

 考试名家指导

考研英语专项训练系列


考研

2006版

英语历年 真题精解

中国人民大学 刘启升 主编

第2版

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考研英语专项训练系列

考研英语历年真题精解

第 2 版

主 编 刘启升

参 编 宿 琴 黄媛媛

陈艳红



机械工业出版社

本书按照 2005 年硕士研究生入学英语考试大纲的考试题型和范围要求,对 1996~2005 年硕士研究生入学英语考试真题的相应部分进行了精细讲解。通过本书,考生可以对每道试题的来龙去脉了解得清清楚楚,同时对考题的题型、范围和难度等也能做到心中有数,从而进一步提高复习的针对性。

本书可作为考研学生的辅导用书。

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前 言

随着社会的发展,就业形势日益严峻。应届大学生和在职人员纷纷选择进一步深造,以加强自身的竞争实力。据可靠统计,硕士毕业生在我国的就业前景相比之下非常理想。在这样的情形下,考研就成了多数人的首选。2003、2004 和 2005 年报考硕士研究生的人数分别为 79 万、94.5 万、117.2 万,递增的幅度相当大。这说明,考研已成了年轻人的重要出路。

在全国硕士研究生入学统一考试的全部科目中,英语向来占据着举足轻重的地位。与政治、数学、甚至专业课相比,英语水平的提高是一个循序渐进的过程,所以,有针对性的复习和训练便更加重要。历年真题是最佳模拟题,已是不争的事实,而目前能够在书店里看到的一些真题解析往往不能让人完全满意,有的还出现了错误的答案。基于此,我们参阅了许多相关资料,仔细核实每道题目的答案,终于编写出这本《考研英语历年真题精解》。

本书包括近 10 年考研英语真题及其答案解析。为了适应新大纲的要求,我们有意删除了真题中现在不再考查的项目,如 1996~2001 年的语法与词汇部分,2002~2004 年的听力部分,加强了题目的针对性。本书按照试题、答案和解析的顺序,把每年的试题一一展现在读者面前,既为考生提供了自测的方便,又使得考生对于每道试题的来龙去脉了解得清清楚楚。对其中有代表性的一些难题,我们更是投入了大量精力,力争让本书给考研学子以最大的帮助。

在利用本书时,我们建议:

- 在一周到十天的时间内完成一套试题的解答、分析和复习。具体做法是:先找一个下午 2:00~5:00 之间的 3 个小时时间(根据往年惯例,下午考英语),把自己封闭在一个相对安静的环境中,把自己调整到正式的考场心态上去,坚持认真地把所有试题做完。实际上,除了 2005 年的试题外,本书涉及的其他年份的试题都可以选择在下午 2:30~5:00 之间完成。

- 在考试之前的一个月左右,再适当回到这 10 套真题上来,进一步体会真题的思路,以期在应试中真正做到知己知彼,心中有数。

最后,祝广大考生顺利地考上自己理想的院校。

编 者

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1996 年全国硕士研究生入学统一考试英语试卷

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)

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.

- | | | | |
|----------------------|------------------|---------------|------------------|
| 41. [A] either | [B] so | [C] nor | [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 1 by blackening the corresponding letter in the brackets with a pencil. (40 points)

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 judgment. 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 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 station. They are brought sport, comedy, drama, music, news and current affairs, education, religion, parliamentary coverage, children's programmes and films for an annual license 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 new 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 4, Paragraph 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 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 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 US mainland, they produced that American characteristic emulation. Today that word implies mere imitation. But in earlier times it meant a friendly but competitive striving for fame and excellence.

63. According to the author, the great outburst of major inventions in early America was in a large part due to _____.
[A] elementary schools [B] enthusiastic workers
[C] the attractive premium system [D] a special way of thinking
64. It is implied that adaptiveness and inventiveness of the early American mechanics _____.
[A] benefited a lot from their mathematical knowledge
[B] shed light on disciplined school management
[C] was brought about by privileged home training
[D] owed a lot to the technological development
65. A technologist can be compared to an artist because _____.
[A] they are both winners of awards [B] they are both experts in spatial thinking
[C] they both abandon verbal description [D] they both use various instruments

66. The best title for this passage might be _____.
[A] Inventive Mind [B] Effective Schooling
[C] Ways of Thinking [D] Outpouring of Inventions

Passage 5

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 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 this 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

[D] creationism is supported by scientific findings

70. This passage appears to be a digest of _____.

[A] a book review

[B] a scientific paper

[C] a magazine feature

[D] a newspaper editorial

Part IV English-Chinese Translation

Directions:

Read the following passage carefully and then translate the underlined sentences into Chinese. (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)

76. Directions:

Title: GOOD HEALTH

Time limit: 40 minutes

Word limit: 120~150 words (not including the given opening sentence)

Your composition should be based on the OUTLINE below and should start with the given opening sentence: "The desire for good health is universal."

Your composition should be written neatly on the ANSWER SHEET.

OUTLINE:

- 1) Importance of good health
- 2) Ways to keep fit
- 3) My own practice

1996 年全国硕士研究生入学统一考试英语试卷答案与解析

Part II Cloze Test

41. 答案: [C]

本题主要考查考生的句法知识。本句说的是“维生素既不能提供能量,又不能构成身体的任何部分”。从句子的结构来看,填入的词必须能与否定结构连用,能前置并引起局部倒装。从句子的意思来看,它必须是强调“也不”的意思的。综合两方面,只有 **nor** 符合要求。

在英语中有时会把在正常词序下通常较晚出现的成分移至句首,使之处于突出的位置,从而受到强调,这就是“前置”。使用前置手段表示强调,有时不会改变词序,但有时候会引起“全部倒装”或“局部倒装”。通常引起全部倒装的结构有:①表示地点的介词词组作前置状语,如 **in this book will be found your poem**;②方位词或拟声词作状语前置,谓语动词为 **come, go** 等词时(主语是代词的情况除外);如 **bang went the fireworks**。通常引起局部倒装的结构有:①否定(意义的)词放在句首,如 **no task is so difficult but we can accomplish it**;②句首状语为“**only+副词/介词词组/状语分句**”时,如 **only yesterday did I get to know that she was married**;③以关联词 **so (that)** 开头的句子,如 **So small is the room that I could hardly find a place for my furniture**。

42. 答案: [D]

本题主要考查词汇搭配使用知识。“将食物转化为能量”,指的是性质的转变,应当用 **transform**。**shift** 表示位置、方向的改变;**transfer** 意为“转移,调动”;**alter** 表示“变化,更改,修改”,但通常不用来表示性质的转变;**transform** 可表示“改变……的性质、职能或状况,转化”。只有 **transform** 符合题意。

43. 答案: [A]

本题考查代词的用法。这里所缺的主语是指前半句所提到的十几种维生素之一,后面的谓语动词为单数。**any** 可理解为 **any of them**,符合要求。**some** 可用来指代不可数名词中的一部分,谓语动词用单数,但当它与可数名词(如此题中的 **Vitamins**)连用时,代指其中的几个或几种,谓语动词必须用复数。此题中 **Vitamins** 为可数名词复数。**anything** 和 **something** 均为泛指代词,与上下文无关,不能回指前面提到的维生素,不符合题意。

44. 答案: [B]

本题考查对语义的理解。**serious** 和 **fatal** 经常用来修饰疾病,但根据常识,十几种维生素缺乏一种,不一定会导致严重的(**serious**)的疾病,更不足以致命(**fatal**),所以这两个选项不符合题意。**severe** 有时也可表示疾病严重,但不如 **serious** 常用。**apparent** 表示“明显的,显而易见的”,与题意最为相符。

45. 答案: [C]

本题考查连词和副词的使用。表示并列关系的连词 **and** 提示:碳、氢、氧、氮都是构成维生

素的元素。所以, 只有 **sometimes** 才符合文意, 说明最后一种元素 **nitrogen** (氮) 可有可无, 而其他词 **mostly** (主要地, 大部分, 通常), **partially** (部分地, 局部地) 和 **rarely** (很少地, 罕有地) 均与频率副词 **usually** 有逻辑矛盾, 故选 [C]。

46. 答案: [A]

根据上下文意思, 维生素的成分是相同的, 造成它们不同的原因是各组成部分的排列顺序不同。显然, 这是一个因果关系的句子, 故应选 **in that** (因为)。如果选 **so that** 就会颠倒因果关系, 选 **except that** 会使句子内部发生逻辑矛盾, 而选 **such that** 则根本不合语法。

47. 答案: [D]

本题考查词语的搭配。**function** (作用, 功能) 通常和表示“履行, 执行”的动词 **perform** 搭配。而 **undertake** 意为“承担(责任), 着手(工作), 担任(职务)”; **hold** 意为“拥有, 持有(金钱、土地、职位等)”; **play** 意为“扮演(角色)、做(工作)”, **play** 在表示“起什么作用”时通常和 **role** 搭配, 如 **play an important role** (起重要作用)。这些单词都不能与 **function** 连用。

48. 答案: [B]

本题考查语义理解。对生命而言, 重要的是获得足够的维生素, 而非提供维生素。所以, 意为“提供”的 **supplying**, **providing** 和 **furnishing** 均不符合题意, 且与 **although** 后半句构成逻辑冲突。

49. 答案: [C]

本题考查对语义和逻辑关系的理解。根据 **although** 判断, 这个句子明显是转折句。而 **exceptional** (例外的, 异常的), **exceeding** (非常的, 极度的), **excess** (过量的; 多余的) 和 **external** (外部的, 外界的) 四个词中只有 **excess** 与主句“获得维生素对身体非常重要”在语意上是对应的, 构成转折关系。

50. 答案: [A]

本题考查对语义和语篇的理解。前面从理论上说明“获取过多的维生素没有什么用处”, 后面说事实上“很多人为了保险起见, 还是摄取过量的维生素”。显然, 二者之间是转折关系。**nevertheless** (然而, 不过), **therefore** (因此, 所以), **moreover** (而且, 此外) 和 **meanwhile** (此时, 同时) 四个选项中, 只有 **nevertheless** 符合题意。

Part III Reading Comprehension

51. 答案: [B]。意为: 光梦想是没有用的。

本题主要考查对句义的理解。理解句子(尤其是引文)与词一样, 有赖于对整个语境和语篇的理解。因此, 解这一类题的关键在于上下文的综合参考。

这句话如果补充完整, 应为: “**It's not what you want in this world that matters, but what you get (that matters).**”意思是: 重要的不是你在这个世界上需要什么, (重要的)而是你得到什么。**not...but** (不是……而是) 结构是理解这个句子的重点。在 **not...but** 结构中, 说话者所要强调的重点在 **but** 之后。下文进一步阐述了这一层意思: 只有你明白自己需要什么, 且你的需要是合情合理的, 你就能得到它。当明确了自己想要什么, 你就能制定具体的计划去获得它, 理想才能最终转化为现实。换个角度来说, 只有梦想是不够的, 所以应该选 [B]。而 [A] 意为“你肯定能

得到自己想要的东西”。[C] 意为“你不应满足于自己已有的东西”。[D] 意为“为自己确立一个目标是最为根本的”，这是最具有迷惑性的选项。解题关键在于确立目标的重要性是否足以用 **essential** (最根本) 来形容。确立目标更多的是确定自己需要什么，**not...but** 结构已经表明它不是强调的重点，也就是说它不是一个最根本 (**essential**) 的因素。下文的叙述也进一步证明了这一点。

52. 答案: [A]。意为: 用以说明怎样写工作申请。

第四段开头的 **likewise** 表明了前后两段的类比关系。就像请朋友吃饭, 我们首先要开列一个菜单, 决定买什么东西, 还要决定先炒什么菜等等。这种计划对请客成功与否至关重要。当我们找工作时这样的 **blueprint** (计划) 同样重要。应该取一张纸, **write a brief account of yourself** (简要地描述一下自己)。下文 **account of yourself** 指的就是你工作生活的简历, 应当包括所受教育、经验和证明材料。这样的一份简历是有价值的。填正式申请表时可以参照, 面试时尤其有用。所以答案为 [A]。

53. 答案: [D]。意为: 这使人清楚地认识自己。

由第四段最后一句及最后一段第一句可知, 写简历的作用, 在于让人明白自己到底有什么的能力, 从而理智地决定去求什么样的职。同时文章最后一段第一句也指出: 当你精心地准备了自己能力与愿望的蓝图之后, 你就有具体明确的东西可以推销了。你也就为你找工作做好了准备。所谓“有具体明确的东西可以推销”, 也就是清楚地认识到自己的能力和特点。

54. 答案: [A]。意为: 有具体明确的东西可以提供。

其中 **definite** 和 **offer** 的意思分别与 **tangible** 与 **sell** 对应。关键要弄清楚 **tangible** 在文章中的意义为“确切的, 具体的, 明确的”。**definite** “明确的, 具体的”; **imaginary** “想象的, 虚构的”; **practical** “(切合) 实际的”; **desirable** “令人满意的, 称心的”。从本文的上下文来看, [A] 最为确切。

55. 答案: [B]。意为: 前景不定。

第三段第一句 **yet the BBC's future is now in doubt** (然而现在, BBC 的未来却悬念不定) 很明确地指出, 虽然英国广播公司 (BBC) 已有 70 多年的光辉历程, 但现在看来, 其未来尚未确定。

56. 答案: [C]。意为: 进一步进行国际合作的潜力。

这是一道是非判断题。[A] 意为“将电视广播扩展到远东地区”。第一段指出, “随着 BBC 全世界电视节目的开播, 亚洲和美洲的数以百万计的人不仅可以听到广播, 也能看到它的电视新闻报道了”。[B] 意为“电视节目成为举国上下谈论的话题”。[D] 意为“它作为广播机构的存在”。[B]、[D] 的内容在第三段提到: “至少目前, 它仍可以公办广播机构的身份生存下去, 但它的作用、规模和节目却成了全英国争论的话题”。文中找不到关于 [C] 的内容。

57. 答案: [C]。意为: 与女王签的合约。

这是一道词义题, 考查对 **royal charter** 一词的理解。**charter** 是指“由一个国家的君主、统治者或政府授予个人、团体或人民的某些权利和特权的书面文件”。大家知道, 英国是君主立宪国家, 女王代表国家, 所以在这里 **royal charter** 指的是“与女王签定的合约”。

58. 答案: [D]。意为: 新的卫星电视频道的挑战。

解题的关键在于抓住提问中的两个关键词: **foremost reason** (最主要的原因) 和 **no other than** (正是, 恰恰是)。[A] “商业性电视频道的出现”、[B] “政府广播法的实施”、[C] “降低成本和