

真题
宝典

(共3册)

考研英语1号²⁰⁰⁸版

英语

考研真相

资深命题人 ◎ 彻底细解12年真题

彻底
细解

王 林 ◎ 编著

- ◎ 资深命题人全方位精细化彻底细解
- ◎ 赠长难句专章进行系统性分类细解
- ◎ 赠91~95年考研英语真题及答案

西北大学出版社

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再版前言

一本非同寻常的考研英语真题宝典。这本自出版以来倍受考生推崇的考研经典，迄今为止演绎了一系列绝无仅有的“全国第一”。

彻底细解第一：全方位精细化彻底详解、不留死角地全文精译

- (1) 本书全文精译，英汉对照：适合不同层次的考生在不同阶段进行复习；
- (2) 指出每道阅读题与最新考纲对应的具体考点：目的在于帮助考生分析命题人是如何在真题当中具体体现考纲意图的。
- (3) 明确指出每道题当年考生的答对率：目的在于帮助考生对自身水平有一个明确的认识，同时也有利于考生及时发现复习中的盲点和弱点；
- (4) 对阅读中的重点词进行系统注释：本书基本囊括考纲中的所有重点词。
- (5) 对每篇文章中的典型长难句进行结构图解。
- (6) 在每篇阅读的译文中明确划出答案出处：目的在于让考生深度把握文章、题干及答案之间必然的联系，从而总结出有效的答题技巧和方法。
- (7) 为加强考生对真题的整体把握，本书对每套题的总体特征进行了极有针对性的分析。
- (8) 命题人深度细评每套真题：具体分析各题型试题的要点、难度、考题的来源及其命题规律。

全面纠错第一：对同类真题书常见错误进行全面纠正

目前市面上许多关于真题解析的图书，由于种种原因，出现不少以讹传讹的错误。鉴于此，本书编写的核心宗旨就是“对同类真题书进行全面纠错”，彻底发挥只有命题人才具有的优势，确保每一个解析具有权威性和针对性。

超值赠送第一：赠长难句分类细解、91~95真题及答案

- (1) 将长难句专列一章进行系统分类和细解，帮助考生集中攻克考研难点；
- (2) 附加1991—1995真题及答案，给学有余力的考生提供难得的权威资料。本书共涵盖17年真题。

王 林
2007年3月于北京

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1996 考研英语真题

■ 上篇 全方位精细化彻底细解 12 年真题 (1996 ~ 2007)

(旧题新解)

Part II Cloze Test

Directions:

For each numbered blank in the following passage, there are four choices marked A, B, C and D. Choose the best one and mark your answer on ANSWER SHEET I by blackening the correct box. (10 points)

Vitamins are organic compounds necessary in small amounts in the diet for the normal growth and maintenance of life of animals, including man.

They do not provide energy, 41 do they constitute any part of the body structure. They are needed for 42 food into energy and body maintenance. There are thirteen or more of them and if 43 is missing a deficiency disease is 44

Vitamins are similar because they are made of the same elements—usually carbon, hydrogen, oxygen, and 45 nitrogen. They are different 46 their elements are arranged differently, and each vitamin 47 one or more specific functions in the body.

48 enough vitamin is essential to life, although the body has no nutritional use for 49 vitamin. Many people, 50 believe in being on the "safe side" and thus take extra vitamins. However, a well-balanced diet will usually meet all the body's vitamin needs.

- | | | | |
|---------------------|-----------------|--------------|-----------------|
| 41. A. either | B. so | C. not | D. never |
| 42. A. shifting | B. transferring | C. altering | D. transforming |
| 43. A. any | B. some | C. anything | D. something |
| 44. A. serious | B. apparent | C. severe | D. fatal |
| 45. A. mostly | B. partially | C. sometimes | D. rarely |
| 46. A. in that | B. so that | C. such that | D. except that |
| 47. A. undertakes | B. holds | C. plays | D. performs |
| 48. A. supplying | B. getting | C. providing | D. furnishing |
| 49. A. exceptional | B. exceeding | C. excess | D. external |
| 50. A. nevertheless | B. therefore | C. moreover | D. meanwhile |

Part III Reading Comprehension

Directions:

Each of the passages below is followed by some questions. For each question there are four answers marked A, B, C and D. Read the passages carefully and choose the best answer to each of the questions. Then mark your answer on ANSWER SHEET I by blackening the corresponding letter in the brackets. (40 points)

Passage I

Tight-jipped elders used to say, "It's not what you want in this world, but what you get." Psychology teaches that you do get what you want if you know what you want and want the right things. You can make a mental blueprint of a desire as you would make a blueprint of a house, and each of us is continually

1996 考研英语真题

Part I Structure and Vocabulary

(旧题型,略)

Part II Cloze Test

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Passage 1

Tight-lipped elders used to say, “It’s not what you want in this world, but what you get.”

Psychology teaches that you do get what you want if you know what you want and want the right things.

You can make a mental blueprint of a desire as you would make a blueprint of a house, and each of us is continually

making these blueprints in the general routine of everyday living. If we intend to have friends to dinner, we plan the menu, make a shopping list, decide which food to cook first, and such planning is an essential for any type of meal to be served. Likewise, if you want to find a job, take a sheet of paper, and write a brief account of yourself. In making a blueprint for a job, begin with yourself, for when you know exactly what you have to offer, you can intelligently plan where to sell your services.

This account of yourself is actually a sketch of your working life and should include education, experience and references. Such an account is valuable. It can be referred to in filling out standard application blanks and is extremely helpful in personal interviews. While talking to you, your could-be employer is deciding whether your education, your experience, and other qualifications will pay him to employ you and your "wares" and abilities must be displayed in an orderly and reasonably connected manner.

When you have carefully prepared a blueprint of your abilities and desires, you have something tangible to sell. Then you are ready to hunt for a job. Get all the possible information about your could-be job. Make inquiries as to the details regarding the job and the firm. Keep your eyes and ears open, and use your own judgement. Spend a certain amount of time each day seeking the employment you wish for, and keep in mind: Securing a job is your job now.

51. What do the elders mean when they say, "It's not what you want in this world, but what you get"?

- A. You'll certainly get what you want. B. It's no use dreaming.
C. You should be dissatisfied with what you have. D. It's essential to set a goal for yourself.

52. A blueprint made before inviting a friend to dinner is used in this passage as _____.

- A. an illustration of how to write an application for a job B. an indication of how to secure a good job
C. a guideline for job description D. a principle for job evaluation

53. According to the passage, one must write an account of himself before starting to find a job because _____.

- A. that is the first step to please the employer B. that is the requirement of the employer
C. it enables him to know when to sell his services D. it forces him to become clearly aware of himself

54. When you have carefully prepared a blueprint of your abilities and desires, you have something _____.

- A. definite to offer B. imaginary to provide C. practical to supply D. desirable to present

Passage 2

With the start of BBC World Service Television, millions of viewers in Asia and America can now watch the Corporation's news coverage, as well as listen to it.

And of course in Britain listeners and viewers can tune in to two BBC television channels, five BBC national radio services and dozens of local radio stations. They are brought sport, comedy, drama, music, news and current affairs, education, religion, parliamentary coverage, children's programmes and films for an annual licence fee of £ 83 per household.

It is a remarkable record, stretching back over 70 years—yet the BBC's future is now in doubt. The Corporation will survive as a publicly-funded broadcasting organization, at least for the time being, but its role, its size and its programmes are now the subject of a nation-wide debate in Britain.

The debate was launched by the Government, which invited anyone with an opinion of the BBC—including ordinary listeners and viewers—to say what was good or bad about the Corporation, and even whether they thought it was worth keeping. The reason for its inquiry is that the BBC's royal charter runs out in 1996 and it must decide whether to keep the organization as it is, or to make changes.

Defenders of the Corporation—of whom there are many—are fond of quoting the American slogan "If it ain't broke, don't fix it." The BBC "ain't broke", they say, by which they mean it is not broken (as distinct from the word "broke", meaning having no money), so why bother to change it?

Yet the BBC will have to change, because the broadcasting world around it is changing. The commercial TV channels—ITV and Channel 4—were required by the Thatcher Government's Broadcasting Act to become more commercial, competing with each other for advertisers, and cutting costs and jobs. But it is the arrival of new satellite channels—funded partly by advertising and partly by viewers' subscriptions—which will bring about the biggest changes in the long term.

55. The world famous BBC now faces _____.

- A. the problem of news coverage B. an uncertain prospect
C. inquiries by the general public D. shrinkage of audience

56. In the passage, which of the following about the BBC is NOT mentioned as the key issue?

- A. Extension of its TV service to Far East B. Programmes as the subject of a nation-wide debate.
C. Potentials for further international co-operations. D. Its existence as a broadcasting organization.

57. The BBC's "royal charter" (Line 3, Para. 4) stands for _____.

- A. the financial support from the royal family B. the privileges granted by the Queen
C. a contract with the Queen D. a unique relationship with the royal family

58. The foremost reason why the BBC has to readjust itself is no other than _____.

- A. the emergence of commercial TV channels B. the enforcement of Broadcasting Act by the government
C. the urgent necessity to reduce costs and jobs D. the challenge of new satellite channels

Passage 3

In the last half of the nineteenth century "capital" and "labour" were enlarging and perfecting their rival organizations on modern lines. Many an old firm was replaced by a limited liability company with a bureaucracy of salaried managers. The change met the technical requirements of the new age by engaging a large professional element and prevented the decline in efficiency that so commonly spoiled the fortunes of family firms in the second and third generation after the energetic founders. It was moreover a step away from individual initiative, towards collectivism and municipal and state-owned business. The railway companies, though still private business managed for the benefit of shareholders, were very unlike old family business. At the same time the great municipalities went into business to supply lighting, trams and other services to the taxpayers.

The growth of the limited liability company and municipal business had important consequences. Such large, impersonal manipulation of capital and industry greatly increased the numbers and importance of shareholders as a class, an element in national life representing irresponsible wealth detached from the land and the duties of the landowners; and almost equally detached from the responsible management of business. All through the nineteenth century, America, Africa, India, Australia and parts of Europe were being developed by British capital, and British shareholders were thus enriched by the world's movement towards industrialization. Towns like Bournemouth and Eastbourne sprang up to house large "comfortable" classes who had retired on their incomes, and who had no relation to the rest of the community except that of drawing dividends and occasionally attending a shareholders' meeting to dictate their orders to the management. On the other hand "shareholding" meant leisure and freedom which was used by many of the later Victorians for the highest purpose of a great civilization.

The "shareholders" as such had no knowledge of the lives, thoughts or needs of the workmen employed by the company in which he held shares, and his influence on the relations of capital and labour was not good. The paid manager acting for the company was in more direct relation with the men and their demands, but even he had seldom that familiar personal knowledge of the workmen which the employer had often had under the more patriarchal system of the old family business now passing away. Indeed the mere size of operations and the numbers of workmen involved rendered such personal relations impossible. Fortunately, however, the increasing power and organization of the trade unions, at least in all skilled trades, enabled

- the workmen to meet on equal terms the managers of the companies who employed them. The cruel discipline of the strike and lockout taught the two parties to respect each other's strength and understand the value of fair negotiation.
59. It's true of the old family firms that _____.
- A. they were spoiled by the younger generations B. they failed for lack of individual initiative
C. they lacked efficiency compared with modern companies D. they could supply adequate services to the taxpayers
60. The growth of the limited liability companies resulted in _____.
- A. the separation of capital from management B. the ownership of capital by managers
C. the emergence of capital and labour as two classes D. the participation of shareholders in municipal business
61. According to the passage, all of the following are true EXCEPT that _____.
- A. the shareholders were unaware of the needs of the workers
B. the old firm owners had a better understanding of their workers
C. the limited liability companies were too large to run smoothly
D. the trade unions seemed to play a positive role
62. The author is most critical of _____.
- A. family firm owners B. landowners C. managers D. shareholders

Passage 4

What accounts for the great outburst of major inventions in early America—breakthroughs such as the telegraph, the steamboat and the weaving machine?

Among the many shaping factors, I would single out the country's excellent elementary schools; a labor force that welcomed the new technology; the practice of giving premiums to inventors; and above all the American genius for nonverbal, "spatial" thinking about things technological.

Why mention the elementary schools? Because thanks to these schools our early mechanics, especially in the New England and Middle Atlantic states, were generally literate and at home in arithmetic and in some aspects of geometry and trigonometry.

Acute foreign observers related American adaptiveness and inventiveness to this educational advantage. As a member of a British commission visiting here in 1853 reported, "With a mind prepared by thorough school discipline, the American boy develops rapidly into the skilled workman."

A further stimulus to invention came from the "premium" system, which preceded our patent system and for years ran parallel with it. This approach, originated abroad, offered inventors medals, cash prizes and other incentives.

In the United States, multitudes of premiums for new devices were awarded at country fairs and at the industrial fairs in major cities. Americans flocked to these fairs to admire the new machines and thus to renew their faith in the beneficence of technological advance.

Given this optimistic approach to technological innovation, the American worker took readily to that special kind of nonverbal thinking required in mechanical technology. As Eugene Ferguson has pointed out, "A technologist thinks about objects that cannot be reduced to unambiguous verbal descriptions; they are dealt with in his mind by a visual, nonverbal process... The designer and the inventor... are able to assemble and manipulate in their minds devices that as yet do not exist."

This nonverbal "spatial" thinking can be just as creative as painting and writing. Robert Fulton once wrote, "The mechanic should sit down among levers, screws, wedges, wheels, etc., like a poet among the letters of the alphabet, considering them as an exhibition of his thoughts, in which a new arrangement transmits a new idea."

When all these shaping forces—schools, open attitudes, the premium system, a genius for spatial thinking—interacted with one another on the rich U. S. mainland, they produced that American characteristic, emulation. Today that word im-

63. According to the author, the great outburst of major inventions in early America was in a large part due to .

- A. elementary schools
C. the attractive premium system
64. It is implied that adaptiveness and inventiveness of the early American mechanics _____.
- A. benefited a lot from their mathematical knowledge
C. was brought about by privileged home training
65. A technologist can be compared to an artist because _____.
- A. they are both winners of awards
C. they both abandon verbal description
66. The best title for this passage might be _____.
- A. Inventive Mind
C. Ways of Thinking
- B. enthusiastic workers
D. a special way of thinking
- B. shed light on disciplined school management
D. owed a lot to the technological development
- B. they are both experts in spatial thinking
D. they both use various instruments
- B. Effective Schooling
D. Outpouring of Inventions

Rumor has it that more than 20 books on creationism/evolution are in the publisher's pipelines. A few have already appeared. The goal of all will be to try to explain to a confused and often unenlightened citizenry that there are not two equally valid scientific theories for the origin and evolution of universe and life. Cosmology, geology, and biology have provided a consistent, unified, and constantly improving account of what happened. "Scientific" creationism, which is being pushed by some for "equal time" in the classrooms whenever the scientific accounts of evolution are given, is based on religion, not science. Virtually all scientists and the majority of non-fundamentalist religious leaders have come to regard "scientific" creationism as bad science and bad religion.

The first four chapters of Kitcher's book give a very brief introduction to evolution. At appropriate places, he introduces the criticisms of the creationists and provides answers. In the last three chapters, he takes off his gloves and gives the creationists a good beating. He describes their programmes and tactics, and, for those unfamiliar with the ways of creationists, the extent of their deception and distortion may come as an unpleasant surprise. When their basic motivation is religious, one might have expected more Christian behavior.

Kitcher is a philosopher, and this may account, in part, for the clarity and effectiveness of his arguments. The non-specialist will be able to obtain at least a notion of the sorts of data and argument that support evolutionary theory. The final chapter on the creationists will be extremely clear to all. On the dust jacket of this fine book, Stephen Jay Gould says: "This book stands for reason itself." And so it does—and all would be well were reason the only judge in the creationism/evolution debate.

67. "Creationism" in the passage refers to _____.
 A. evolution in its true sense as to the origin of the universe
 B. a notion of the creation of religion
 C. the scientific explanation of the earth formation
 D. the deceptive theory about the origin of the universe
68. Kitcher's book is intended to _____.
 A. recommend the views of the evolutionists
 B. expose the true features of creationists
 C. curse bitterly at his opponents
 D. launch a surprise attack on creationists
69. From the passage we can infer that _____.
 A. reasoning has played a decisive role in the debate
 B. creationists do not base their argument on reasoning

- C. evolutionary theory is too difficult for non-specialists
 70. This passage appears to be a digest of _____.
 A. a book review
 C. a magazine feature
 D. creationism is supported by scientific findings
 B. a scientific paper
 D. a newspaper editorial

Part IV English-Chinese Translation

Directions:

Read the following passage carefully and then translate the underlined sentences into Chinese. Your translation must be written neatly on ANSWER SHEET II. (15 points)

The differences in relative growth of various areas of scientific research have several causes. (71) Some of these causes are completely reasonable results of social needs. Others are reasonable consequences of particular advances in science being to some extent self-accelerating. Some, however, are less reasonable processes of different growth in which preconceptions of the form scientific theory ought to take, by persons in authority, act to alter the growth pattern of different areas. This is a new problem probably not yet unavoidable; but it is a frightening trend. (72) This trend began during the Second World War, when several governments came to the conclusion that the specific demands that a government wants to make of its scientific establishment cannot generally be foreseen in detail. It can be predicted, however, that from time to time questions will arise which will require specific scientific answers. It is therefore generally valuable to treat the scientific establishment as a resource or machine to be kept in functional order. (73) This seems mostly effectively done by supporting a certain amount of research not related to immediate goals but of possible consequence in the future.

This kind of support, like all government support, requires decisions about the appropriate recipients of funds. Decisions based on utility as opposed to lack of utility are straightforward. But a decision among projects none of which has immediate utility is more difficult. The goal of the supporting agencies is the praisable one of supporting "good" as opposed to "bad" science, but a valid determination is difficult to make. Generally, the idea of good science tends to become confused with the capacity of the field in question to generate an elegant theory. (74) However, the world is so made that elegant systems are in principle unable to deal with some of the world's more fascinating and delightful aspects. (75) New forms of thought as well as new subjects for thought must arise in the future as they have in the past, giving rise to new standards of elegance.

Part V Writing (15 points)

Directions:

- A. Title: GOOD HEALTH
 B. Time limit: 40 minutes
 C. Word limit: 120 ~ 150 words (not including the given opening sentence)
 D. Your composition should be based on the OUTLINE below and should start with the given opening sentence: "The desire for good health is universal."
 E. Your composition should be written neatly on ANSWER SHEET II.

Outline:

- Importance of good health
- Ways to keep fit
- My own practices

1996 考研英语真题答案速查

(1~40 为旧题型,略)

- | | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 41. C | 42. D | 43. A | 44. B | 45. C | 46. A | 47. D | 48. B | 49. C | 50. A |
| 51. B | 52. A | 53. D | 54. A | 55. B | 56. C | 57. C | 58. D | 59. C | 60. A |
| 61. C | 62. D | 63. D | 64. A | 65. B | 66. A | 67. D | 68. B | 69. B | 70. A |

1996 考研英语真题彻底细解

Part I Structure and Vocabulary

(旧题型,略)

Part II Cloze Test

文章导读

本文是一篇科学性说明文,主要介绍了维生素的定义、种类、构成以及功用。维生素是维持人类及动物生存和生长不可缺少的有机化合物。但摄取额外的维生素,对人体并不起滋养作用,均衡的饮食通常就可以满足身体对维生素的需求。

全文翻译及英汉对照

Vitamins are organic compounds necessary in small amounts in the diet for the normal growth and maintenance of life of animals, including man.

They do not provide energy, 41 do they construct or build any part of the body. They are needed for 42 foods into energy and body maintenance. There are thirteen or more of them, and if 43 is missing a deficiency disease becomes 44.

Vitamins are similar because they are made of the same elements—usually carbon, hydrogen, oxygen, and 45 nitrogen. They are different 46 their elements are arranged differently, and each vitamin 47 one or more specific functions in the body.

48 enough vitamins is essential to life, although the body has no nutritional use for 49 vitamins. Many people, 50, believe in being on the “safe side” and thus take extra vitamins. However, a well-balanced diet will usually meet all the body's vitamin needs.

维生素是有机化合物。饮食中的少量的维生素是动物(包括人类)正常生长与维持生命所必需的。

维生素并不提供能量,(41)也不构成或发展身体的任何部分。但把食物(42)转换成为能量,保持身体健康都需要维生素。共有十三种或更多类别的维生素,如果身体缺乏其中(43)任何一种,就会患(44)明显的营养缺乏症。

维生素大都相似,因为它们都是由相同的元素构成的,通常是碳、氢、氧,(45)有时还有氮。它们的不同之处(46)在于每种维生素内部的元素排列不同,所以每种维生素在体内都会(47)发挥一种或多种特定的功能。

尽管(49)过量的维生素对身体没有营养作用,但是(48)摄入足够的维生素对生存至关重要。(50)尽管如此,许多人为求“安全”,摄入了多余的维生素。然而,搭配均衡的饮食通常就可以满足身体对维生素的需求。

- | | | | |
|--------------------|-----------------------|----------------|--------------------|
| 41. A. either 也…… | B. so 也…… | C. nor 也不…… | D. never 从不…… |
| 42. A. shifting 转移 | B. transferring 迁移,调动 | C. altering 变动 | D. transforming 转换 |
| 43. A. any | B. some | C. anything | D. something |

44. A. serious 严重的 B. apparent 明显的 C. severe 严重的 D. fatal 致命的
 45. A. mostly 大部分地 B. partially 不完全地 C. sometimes 有时 D. rarely 很少
 46. A. in that 在于 B. so that 因此 C. such that 如此……以致于 D. except that 除了……
 47. A. undertakes 承担 B. holds 承受……的重量 C. plays 扮演 D. performs 发挥……功能
 48. A. Supplying 提供 B. Getting 取得 C. Providing 提供 D. Furnishing 供应
 49. A. exceptional 例外的 B. exceeding 非常的 C. excess 过量的 D. external 外部的
 50. A. nevertheless 虽然如此 B. therefore 因此 C. moreover 此外 D. meanwhile 同时

答案精解及当年考生答对率

41. 【答案及当年考生答对率】C 答对率为 82%

【解析】结构搭配题。空格后 do 在 they 的前面,所以后半句是倒装结构,且前半句又是否定结构,所以只能选 C 项 nor。这句话的意思是:它们(维生素)并不提供能量,也不构成人体的任何部分。

A 选项不对,either 常用于肯定句,用于否定句时通常放在句末,句子也不能倒装。例如:He is not a student, either. D 选项不对,虽然 never 放句首的句子也可倒装,但 never 和前面句子之间没有互相关联的关系。B 选项也不对,so 可引起倒装,但只能用在肯定句中。

42. 【答案及当年考生答对率】D 答对率为 54%

【解析】习惯搭配题。空格前后句子的意思是:人体需要维生素把食物转变为能量,维持身体健康。由于把食物“转变”为能量,只能是 form 的转变,句中又有 into 说明“变为……”,所以,D 选项为正确答案。其他选项 A. shifting(转移),B. transferring(转移,调动),C. altering(变动),后面接介词只能是 to,因此都不对。

43. 【答案及当年考生答对率】A 答对率为 65%

【解析】语法搭配题。空格前后的意思是:维生素有十三种或更多,但是如果缺少任何一种就会出现营养缺乏症,所以只能选 A 项。

B 选项 some 一般为复数含义,与空格后“is”不一致,要排除;C,D 两选项分别表示“任何东西”和“某些东西”,与上半句所提到的“维生素”不一致,因此也应排除。

44. 【答案及当年考生答对率】B 答对率为 60%

【解析】词汇搭配题。空格前面的条件从句的意思是:如果缺乏任何一种维生素,根据常识,都有可能会引起明显后果,所以 A 选项“严重的”,C 选项“严重的,严厉的”,D 选项“致命的”都不对,只能填 B 选项 apparent“明显的”。

45. 【答案及当年考生答对率】C 答对率为 36%

【解析】逻辑搭配题。空格所在句子的意思是:维生素是相似的,都是由相同的元素组成——通常含有碳、氢、氧,有时还含有氮。和上半句说了“通常”对应的部分很自然地是“有时”,因此,C 选项 sometimes 为正确答案。

mostly,partially 都不是频度副词,和 sometimes,usually 不属同一类,故 A,B 两选项都不合逻辑;另外,既然有 and 表示“还含有”,rarely 则表示“很少”,一个肯定,一个否定,因此,D 项不可取。

46. 【答案及当年考生答对率】A 答对率为 81%

【解析】逻辑搭配题。空格前面分句讲维生素“不同”,空格后谈及具体不同的方面。逻辑上存在因果关系,所以 A 选项 in that (因为)是正确答案。B,C 和 D 三选项都不符合逻辑,因此都不对。

47. 【答案及当年考生答对率】D 答对率为 51%

【解析】习惯搭配题。空格所在的句子意思是:每一种维生素对身体都发挥一种或多种特定的作用。四个选项中能与宾语“function”搭配使用的只有 D 选项 performs,意为“起……作用,发挥……功能”。英语中不说 undertake,hold 或 play function。

48. 【答案及当年考生答对率】B 答对率为 67%

【解析】逻辑搭配题。空格所在的句子意思为:虽然_____维生素对人体营养没有什么用,但_____足够的维生素对生命却是必不可少的。很明显,这里应该填与“摄入”相近的词汇,和下文中的 take 对应,所以,B 选项 Getting(取得)应为正确答案。A,C,D 三选项都具有“提供”的意思,不符合句意要求,都不可取。

49. 【答案及当年考生答对率】C 答对率为 43%

【解析】词汇搭配题。空格前后讲的是“过多摄入维生素对身体并无益处”,所以应该填 C 选项 excess“过量的,多余的”,和下文中的 extra 相呼应。其他三选项意为:A 选项“例外的”,B 选项“非常的,超过的”,D 选项“外部的”,都不符合逻辑。

50. 【答案及当年考生答对率】A 答对率为 36%

【解析】逻辑搭配题。空格所在的句子说的是人们的心态:许多人都相信多服用些维生素更“保险”。它和上句具有语义转折关系,因此 A 选项应为正确答案。B,C,D 三选项在逻辑上和上一句不连贯,因此错误。

Part III Reading Comprehension

Passage 1

文章导读

文章讨论如何准备求职。文章先指出关于所想与所得的两种观点,现代心理学的观点是只要知道自己想要什么,并且要求合理,就能得到它。

在日常生活中,做任何事之前应该制定计划,以请朋友吃饭为例,要有菜谱,说明制定计划的普遍性。找工作也需要事先有一个计划,特别是找工作前准备简历的重要性。

全文精译及答案出处

[Tight-lipped]^① elders used to say, “It’s not what you want in this world, but what you get.”

[Psychology]^② teaches that you do get what you want if you know what you want and want the right things.

You can make a mental [blueprint]^③ of a desire as you would make a blueprint of a house, and each of us is continually making these blueprints in the general routine of everyday living. If we intend to have friends to dinner, we plan the menu, [make a shopping list]^④, decide which food to cook first, and such planning is an essential for any type of meal to be served.

Likewise, if you want to find a job, take a sheet of paper, and write a brief account of yourself. In making a blueprint for a job, begin with yourself, for when you know exactly what you have to offer, you can [intelligently]^⑤ plan where to sell your services.

This account of yourself is actually a [sketch]^⑥ of your working life and should include education, experience and [references]^⑦. Such an account is valuable. It can be referred to in filling out standard [application blanks]^⑧ and is extremely helpful in personal interviews. While talking to you, your could-be employer is deciding whether your education, your experience, and other [qualifications]^⑨ will pay him to employ you and your “wares” and abilities

[出言谨慎的]^①长辈们过去常说,“重要的不是在这个世界上你想要什么,而是你得到了什么。”

(51)[心理学]^②则告诉我们,如果你知道你想要什么,并且想要的又是合理的,你就能得到你想要的东西。

你可以像给房屋勾画[蓝图]^③一样,在脑子里为你的愿望勾画出一幅蓝图,日常生活中,我们每个人都在不停地勾画着这样的蓝图。如果我们想请朋友吃饭,我们就会准备菜谱、[定采购食品清单]^④、决定先做哪道菜等,这样的计划对于举行任何形式的宴请都是必不可少的。

(52)同样,如果你想找工作,那就拿出一张纸,先写一份简历。(53)为工作制订蓝图时,要从自己开始,因为只有当你确切知道自己可以提供什么样的服务,你才可能[理智地]^⑤计划到哪儿去兜售你的服务。

你的简历实际上是对你的职业生涯的[简单描述]^⑥,它包括教育、经验和[介绍信]^⑦。这份简历是很有价值的,在填写统一的[申请表格]^⑧时,你可用它作为参考,而且简历在面试时极有价值。你未来的雇主在与你谈话时,将根据你的教育背景、工作经验和其他的[资历]^⑨来确定是否值得花钱雇用你,因此你必须把你的“商品”和能力以合

must be displayed in an orderly and reasonably connected manner.

When you have carefully prepared a blueprint of your abilities and desires, you have something tangible to sell. Then you are ready to [hunt for a job]^⑩. Get all the possible information about your could-be job. Make inquiries as to the details regarding the job and the firm. Keep your eyes and ears open, and use your own judgement. Spend a certain amount of time each day [seeking]^⑪ the employment you wish for, and keep in mind: [Securing a job]^⑫ is your job now.

理而且连贯有序的方式列出来。

(54) 当你精心准备好了自己能力和愿望的蓝图后,你就有具体实在的商品可以兜售了。这时你也就做好[找工作]^⑩的准备了。先尽可能地搜集有关你想做的工作信息,详细地调查你未来的工作及任职的公司。多观察多听别人的介绍,还要用自己的头脑去判断。每天花一定的时间[寻找]^⑪你希望得到的工作,请记住:[找工作]^⑫就是你现在的工作。

答案精解及当年考生答对率

51. 当年长者说:“It's not what you want in this world, but what you get”, 他们的意思是_____。

A. 你肯定会得到你想要的东西

B. 空想没有用

C. 你不应满足于已拥有的东西

D. 至关重要的是为你自己确定一个奋斗目标

【答案及当年考生答对率】B 答对率为 36%

【大纲规定的阅读考点】本题考察的是大纲规定的第四个阅读考点:进行有关的判断、推理和引申

【解析】虽然题干中的引语出现在第一段,但是,解释语义题需要从该句的上下文寻找答案。本句话后面,文章第二段说:心理学理论告诉我们,如果你知道自己想要什么,而且所要的又是合理的东西,那你就一定能得到你想要的东西。从语篇的角度来看,心理学理论和出言谨慎的长辈们的话应该是对应的,因此,长辈们的话的意思是:重要的不是你在这个世界上想要什么,(重要的)而是你得到了什么。从语言角度来说,本句考核的是对 It's not...but...(that matters) 这种常见句型的理解。此处否定的不是一般的追求,而是不现实的空想。因此,本题答案选 B 项。

C 选项的意义为“你不应满足于已拥有的东西”,与原句意义恰巧相反;而 A 选项的意义为“你肯定能得到自己想要的东西”;D 选项意义为“至关重要的是为你自己确定一个奋斗目标”,与原句无逻辑上进行推论的可能性,而且,如果不制定具体计划实现目标,目标也仅是空想而已。

52. 本文中,引用请朋友吃饭前制定计划这个例子是为了_____。

A. 说明如何写求职申请

B. 暗示怎样得到一份好工作

C. 指导如何描述工作

D. 规定如何评估工作

【答案及当年考生答对率】A 答对率为 31%

【大纲规定的阅读考点】本题考察的是大纲规定的第四个阅读考点:进行有关的判断、推理和引申

【解析】根据题干中的关键词,定位在第三段第二句。请朋友吃饭是一个例子,目的是要阐明一种观点,因此,做题关键在例子前后说明作者观点的句子。作者在第三段,除了举请朋友吃饭这个例子以外,作者还举了盖房子的例子。两个例子的目的是为了更充分地说明第四段的道理,因而在第四段开头用 likewise。第四段指出,如果你想找份工作,应该取一张纸,简要地描述一下自己。因为,只有当你明确地知道自己的特长后,才能为自己的工作选择作出理智的判断。因此 A 选项“用以说明怎样写工作申请”为正确答案。B 选项的意思为:暗示怎样得到一份好工作。原文强调的是如何为申请工作策划,根据自己的条件得到自己所需的工作。另外,本文并没有谈到工作的“理想”与否,更没有提到一定会获得 (secure) 工作。C 选项中的 job description 实际指的只是对于从事工作的特点性质等的描述,而不是求职者对自己能力经历的描述,因此不对。

53. 根据本文,一个人在开始找工作之前必须写一份简历是因为_____。

A. 这是取悦雇主的第一步

B. 这是雇主的要求

C. 这使他知道何时兜售他的服务

D. 这使他更加明确地了解自己