新大纲
英语考试
标准训练

硕士研究生入学英语考试标准训练

王勋　主编

清华大学出版社

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北京

内 容 简 介

本书是根据《全国硕士研究生入学统一考试英语考试大纲（非英语专业）》的要求，并参考了近些年硕士研究生入学英语考试的题型而编写，目的是帮助广大考生更好地了解新的考试大纲要求，熟悉考试题型，加强考试各专项的技能训练，促进其语言能力提高，从而顺利通过考试并取得高分。

本书按照考试结构分为英语知识运用、阅读理解和写作三个部分。其中阅读理解部分又包括多项选择、选择搭配和英译汉三个部分。每部分配以题型的讲解和有针对性的训练试题。

本书注重方法介绍和试题训练，突出考试准备阶段的针对性和实用性，对准备参加研究生英语考试的考生将有很大的帮助。

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图书在版编目（CIP）数据

硕士研究生入学英语考试标准训练 / 王勋主编. —北京：清华大学出版社，2008.6

ISBN 978-7-302-17272-7

Ⅰ. 硕…　Ⅱ. 王…　Ⅲ. 英语－研究生－入学考试－习题　Ⅳ. H319.6

中国版本图书馆 CIP 数据核字（2008）第 041492 号

责任编辑：徐培忠　孙建春
责任校对：梁　毅
责任印制：杨　艳
出版发行：清华大学出版社　　**地　　址**：北京清华大学学研大厦 A 座
http://www.tup.com.cn　　**邮　　编**：100084
社　总　机：010-62770175　　**邮　　购**：010-62786544
投稿与读者服务：010-62776969，c-service@tup.tsinghua.edu.cn
质　量　反　馈：010-62772015，zhiliang@tup.tsinghua.edu.cn
印 刷 者：北京市昌平环球印刷厂
装 订 者：北京国马装订厂
经　　销：全国新华书店
开　　本：185×230　**印　张**：23.25　**字　数**：494 千字
版　　次：2008 年 6 月第 1 版　　**印　　次**：2008 年 6 月第1 次印刷
印　　数：1～4000
定　　价：33.00 元

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前言 Preface

硕士研究生英语入学考试成为考生能否进一步深造的瓶颈。为了帮助广大考生更好地了解新的考试大纲，熟悉考试题型，加强考试各专项的技能训练，促进其语言能力提高，从而顺利通过考试并取得高分，我们编写了《硕士研究生入学英语考试标准训练》。

从题型结构与分值分布上来看，新大纲着重强调考查考生用英语获取信息、传播信息的能力，体现的是英语实际运用能力。从大学英语教学与研究的一般经验来看，学生掌握一定的英语基础知识之后，如语法与词汇知识、阅读知识、写作与翻译知识等，需要通过一定的实践环节来巩固和深化所学的东西。基于当前英语学习与考试的实际情况，我们认为实践环节主要来自有针对性的练习。通过一定量的标准化题解训练（即按考试大纲设置的练习），可以使考生理解、掌握和巩固所学的语法与词汇知识，提高阅读、翻译、听力和写作水平，加强实际运用英语的能力，从而提高英语应试技能。

本书是为加强英语学习的实践环节需要而设置的，目的是使考生能够在较短的时间内恢复和提高英语水平，从而顺利地通过考试。本书根据《全国硕士研究生入学统一考试英语考试大纲（非英语专业）》的要求，并参照近年来硕士研究生入学考试试题而编写，因而具有很强的针对性。根据考试大纲要求，书中的训练题力求有一定的深度和广度，强调了知识的覆盖面，内容新颖，材料具体实用。

本书的主要读者对象为准备参加硕士研究生入学考试的考生，并且是作为考前强化训练之用。由于本书严格按考试要求进行选材，所有训练试题的难度和题材与考试基本相同，因而希望考生在使用本书时也能够按考试要求进行严格训练，及时发现自己的不足之处并进行有目的的训练和复习。

本书由王勋主编，参加编写的人员还有纪飞、刘乃亚、李新生、傅建平、熊志勇、熊建国、王小红、徐平国、蔡红昌、王多多、赵雪、马莹莹、乐贵明、曹隽、陈楠、左新杲、邵舒丽、冯洁、张镇、张文绮、郑佳、孟宪行、王业伟、徐鑫、王晓旭、彭勇、龚桂平、熊红华、傅颖、王婷婷、聂利生、黄福成、吴丽平和秦翠丽等。

由于编者水平有限，书中的不妥之处在所难免，衷心希望广大读者批评指正。

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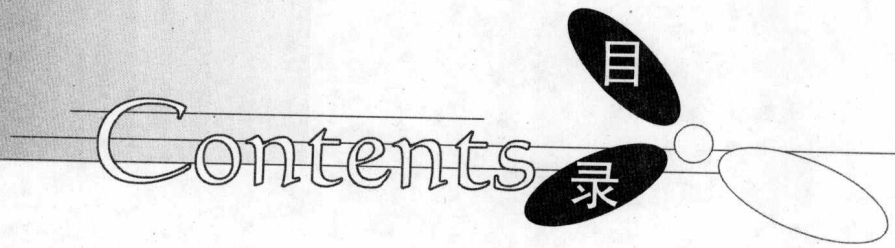

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第一部分 英语知识运用

Part Ⅱ

一、英语知识运用试题介绍

《全国硕士研究生入学统一考试英语考试大纲》规定：英语知识运用部分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）的辨识能力等。在一篇240～280词的文章中留出20个空白，要求考生从每题给出的4个选项中选出最佳答案，使补全后的文章意思通顺、前后连贯、结构完整。该部分共20小题，每小题0.5分，共10分。

二、英语知识运用试题解题方法

1. 一般解题原则

认真阅读所给的短文。按照常规，短文的前几行应该没有省略，以便提供信息。考生应该反复阅读这几行，使其成为得到全篇文章信息的突破口。要准确无误地理解选项中词义各异的词、同义词、近义词词义的细微差别。熟练掌握习惯搭配和各种习惯用语的用法。理解上下文是解题的关键。一般情况下，要考生填空缺词有以下几种情况：

① 动词的时态和语态；
② 不同情况下的情态动词；
③ 非谓语动词的接续关系；
④ 关联词语；
⑤ 介词与名词、动词、形容词的固定搭配；
⑥ 实词的同义和近义选择；
⑦ 主谓语的一致关系的选择。

2. 解题思路

（1）语法判断

从语法结构、习惯搭配用语、用法的角度思考解题。

1. I suddenly developed a great passion _____ writing poetry.

[A] for [B] in [C] on [D] at

分析：信息词 passion（热情，激情）与 A 项 for 连用形成固定搭配，与其他各项均不搭配。

2. Accidentally or _____ purpose, many of them discharged into streams and lakes.

[A] in [B] with [C] on [D] for

分析：on purpose 是习惯搭配，意为“故意的，非偶然的”，其余三个介词不与 purpose 搭配。

（2）选义法

根据上下文含义（或信息词），选择词义各异的词。

1. Weeks late, long after I had given up hope, I got a letter informing me I had won first _____.

[A] position [B] prize [C] reward [D] victory

分析：在对四个被选项 position（位置，职位），prize（奖赏），reward（报酬，奖赏）和 victory（胜利）做出选择时，可首先考虑本句中的信息词 win first。习惯上它不与 reward 和 victory 连用，position 不合逻辑，只有 prize 才常用于在竞争、对抗或游戏、比赛中获得的成功。因此，选择 prize 在含义和搭配上都合理。

2. It was a long time, however, before man began to build permanent shelters because, until man learned to farm, he lived by _____.

[A] fishing [B] gaming [C] hunting [D] shooting

分析：lived 与 by+动名词，意为“以……为生”。by fishing （靠捕鱼），by gaming（靠赌博），by hunting （靠射猎），by shooting （靠射击），从语法上看都可以。而只能根据上下文选择 hunting。

（3）辨义法

根据上下文含义（或信息词），对备选答案中的同义词或近义词作出辨析。

1. Everyone at school was very impressed except the geography teacher, who _____ me more carefully than ever.

[A] guarded [B] inspected [C] observed [D] watched

分析：四个被选项中，guarded（警卫）明显与上下文不符。inspected（检查）也不符合上下文的含义，从文中的情况看，老师还不至于更加仔细地检查短文作者。所以，以上两词都可排除。剩下的 observed 和 watched 都有“注视”的含义，可以看作近义词。

watch 的宾语往往是人、事或行为动作，而 observe 意为“观察”，表示仔细地观察事物的规律性。根据短文的情景，是 watched，而不是 observed。

2. I gave up all my other hobbies, such as _____ stamps, and spent all my spare time reading poetry and writing it.

[A] arranging　　[B] collecting　　[C] gathering　　[D] keeping

分析：从上下文可以看出，文中“such as”后面指的是“集邮”，arranging （整理）和 keeping（保存）均与文中含义不符合。剩下的 gather 和 collect 都有“收集”的意思。但 gather 指把散开的东西收集起来，而 collect 是有目的、有选择、有计划的“收集”。所以选 collect 较为确切。实际上，collect stamps 已经成为固定搭配。

（4）语法、语义结合解题法

用语法规则和句子含义相结合选择答案。

1. In some（cases）people have been killed or _____ by them.

[A] got sick　　[B] fell sick　　[C] became sick　　[D] made sick

分析：从句子结构看，空格后有 by 构成的短语，其前，可以看出是由 or 连接的现在完成时被动语态的谓语。而备选项中，got sick，fell sick 和 became sick 都不能与“have been”构成被动语态。从含义上看，三者都是指主语（人）生了病。只有 D 项 made sick 不仅可以与“have been”构成被动语态，而且，其含义也是“使生命被染上疾病”，与题意吻合，故选 D 项。

2. This habit of writing poetry on every possible _____ soon got me into trouble at school.

[A] chance　　[B] moment　　[C] occasion　　[D] time

分析：B 项 moment 和 D 项 time 都表示“时刻”，与上下文不贴切，同时与“on every possible”也不搭配，所以可以排除，而 chance 和 occasion 都有“机会”的含义，其区别是，chance 指“偶然”或“侥幸”的“机会”，occasion 没有此种含义，根据本句 This habit（习惯）of writing poetry，更不是“偶然”或“侥幸”，所以，只能是 occasion。从搭配上看，也只有 occasion 能与之连用。

在一篇短文中，以上四种方法不一定都用得上，这里所提供的是解题的思考方法，并不是非用某一种不可，应针对不同类型的问题，确定采用相应的方法，切不可死搬硬套。

Examples:

My wife and I have always enjoyed traveling by sea, and last year we decided to go __1__ a trip on the Mediterranean Sea.

Though our holiday was rather __2__ we thought that the high standard of accommodation, the first-class food and many interesting places we saw were well worth the price we paid.

We found that most of the other passengers were friendly and interesting, by there was

__3__man, a Mr. James, who annoyed us and not just us but all the others who shared our table dinner. __4__ subject we talked about, it seemed that he was an expert at it.

He had, __5__, read more books visited more countries and studied more languages than anyone else on board the ship. After a few days, we ate our meals in __6__, because nobody wanted to begin a conversation that would soon be taken __7__ by this man.

Then my wife had an idea. Fortunately, the ship had a library, and she suggested that we should think of an unusual subject, look it up in an encyclopedia and them talk about it at dinner. If it were unusual enough, Mr. James could not possibly know anything about it. The subject we chose was "English Agriculture in the Eleventh Century". At dinner that night we discussed this subject with great __8__. Mr. James was silent, we realized we had at last __9__ to find something he knew __10__ about.

1. [A] for [B] on [C] in [D] with

分析：go on a trip（出外旅行）是习惯用法，与 for，in 和 with 都不能形成这种搭配。（语法判断法）

2. [A] costing [B] expensive [C] luxurious [D] economical

分析：costing（花费）是 cost 的现在分词形式，但 cost 是状态动词，不用于进行时态，更不能和本句的主语构成进行时，逻辑不通，可以排除。虽然信息词 rather（相当，有一点）与 luxurious（奢侈的），expensive（花钱多的）和 economical（节省的）都可以连用，但从该句的主句含义来看，应选 expensive。（选义法）

3. [A] the [B] certain [C] that [D] one

分析：在上文不曾提到过 Mr. James，第一次提及不能用定冠词 the 和指示代词 that。至于 certain，作"某一"讲时，应为 a certain，所以三者均可以排除。句中 a Mr. James 是同位语，选 one 相对来说应该是合理的。（语法、词义结合解题）

4. [A] Whatever [B] Actually [C] Any [D] Another

分析：从句子结构可以看出，只能由 Whatever 连接，其他三个选项均不符合本句的结构。（语法判断法）

5. [A] apparently [B] actually [C] really [D] naturally

分析：四个副词均可做插入语，但从上下文看，应从 apparently（显然），actually（实际上），really（真正地）和 naturally（自然，当然）中选 apparently 更为贴切。（选义法）

6. [A] quiet [B] group [C] silence [D] politeness

分析：根据上下文和 because 引导的状语从句的含义，可排除 D 项和 B 项。再比较 in quiet 和 in silence。in quiet 侧重"不激动，不惊慌，无烦恼"，in silence 则是指"不出声地，默默地"，而上下文暗含着作者讨厌 Mr. James 卖弄他的见多识广，所以默不作声地吃饭，以免 Mr. James 插上来答话，所以应选 in silence。（辨异法）

7. [A] out [B] up [C] in [D] through

分析：根据文中含义，在 take in（割掉，插掉），take through （无此搭配），take up（开始做某事），take out（打断）中选择 take out 符合题意。（选义法）。

8. [A] warmth　　[B] enthusiasm　　[C] anxiety　　[D] feeling

分析：C 项 with anxiety（焦虑地）和 D 项 with feeling（有鉴赏力，有感受力）与上下文不符。在 with warmth（热情地）和 with enthusiasm（热烈地），根据文中情景和作者的情绪，选 with enthusiasm 符合题意（根据 *Advanced Learner's Dictionary of Current English* 作解）。（选义法）

9. [A] tried　　[B] managed　　[C] succeeded　　[D] continued

分析：A 项 tried 和 D 项 continued 都可以跟带 to 的不定式，但与句子含义不符合。C 项 succeeded 不能跟 in+动词短语，只有 manage 在含义和语法上都讲得通。（语法、语义结合解题法）

10. [A] a lot　　[B] least　　[C] much　　[D] little

分析：从题义的要求看也只能选 least 或 little，而动词 knew 只能作宾语，而不能用 least。（语法、语义结合解题法）

3．小结

1．解此部分题的关键是，在吃透文中含义的基础上，进行选择或辨异。思考不透，或仅靠结构搭配，是不行的。

2．事实证明，考生对其他题型可能做得很好，但并不意味着此题型也能做好，必须针对此题型进行强化训练，否则会感到茫然无从下手。

3．本节讲的四种训练方法，应认真练习，待掌握到一定程度，做题时再灵活应用。

4．填空做完后，再通读一遍，看一看含义是否上下连贯。

以 2004 年考研真题为例：

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories__21__on the individual suggest that children engage in criminal behavior__22__they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through__23__with others. Theories focusing on the role of society suggest that children commit crimes in__24__to their failure to rise above their socioeconomic status, __25__as a rejection of middle-class values.

Most theories of juvenile delinquency have focused on children from disadvantaged families, __26__the fact that children from wealthy homes also commit crimes. The latter may commit crimes__27__lack of adequate parental control. All theories, however, are tentative and are__28__to criticism.

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Changes in the social structure may indirectly __29__ juvenile crime rates. For example, changes in the economy that __30__ to fewer job opportunities for youth and rising unemployment __31__ make gainful employment increasingly difficult to obtain. The resulting discontent may in __32__ lead more youths into criminal behavior.

Families have also __33__ changes these years. More families consist of one-parent households or two working parents; __34__, children are likely to have less supervision at home __35__ was common in the traditional family __36__. This lack of parental supervision is thought to be an influence on juvenile crime rates. Other __37__ causes of offensive acts include frustration or failure in school, the increased __38__ of drugs and alcohol, and the growing __39__ of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, __40__ a direct causal relationship has not yet been established.

21. [A] acting	[B] relying	[C] centering	[D] commenting
22. [A] before	[B] unless	[C] until	[D] because
23. [A] interaction	[B] assimilation	[C] cooperation	[D] consultation
24. [A] return	[B] reply	[C] reference	[D] response
25. [A] or	[B] but rather	[C] but	[D] or else
26. [A] considering	[B] ignoring	[C] highlighting	[D] discarding
27. [A] on	[B] in	[C] for	[D] with
28. [A] immune	[B] resistant	[C] sensitive	[D] subject
29. [A] affect	[B] reduce	[C] check	[D] reflect
30. [A] point	[B] lead	[C] come	[D] amount
31. [A] in general	[B] on average	[C] by contrast	[D] at length
32. [A] case	[B] short	[C] turn	[D] essence
33. [A] survived	[B] noticed	[C] undertaken	[D] experienced
34. [A] contrarily	[B] consequently	[C] similarly	[D] simultaneously
35. [A] than	[B] that	[C] which	[D] as
36. [A] system	[B] structure	[C] concept	[D] heritage
37. [A] assessable	[B] identifiable	[C] negligible	[D] incredible
38. [A] expense	[B] restriction	[C] allocation	[D] availability
39. [A] incidence	[B] awareness	[C] exposure	[D] popularity
40. [A] provided	[B] since	[C] although	[D] supposing

21. C 本题的四个动词均是现在分词形式，且都能与 on 搭配。从上下文语义关系来看，所填词应该与 focus on 同义。Act on “按照……行事”；rely on “依靠”；center on “以……为中心”；comment on “对……作出评论”，四个词中很明显只有 C 项符合条件。

22．D 从逻辑语义关系来看，后文是对前文原因的一种解释，也就是解释青少年犯罪问题的起因，所以用 because。

23．A 从句意推断，我们可以得出这句话的意思是“或者他们通过与他人交往学会了这些犯罪行为”。interaction“交往”；assimilation“同化”；cooperation“合作”；consultation“商量，协商”。显然，A 为正确答案。

24．D 这四个词除了 return 都可以与 in … to 连用。return 首先可以排除。in reply to“回复”；in response to“对……作出回应”；in reference to“关于”。从句意推断，我们可以得出这句话的意思是“而关注社会影响作用的理论则认为，孩子们犯罪是因为他们不能提升自身社会经济地位而对社会做出的一种回应”，显然 D 为正确答案。

25．A 从句意推断，我们可以得出这句话的意思是“而关注社会影响作用的理论则认为，孩子们犯罪是因为他们不能提升自身社会经济地位而对社会做出的一种回应，或者他们想以这种方式来拒绝中产阶级的价值观。”在本句中，显然指的是青少年犯罪的两种原因。but rather“而是”；but“然而”；or else“或者是其他的”，均不符合句子的意义。

26．B 从上下文的意思来看，此处的意思应该与 focus on 的意义基本相反。considering“考虑”；ignoring“忽略”；highlighting“强调”；discarding“抛弃”。B 符合条件。从句意推断，我们可以得出这句话的意思是“大多数青少年犯罪理论关注的是弱势家庭中的孩子，而忽略了富裕家庭中的孩子同样会犯罪这样一个事实。”

27．C 从句意推断，我们可以得出这句话的意思是“富裕家庭中的孩子犯罪主要是由于缺乏父母监护。”四个选项中只有 for 可以表示原因。

28．D 四个选项都可以与 be … to 搭配。be immune to“对……免疫”；be resistant to“抵抗”；be sensitive to“对……敏感”；be subject to“易受……的，易遭……的”。从句意推断，我们可以得出这句话的意思是“然而所有理论均非定论，都容易受到批评。”D 符合句子意思要求。

29．A 从后面的例子可以看出，这个句子指的是“社会结构的变化会间接影响到青少年犯罪的比率。”affect“影响”；reduce“减少”；check“检查”；reflect“反射”，A 符合句子意思的要求。

30．B 32 题后面的 lead 能够为本句提供线索。前后两个句子是一种连环关系。point to“指向”；lead to“导致”；come to“逐渐……”；amount to“达到”。

31．A 从句意推断，我们可以得出这句话的意思是“社会总体失业率上升”。in general“总体”；on average“平均”；by contrast“相比之下”；at length“最后”，A 符合句意要求。

32．C 这四个词均可以与 in 搭配。in case“以免”；in short“总而言之”；in turn“依次”；in essence“本质上”。30～32 题选项所在的两个句子是一种连环关系，即 A 影响 B，B 也影响 C。

33．D 从句意推断，我们可以得出这句话的意思是“这些年来家庭也经历了一些变

化。”具体来说指的是单亲家庭和双职工家庭的增多。survive“生存”；notice“注意到”；undertake“承担，保证”；experience“经历”，显然 D 符合句意的要求。

34．B 此处显然指的是家庭结构变化所造成的结果。contrarily“相反地”；consequently“结果”；similarly“相似”；simultaneously“同时”；B 符合句意要求。

35．A 从句意推断，我们可以得出这句话的意思是“与传统家庭结构相比，这种家庭中的孩子受到父母的监护就可能减少”。显然 A 符合句意的要求。

36．B 第三段讲的是 social structure 的影响，第四段讲的是家庭的变化，也就是 family structure 的影响。

37．B 从句意推断，我们可以得出这句话的意思是“攻击性行为的其他可确认因素还有生活挫折和学无所成”。assessable“可估价的”；identifiable“可确认的”； negligible“可忽略的”；incredible “难以置信的”，B 符合句意的要求。

38．D 37~39 所在的这个句子是在谈青少年犯罪的其他成因。从句意推断，我们可以得出这句话的意思是“毒品和酒类越来越容易得手”。expense“花费”；restriction“限制”；allocation“分配”；availability“可获得的”，显然 D 符合句意的要求。

39．A 从句意推断，我们可以看出这句话的意思是“虐待孩子和忽略孩子的事件越来越多”。incidence“事件”； awareness“意识到”；exposure“暴露”；popularity“受欢迎”，A 符合句意的要求。

40．C 前后两个句子之间显然是一种让步关系。从句意推断，我们可以得出这句话的意思是“所有这些事件都会增加孩子犯罪的可能性，虽然它们之间直接的因果关系还没有得到确认”。provided“只要”；since“既然”；although“虽然”；supposing“假设”，C 符合句意的要求。

三、英语知识应用标准训练

标准训练 1

PASSAGE 1-1

Teachers need to be aware of the emotional, intellectual, and physical changes that young adults experience. And they also need to give serious__1__to how they can best__2__such changes. Growing bodies need movement and__3__, by not just in ways that emphasize competition. __4__they are adjusting to their new bodies and a whole host of new intellectual and emotional challenges, teenagers are especially self-conscious and need the__5__that come from achieving success and knowing that their accomplishments are__6__by others. However, the typical teenage lifestyle is already filled with so much competition that it would be__7__to

plan activities in which there are more winners than losers, __8__, publishing newsletters with many student-written book reviews, __9__ student artwork, and sponsoring book discussion clubs. A variety of small clubs can provide __10__ opportunities for leadership, as well as for practice in successful __11__ dynamics. Making friends is extremely important to teenagers, and many shy students need the __12__ of some kind of organization with a supportive adult __13__ visible in the background.

In these activities, it is important to remember that young teens have __14__ attention spans. A variety of activities should be organized __15__ participants can remain active as long as they want and then go on to __16__ else without feeling guilty and without letting the other participants __17__. This does not mean that adults must accept irresponsibility. __18__, they can help students acquire a sense of commitment by __19__ for roles that are within their __20__ and their attention spans and by having clearly stated rules.（2003）

1. [A] thought　[B] idea　[C] opinion　[D] advice
2. [A] strengthen　[B] accommodate　[C] stimulate　[D] enhance
3. [A] care　[B] nutrition　[C] exercise　[D] leisure
4. [A] If　[B] Although　[C] Whereas　[D] Because
5. [A] assistance　[B] guidance　[C] confidence　[D] tolerance
6. [A] claimed　[B] admired　[C] ignored　[D] surpassed
7. [A] improper　[B] risky　[C] fair　[D] wise
8. [A] in effect　[B] as a result　[C] for example　[D] in a sense
9. [A] displaying　[B] describing　[C] creating　[D] exchanging
10. [A] durable　[B] excessive　[C] surplus　[D] multiple
11. [A] group　[B] individual　[C] personnel　[D] corporation
12. [A] consent　[B] insurance　[C] admission　[D] security
13. [A] particularly　[B] barely　[C] definitely　[D] rarely
14. [A] similar　[B] long　[C] different　[D] short
15. [A] if only　[B] now that　[C] so that　[D] even if
16. [A] everything　[B] anything　[C] nothing　[D] something
17. [A] off　[B] down　[C] out　[D] alone
18. [A] On the contrary　[B] On the average　[C] On the whole　[D] On the other hand
19. [A] making　[B] standing　[C] planning　[D] taking
20. [A] capabilities　[B] responsibilities　[C] proficiency　[D] efficiency

PASSAGE 1-2

The earliest histories were not__1__, but oral-songs and sagas such__2__the battle and adventure__3__were told__4__the poet Homer in the Iliad and the Odyssey.

The wandering bards__5__passed these stories__6__generation to generation made no attempt to sort__7__fact from fiction. For them, the grand legends of gods and supernatural heroes were__8__real and important__9__actual events. Today we know that many of these ancient sagas, __10__exaggerated, do have a real basis in fact.

The story of the Trojan war, told in the Iliad, was long thought to be pure__11__; however, today we can visit the ruins of Troy and walk through the gateway, guarded__12__a ruined tower, through which the__13__soldiers marched out to meet the forces of the invading Greeks. What is__14__, the man who discovered the ruins of the city made use of no documents or research materials other than homer's description of__15__location.

The fabulous "one-eyed giant" who hurled rocks down__16__Odysseus' ships in the Odyssey has been identified as the volcano of Mount Etna, which__17__frequently poured out rocky death, and whose cone can glow__18__a single eye against the dark of night. Nearby, in the sea off the coast fog Sicily, __19__some huge and jagged rocks which look as if a giant __20__have hurled them there, just as Odysseus' homecoming sailors reported.

1. [A] spoken	[B] told	[C] written	[D] talked
2. [A] as	[B] at	[C] in	[D] on
3. [A] tales	[B] histories	[C] comments	[D] reports
4. [A] by	[B] because	[C] at	[D] over
5. [A] whom	[B] who	[C] whose	[D] which
6. [A] from	[B] for	[C] because	[D] into
7. [A] to	[B] for	[C] from	[D] out
8. [A] as	[B] at	[C] for	[D] because
9. [A] like	[B] than	[C] as	[D] but
10. [A] as	[B] although	[C] since	[D] rather
11. [A] fiction	[B] novel	[C] article	[D] anthology
12. [A] by	[B] over	[C] on	[D] for
13. [A] Trojan	[B] ancient	[C] Roman	[D] Italian
14. [A] many	[B] more	[C] much	[D] great
15. [A] their	[B] her	[C] his	[D] its
16. [A] to	[B] in	[C] upon	[D] out
17. [A] have	[B] has	[C] had	[D] having

18. [A] like [B] similar [C] for [D] as
19. [A] lies [B] lie [C] lay [D] laid
20. [A] must [B] need [C] can [D] might

PASSAGE 1-3

Comparisons were drawn between the development of television in the 20th century and the diffusion of printing in the 15th and 16th centuries. Yet much had happened __1__. As was discussed before, it was not __2__ the 19th century that the newspaper became the dominant pre-electronic __3__, following in the wake of the pamphlet and the book and in the __4__ of the periodical. It was during the same time that the communications revolution __5__ up, beginning with transport, the railway, and leading __6__ through the telegraph, the telephone, radio, and motion pictures __7__ the 20th century world of the motor car and the airplane. Not everyone sees that process in __8__. It is important to do so.

It is generally recognized, __9__, that the introduction of the computer in the early 20th century, __10__ by the invention of the integrated circuit during the 1960s, radically changed the process, __11__ its impact on the media was not immediately __12__. As time went by, computers became smaller and more powerful, and they became "personal" too, as well as __13__, with display becoming sharper and storage __14__ increasing. They were thought of, like people, __15__ generations, with the distance between generations much __16__.

It was within the computer age that the term "information society" began to be widely used to describe the __17__ within which we now live. The communications revolution has __18__ both work and leisure and how we think and feel both about place and time, but there have been __19__ views about its economic, political, social and cultural implications. "Benefits" have been weighed __20__ "harmful" outcomes. And generalizations have proved difficult. (2002)

1. [A] between [B] before [C] since [D] later
2. [A] after [B] by [C] during [D] until
3. [A] means [B] method [C] medium [D] measure
4. [A] process [B] company [C] light [D] form
5. [A] gathered [B] speeded [C] worked [D] picked
6. [A] on [B] out [C] over [D] off
7. [A] of [B] for [C] beyond [D] into
8. [A] concept [B] dimension [C] effect [D] perspective
9. [A] indeed [B] hence [C] however [D] therefore
10. [A] brought [B] followed [C] stimulated [D] characterized

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