

按最新大纲编写

硕士研究生入学考试 英语标准训练教程

北京大学 刘乃亚 纪 飞 编著

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前 言

本书依据最新全国硕士研究生入学统一考试英语考试大纲,结合笔者长期从事大学英语教学、研究以及各类英语考试辅导的经验而编写。

新大纲的一个突出特点是,它为阅读理解B部分增加了两个备选题型(段落排序题、段落或标题搭配题),加上去年增补的选择搭配题,共有三种备选题型,一并归属于阅读理解第二部分,每次考试将从这三种题型中选择一种进行考查。鉴于阅读理解题型在研究生英语考试中的权重越来越大(60%),本书将之扩展为5个部分,每一部分均配有一定难度的训练题并附参考答案。突出并强化阅读理解新题型的训练,是本训练教程的特色和亮点之一。为了便于考生尽快适应新大纲的要求,本书将列选的备选题型单列为第三部分(阅读理解(B1))、第四部分(阅读理解(B2))和第五部分(阅读理解(B3)),以便对新题型做专门诠释。

本书的读者对象为准备参加硕士研究生入学考试的考生。在研究历年试题的基础上,梳理了考试常考的知识点和难点,以便于考生能够在较短的时间内对全国硕士研究生入学统一考试英语考试全面理解并掌握其要求。所有训练试题的难度和题材均与考试命题基本相同,因而对考试具有很强的针对性。

本书各部分的特点如下:

第一部分 英语知识运用 对英语知识运用部分命题思路及题型、解题原则和解题思路进行了介绍,并为考生精心设计了英语知识应用题型训练。

第二部分 阅读理解(A)——多项选择题 该部分选取了各种文体的英文短文,反映出不同的应试话题,有的略高于真题的语言难度,强调了知识的覆盖面,内容新颖。

第三部分 阅读理解(B1)——选择搭配题 选择搭配题为阅读新题型,主要考查考生对诸如连贯性、一致性等语段特征以及文章结构的理解。此部分对选择搭配题的命题方式和解题方法进行介绍,并配有强化训练试题,帮助考生提高对通篇文章的理解能力。

第四部分 阅读理解(B2)——段落排序题 此为新题型,文章段落原有顺序已被打乱,要求根据文章内容和结构将所列段落(7个至8个)重新排序,其中2个至3个段落在文章中的位置已给出。此部分对段落排序题的命题方式和解题方法进行介绍,并配有强化训练试题及答案。

第五部分 阅读理解(B3)——段落或标题搭配题 此为新题型,在一篇

文章前或后有6段至7段文字或6个至7个概括句或标题。要求考生根据文章内容,从这6个至7个选项中选出最恰当的5段文字或5个标题,填入文章空白处。此部分对段落和标题搭配题的命题方式和解题方法进行了介绍,并配有强化训练试题及答案。

第六部分 阅读理解(C)——英译汉 该部分的特点是不仅对英译汉试题的命题、答题步骤及注意事项、解题方法、考试重点难点进行介绍,而且对近年真题进行了分析,配有英译汉题型训练,并将全文翻译成了中文,有助于考生对整篇文章的理解。

第七部分 写作 考研英语大纲将写作部分分为两节。A节要求根据所给情景写出一篇100词左右的应用文,包括私人和公务信函、备忘录、摘要、报告等。本书介绍了各类应用文的写作要求,并例举大量范文供参考。B节要求考生根据提示信息写出一篇短文。本书选取了有关社会文化、人文精神、社会关系、自然环境等近几年的热点话题,并配备了大量的优秀范文,具有较强的预测性。期望能够帮助考生在短期内尽快熟悉写作部分的要求,并取得较好的成绩。

由于编者水平有限,书中不妥之处在所难免,衷心希望广大读者批评指正。

作者

内 容 简 介

本书是根据教育部最新考研大纲的要求,并参照长期从事大学英语教学及各类英语考试辅导的经验而编写。本书在仔细地研究历年试题的基础上,梳理了考试的常考知识点和难点,目的是使考生能够在较短的时间恢复和提高英语水平。所有训练试题的难度和题材均与考试命题基本相同,具有很强的考试针对性。

全书按考试结构分为7个部分:英语知识运用,阅读理解(A)——多项选择题、阅读理解(B)——选择搭配题、阅读理解(B)——段落排序题、阅读理解(B)——段落或标题搭配题、阅读理解(C)——英译汉,写作。

本书适于准备参加硕士研究生入学考试的考生。

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第一部分 英语知识运用

一、英语知识运用试题介绍

《2006 全国硕士研究生入学考试英语考试大纲》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。在一篇 240 词~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。共 20 道小题,每小题 0.5 分,共 10 分。

二、英语知识运用试题解题方法

(一) 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。要准确无误地理解词义各异的词、同义词和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。

(二) 解题思路

1. 语法判断

从语法结构、习惯搭配用语和用法的角度思考解题。

Examples:

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。

Examples:

1. Weeks later, 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 competition, contest 或 game 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 + v - ing, 意为“以……为生”。by fishing(靠捕鱼), by gaming(靠赌博)by hunting(靠狩猎), by shooting(靠射击), 从语法上看出都可以。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。

Examples:

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 someone, some activity or something, 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。

Examples:

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,其前面可以看出是由 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,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。

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 then 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, 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看, 应选 expensive。(选义法)

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

分析: 在上下文不曾提到过 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, 所以默不做声地吃饭, 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) 中, 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 在含义上和语法上都讲得通。(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, 而不能用作

least。(语法,语义结合解题法)

(三) 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,必须针对该题型进行强化训练,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.

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.

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|---------------------|------------------|------------------|------------------|
| 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 题~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 题~39 题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、英语知识应用题型训练

训练一

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)

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|----------------------|-----------------|-----------------|-----------------|
| 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 |