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**硕士研究生入学考试**

**英语全真模拟及详解**

硕士研究生入学考试命题研究组 编

中国人民大学外语系 王长喜 主编



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严遵法考 名师点题 名师点题 名师点题

2020年 12月

硕士研究生入学考试

# 英语全真模拟题详解

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# 硕士研究生入学考试 英语全真模拟及详解

主 编 王长喜

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## 一切为了读者

(再版说明)

本书今年第一版于4月份出版后,受到了广大考生的充分肯定,并继续保持在同类书中的名牌地位。目前第一版已经全部售罄,各地纷纷要求再版。值此2001年考研英语新大纲面世之际,我们坚持贯彻对考生高度负责的精神,在保持原有风格和特点的前提下,严格按照2001年新大纲的要求对第一版进行了全面修订。使其更能充分地反映新大纲精神,更好地帮助考生掌握应试技巧、提高应试水平。具体修订内容如下:

第一,根据新大纲的要求,调整了语法试题的结构,将原来的 Structure and Vocabulary 中的 Section B,即辨错题删除。

第二,更换了全部完形填空题,使完形填空的题数目从10小题增加到20小题,达到了大纲要求的数量。

第三,修正了作文的字数要求。原来作文要求不少于150字,现在字数要求为200字左右。

第四,修订版更正了上一版中出现的一些疏漏之处,以使其更加完善。

第五,2001年考研英语大纲变化分析;2000年与2001年考研英语大纲变化对照表附后,希望能给考生带来一些帮助。

愿考生迅速适应大纲变化,取得优异成绩!

王长喜

2000年7月中旬于人大红楼

# 2001 年考研英语大纲变化分析

## 考试说明

全国硕士研究生入学考试是为高等学校和科研机构招收硕士研究生而设置的。其中,英语实行全国统一考试。它的评价标准是高等学校非英语专业优秀本科毕业生能达到的及格或及格以上水平,以保证被录取者具有一定的英语水平,有利于各高等学校和科研机构在专业上择优选拔。

考试对象为 2001 年参加全国硕士研究生入学考试的本科应届毕业生,以及符合报考条件的具有同等学力的在职人员。

本考试对课程和教材不作统一规定,凡符合下列评价目标的课程及教材都适于考生应考复习。

### 一、评价目标

考生应掌握下列语言知识和技能:

#### (一) 词汇

考试所涉及的词汇、短语基本限于本大纲附录 2“词汇表”,总量为 5300 个左右。

#### (二) 语法

##### I. 词法

1. 动词的时态、语态、语气及情态动词、非限定动词的用法
2. 名词、形容词和副词的用法
3. 介词、连词和代词的用法

##### II. 句法

简单句、并列句和复合句的结构及用法

#### (三) 阅读理解能力

考试应能综合运用英语语言知识和阅读技能来理解英语书面材料,能以每分钟 60 词的速度阅读各种题材(社会生活、人物传记、科普、史地、政治、经济等)和体裁(议论文、记叙文、说明文、应用文等)的文字材料(生词量不超过所读材料字数的 3%)。

考生应能:

1. 掌握所读材料的主旨和大意;
2. 了解用以阐述主旨的事实和有关细节;
3. 根据上下文判断大纲附录 2“词汇表”以外的某些词汇和短语的意义;
4. 既理解单句的意义,也理解上下句之间的逻辑关系;
5. 根据所读材料进行一定的判断、推理和引申;
6. 领会作者的观点和态度;
7. 正确理解英语原文并用汉语表达原文所述内容。

#### (四) 书面表达能力

1. 根据所给题目或素材写出叙述、说明或议论性的短文;
2. 语言比较规范,条理清楚。

## 二、试卷结构及考试形式

试题为主、客观混合型。客观题分数占总分的 65%，主观题分数占总分的 35%。本试卷分五部分，共 76 题。考试时间为 180 分钟，满分为 100 分。

试卷分试题和答题卡（纸）两部分，考生应将第一、二、三部分的答案填写在答题卡（ANSWER SHEET 1）上，将第四、五部分的答案写在答题纸（ANSWER SHEET 2）上。

### 第一部分 语法结构与词汇

30 小题，每小题 0.5 分，共 15 分。

题目分两节：

A 节 语法填空，10 题，共 5 分。每题为一个或两个句子，其中留有一个空白处，要求考生从所给的四个选择项中选出一个最佳答案；

B 节 词语填空，20 题，共 10 分。每题为一个或两个句子，其中留有一个空白处，要求考生从所给的四个选择项中选出一个最佳答案。

分析：本部分变化较大，由原来的三节变为现在的两节，即保留了语法填空和词汇，而删去了语法辨析。分值由原来的 20 分变成 15 分。由于新试卷结构中删去了辨析这一节，新试卷的第一部分语法部分必然要反映辨析的语法，如主谓一致等。

### 第二部分 完形填空

20 小题，每小题 0.5 分，共 10 分

在一篇短文中，有 20 处空白，每个空白为一小题。每题有四个选择项，要求考生在理解文章的基础上，选择一个最佳答案，使短文的内容和结构完整、合理。

分析：完形填空的形式没有变，分值没有变，但题量由原来的 10 个增加到现在的 20 个填空，分值由原来的一空一分变为两空一分。完形填空的文章字数要增加。

### 第三部分 阅读理解

20 小题，每小题 2 分，共 40 分。

阅读五篇左右的短文，阅读量为 2000—2500 词。每篇短文后有 35 道选择题，共计 20 题。考生应根据短文内容从各题的四个选择项中选出一个最佳答案。

分析：没有变化。

### 第四部分 英译汉

5 小题，每小题 3 分，共 15 分。

在一篇短文中有五个划线部分，考生应根据上下文将各划线部分译成汉语。要求译文准确、完整、通顺。

分析：没有变化。

### 第五部分 短文写作

1 题，20 分。

考生应根据题目以及写作提纲或规定情景、图表、图画等写出大约 200 词的短文。要求内容切题，表达清楚，意思连贯，语言比较规范。

分析：短文写作分值增加了 5 分，这必定反映在短文的长度要求上，字数要求从原来的不少于 150 字增加到 200 字左右。

### 三、2000——2001 年考研大纲试卷结构与考试形式对照表

项目	2000 年考研大纲	题量	计分 (百分比)	2001 年考研大纲	题量	计分 (百分比)
语法 结构 与 词汇	40 小题, 每小题 0.5 分, 共 20 分。题目分三 节: A 节: 语法填空, 10 题, 5 分。 B 节: 语法辨错, 10 题, 5 分。 C 节: 词语填空, 20 题, 10 分。	40	20	30 小题, 每小题 0.5 分, 共 15 分。题目分两 节: A 节: 语法填空, 10 题, 共 5 分。 B 节: 词语填空, 20 题, 共 10 分	30	15
完形 填空	10 小题, 每题 1 分, 共 10 分	10	10	20 小题, 每小题 0.5 分, 共 10 分。	20	10
阅读 理解	20 小题, 每小题 2 分, 共 40 分。	20	40	20 小题, 每小题 2 分, 共 40 分。	20	40
英 译 汉	5 小题, 每题 3 分, 共 15 分。	5	15	5 小题, 每小题 3 分, 共 15 分。	5	15
短文 写作	1 题, 15 分。不 少于 150 词	1	15	1 题, 20 分。要 求短文大约 200 词。	1	20
试 卷 结 构	试题为主、客观混合型。客观题得分占总分的 70%, 主观题得分占总分的 30%。本试卷分五部分, 共 76 题。考试时间为 180 钟。			试题为主、客观混合型。客观题分数占总分的 65%, 主观题分数占总分的 35%。本试卷分五部分, 共 76 题。考试时间为 180 分钟, 满分为 100。		



# 前 言

本书之所以成为众多考研书中的名牌是与广大考生的热心帮助分不开的,八年前一个偶然的机会促使我决定暂时放下纯学术的英语语言学研究将大部分时间和精力投入考研辅导书的编写,希望能为考生提供些许帮助,因为我年少时在求学、成材的道路上艰难跋涉时曾热切地期盼得到“高人”指点。万万没有料到,今天我本人竟成了众多学子心中的“高人”,每年应邀在各种新闻媒体上讲课、露面、发表文章,在全国各大城市间飞来飞去做巡回讲座。我所编写的考试书成了考生的首选复习用书,被别人需要的感觉自然很幸福,但在名人、专家的“桂冠”的压力下,我常有如履薄冰之感,因为,一方面个人的学识总是有限的,另一方面现在的考生英语水平已经普遍提高,有些可以说是相当好。每年我在编写时总是尽量为考生着想,细心研究历年考题的命题总趋势及每年的新特点,力求提高书的全面质量,可是由于时间关系书中还会存在这样那样的缺点和错误。每年书出版后,都会收到同学们热情洋溢的来信,无论他们的感谢还是批评都让我受益匪浅。

这本《硕士研究生入学考试英语全真模拟与详解》就是在 2000 版的基础上,听取了众多考生的建议修订而成的,在保持编写体例和风格的前提下更新了全部内容,它既体现了历年考题的一般命题规律又充分体现了近年来考研试题的新特点。具体地说本书各题型的特点如下:

## 1. 语法结构与词汇题

针对此部分的考题特点,本书的语法题多涉及常考语法点,如:虚拟语气、连接词、比较级等,并且多在这些语法点的较偏的用法上设计题;词汇题也多为考查单词的不常用义项和引申义、含蓄义,以及词的搭配和惯用法。通过这些试题的训练考生应能够学会利用阅读的方法、语感、上下文等判断出正确答案。

## 2. 完形填空

完形填空是考查在语篇的水平上综合运用语言能力的一种题型。本书中提供的这类试题完全做到了与真实考题的一致:既考查语义的连贯又考语篇的衔接。也就是说在设计试题时充分兼顾到各种词类和各种连接手段的比例。考生做过本书的模拟试题后应知道借助上下文的逻辑关系、语法结构、词义和词汇的常用搭配以及语感等多种信息来判断选折,提高做题效率。

## 3. 阅读理解

阅读理解题是整个试卷的重中之重,直接关系到英语成绩的好坏。近年考研的阅读题呈现的特点是:多为议论文和说明文;题材多样,涉及到多种学科知识;紧密联系实际;大多与美国等西方发达国家相关(原因是不言自明的);多考查对文章的主题、作者的观点和态度的理解以及要求读者根据文章作出推理和判断。事实上阅读部分的真正价值在于考查考生能否通过阅读外文资料来获取和自己将来的

研究工作相关的信息。本书的阅读试题充分体现了以上特点。

#### 4. 英译汉

本书的翻译试题多为文章中的长句和结构复杂的句子,意在帮助考生学会抓住句子的主干,弄清楚句子中的各种指代关系。通过提供参考译文、注释和得分的分布让考生知道做这类题时要重点抓什么,如何做到既忠实于原文又符合中文的表达习惯。

#### 5. 写作

本书的作文题紧扣命题原则:与现实生活紧密相关;考生已经遇到或即将遇到的情景;考生有话可说;图画和图表题占有相当大的比重并且读懂这些图画在考生看来不成问题。对每一道作文题都提供三篇优劣不等的样文并在文章当中加上评语是本书独具的特色,通过这些评语读者能真切地体会到如何才能写出高分作文。

本书是《硕士研究生入学考试英语必备》、《硕士研究生入学考试英语词汇必备》、《硕士研究生入学考试英语词汇惯用法手册》、《硕士研究生入学考试英语词汇速记法》等书的姊妹篇,考生在考试前想测试自己的水平或经过一定的专门训练后想检查一下复习效果,或者在临考前要对考题性质及考试时间做一个整体把握的话,本书都能满足您的要求。

另外,需要说明的是有些考生来信反映本书的 2000 年版试题太难,因此今年的试题难度有所降低,但是本书的总体难度恐怕比其他书还稍微高一点。我的体会是平时训练的难度大一些有助于在考场上正常发挥,这就好比是运动员的高原训练,只不过读者要自我调整心理状态,不要因为模拟得分低就怀疑自己的能力,希望读者形成这样的共识:做王长喜的模拟题得分低是正常的。

编者

2000 年 4 月于人大红楼

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# 全国攻读硕士学位研究生 入学考试英语模拟试题(一)

## Part I Structure and Vocabulary

### Section A

#### Directions:

Beneath each of the following sentences, there are four choices marked [A], [B], [C] and [D]. Choose the one that best completes the sentence. Mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets. (5 points)

#### Example:

I have been to the Great Wall three times \_\_\_\_\_ 1979.

[A] from [B] after [C] for [D] since

The sentence read, "I have been to the Great Wall three times since 1979". Therefore, you should choose [D].

Sample Answer

[A][B][C][●]

1. In the midst of so many evasive comments, this straightforward statement, \_\_\_\_\_ its inherent merits, plainly stands out as an exception.  
[A] however [B] whichever [C] whatever [D] whoever
2. The wallflower \_\_\_\_\_ because its weak stems often grow on walls and along stony cliffs for support.  
[A] so called is [B] is so called [C] so is called [D] called so
3. The Millicent Rogers Museum houses five thousand pieces of Hispanic and American Indian jewelry, textiles, and other objects \_\_\_\_\_ the vibrancy of these two cultures.  
[A] documented by [B] having documented  
[C] being documented by [D] documenting
4. If only the letter \_\_\_\_\_ in time.  
[A] is to arrive [B] had arrived [C] arrives [D] has arrived
5. A microphone enables a soft tone \_\_\_\_\_, thus making possible the gentle renditions of romantic love songs in a large hall.  
[A] amplified [B] to be amplified [C] amplifying [D] to amplify
6. The Smithsonian Institution preserves more than sixty-five million items of scientific, historical,

- or artistic interest, \_\_\_\_\_ winning the popular title, "attic of the nation."
- [A] however [B] thus [C] and [D] moreover
7. All marble is composed of crystals of the minerals calcite or dolomite, \_\_\_\_\_, are perfectly white.
- [A] when, pure which [B] when, which pure  
[C] which, pure when [D] which, when pure
8. After the First World War, the author Anais Nin became interested in the art movement known as Surrealism and in psychoanalysis, both \_\_\_\_\_ her novels and short stories.
- [A] influenced [B] to have influence  
[C] of which influenced [D] its influence in
9. The less the surface of the ground yields to the weight of the body of a runner, \_\_\_\_\_ to the body.
- [A] the stress is greater [B] the greater the stress  
[C] the greater stress is [D] greater is the stress
10. \_\_\_\_\_ the Dutch, Brooklyn was not incorporated as a city until almost two centuries later, in 1834.
- [A] Settled by [B] Settling in [C] To settle [D] Having settled

## Section B

### Directions:

Beneath each of the following sentences, there are four choices marked [A], [B], [C] and [D]. Choose the one that best completes the sentence. Mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets. (10 points)

### Example:

The lost car of the Lees was found \_\_\_\_\_ in the woods off the highway.

- [A] vanished [B] scattered [C] abandoned [D] rejected.

The sentence should read, "The lost car of the Lees was found abandoned in the woods off the highway". Therefore, you should choose [C].

Sample Answer

[A][B][●][D]

11. Objectively \_\_\_\_\_ standards can serve as a safeguard for physicians, providing them protection from malpractice claims.
- [A] assumed [B] stated [C] set [D] declared
12. The attempt to breed suitable varieties of jojoba by using cross-breeding strategy to reinforce favorable traits was finally abandoned \_\_\_\_\_ a simpler and much faster method: the domestication of flourishing wild strains.
- [A] instead of [B] in favor of [C] in place of [D] in case of
13. Since the author frequently attacks other scholars, his objection to disputes is not only irrelevant but also \_\_\_\_\_.

- [A] disturbing      [B] enlightening      [C] pleasing      [D] surprising
14. Philosophical problems arise when people ask questions that, though very \_\_\_\_\_, have certain characteristics in common.  
[A] diverse      [B] abstract      [C] relevant      [D] controversial
15. \_\_\_\_\_ their senses, many celled animals perceive what is happening in their environment and may react to it accordingly.  
[A] Without      [B] In response to      [C] With regard to      [D] By means of
16. Until quite recently research on diabetes had attempted to refine the treatment of the disease, \_\_\_\_\_ because no preventive strategy seemed at all likely to be practicable  
[A] primarily      [B] mysteriously      [C] inherently      [D] pleasingly
17. The new apartment house built a few months ago is large enough to \_\_\_\_\_ over two hundred people.  
[A] locate      [B] reside      [C] settle      [D] accommodate
18. A common argument claims that in folk art, the artist's subordination of technical mastery to intense feeling \_\_\_\_\_ the direct communication of emotion to the viewer.  
[A] implies      [B] oppresses      [C] deprives      [D] facilitates
19. Although he was known to be extremely reserved in his public behavior, scholars have discovered that his diaries were written with uncommon \_\_\_\_\_.  
[A] vagueness      [B] tenderness      [C] subtlety      [D] frankness
20. An investigation that is unguided can occasionally \_\_\_\_\_ new facts, even notable ones, but typically the appearance of such facts is the result of a search in a definite direction.  
[A] yield      [B] bypass      [C] create      [D] eliminate
21. Her being economical should not be \_\_\_\_\_ meanness; as long as I have known her, she has always been willing to assist those who are in need.  
[A] mixed with      [B] confused with      [C] supplemented by      [D] paralleled to
22. Unfortunately, his damaging attacks on the subdivisions of the economic policy have been \_\_\_\_\_ by his wholehearted acceptance of that policy's underlying assumptions.  
[A] supported      [B] compensated      [C] reinforced      [D] undermined
23. The spellings of many Old English words have been \_\_\_\_\_ in the living language, although their pronunciations have changed.  
[A] preserved      [B] shortened      [C] revised      [D] improved
24. Sponsors of the bill were \_\_\_\_\_ because there was no opposition to it within the legislature until after the measure had been signed into law.  
[A] detained      [B] frustrated      [C] relieved      [D] avoided
25. Given the evidence of Egyptian and Babylonian \_\_\_\_\_ later Greek civilization, it would be incorrect to view the work of Greek scientists as an entirely independent creation.  
[A] imitation of      [B] difference from      [C] respect to      [D] influence on
26. Laws do not ensure social order since laws can always be \_\_\_\_\_, which makes them ineffective unless the authorities have the will and the power to detect and punish wrongdoings.  
[A] violated      [B] obeyed      [C] modified      [D] maintained

27. The party leaders, unfortunately, encountered no greater obstacle to their efforts to build a progressive party than the \_\_\_\_\_ of the progressives already elected to the legislature.  
[A] success [B] promise [C] reputation [D] resistance
28. Created to serve as perfectly as possible their commonplace function, the wooden storage boxes made in America's Shakers communities are now unexpectedly \_\_\_\_\_ their beauty.  
[A] transformed to [B] adopted for [C] seen as [D] valued for
29. In order to \_\_\_\_\_ her theory that the reactions are different, the scientists conducted many experiments, all of which showed that the heat of the first reaction is more than twice that of the second.  
[A] produce [B] testify [C] imagine [D] stimulate
30. The sociologist responded to the charge that her new theory was unorthodox by pointing out that it did not in fact \_\_\_\_\_ accepted sociological principles.  
[A] support [B] back [C] contradict [D] conceive

## 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 the ANSWER SHEET by blackening the corresponding letter in the brackets. (10 points)

Most children with healthy appetites are ready to eat almost anything that is offered them and a child rarely dislikes food 31 it is badly cooked. The 32 a meal is cooked and served is most important and an 33 served meal will often improve a child's appetite. Never ask a child 34 he likes or dislikes a food and never 35 likes and dislikes in front of him or allow 36 else to do so. If the father says he hates fat meat or the mother 37 vegetables in the child's hearing he is 38 to copy this procedure. Take it 39 granted that he likes everything and he probably 40. Nothing healthful should be omitted from the meal because of a 41 dislike. At meal times it is a good 42 to give a child a small portion and let him 43 back for a second helping rather than give him as 44 as he is likely to eat all at once. Do not talk too much to the child 45 meal times, but let him get on with his food; and do not 46 him to leave the table immediately after a meal or he will 47 learn to swallow his food 48 he can hurry back to his toys. Under 49 circumstances must a child be coaxed (哄骗) 50 forced to eat.

- |                    |                  |              |             |
|--------------------|------------------|--------------|-------------|
| 31. [A] if         | [B] until        | [C] that     | [D] unless  |
| 32. [A] procedure  | [B] process      | [C] way      | [D] method  |
| 33. [A] adequately | [B] attractively | [C] urgently | [D] eagerly |
| 34. [A] whether    | [B] what         | [C] that     | [D] which   |
| 35. [A] remark     | [B] tell         | [C] discuss  | [D] argue   |
| 36. [A] everybody  | [B] anybody      | [C] somebody | [D] nobody  |

- |                  |                |               |             |
|------------------|----------------|---------------|-------------|
| 37. [A]opposes   | [B]denies      | [C]refuses    | [D]offends  |
| 38. [A]willing   | [B]possible    | [C]obliged    | [D]likely   |
| 39. [A]with      | [B]as          | [C]over       | [D]for      |
| 40. [A]should    | [B]may         | [C]will       | [D]must     |
| 41. [A]supposed  | [B]proved      | [C]considered | [D]related  |
| 42. [A]point     | [B]custom      | [C]idea       | [D]plan     |
| 43. [A]ask       | [B]come        | [C]return     | [D]take     |
| 44. [A]much      | [B]little      | [C]few        | [D]many     |
| 45. [A]on        | [B]over        | [C]by         | [D]during   |
| 46. [A]agree     | [B]allow       | [C]force      | [D]persuade |
| 47. [A]hurriedly | [B]soon        | [C]fast       | [D]slowly   |
| 48. [A]so        | [B]until       | [C]lest       | [D]although |
| 49. [A]some      | [B]brought any | [C]such       | [D]took no  |
| 50. [A]or        | [B]nor         | [C]but        | [D]neither  |

### 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 question. Then mark your answer on the ANSWER SHEET by blackening the corresponding letter in the brackets. (40 points)

#### Passage 1

During the early stages of the Industrial Revolution, advertising was a relatively straightforward means of announcement and communication and was used mainly to promote novelties and fringe products. But when factory production got into full swing and new products, e.g. processed foods, came onto the market, national advertising campaigns and brand-naming of products became necessary. Before large-scale factory production, the typical manufacturing unit had been small and adaptable and the task of distributing and selling goods had largely been undertaken by wholesalers. The small nonspecialised factory which did not rely on massive investment in machinery had been flexible enough to adapt its production according to changes in public demands.

But the economic depression which lasted from 1873 marked a turning point between the old method of industrial organization and distribution and the new. From the beginning of the nineteenth century until the 1870s, production had steadily expanded and there had been a corresponding growth in retail outlets. But the depression brought on a crisis of over-production and under-consumption-manufactured goods piled up unsold and prices and profits fell. Towards the end of the century many of the small industrial firms realized that they would be in a better position to weather economic depressions and slumps if they combined with other small businesses and widened the range



of goods they produced so that all their eggs were not in one basket. They also realized that they would have to take steps to ensure that once their goods had been produced there was a market for them. This period ushered in the first phase of what economists now call 'monopoly capitalism', which, roughly speaking, refers to the control of the market by a small number of giant, conglomerate enterprises. Whereas previously competitive trading had been conducted by small rival firms, after the depression the larger manufacturing units and combines relied more and more on mass advertising to promote their new range of products.

A good example of the changes that occurred in manufacture and distribution at the turn of the century can be found in the soap trade. From about the 1850s the market had been flooded with anonymous bars of soap, produced by hundreds of small manufacturers and distributed by wholesalers and door-to-door sellers. Competition grew steadily throughout the latter half of the century and eventually the leading companies embarked on more aggressive selling methods in order to take customers away from their rivals. For instance, the future Lord Leverhulme decided to 'brand' his soap by selling it in distinctive packages in order to facilitate recognition and encourage customer loyalty.

Lord Leverhulme was one of the first industrialists to realise that advertisements should contain 'logical and considered' arguments as well as eye-catching and witty slogans. Many advertisers followed his lead and started to include 'reason-why' copy in their ads. For example, one contemporary Pears soap ad. went into great detail about how the product could enhance marital bliss by cutting down the time the wife had to spend with her arms in a bowl of frothy suds. And an ad. for Cadbury's cocoa not only proclaimed its purity but also detailed other benefits: 'for the infant it is a delight and a support; for the young girl, a source of healthy vigour; for the young miss in her teens a valuable aid to development...' and so on. As the writer E. S. Turner rightly points out, the advertising of this period had reached the 'stage of persuasion as distinct from proclamation.' Indeed advertise or bust seemed to be the rule of the day as bigger and more expressive campaigns were mounted and smaller firms who did not, or could not, advertise, were squeezed or bought out by the larger companies.

51. An example of a product which might well have been advertised during the early stages of the Industrial Revolution is \_\_\_\_\_.  
[A] a cooking utensil      [B] a new child's toy      [C] tinned fruit      [D] household soap
52. One of the more aggressive selling methods in the soap trade by the leading companies was to \_\_\_\_\_.  
[A] buy out small firms  
[B] take over distribution  
[C] resort to product designing ✓  
[D] keep contact with their customers
53. In addition to distinctive packaging, contemporary products should also \_\_\_\_\_.  
[A] draw customers' attention to their benefits  
[B] make customers aware of their attractiveness