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2008 年考研 英语 模拟考场

主编 张锦芯

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● 全真模拟训练

全书包括精心编制的15套模拟试题，选材广泛，关注历年真题常涉及领域，帮助考生模拟演练，检查复习效果，发现问题与不足，在最后阶段进行针对性的提高。



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2007年8月教育部考试中心公布了2008年考研英语大纲,我们根据新大纲的考试要求和2007年试题的最新命题方向,编写了这15套模拟题,目的是帮助考生在夯实基础、强化提高的基础上检查复习效果,体验临场实战的感觉。

本书特点一:**针对性强**。考虑到经过相当一段时间的复习,大部分考生已基本掌握了应试必需的基本知识和基本技能,但缺乏临考经验的状况,我们以模拟考场的形式,全真模拟考场的氛围,为考生提供15套全真的模拟题进行训练,以帮助考生复习巩固已学到的知识,并学习新的内容,继续扩大词汇、知识面,增强语感,使自己学得更扎实;同时有利于考生提前进入考试状态,做到临场不乱,应对自如,提高应试能力。

本书特点二:**内容新**。本书是根据考试大纲的要求,结合作者十余年考研辅导和命题研究的经验,在分析2007年考试情况的基础上,命制的15套与大纲要求完全一致的模拟试题。在编写这15套题时,既注重文章内容的深度和广度,使其覆盖更广的知识面,又注重了考题难度的要求,力求接近考题。

我们建议考生在做题时:

1. **把15套题分几个阶段做**。开始阶段可先做1套至3套题,做题的时候,按考试规定的时间,用180分钟做完一套题。做的过程中一定不要翻看后面的题解,做完题后再对照题解,把题解所包含的内容搞清楚,更重要的是看自己在做哪一种题型时困难较大,总结问题究竟出在哪里,以便在做下套题时有针对性地克服。

2. **在做每一套题时都要把学到的新词汇、句型记下来,把阅读中碰到的结构复杂的长句都翻译出来。**

我们相信,在考前的五个月内,只要考生能勤奋学习、方法得当,一定能取得好成绩。本书的主编是中国人民大学外国语学院张锦芯教授,参加编写工作的编者都是多年从事考研辅导的教师,他们对历年试题的命题特点和学生存在的问题都有明确的认识。这些老师是张锦芯、李守京、田育英教授,白洁、郭庆民、王敏、赵艳萍、韩满玲、王红、陈丽丽副教授。在编写过程中,新华社译审陈金岚同志参加了部分审订工作,郝彩虹、张锦和翟崇生等同志协助编写了其中一部分,陶灿梅、武敏、汪明等同志承担了部分资料整理和打印等工作。在本书的策划上,中国人民大学出版社马胜利同志提出了不少宝贵意见,这里一并表示感谢。

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预祝大家顺利通过考试。

编者

2007年7月

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全国硕士研究生入学统一考试英语 全真模拟试题一

Section 1 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)

What does it mean to say that we live in a world of persuasion? It means that we live 1 competing interests. Your roommate's need to study for an exam may take 2 over pizza. Your instructor may have good reasons not to change your grade. And the 3 of your romantic interest may have other options.

In such a world, persuasion is the art of getting others to give fair and 4 consideration to our point of view. When we persuade, we want to influence 5 others believe and behave. We may not always prevail—other points of view may be more persuasive, 6 on the listener, the situation, and the merits of the case. But when we practice the art of persuasion, we try to 7 that our position receives the attention it deserves.

Some people, however, 8 to the very idea of persuasion. They may regard it as an unwelcome intrusion 9 their lives or as a manipulation or domination. 10, we believe that persuasion is 11—to live is to persuade. Persuasion may be ethical or unethical, selfless or selfish, 12 or degrading. Persuaders may enlighten our minds or 13 on our vulnerability. Ethical persuasion, however, calls 14 sound reasoning and is sensitive to the feelings and needs of listeners. Such persuasion can help us 15 the wisdom of the past to the decisions we now must make. 16, an essential part of education is learning to 17 the one kind of persuasion and to encourage and practise the other. 18 its personal importance to us, persuasion is essential to society. The 19 to persuade and be persuaded is the foundation of the American political system, guaranteed by the First Amendment 20 the Constitution.

- | | | | |
|------------------|------------------|---------------|---------------|
| 1. [A] on | [B] among | [C] for | [D] by |
| 2. [A] priority | [B] advantage | [C] control | [D] place |
| 3. [A] objection | [B] projection | [C] project | [D] object |
| 4. [A] unbiased | [B] unprejudiced | [C] favorable | [D] favorite |
| 5. [A] what | [B] which | [C] why | [D] how |
| 6. [A] living | [B] depending | [C] resting | [D] insisting |

- | | | | |
|----------------------|-------------------|------------------|-----------------|
| 7. [A] ensure | [B] assure | [C] insure | [D] reassure |
| 8. [A] agree | [B] object | [C] confront | [D] consent |
| 9. [A] onto | [B] of | [C] to | [D] into |
| 10. [A] In contrast | [B] In particular | [C] For instance | [D] As a result |
| 11. [A] prominent | [B] invariable | [C] evident | [D] inevitable |
| 12. [A] embarrassing | [B] inspiring | [C] upgrading | [D] innovating |
| 13. [A] prey | [B] rest | [C] put | [D] fall |
| 14. [A] for | [B] up | [C] off | [D] on |
| 15. [A] apply | [B] contribute | [C] transfer | [D] connect |
| 16. [A] However | [B] Conversely | [C] Furthermore | [D] Therefore |
| 17. [A] resist | [B] perform | [C] insist | [D] restrain |
| 18. [A] Beyond | [B] Except | [C] Including | [D] Excluding |
| 19. [A] power | [B] authority | [C] ability | [D] right |
| 20. [A] to | [B] for | [C] on | [D] in |

Section II Reading Comprehension

Part A

Directions:

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

Text 1

Everybody knows that global fish stocks are heading for collapse. That is why governments try to limit the amount of fish taken out of the sea. But recent research suggests that the world is going about regulating fishing the wrong way—that fish stocks would fare better if efforts were made to protect entire ecosystems rather than individual species.

There are plenty of data to prove the importance of diversity on dry land. Until recently, however, there was little evidence that the same was the case in the oceans, which make up 90% of the biosphere, and on which a billion people rely for their livelihoods. In order to establish whether diversity matters in the sea as well as on land, 11 marine biologists, along with three economists, have spent the past three years crunching all the numbers they could lay their hands on. These ranged from the current United Nations Food and Agriculture Organisation's database to information hundreds of years old, collected from kitchen records and archaeology. The results of their comprehensive analysis have been published in *Science*.

Marine biodiversity, they report, matters because it is variety *per se* that delivers services—such as maintaining water quality and processing nutrients—to humans as well as the goods people reap from the sea. It also ensures these goods and services recover relatively rapidly after an accident or natural disturbance. The new work is silent on exactly how biodiversity protects these things—merely showing that it

does. Earlier work though has shown some possible mechanisms. One example from a study in Jamaica showed that continuously removing algae-grazers from a reef allowed the algae to overwhelm the coral.

The latest study, led by Boris Worm of Dalhousie University, in Halifax, Canada, gathered the available material into four separate groups. The researchers found the same result from different pools of data, in different types of marine ecosystems and at different scales. The findings suggest that governments should rethink the way they try to manage fisheries. Marine reserves are common in the tropics, but policymakers in temperate countries tend to focus on one species at a time to control numbers of that species caught. They might do better to spend more time thinking about ecosystems and less bargaining over quotas.

Some governments claim to have already come around to the idea. In America, Britain and Canada officials are considering how to redraft fisheries policy. Scientists hope that the move will push the inevitably unhappy compromise between their recommendations and fishermen's aspirations closer to their way.

Dr. Worm reckons that, the way things are going, commercial fish stocks will collapse completely by 2048. The date may be spuriously precise, but the danger is there. And so, if Dr. Worm is right, is a better way of making sure that it doesn't happen.

21. The current efforts at protecting fish stocks are directed towards
 - [A] managing fisheries within permissible bounds.
 - [B] protecting only commercial fish stocks.
 - [C] protecting the entire ecosystem of the oceans.
 - [D] controlling the number of one species caught.

22. On which of the following issues have scientists reached consensus?
 - [A] The importance of biodiversity on land.
 - [B] The importance of biodiversity in the oceans.
 - [C] The size of fish stocks for some species.
 - [D] The number of fish humans consume each year.

23. The research done by the 11 marine biologists and three economists does not
 - [A] attach much importance to marine biodiversity.
 - [B] study what the marine life was like in history.
 - [C] explain how marine diversity works and interacts.
 - [D] call on people to protect entire ecosystems in the oceans.

24. Dr. Worm would advocate
 - [A] reducing the number of the fish caught.
 - [B] making compromise with fishermen.
 - [C] taking tough measures against overfishing.
 - [D] protecting the diversity of marine life.

25. The author's attitude towards the prospect of protecting fish stocks is

[A] pessimistic.	[B] optimistic.
[C] critical.	[D] reserved.

Text 2

Cameron Walker learned the hard way that sharing information online can have unintended consequences. In 2005, the sophomore at Fisher College in Boston organized a student petition dedicated to getting a campus police guard fired and posted it on the popular college social network Facebook.com. Walker wrote that the guard “loves to antagonize students... and needs to be eliminated.” It was a poor choice of words. Another student informed school officials, who logged on and interpreted the comments as threatening. Though Walker claimed he was trying only to expose the guard’s demeanor, he was expelled. He’s now enrolled at another college and admits he made a serious mistake. “I was a naive 21-year-old,” he says.

Creating a page on a social-networking site is now a cherished form of self-expression at universities around the world. Students use ad-supported services like Facebook, MySpace, TagWorld and Bebo to make friends, plan their social lives and project their personalities. The most popular site among college students is Facebook, with more than 8 million members. A student’s personal Facebook page is usually a revealing, dynamic chronicle of campus life—one clearly not meant for the eyes of parents, teachers or anyone else older than 25.

But adults are taking notice. Sites like Facebook are accessible to nearly anyone willing to spend the time to gain access: teachers, school administrators, even potential employers and the police. Such online services can create the illusion of privacy where none actually exists. Facebook, in particular, was designed to emphasize privacy and intimacy. Only other users at your school (with the same college e-mail domain name), and those in networks you join, can see your home page. But determined off-campus visitors can persuade a student or alumnus to help them access the student’s page.

What happens when the identity you reveal to friends suddenly overwhelms the facade you present to grown-ups? The results can be awkward—or worse. Photos from drunken parties, recollections of sexual escapades, or threats—all these indiscretions, posted online, have gotten students suspended or expelled, or harmed job prospects. In a couple of decades, a presidential candidate may be called on to answer for a college misadventure that he or she impulsively detailed in a blog entry.

Not all students want to temper their behavior. They point out that the Internet lets them express themselves and find like-minded souls. Still, adults aren’t likely to stop prying any time soon. That means students who use Facebook and MySpace have a new burden. The Web may seem ephemeral, but what you casually post one night might just last a digital eternity. While social networking represents a powerful tool for today’s students, they’re advised to be prudent. Even if they have no plans to run for president someday.

26. The main idea of the text is that

- [A] creating personal web page is gaining popularity on campus.
- [B] careless online postings can mean really big trouble to students.
- [C] colleges take tough measures against invasion on personal privacy.
- [D] undesirable online content should be made illegal and eliminated.

27. Cameron Walker was kicked out of school because he

- [A] was caught posting threatening information online.

- [B] abused and attacked the campus police guard.
 [C] violated the rules when he created his own personal page.
 [D] he logged onto the school's official website without permission.
28. Which of the following contents are you less likely to find at Facebook?
 [A] Mischievous conducts. [B] Pictures of drunken students.
 [C] Abusive language. [D] Lecture notes.
29. What is the major problem with Facebook?
 [A] The information in it is shared too widely.
 [B] Teachers are allowed no access to it.
 [C] Its claimed privacy is only an illusion.
 [D] It annoys too many teachers and parents.
30. Students look on Facebook as a place where
 [A] they can practise their communicative skills.
 [B] they can communicate effectively with teachers.
 [C] they can reveal their feelings freely.
 [D] they compete for leadership.

For an industry said to be on the verge of a renaissance, nuclear power has not been coping very well with an exceptionally hot European summer. On August 8th the firm that runs Finland's grid announced that the country might run short of power in 2009, partly as a result of delays in the construction of a new nuclear reactor, Europe's first in over a decade. Earlier this month the Swedish government ordered the indefinite closure of four reactors while it investigated the failure of several safety systems during a power surge at one of them.

The most serious incident took place at Forsmark I, one of the three reactors 80 miles north of Stockholm. On July 25th a short circuit on the national grid cut the plant off from the mains. An accompanying power surge knocked out two of the four generators that provide the back-up power needed to shut down the reactor. Somehow, both a mechanism that protects against power surges and an auxiliary connection to the grid failed. Happily, other safety systems worked as advertised, and staff were able to shut the reactor down safely within 45 minutes.

Despite the claims of some alarmist commentators, says Vattenfall, the utility that owns the reactor, it was always several failsafes away from a meltdown. Spokesmen were quick to point out that most of Europe's reactors follow different designs, and so could not suffer from the same flaw. But the episode has revived a political row over nuclear power ahead of elections next month. In theory, Sweden is weaning itself off nuclear power, as mandated by a referendum in 1980. In practice, the government has not set a date to decommission any of the ten remaining plants, for want of a more efficient alternative.

In fact, a prolonged drought has been sapping Sweden's other main source of power, hydroelectric plants. Elsewhere in Europe, hot, dry weather has not only drained reservoirs and pushed up demand for power to run air conditioners; it has also warmed up the rivers used as a source of water to cool many nu-

clear reactors. In most countries, environmental rules prevent nuclear power stations from releasing water above a certain temperature back into rivers. Last month, a few nuclear plants in Spain and Germany had to scale back their operations to meet the rules.

In late July, as a result of all this, European wholesale electricity prices hit record levels. Such spikes will become more frequent if, as many project, global warming brings more stifling summers, and more power-hungry appliances to cope with them. If that happens, Europe will clearly need extra generating capacity—but the past few weeks have given many reasons to wonder whether nuclear is the right source.

31. We learn from the text that Europe's nuclear plants
- [A] react badly to summer heat.
 - [B] are getting permits for operations.
 - [C] have been subjected to potential meltdowns.
 - [D] are being shut down one after another.
32. The four reactors were shut down because
- [A] they experienced technical failures.
 - [B] there happened a meltdown at one of them.
 - [C] a short circuit happened at one of them.
 - [D] some safety systems failed at one of them.
33. The company that owns the failed reactor claimed
- [A] a meltdown was not likely to occur at all.
 - [B] the design of the reactor was far superior.
 - [C] timely shutdown had prevented a meltdown.
 - [D] a meltdown was not as threatening as some alarmists think.
34. By saying that Sweden is "weaning itself off nuclear power" (Para. 4), the author means Sweden
- [A] will be leading the renaissance of nuclear power in Europe.
 - [B] always links its elections with the development of nuclear power.
 - [C] will gradually stop developing and utilizing nuclear power.
 - [D] will run short of power because of the closure of the four reactors.
35. The author's attitude towards developing nuclear power as an alternative is
- [A] positive.
 - [B] neutral.
 - [C] negative.
 - [D] indifferent.

Text 4

If the Federal Reserve raises interest rates at the end of June, as seems probable, it will likely be criticized for making a fetish of inflation and, in the process, risking an American or global recession. There are already signs that the U. S. economy is slowing. Stock markets around the world have recently declined sharply. Why should the Fed make matters worse by nudging up rates? This is a sensible-sounding complaint. Based on what we now know, it's also wrong.

We have an inflation problem that we need to cure before it gets worse. A central lesson of the past half century is that inflationary psychology is stubborn and destructive. It leads to frequent recessions. It stunts the rise in living standards. People detest it. They're frightened by rapid and unpredictable price changes. We learned these lessons the hard way. From 1960 to 1979, inflation rose from 1.4 percent to 13.3 percent. Only the horrific 1980~1982 slump repressed it.

The job of the Federal Reserve is "to take away the punch bowl just when the party gets going," William McChesney Martin Jr., the Fed chairman from 1951 to 1970, once famously said. As business cycles mature, inflationary and speculative pressures build. Demand begins to overtake supply. Companies find it easier to raise prices. Workers find it easier to win bigger wage increases. Greater optimism encourages riskier, often foolhardy, investments. The present economic expansion began in December 2001. It's now showing many telltale danger signs.

Inflation, though nowhere near double digits, is clearly rising. The government last week released the consumer price index for May. It was up 4.2 percent from a year earlier. The obvious remedy is to slow the economy's growth—make it harder for companies, workers and landlords to raise prices, wages and rents.

But some economists contend that the Fed should discount the latest inflation reports and suspend any further interest-rate increases. All their arguments aim to minimize the inflation threat. To anyone who knows the history, this is eerily reminiscent of the 1960s and 1970s. Then, economists underestimated inflation. They argued that a bit more wouldn't hurt or that increases reflected "temporary" pressures. In the resulting political and intellectual climate, the Fed pursued easy money and credit policies for too long. It tried to drive economic growth up and unemployment down. The results were perverse: double-digit inflation, four recessions from 1969 to 1982 and higher unemployment.

Since 1982 there have been only two mild recessions. The lesson is that low inflation promotes more stable economic growth. The Fed should heed that. True, it could trip into a recession. But without dramatic evidence of a weakening economy, the greater danger is a renewal of inflationary psychology. It's time for the punch bowl to go.

36. The word "it" in the last sentence of the first paragraph probably refers to

- [A] the Federal Reserve's attempt to raise interest rates.
- [B] the complaint about the raising of interest rates.
- [C] the anxiety over the decline in the stock markets.
- [D] the speculation about a likely global economic recession.

37. The author is _____ that there is a forthcoming inflation.

- [A] ignorant
- [B] suspicious
- [C] positive
- [D] uncertain

38. All of the following may lead to an inflation except

- [A] rapid economic expansion.
- [B] lowered living standards.
- [C] overzealous investments.
- [D] unrestrained consumer spending.

39. We learn from the fifth paragraph that some economists
- [A] ignore the seriousness of the present situation.
 - [B] refuse to acknowledge that inflation is rising.
 - [C] try to minimize the destructive force of inflation.
 - [D] warn the Fed not to underestimate inflation.
40. When the author says "it's time for the punch bowl to go" (last sentence of the text), he means that
- [A] it is time to heed the dangerous signs of a disastrous economic recession.
 - [B] the Federal Reserve should not interfere with natural course of economic growth.
 - [C] something should be done now to bring rising inflation under control.
 - [D] one should not be overoptimistic although there is no inflation in sight.

Part B

Directions:

In the following article, some sentences have been removed. For Questions 41~45, choose the most suitable one from the list A~G to fit into each of the numbered blanks. There are two extra choices which do not fit in any of the gaps. Mark your answers on ANSWER SHEET 1. (10 points)

Currently, more than 8 million people around the world die each year because they are too poor to stay alive. Every morning our newspaper could report, "More than 20 000 people perished yesterday of extreme poverty." How?

(41) _____.

Since Sept. 11, 2001, the U. S. has launched a war on terrorism, but it has neglected the deeper causes of global instability. The nearly \$500 billion that the U. S. will spend this year on the military will never buy lasting peace if the U. S. continues to spend only one-thirtieth of that, around \$16 billion, to address the plight of the poorest of the poor, whose societies are destabilized by extreme poverty. The \$16 billion represents 0.15% of U. S. income. The share devoted to helping the poor has declined for decades and is a tiny fraction of what the U. S. has repeatedly promised, and failed, to give.

(42) _____. To do it, we need to adopt a new method, which I call "clinical economics," to underscore the similarities between good development economics and good clinical medicine. In the past quarter-century, the development economics imposed by rich countries on the poorest countries has been too much like medicine in the 18th century, when doctors used leeches to draw blood from their patients, often killing them in the process. Development economics needs an overhaul in order to be much more like modern medicine, a profession of rigor, insight and practicality.

(43) _____. The task of ending extreme poverty is a collective one—for you as well as for me. The end of poverty will require a global network of cooperation among people who have never met and who do not necessarily trust one another.

(44) _____. They would also accept the fact the poor may need help to meet their basic needs. But they might be skeptical that the world could pull off any effective way to give that help. If the poor are poor because they are lazy or their governments are corrupt, how could global cooperation help?

(45) _____. Most societies with the right ingredients—good harbors, close contacts with the rich world, favorable climates, adequate energy sources and freedom from epidemic disease—have escaped

extreme poverty. The world's remaining challenge is not mainly to overcome laziness and corruption, but rather to take on the solvable problems of geographic isolation, disease and natural hazards, and to do so with new arrangements of political responsibility that can get the job done. We need plans, systems, mutual accountability and financing mechanisms. But even before we have all of that apparatus in place, we must first understand more concretely what such a strategy means to the people who can be helped.

[A] Fortunately, these common beliefs are misconceptions—only a small part of the explanation of why the poor are poor. In all corners of the world, the poor face structural challenges that keep them from getting even their first foot on the ladder of development.

[B] Yet our generation, in the U. S. and around the world, can choose to end extreme poverty by the year 2025.

[C] The grandparents are guardians for their orphaned grandchildren. The margin of survival is extraordinarily narrow; sometimes it closes entirely.

[D] One part of the puzzle is relatively easy. Most people in the world would accept the fact that schools, clinics, roads, electricity, ports, soil nutrients, clean water and sanitation are the basic necessities not only for a life of dignity and health but also to make an economy work.

[E] The poor die in hospital wards that lack drugs, in villages that lack anti-malarial bed nets, in houses that lack safe drinking water. They die namelessly, without public comment. Sadly, such stories rarely get written.

[F] Ending extreme poverty can relieve many of the pressures on the environment. When impoverished households are more productive on their farms, for example, they face less pressure to cut down neighboring forests in search of new farmland.

[G] The sources of poverty are multidimensional. So are the solutions. In my view, clean water, productive soils and a functioning health-care system are just as relevant to development as foreign exchange rates.

Part C

Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written neatly on ANSWER SHEET 2. (10 points)

Who needs The Stock Exchange? Everybody does. Nine out of ten of the adult population of this country save or invest in one form or another. The Stock Exchange provides a way in which this money can be put to work.

Then how is The Stock Exchange different from other markets? A market is a place where people meet to buy and sell. (46) Most markets deal in goods that have a practical use—the producers on the one hand, provide a steady supply of the goods traded, and the consumers, on the other, provide a steady demand.

The Stock Exchange deals with a different sort of commodity. The goods on sale, in themselves, have no intrinsic value. (47) Stock and share certificates are evidence of your stake in a company, or, in the case of "Gilts", that you have lent money to the Government by buying Government stock. (48) They are important documents that should be kept carefully, but they are not "useful" in the sense that foodstuffs or raw materials for industry are.

There is a further complication because, however many shares a company may have in issue, they all belong to somebody. How then can the stock market ensure that there are always shares available to be bought, and buyers available to buy them? How can there be a market at all, if the public all want to buy at the same time?

(49) Stock exchanges in other countries have found different solutions to the problem of providing a continuous and free market in securities, with varying degrees of success.

In Britain, the essential freedom is provided by a special group of Stock Exchange Member Firms, the Jobbers, who constitute a unique feature of the British market system.

In other countries, Brokers attempt to match up buyers and sellers with each other directly. Here, the Jobbers act as stall-holders in the market. At these stalls a Broker can buy or sell for his client whatever quantity of shares he wishes. There is no need to hunt for a matching amount; the Jobber will provide one, and channeling all deals in this way provides immense flexibility. (50) Unlike Brokers, who are agents for their clients and are paid by commission, Jobbers deal as principals, buying and selling shares at their own risk.

Section III Writing

Part A

51. Directions:

You have found some spelling errors in the street signs and signboards along the streets in your city as shown below. Write a letter to the authority in charge to point out the mistakes and suggest corrections. Explain why you think such mistakes should be corrected immediately.

Write your letter in no less than 100 words. Write it neatly on ANSWER SHEET 2. Do not sign your own name at the end of the letter; use "a concerned citizen" instead. You do not need to write the address. (10 points)

Examples of signboards with spelling errors:

北京路 Beijing Road

电器进口商 Importers of Electric Goods

现代家具代理商 Dealers in Modern Furniture

Part B

52. Directions:

Write an essay of around 200 words based on the following drawing. In your essay, you should first describe the drawing, then interpret its meaning, and give reasons for your preference.



绢花: 永不凋零 100 元



鲜花: 美丽芳香 50 元

You should write neatly on ANSWER SHEET 2. (20 points)

Which Is a Better Retirement Gift to Our Teacher?

全真模拟试题一解析

(一) 英语知识运用

短文大意

人们在生活中常常会遇到需要说服他人的情形。说服是一门使别人公正地考虑并接受我们的观点的艺术。说服在生活中是不可避免的；道德上的说服要求具有周密的推理，并且敏感对待听者的感情和需求。这种说服能够有助于我们运用先人的智慧对目前的情形做出决定。说服这种能力对个人以及社会都具有重要意义。

首句译文

“说人们生活在充满劝说的世界中，这意义何在呢？”

答案详解

1. [B] among

根据首句“人们生活在充满劝说的世界中”以及随后列举的各种需要劝说的情形，可以推断出，我们的确生活在各种相互竞争的利益中，“among”表达了人们与各种利益的并存含义，其他选项不符文意。

2. [A] priority

该句在对比两种需求，其含义为“你的室友温习功课准备考试的需求先于他对比萨饼的渴求”，take **priority over** 意为“享有优先权”。其他搭配用法为：take **advantage of** 意为“利用时机等；占……的便宜”，常用人作主语；take **control of** 意为“控制”；take the **place of** “替代”。

3. [D] object

前面提到人们生活在各种利益中，该句的 **romantic interest** 可理解为“浪漫/爱情兴趣”，与此语意构成逻辑关系的只有 **object**，表示（情感）对象，其他不合文意。[A] **objection** 意为“反对”；[B] **projection** 意为“投射；投掷”；[C] **project** 意为“计划，方案；项目”。该句含义为：就连你爱慕的对象也会另有其他选择。

4. [C] favorable

劝说别人的目的在于使别人公正地接受我们的观点，根据前文的 **fair** 以及表示并列关系的 **and**，可推测出该选项应该与 **fair**（公正的）逻辑意义并列，选项 [A] **unbiased** 和 [B] **unprejudiced** 与 **fair** 基本同义，若入选则成为没必要的重复；[D] **favorite** 意为“最喜欢的人/物”，也不合文意，故选 **favorable**，意为“赞同的”，选项也说明劝说别人的目的在于使别人赞同我们的观点。

5. [D] how

influence 的宾语从句中的谓语 **behave** 是不及物动词，根据语法要求，首先排除带有名词含义的 [A] **what** 和 [B] **which**；劝说别人能够影响别人的思维和行为方式，而不是原因，所以排除 [C] **why**，选 [D]。

6. [B] depending

几个选项都可以跟后文的 on 搭配, 得出不同的含义, 但前文讲我们的观点也许不如别人的更具说服力, 后文给出不同的情形, 根据文意选 [B], **depending on** 意为“依赖于; 根据”。[A] **living on** 意为“靠……生活”; [C] **resting on** 意为“依靠”; [D] **insisting on** 意为“坚持”。

7. [A] ensure

根据句子语法要求, 该选项应该可以引导宾语从句, 符合这一要求的只有 **ensure**, 其语意为“保证, 担保”, 其他选项不合语法要求。该句含义为: 人们劝说他人时, 要努力确保自己的观点得到应有的关注。[B] **assure** 意为“向……保证; 使确信”, 常用作 **assure sb. that** 或者 **assure sb. of sth.**; [C] **insure** 意为“给……保险”, 常用作 **insure sth.**; [D] **reassure** 意为“向……再保证; 使消除疑虑”, 常用作 **reassure sb. that**。

8. [B] object

上文讲“劝说”这门艺术给人们带来的益处, 而这句中用 **however** 引出一些人对劝说的反面看法, 首先确定表示肯定意义的 [A] **agree** 和 [D] **consent** 不合文意; 而 [C] **confront** 意为“面临; 面对”, 不能与 to 搭配, 故选 [B], [B] **object** 意为“反对”。

9. [D] into

反对劝说这种做法的人认为, 劝说是对他人生活的侵犯, 常与 **intrusion** 搭配使用的介词为 **into** 或者 **upon/on**, 其他选项不符合用法。

10. [A] In contrast

本文作者对劝说持肯定态度, 在提及一些人的反对观点后, 作者进一步强调自己对劝说的看法, 因此选 [A]。其他选项不合逻辑或文意。[B] **In particular** 用于特别列举说明; [C] **For instance** 用于一般举例; [D] **As a result** 用于给出结果。

11. [D] inevitable

根据短文首句以及后文 **to live is to persuade**, 可以判定“劝说”在我们生活中是不可或缺的。[A] **prominent** 意为“突出的, 显著的”; [B] **invariable** 意为“恒定不变的”; [C] **evident** 意为“明显的”, 而 [D] **inevitable** 意为“不可避免的”, 符合文意。

12. [B] inspiring

作者列举了各种性质的劝说行为, 连词 **or** 前后的词义相对, **degrading** 意为“有辱人格的”, 在句中含义为: 某些劝说令人感到有辱人格; 与此语意相对应选 [B] **inspiring**, 意为“鼓舞人心的”, 其他选项不合文意。[A] **embarrassing** 意为“令人难堪的”; [C] **upgrading** “提升的”; [D] **innovating** 意为“有创新精神的”。

13. [A] prey

四个选项都可以与 on 搭配, 但产生不同的语意。根据 **or** 前后相对的含义, 前半句讲, 劝说者或许开启我们的心智, 后面与之相对则该选 **prey**, **prey on** 意为“捕食; 掠夺”, **prey on our vulnerability** 意为“利用我们的脆弱达到自己的目的”。其他选项不合文意。[B] **rest on** 意为“依靠”; [C] **put on** 意为“装出; 上演”; [D] **fall on** 意为“偶然遇到”。

14. [A] for

符合道德的劝说行为要有周密的推理, 根据搭配, **call for** 意为“需要”; 符合文意。故排除其他选项。**call up** 意为“打电话; 使人想起”; **call off** 意为“取消”; **call on** 意为“呼吁; 拜访”。

15. [A] apply

当我们对目前状况做出决定时, 可以利用前人的智慧, 合乎逻辑的选项为 [A]。[B] **contribute** 意为“贡献”, 若选此项, 原句意为“人们把先人的智慧贡献给现在的决定”, 也不合逻辑, 故排除; [C] **transfer** “转移”以及 [D] **connect** “联系”均不合逻辑和语意。

16. [D] Therefore

在分析道德上的劝说行为之后, 作者需要得出结论, 因此排除有转折意义的 [A] **However** 和 [B]