略去不写。

(2) 对比

对比用于表示两个或两个以上的人或物之间的不同之处。它的写作方法同样有两种,即先描述 A,再描述 B,或同时描述 A 和 B。

实际写作时,比较和对比有时可以交叉进行。

4. 因果关系

根据某一事物的原因推导其结果,或者根据某种结果分析其原因。这类段落写作必须合乎逻辑和常理,严格遵守因果关系。如果出现多种原因或结果,就要用列举法将其列举出来。当然,使用因果法时常常也要用举例或列举的方法。

一个完整的段落要求在内容上统一,形式上完整,语言上连贯。在实际写作时,我们应根据作文题目要求,结合自己所掌握的材料,选择恰当的写作方法,而不要拘泥一格。

第二部分



最新硕士研究生入学考试

全真模拟试题

试卷一



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)

The 1990s have been designated the Decade Against Drug Abuse by the United Nations. But, 1 less than three years to go before the end of the decade, governments and health organizations 2 that they have made 3 progress in reducing drug, alcohol and tobacco abuse. Today, consumption of all these substances is increasingly steadily worldwide. 4 every country now has problems with 5 drugs. And the world is producing and consuming more alcohol and tobacco than ever. Between 1970 and 1990 beer production 6 rose by over 80 per cent. And, 7 the number of smokers keeps on 8, by the second or third 9 of the next century there could be 10 million deaths each year 10 smoking related illnesses.

Drugs are also a huge burden 11 the world economy. In the United States, for example, it's estimated that alcohol and illegal drug use costs the country tens of billions of dollars each year, mainly 12 health care. When the cost of tobacco - related illnesses is added, 13 total more than doubles.

Drugs are also closely 14 crime. Many police forces no longer 15 between illegal and legal drugs when fighting crime. In Australia, for example, experts 16 that police in some parts of the country spend between 70 and 80 per cent of their time dealing with alcohol - related incidents.

One explanation for the increase in drug 17 is simply that people have more money to spend. Tobacco and alcohol companies are now 18 much more on developing countries to take 19 of greater wealth there. And criminals involved in the illegal drug trade are following 20, introducing drugs into countries where they were previously hardly use.

- | | | | |
|-----------------|--------------|--------------|----------------|
| 1. A. when | B. with | C. as | D. if |
| 2. A. permit | B. admit | C. promise | D. accept |
| 3. A. more | B. less | C. little | D. great |
| 4. A. Generally | B. Probably | C. Virtually | D. Usually |
| 5. A. illegible | B. illiberal | C. illegal | D. illimitable |
| 6. A. alone | B. only | C. lonely | D. just |
| 7. A. while | B. that | C. with | D. if |
| 8. A. raising | B. arising | C. rousing | D. rising |

- | | | | |
|---------------------|------------------|----------------|-----------------|
| 9. A. decade | B. year | C. section | D. period |
| 10. A. by | B. about | C. with | D. from |
| 11. A. on | B. in | C. among | D. within |
| 12. A. in | B. on | C. about | D. for |
| 13. A. its | B. that | C. which | D. then |
| 14. A. related with | B. related upon | C. related to | D. related onto |
| 15. A. aware | B. separate | C. investigate | D. distinguish |
| 16. A. declare | B. estimate | C. report | D. predict |
| 17. A. use | B. expense | C. production | D. spread |
| 18. A. spreading | B. concentrating | C. earning | D. putting |
| 19. A. care | B. much | C. advantage | D. profit |
| 20. A. example | B. forward | C. suit | D. after |



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

No one really likes help. It is a great deal more satisfactory to be given the opportunity to earn one's daily bread; and if, by so doing, one can create a continuing means of livelihood, more jobs, and better living conditions for one's community, that is more satisfactory still. It is on this premise that the World Food Program bases most of its operations.

But how can a man born of unemployed, undernourished parents, in the depths of poverty that spreads the solidarity towns near Latin American cities, or displaced people's camps in Africa and Asia, begin to make some improvement? Someone must help someone who understands that both food and employment are fundamental to his need.

Most thinking people must have remarked at some time or other that it doesn't make sense for half the population of the world to be in need of better food while governments and farmers elsewhere are worried by surpluses. For a number of years, until recently, North America and Australia had too much wheat. Japan had too much rice. Similarly, the EEC rapidly built a butter "mountain" in its short history.

It was an awareness of the cruel paradox of a world with surpluses and starvation that prompted the setting up of the World Food Program by the United Nations and also by the Food and Agricultural Organization. Its organizers realized that it could be useful both to developed and developing countries. It could remove surpluses in such a way that did not upset normal trading or threaten the livelihood of farmers in contributor countries, and then use these foods to feed people and aid development in poor - privileged areas.

So how does the World Food Program (WFP) work and what has it achieved?

Logically, the story starts with a pledging session. The contributor countries, of which there have been a hundred and four over the years, pledge themselves to give a certain value during the succeeding two years. Most of these pledges are honored by gifts of food, but countries which do not produce food surplus to their own needs pledge money to finance the administration and shipping of the food given by others.

Meanwhile, the WFP staff in Rome get requests from countries which would like to receive this food aid. Some of these are emergency requests when earthquake, hurricane, flood, drought or pestilence strikes, or political disorder causes a new wave of refugees. Of course, WFP responds to these, but they represent no more than a quarter of its aid in any one year. The real objective is to aid constructive development, and so to make full preparation against the every day disaster of having little food to eat, no work to go to, no dignity to have.

So the WFP staff are responsive to requests from governments who want initial help to develop new lands for farming, to build roads, to provide irrigation, and so on. The government of the would-be recipient country has to put forward what is considered to be a worthwhile and workable scheme, and if this is accepted, WFP agrees to supply food to a certain value for a specified period of years (usually three to five). Usually the food is for the people; sometimes it is their farm livestock.

21. The main idea of the first two paragraphs is that many people _____.
 - A. feel offended by people who offer them gifts
 - B. are prevented from rising in the world by the poverty of their surroundings
 - C. need to be given both food and the chance to earn their living
 - D. feel their pride hurt if they are given charity
22. The main purpose of Paragraph 2 is to _____.
 - A. answer an objection the some readers may raise to Paragraph 1
 - B. guard against the possibility that you have read Paragraph 1
 - C. contradicts the idea of Paragraph 1
 - D. show more optimistic than Paragraph 1
23. Because there exist surpluses (e. g. wheat, rice, butter), aid programs _____.
 - A. may promote overproduction of some goods
 - B. put the interests of the producers before those of the consumers
 - C. could interfere with more normal types of trade
 - D. will help the givers as well as the receivers
24. The main aim of the WFP is to _____.
 - A. meet the needs created by unexpected crises such as hurricanes
 - B. give food to those nations that need it
 - C. find a way of helping poorer nations to cope with emergencies
 - D. help the poorer nations to help themselves
25. WFP's plans for underdeveloped countries emphasize the need to _____.
 - A. develop types of fruit trees that will resist disease
 - B. extend the area of land fit for cultivation
 - C. remove or flatten out the tops of hills
 - D. provide food for farm animals

Text 2

Clothes play a critical part in the conclusions we reach by providing clues to who people are, who they are not, and who they would like to be. They tell us a good deal about the wearer's background, personality, status, mood and social outlook.

Since clothes are such an important source of social information, we can use them to manipulate people's impression of us. Our appearance assumes particular significance in the initial phases of interaction that is likely to occur. A

young adult who is dressed in an unconventional manner, regardless of the person's education, background, or interests, may alienate an elderly middle-class man or woman.

People tend to agree on what certain types of clothes mean. Adolescent girls can easily agree on the lifestyles of girls who wear certain outfits, including the number of boyfriends they likely have had and whether they smoke or drink. Newscasters, or the announcers who read the news on TV, are considered to be more convincing, honest, and competent when they are dressed conservatively. And college students who view themselves as taking an active role in their interpersonal relationships say they are concerned about the costumes they must wear to play these roles successfully. Moreover, many of us can relate instances in which the clothing we wore changed the way we felt about ourselves and how we acted. Perhaps you have used clothing to gain confidence when you anticipated a stressful situation, such as a job interview, or a court appearance.

In the workplace, men have long had well-defined precedents and role models for achieving success. It has been otherwise for women. A good many women in the business world are uncertain about the appropriate mixture of "masculine" and "feminine" attributes they should convey by their professional clothing. The variety of clothing alternatives to women has also been greater than that available for men. Male administrators tend to judge women more favorably for managerial positions when the women display less "feminine" appearance: shorter hair, moderate use of make-up, and plain tailored clothing. As one male administrator confessed, "An attractive woman is definitely going to get a longer interview, but she won't get a job."

26. According to the passage, the way we dress _____.
 - A. provides clues for people who are critical of us
 - B. indicates our likes and dislikes in choosing a career
 - C. has a direct influence on the way people regard us
 - D. is of particular importance when we get on in age
27. From the third paragraph of the passage, we can conclude that young adults tend to believe that certain types of clothing can _____.
 - A. change people's conservative attitudes toward their lifestyle
 - B. help young people make friends with the opposite sex
 - C. make them competitive in the job market
 - D. help them achieve success in their interpersonal relationships
28. The word "precedent" (Line 1, Para 4) probably refers to _____.
 - A. early acts for men to follow as example
 - B. particular places for men to occupy especially because of their importance
 - C. things that men should agree upon
 - D. men's beliefs that everything in the world has already been decided
29. According to the passage, many career women find themselves in difficult situations because _____.
 - A. the variety of professional clothing is too wide for them to choose
 - B. women are generally thought to be only good at being fashion models
 - C. men are more favorably judged for managerial positions
 - D. they are not sure for what extent they should display their feminine qualities through clothing
30. What is the passage mainly about?
 - A. Dressing for effect.
 - B. How to dress appropriately.
 - C. Managerial positions and clothing.
 - D. Dressing for the occasion.

