

**2013** 根据最新《考试大纲》(第六版)编写

同等学力申请硕士学位英语考试



The English Test for  
Master's Degree Applicants with  
the Same Level of Academic Attainment

# 完形填空、 翻译与写作 高分突破



清华大学  
北京大学

刘仕美  
张艳霜

主编



由多次参加命题及阅卷的专家亲自编写  
内容系统、权威

严格按照最新考试大纲(第六版), 系统精讲精练大纲规定的考点

荟萃专家智慧, 启迪备考  
提高考生综合应试能力

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# 前言

根据《中华人民共和国学位条例》的规定,具有研究生毕业同等学力的人员,都可以按照《国务院学位委员会关于授予具有研究生毕业同等学力人员硕士、博士学位的规定》的要求与办法,向学位授予单位提出申请。授予同等学力人员硕士学位是国家为同等学力人员开辟的获得学位的渠道。这对于在职人员业务素质的提高和干部队伍建设都能起到积极的作用。申请人通过学位授予单位及国家组织的全部考试、并通过学位论文答辩后,经审查达到硕士学位学术水平者,可以获得硕士学位。

随着参加同等学力人员申请硕士学位外国语全国统一考试人数的不断增长,以及为了更好地检测考生的英语实际水平,国务院学位委员会办公室于2012年再次修订了《同等学力人员申请硕士学位英语水平全国统一考试大纲》(第五版),经过修订的新大纲(第六版)将是今后几年同等学力人员申请硕士学位英语水平考试统一命题的依据。

第六版新大纲与第五版相比,主要有以下方面的变化:

**一是词汇量的变化。**总词汇量由6220个减少到6000个,要求掌握的词组从600个增加到700个,积极词汇从2360个增加到2800个。

**二是口语交际题型的变化。**A节为完成对话,B节为完成访谈或问答等。在每段对话、访谈或问答等口语转写材料中设置3~4个空白,并在材料前给出同等数量的出自材料本身的备选答案。要求考生从备选答案中为每个空白选出一个最佳答案,使口语交际材料完整。

**三是词汇选择题的变化。**本部分设选择替换和选择填空两种题型,第五版大纲规定两种题型都考。第六版规定每次考试只采用其中一种。

**四是阅读理解题的变化。**第五版规定有5篇文章,每篇文章6个问题。第六版规定本部分包括A、B两节,A节为段落阅读,B节的阅读形式可以是博客与跟帖或相关短文阅读、短文主题快读、广告浏览等。A节要求考生在对阅读材料理解的基础上从所给的4个备选答案中选出一个最佳答案。B节除了四选一以外,还可以在几份阅读材料的相应位置设置若干个空白,同时在它们前面提供同等数量的备选答案,要求考生根据考题指令从备选答案中为每个空白选出一个最佳答案。

**五是完形填空题的变化。**由一篇文章15个空,共15道选择题,变成一篇文章10个空,共10道选择题。

**六是增加了短文完成这个新题型。**本部分共有3篇短文,每篇短文自身有3~4个空白。同时,每篇短文前面又设有3~4个带有1个空白的语言段。这些语言



段前设有方框,方框中为每个语言段的空白提供了相应的备选答案。短文和语言段共设置 20 个空白。

**七是翻译题型的变化。**去掉了第五版的中译英题型,只保留了英译中题型。

**写作题型和要求无变化。**

为了让广大考生能在考场上轻松应对同等学力申请硕士学位英语考试的完形填空、翻译与写作难关,我们依据最新考试大纲精神,深入分析了近年来同等学力申请硕士学位英语考试的命题套路和趋势,倾力推出这本《同等学力申请硕士学位英语考试完形填空、翻译与写作高分突破》。

本书的特色如下:

一、名师主笔,编写阵容强大

本书的主编都是同等学力申请硕士学位英语考试的首席主讲专家,他们常年工作在教学培训第一线,具有相当丰富的辅导和教学经验,深谙命题规律和出题动态,集合清华大学、北京大学和中国人民大学等名校的权威讯息,浓缩成本书。

二、自成体系,经典备考范例

本书紧紧联系当前的考试动态以及最新形式与政策,注重实际操作演练,以真题为纽带,编写了足量的同步辅导与强化训练习题,贴近考试真题难度和深度。

三、技巧实用,志在高分

本书以重点、难点和疑点为突破,系统、全面地对大纲规定的知识点从多方位、多角度进行解析。通过同步练习题的复习,考生可以牢固掌握完形填空、翻译与写作的相关内容,融会贯通,举一反三,为最后赢得高分打下坚实的基础。

本书除了习题本身贴近同等学力申请硕士学位英语考试真题以外,还详述应试技巧。考生只要认真阅读本书,深入理解并熟悉各种题型和熟练运用各种解题技巧,就一定能够在考试中取得理想的成绩。

本书严格按照新修订的考试大纲的有关要求组织编写,覆盖全部考试大纲的要点和考试项目。遵循技巧讲解与训练相结合的原则,分析各种题型命题趋势和走向。本书为考生提供了同等学力申请硕士学位英语考试所必需的英语知识,以及如何提高英语应试能力、如何掌握和应用科学的解题思路、如何强化实践、如何提高成绩等方法,从而帮助考生增强应试信心,获取高分成绩。

由于时间仓促,错误和纰漏之处在所难免,诚望广大读者批评指正。

编者  
于北大燕园

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# 第一章 完形填空



## 考试要点与答题技巧点拨

本部分共设 10 题，每题 1 分。考试时间为 10 分钟。

在一篇难度适中的短文中设置 10 个空白，每个空白为一题，要求考生从所给的 4 个备选答案中选出一个最佳答案。备选答案可以是单词，也可以是短语。

### 一、完形填空考查的重点

完形填空是一项综合技能测试。任何难度、任何形式的完形填空都是通过有目的地破坏短文句子或段落之间潜在的逻辑关系来检验考生综合运用语言的能力。完形填空的命题原则旨在考查考生从以下几个方面的语言技能。

#### (一) 词法水平

##### 1. 选项的语义辨析

语义辨析主要集中在实词，即名词、动词、形容词和副词，而其中名词和动词是重点。词汇知识主要包括以下内容：

- (1) 形近词；
- (2) 近义词，根据上下文语境进行选择；
- (3) 近义词，根据固定搭配进行选择；
- (4) 空格处的动词是否及物，或是否为系动词；
- (5) 名词的可数与不可数。

##### 2. 固定搭配及惯用法

选词时，应从以下几个角度去考虑。

(1) 英语的惯用成语，如：take it easy(别太紧张，沉住气)；take... for granted(认为……理所当然)。

(2) 英语的惯用介词词组，如：at large(总的说来)；at length(最后，终于)；for good(长期地，永久地)。

(3) 英语中的惯用短语动词，如：go after(追逐，追求)；hang on(紧抓不放)；hand on(传下来)。

(4) 形容词与名词间的惯用搭配，如：a wide range；a large extent。

(5) 动词与宾语间的惯用搭配，如：“得癌症”英语中说成 develop cancer，而不说 produce cancer。



## (二) 语法水平

从语法角度看, 完形填空涉及的语法项目主要包括以下一些内容。

### (1) 主谓一致。

主要考查主语与谓语之间距离稍远时, 或主语与谓语之间插入成分时, 主谓一致的用法。如: along with, accompanied by, as well as, together with 等结构只作插入语, 不影响谓语成分。

### (2) 冠词的用法。

### (3) 动词的时态与语态。

考生要着重理解各种时态的内涵, 注意句子内部时态的一致性。

### (4) 虚拟语气。

除了由 if 引导的非真实条件句外, 考生应注意虚拟语气的各种特殊形式和特殊用法。

另外, 考生还应注意英语中有些表示“要求”、“建议”、“命令”、“意愿”等的形容词、动词和名词, 后面的从句中要求用虚拟语气, 形式是“should + 动词原形”。

### (5) 非限定性动词的时态和语态。

动名词、动词不定式和分词之间的用法差异; 分词的独立结构。

### (6) 从句(名词从句、定语从句等)。

名词从句中以同位语从句居多, 常考查关系词 that 的用法; 定语从句中的关系代词 that, which 以及 as 在非限定性定语从句中的用法。

### (7) 特殊句型(强调句型、倒装句型、省略句等)。

### (8) 特殊状语从句(方式从句、比较从句、条件从句、让步状语从句)。

### (9) 句子的平衡原则。

指句子结构的平衡, 经常由并列连词或词组来保持平衡, 如: and, but, or, not only... but also..., neither... nor..., either... or... 等。

## (三) 语篇水平

### 1. 语境

语境即我们所说的上下文。广义的语境指所有的上下文, 段与段之间, 句子与句子之间, 句子与段之间的语义关系。一切语义的理解都离不开上下文。狭义的语境指句子内部的词语之间在语义上的联系, 我们根据这些联系和选项的辨析选出正确的答案, 这种语境出题原则应与词汇水平中的选项的语义辨析结合起来。

### 2. 句际之间的逻辑关系

在完形填空中, 句际间的逻辑联系主要包括以下一些内容。

(1) 表示转折或让步关系, 如: however, yet, while, nevertheless, whereas, although, in spite of, on the other hand, even if 等。

(2) 表示补充或递进关系, 如: besides, in addition, moreover, furthermore, additionally 等。

(3) 表示因果关系, 如: because, as, since, as a result, now that, for, therefore, consequently, accordingly, so 等。

(4) 表示比较、对比关系, 如: in comparison, just as, in contrast, conversely, on the contrary 等。



(5) 表示条件关系, 如: if, unless, provided, once, incase (of) 等。

(6) 表示逻辑关系, 如: for example, firstly, next, namely, to start with, to begin with, that is 等。

### 3. 词汇的复现关系

词汇的复现关系是指某一词以原词、指代词、同义词、近义词、上义词、下义词、概括词等出现在语篇中, 句子通过这种复现关系得到了相互衔接。根据这一原则, 有时某一个空格所对应的答案可能就是在上下文中复现的相关词, 我们可以根据这些复现词之间的有机联系找到正确的答案。

### 4. 词汇的同现关系

词汇的同现关系是指词汇共同出现的倾向性。在语篇中, 围绕一定的话题, 一定的词就往往会同时出现, 这种词的同现关系与语篇范围关系密切。根据这一原则, 我们可以删除一些语篇范围以外的选项, 而将重点放在语篇范围以内的选项上。

由于测试强调考生的完形能力, 即主要是挑选情景所需要的词的能力, 所以这种能力的获得也和其他能力的获得一样, 应依据循序渐进、由浅入深的过程, 以及反复的操练, 使得这方面的思维具有流畅性。思维流畅性与思想跳跃性的和谐统一会使得语言的综合运用能力大为增强, 而这正是完形填空所要求的。

## 二、解题方法

由于完形填空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, 而且还考查考生对语段特征(如连贯性和一致性等)的辨识能力, 其题目类型主要分为词汇、句法结构、搭配和语篇衔接四种类型, 因此其解题方法主要围绕以下几方面来进行。

### 1. 利用上下文线索来解题

尽管完形填空的文章都比较短, 但它仍是一个意义相关联的语篇, 它围绕一个话题论述, 在行文中词语重复、替代现象都是不可避免的, 所以在解题时考生应寻找相关线索来寻找正确答案。

As was discussed before, it was not until the 19th century that the newspaper became the dominant pre-electronic \_\_\_\_\_, following in the wake of the pamphlet and the book and in the company of the periodical.

- A. means                      B. method                      C. medium                      D. measure

原文中出现了 newspaper、pamphlet、book 和 periodical, 它们都属于媒介 medium, 空格处是说明报纸变成了什么, 因此选 C。

Burma is a nation that does not have to worry about air pollution, because it has 1 industry. The country also avoids the plague 2 congestion, because there are few cars.

- A. much                      B. little                      C. many                      D. few  
A. blood                      B. insect                      C. food                      D. traffic

第一题可以根据常识得出答案, 意思是“缅甸不必担心空气污染”, 而我们知道工业生产导致空气污染, 而工业少, 空气污染自然就少, 因此选 little。第二题根据上下文来看, 从后面的 cars 不难猜出这是与交通有关的, 因此选 traffic, 意思是“因为这个国家几乎没有汽车, 所以避免了交通拥挤的麻烦”。





## 2. 通过词语搭配解题

固定搭配也称习惯用语或词组。测试固定搭配的试题不仅仅是考查单个词的词义，而且是考查整个短语的意义。因此考生需熟记大纲中的固定搭配，作为解题的重要依据。

Naturally he will try to borrow money at a low \_\_\_\_\_ of interest, but loans of this kind are not frequently obtainable.

- A. proportion                      B. percentage                      C. rate                      D. ratio

C 为正确答案。rate of interest 是固定搭配，意思是“利率”。

The status of women in colonial North America has been well studied and described and can be briefly summarized. Throughout the colonial period there was a marked shortage 1 women, which 2 with the regions and always greatest in the frontier areas.

- A. with                      B. of                      C. in                      D. at  
A. connected                      B. dealt                      C. varied                      D. agreed

第一题固定搭配“缺少……”，应是 a shortage of sth.。

第二题此处意思是“女性的缺乏随地域的变化而变化，在边远地区人数最少”。四个选项都可以与 with 搭配，组成动词短语，但意义却相差很大。connect with 意思是“与……相连”，deal with“处理”，vary with 意思是“随……变化”，agree with 意思是“与……相一致”。

## 3. 利用背景知识解题

许多完形填空短文内容和我们日常生活有关，利用我们已有的常识或借助一定的判断，就可以确定某些题目的答案。

There are thirteen or more of vitamins and if any is missing, a deficiency disease will become \_\_\_\_\_.

- A. serious                      B. severe                      C. apparent                      D. fatal

常识告诉我们，维生素缺乏不会造成严重或致命的疾病。据此判断，应从四个选项中排除 A、B、D 选项，正确答案为 C。

## 4. 利用句与句之间的逻辑关系解题

一个完整的语篇应该是符合逻辑的。因此，逻辑关系题是完形填空测试中常见的，准确地说是必考的一种题型，其主要目的是考查考生对短文的连贯性和篇章结构的理解和掌握。涉及这类题时，考生应从语篇的角度或从上下文语境，正确判断句与句、句群与句群之间的逻辑关系，进而做出正确的选择。常考的逻辑连接词有 now that, in that, in stead of, rather than, nevertheless, however, moreover, furthermore, while, although, only if, if, as if 等。

They are different \_\_\_\_\_ their elements are arranged differently, and each vitamin performs one or more specific functions in the body.

- A. in that                      B. so that                      C. such that                      D. expect that

答案 A 中的 in that 是比较少见的表示原因的主从连接词，多用于某事物不同(或相似)与另一事物是因为……。根据上下文中出现的 different 和 differently 可以判断在逻辑上空白处需要一个能解释原因的关联词，意思是“各种维生素之所以不同是因为它们的元素排列不同所致”，因此选 in that。

\_\_\_\_\_ economics was probably the most important determinant, it is not the only explanation for the baby boom.



- A. But                      B. Although                      C. Thus                      D. Even if

从上下文来看,前半题意思是“经济也是最重要的因素”,后半题意思是“它不是人口增长的惟一原因”,由此可以看出,两者之间应该是转折的关系,所以选 B。

解题时,考生不仅要注意句子的逻辑连接,有时还要弄清段与段之间的关系。

Too often, careless use of words prevents a meeting of minds of the speaker and listener. The words used by the speaker may stir up unfavorable reactions in the listener which interfere with his comprehension; hence, the transmission-reception system breaks down.

\_\_\_\_\_ inaccurate or indefinite words may make it difficult for the listener to understand the message which is being transmitted to him.

- A. Moreover                      B. However                      C. Preliminary                      D. Unexpectedly

上段讲用词不当可能会引起听者反感,从而影响交流。本段接着说措辞不确切也会使听者难以理解,故选表示递进的副词 Moreover。

### 三、完形填空命题依据及趋势

要想认识完形填空试题的能力目标,必须充分了解目前英语试题中完形填空试题的特点。考查内容和试题的特点是能力要求的载体。

#### 1. “完形填空”试题的特点

(1) 文章比较短,但是留的空多。一般说来,文章越短,挖空密度越大,由于失去的语言信息越多,理解文章的难度就越大,解答试题的难度也就会相应加大。作为测试学生的语言知识综合运用能力的试题,必须要保持一定的难度系数。为此,控制试题短文的长度是完全必要的。

当然,试题的难易程度还取决于文章本身的句子结构和遣词用句。如果通篇是简单句结构,用词简单,自然便于理解,容易选择答案。相反,如果文章多用非谓语动词和其他短语结构,多用大词难词,则必然增强试题的难度。

(2) 情景意义选择为主,语法选择填空极少。我们知道,完形填空试题,要求考生根据文章的整体内容,分层次的结构和内容的逻辑关系,去选择符合文章情节的答案。这就决定着试题考查必须以情景意义选择为主。这种试题的特点是:在四个备选答案中,孤立地看对应挖空的句子,都能满足句子的要求,无论将哪个答案填进去,从语法上说都是正确的。

与之相反,有的备选答案,无论排除错误项或者确定正确项,都需要依据语法知识,就叫语法选择填空。孤立地看挖空的句子及其备选答案,其解题思路和要求与试题中的“语法惯用单项填空”是完全一样的。

由于情景意义选择填空的需要,每一小题(每一空)的四个备选答案往往是相同的词类,其词形也相同。即:如果是副词,则都是副词;如果是动词过去分词,则都是过去分词,等等。即使个别小题中四个备选答案的词类有不相同者,其语法功能也往往是一样的。

(3) 选择最佳答案。一般说来,试题四个备选答案中,有两个较为容易排除。剩下的两个词语,在意义上和用法上十分接近,干扰性很强,迷惑性很大,难以排除一项,选定一项。这就增加了词语意义或用法细微辨析的内容。

(4) 单词填空为主,短语或词组的整体填空为辅。这种试题设计,可以使考查形式更加灵活,考查知识点更加细致。能扩大考查容量。



(5) 备选答案的单词,多以实词为主,虚词为辅。和每一小题中四个备选答案设置同一词类、同一词形一样,备选答案多设置实词,也是为了提高试题的难度,引导学生从整体上理解文章内容,全面接受信息,选出符合内容要求的答案,而避免引导学生过多地在词法上(语言结构上)下工夫,进行语法选择。因为虚词往往影响语言结构,会更多地反映语法问题。

## 2. “完形填空”试题的能力目标要求

完形填空试题主要是用来考查考生综合运用各项英语基础知识的能力,特别是考查考生对文章整体内容理解的深度。它要求在熟练掌握语法、词语和其他语言知识的基础上,善于完整地全面地接受文章内容,认识文章的结构和各部分的逻辑关系,善于在文章中发现并捕捉信息点,通过分析思考,做出准确的判断,选出最符合文章内容要求的答案。

既然我们平时所做的各种练习最终都是为了适用于考场环境,从而使我们在考场上镇静自若,应付自如,那么我们就应从平时起,使所做的一切努力都和考场保持一致。在这里,我们推荐基本的三遍完形填空法。

(1) 第一遍为快读(或略读)。其主要目的是把握文章的主旨和大意,在这一遍中,重点应放在明确具体的事实上,如:时间、地点、人物及其关系;起因、发展和结果;整体与局部等,并了解短语、句子与段落之间的关系。初步理清文章在结构、内容等方面的脉络。

快读中,一般可跳过空格,或者只对要填的内容做笼统的猜测。如果空缺部分影响到文章整体意思的连贯,这时可参考一下有关选项,从而得到一些提示。在阅读时,千万不可忽略文章的第一句,因为它通常是本段甚至全文的主题,是理解文章的重要线索。也正因此,这一句通常特意作为完整的句子留出,以使考生不易对文章大意及内容产生误解。

第一遍通读最好不要超过3分钟。

(2) 第二遍为细读。在对文章有了总体印象后,我们便可以开始逐句细读,并同时开始进行选择。在选择的过程中,一般需要考虑词义、语法、搭配以及上下文结构等多方面的因素。考生可将备选答案分为两类。先把易填的功能词(主要是连词、介词或冠词)填上,以增加文章的可读性;然后再进行“语义填空”,即实义词填空(主要为名词、动词、形容词或副词)。实义词中,通常答案并非唯一,可先结合短文内容,把四个备选答案分别放进空白处,进行试验性选择,删去词义上明显错误的选项,接着反复阅读空白处前后若干个句子,结合余下的选择项在短文中寻找“语境”线索。这时需要注意句间的逻辑关系,词汇的复现和同现关系等。

这一遍可以用十分钟左右的时间。

还应该注意的是,解答完形填空题也要和做阅读一样,紧紧围绕作者的观点和思路,不要将自己的想法强加于作者,或者仅凭常识答题。

(3) 第三遍为通读,主要目的是检查错误和解决难题。将所有已确定的选项放入空白处后通读一遍,检验每个选项在整篇短文中是否合拍,是否使文章的内容与结构完整、逻辑正确。如果一切“天衣无缝”,则证明选择基本无误,如果感到有意思或逻辑上的不连贯,则需要根据上下文重新进行选择。

这一遍用时不应超过两分钟。需要格外注意的是,完形填空可分配的时间只有15分钟,不能无限制地花费宝贵的时间,以免与其他考试项目相冲突,所以抓紧时间,有条不紊地选择对于成功解答完形填空是至关重要的。





## 精讲精练 60 篇

## Unit One

## 1

Today, the Tower of London is one of the most popular tourist sights and attracts over three million visitors a year. It was occasionally used as a Royal Palace for the Kings and Queens of England 1 the time of James I who 2 from 1603 to 1625, but is best known as a prison and execution place. Within the walls of the Tower, princes have been murdered, traitors 3, spies shot, and Queens of England beheaded. One of the most famous executions was that of Anne Boleyn in 1536. She was the second wife of Henry VIII. He wanted to get rid of her because she could not give him a son, so he accused her of adultery. She was tried and found guilty. She asked to be beheaded with a sword 4 the usual axe, which can still be seen in the Tower. The sword and executioner were 5 over specially from France and with one stroke the executioner cut off her head.

The Tower was also the spot of one of London's most famous mysteries. King Edward IV died in 1483. His elder son, Edward, became king 6 his father's death. Young Edward lived in the Tower, and the Duke of Gloucester, his protector, persuaded Edward's brother, Richard, to come and live there so that they could play together. But then the Duke 7 that he was the new king, and he was crowned instead of the twelve-year-old Edward, calling himself Richard III.

After that, the boys were seen less and less and eventually disappeared. It is said that they were suffocated in bed by pillows being 8 their mouths. It is believed that Richard ordered their deaths, 9 it has never been proved. In 1674, workmen at the Tower discovered two skeletons which were taken away and buried in Westminster Abbey in 1678. The bones were examined in 1933 and were declared to be those of two children, 10 the age of the Princes.

- |                   |                   |                  |                |
|-------------------|-------------------|------------------|----------------|
| 1. A. until       | B. by             | C. to            | D. at          |
| 2. A. reined      | B. reigned        | C. powered       | D. controlled  |
| 3. A. mined       | B. destroyed      | C. tortured      | D. wounded     |
| 4. A. apart from  | B. besides        | C. together with | D. rather than |
| 5. A. brought     | B. taken          | C. got           | D. won         |
| 6. A. on          | B. at             | C. with          | D. by          |
| 7. A. announced   | B. published      | C. advertised    | D. revealed    |
| 8. A. forced into | B. squeezed forth | C. pressed over  | D. put on      |
| 9. A. so that     | B. since          | C. as            | D. although    |
| 10. A. definitely | B. certainly      | C. roughly       | D. possibly    |



## 2

Although most people return from package holidays reasonably satisfied, this is not always the case. Take, for instance, the nightmare experience of a Frenchman who went on 1 to Colombia. The hotel in the small Caribbean port was over-booked. The holidaymaker was wandering round the streets, looking for a 2 and breakfast place, when he was arrested for vagrancy. He was taken to court, where he told the magistrate that it was the hotel's 3. The magistrate was the hotel-owner's brother, and he charged the tourist with making false accusations and sent him to prison for 4 had left. He had insufficient funds to buy a return ticket, 5 he went to the Post Office to send a telegram to his home in Montpellier, asking for money. He was re-arrested before he could send it. This time he was charged with illegal 6. It was explained that, having missed his return flight, he could no longer be classified as a tourist. He now needed a work permit, he didn't have one. He was fined \$ 500 for this 7, and a further \$ 500 when he again blamed the hotel for overbooking. His luggage was confiscated because he couldn't pay the fines. He hitch-hiked to Bogota 8 the consulate finally arranged to send him home. All things 9, I would prefer to plan my holiday independently. 10 my view, it's safer to "do it yourself". And the advantages of planning your holiday yourself are considerable. If it is well-planned, an independent holiday can usually be good value for money.

- |                     |                     |                    |                   |
|---------------------|---------------------|--------------------|-------------------|
| 1. A. package       | B. holiday          | C. festival        | D. celebration    |
| 2. A. accommodation | B. hotel            | C. bed             | D. lodging        |
| 3. A. fault         | B. blame            | C. duty            | D. responsibility |
| 4. A. freedom       | B. discharge        | C. release         | D. liberty        |
| 5. A. and           | B. though           | C. but             | D. so             |
| 6. A. citizenship   | B. naturalization   | C. migration       | D. immigration    |
| 7. A. crime         | B. offence          | C. fault           | D. error          |
| 8. A. when          | B. after            | C. where           | D. while          |
| 9. A. considered    | B. being considered | C. were considered | D. considering    |
| 10. A. To           | B. In               | C. By              | D. With           |

## 3

The role of government in environmental management is difficult but inescapable. Sometimes, the state tries to manage the resources it owns, and does so badly. Often, 1 governments act in an even more harmful way. They actually subsidize the exploitation and consumption of natural resources. A whole area of policies, from farm-price support to protection for coal-mining, do environmental damage and (often) 2 no economic sense. Scrapping them offers a two-fold bonus: a cleaner environment and more efficient economy. Growth and environmentalism can actually go hand in hand, if politicians have the courage to 3 the vested interest that subsidies create.

No activity affects more of the earth's surface than farming. It shapes a third of the planet's land area, not counting Antarctica, and the proportion is rising. World food output per head has risen by 4 per cent between the 1970s and 1980s mainly as a result of increases in yields from land already in 4, but also because more land has been brought under the plough. Higher yields have been



achieved by increased irrigation, better crop breeding, and a doubling in the use of pesticides and chemical fertilizers in the 1970s and 1980s.

All these activities may have damaging environmental impact. For example, land clearing for agricultures is the largest single 5 of deforestation; chemical fertilizers and pesticides may contaminate water suppliers; more intensive farming and the abandonment of fallow periods 6 exacerbate soil erosion; and the spread of monoculture and the use of high-yielding varieties of crops have been accompanied by the 7 of old varieties of food plants which 8 some insurance against pests or diseases in future. Soil erosion threatens the productivity of land in both rich and poor countries. The United States, 9 the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland was losing topsoil at a rate likely to diminish the soil's productivity. The country subsequently 10 a program to convert 11 per cent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America.

- |                               |                       |                        |                             |
|-------------------------------|-----------------------|------------------------|-----------------------------|
| 1. A. however                 | B. therefore          | C. but                 | D. hence                    |
| 2. A. take                    | B. hold               | C. lose                | D. make                     |
| 3. A. confront                | B. confine            | C. conform             | D. confuse                  |
| 4. A. revolution              | B. civilization       | C. reservation         | D. cultivation              |
| 5. A. excuse                  | B. justification      | C. cause               | D. ground                   |
| 6. A. come to                 | B. bring to           | C. tend to             | D. stand to                 |
| 7. A. disappearance           | B. discovery          | C. disposition         | D. disturbance              |
| 8. A. must have been provided |                       | B. might have provided |                             |
|                               | C. must have provided |                        | D. might have been provided |
| 9. A. when                    | B. while              | C. which               | D. where                    |
| 10. A. set up                 | B. embark upon        | C. build up            | D. make up                  |

## 4

It is not long since conditions in the mines were worse than they are now. There are still 1 a few very old women who in their youth have worked underground, with harness round their waists, and a chain 2 passed between their legs, crawling on all fours and dragging tugs of coal. They used to go on doing this even when they were pregnant.

And even now, if coal could not be produced without pregnant women dragging it 3 and fro, I fancy we should let them do it rather than deprive ourselves of coal. But most of the time, of course, we should 4 to forget that they were doing it. It is the same with all types of manual work; it keeps us alive, and we are oblivious of its existence. More than anything 5 perhaps, the miner can stand as the type of manual worker, not only because it is so vitally necessary and 6 so silent, that we are capable 7 forgetting it as we forget the blood in our veins. In a way it is even humiliating to watch coal-miners working. It raises in you a momentary doubt 8 your own status as an "intellectual" and a superior person generally. For it is brought 9 to you, at least while you are watching, that it is only because miners sweat their guts out 10 superior persons can remain superior.





- |             |           |            |              |
|-------------|-----------|------------|--------------|
| 1. A. alive | B. living | C. walking | D. breathing |
| 2. A. it    | B. this   | C. who     | D. that      |
| 3. A. from  | B. for    | C. to      | D. at        |
| 4. A. ask   | B. prefer | C. make    | D. willing   |
| 5. A. more  | B. beside | C. too     | D. else      |
| 6. A. but   | B. yet    | C. however | D. also      |
| 7. A. to    | B. for    | C. of      | D. at        |
| 8. A. about | B. with   | C. for     | D. of        |
| 9. A. point | B. home   | C. much    | D. it        |
| 10. A. so   | B. that   | C. why     | D. therefore |

**5**

The traditional American Thanksgiving day celebration goes back to 1621. 1 that year a special feast was prepared in Plymouth, Massachusetts. The colonists who once settled there had left England because they felt 2 of religious freedom. They came to the 3 and faced difficulties in coming across the ocean. The ship which 4 them was called Mayflower. The North Atlantic was difficult to travel. There were bad storms. They were assisted in learning to live in the new earth by the Indians who 5 the region. The puritans, 6 they were called, had much to be thankful for. Their religious practices were 7 longer a source of criticism by the government. They learned to adjust their farming habits to the climate and soil. 8 they selected the fourth Thursday of November for their Thanksgiving celebration, they invited their neighbors, the Indians, to join them in dinner and 9 of gratitude for the new life. They recalled the group of 102 men, women and children who left England. They remembered their dead who did not see the shore of Massachusetts. They 10 the 65 days journey which had tested their strength.

- |                                  |                        |                 |                 |
|----------------------------------|------------------------|-----------------|-----------------|
| 1. A. In                         | B. At                  | C. During       | D. For          |
| 2. A. refused                    | B. denied              | C. rejected     | D. declined     |
| 3. A. new city                   | B. new state           | C. new land     | D. new country  |
| 4. A. loaded                     | B. led                 | C. carried      | D. packed       |
| 5. A. resided                    | B. dwelt               | C. inhabited    | D. lived        |
| 6. A. since                      | B. like                | C. for          | D. as           |
| 7. A. no                         | B. not                 | C. much         | D. any          |
| 8. A. While                      | B. When                | C. So           | D. If           |
| 9. A. an honor                   | B. a song              | C. a gift       | D. a prayer     |
| 10. A. refreshed themselves with | B. were remembered for | C. reflected on | D. recalled how |

**6**

Government is a basic means of ordering human relations. 1 its citizens, government generally performs certain well-organized functions and services. It regulates the price, quality, and quantity of certain goods and services. It acts to improve the health of the economy and the level of