



学府考研

中国优秀高端教育品牌



2016 考研英语

历年真题全解

基础版 (1996—2005)

◎ 学府考研英语命题研究组 组编

- ◆ 解 题 指 导 题型突破打牢基础
- ◆ 体 例 合 理 原文译文左右对照
- ◆ “译”中 有“记” 核心词汇助记翻译
- ◆ 答 案 详 解 题目解析准确详尽
- ◆ 找 出 差 距 写作范文对照提升



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理工社®

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P 前言

reface

众所周知,历年真题是考研英语最宝贵的复习资料。研究考研英语历年真题,进而发现命题思路,找到规律,是考研英语取得高分的有效途径。通过研究历年真题,我们可以找到各种题型的解题方法,并发现问题,找出差距,以便查漏补缺。通过研究历年试题,广大考生也可以明确复习方向和复习重点,从而从容应考,夺取高分。鉴于此,我们将1996—2015年20年考研英语真题分为基础版(1996—2005)和提高版(2006—2015),分别进行了全面解析。考生在基础复习阶段可使用基础版夯实词汇语法基础,而在强化阶段可使用提高版熟悉命题思路和考题形式,掌握各大题型的答题技巧。

本书特色及使用说明:

1. 解题指导:本书第一部分对考研英语三大题型的考查方式、命题形式、解题思路等进行了重点讲解,以使考生从宏观上对考研英语各种题型有所了解。

2. 编排体例:对于本书的“英语知识运用”和“阅读理解A”部分,我们将原文编排在偶数页,而将参考译文和题目编排在奇数页。这样更易于考生在使用过程中对照自学。

3. 参考译文:本书对每篇阅读理解文章中的核心词汇都给出了句中含义,既方便考生记忆词汇,又有利于提高考生的翻译水平。

4. 写作例文:我们在历年真题写作部分均给出优秀例文(旗帜)和较差作文(镜子),供考生对比自学,找到差距,从而快速提高写作水平。

本书在编写、编辑和出版的过程中,由于水平有限,难免有不足之处,敬请广大读者和专家同行不吝赐教,批评指正。

编者

2015年4月

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第一部分 考研英语考试解题指导

一、英语知识运用解题指导

研究生英语入学考试试卷的第一部分为“英语知识运用”。它通过完形填空的形式考查考生综合运用英语知识的能力,要求考生辨识语言的连贯性和一致性等语段特征,要求考生掌握一定语境中的语言规范成分。考生解答这部分题时,必须灵活运用所掌握的英语知识,做到融会贯通。这些英语知识包括语法结构、词汇、语篇衔接等。

(一) 语法结构知识

2002 年的全国研究生入学考试英语试题去掉了“结构与词汇”部分。考生可能认为不必再学语法了。这是一种误解。语法知识在理解英文的过程中起着至关重要的作用。掌握语法知识,对帮助考生理解上下文的内容和逻辑关系是非常必要的。

【例 1】

Vitamins are organic compounds necessary in small amounts in the diet for normal growth and maintenance of life of animals, including man.

They do not provide energy, 1 do they construct or build any part of the body. They are needed for 2 foods into energy and body maintenance. There are thirteen or more of them, and if 3 is missing a deficiency disease becomes 4.

Vitamins are similar because they are made of the same elements — usually carbon, hydrogen, oxygen, and 5 nitrogen. They are different 6 their elements are arranged differently, and each vitamin 7 one or more specific functions in the body.

8 enough vitamins is essential to life, although the body has no nutritional use for 9 vitamins. Many people, 10, 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.

- | | | | |
|----------------------|------------------|---------------|------------------|
| 1. [A] either | [B] so | [C] nor | [D] never |
| 2. [A] shifting | [B] transferring | [C] altering | [D] transforming |
| 3. [A] any | [B] some | [C] anything | [D] something |
| 4. [A] serious | [B] apparent | [C] severe | [D] fatal |
| 5. [A] mostly | [B] partially | [C] sometimes | [D] rarely |
| 6. [A] in that | [B] so that | [C] such that | [D] except that |
| 7. [A] undertakes | [B] holds | [C] plays | [D] performs |
| 8. [A] Supplying | [B] Getting | [C] Providing | [D] Furnishing |
| 9. [A] exceptional | [B] exceeding | [C] excess | [D] external |
| 10. [A] nevertheless | [B] therefore | [C] moreover | [D] meanwhile |

【解析】在这篇完形填空短文中,第 2 段第 1 句话(第 1 题)使用了一个否定词提前的倒装句:nor do they

construct or build any part of the body。从词义和上下文连接来看,[D]选项 never 也适合这个句子,但是从语法角度来讲它不适合。我们可以说 neither(not)...nor,而不可说 neither(not)...never。

另外,第4段第1句(第8题)使用了动名词短语做主语:Getting enough vitamins is essential to life。其后面又接了一个 although 引导的从句。如果我们不能很好地掌握动名词语法,就有可能将它与现在分词相混淆,也就不能正确理解这句话的意思。

上面的例子告诉我们,虽然语法没有被单独列出来作为一个考试的项目,但是完形填空题型考查了考生的语法知识,要求考生在实践中能够识别语法现象。这对于考生来说不是降低了要求,而是提高了要求。

语法结构知识内容比较多,考生应予以全面掌握。尤其对下面的重点内容,考生绝对不能忽视。

1. 动词的时态

动词的时态是英语语法知识中的一个重点。虽然英语的时态只有几类,但其具体用法多种多样。因此,考生不可能将各种时态的具体体现形式全部复习一遍,而只能着重理解各种时态的内涵,注意句子内部时态的一致性。

时态的作用是区分动作发生时间的先后。如果我们立足于现在,那么往前是过去,而往后就是将来。特别是在同一个句子中,如果动作有先后顺序,那么我们必须用正确的时态将它们的先后关系表达清楚。

总之,英语的时间概念是比较清楚的。动作的先后往往用时态来表达。弄清动作的先后顺序对于我们解答完形填空题非常重要。

2. 虚拟语气

虚拟语气的句型一般是由 if 引导的非真实条件句,表示与事实相反的假设。虚拟语气的形式和用法有多种,且均较为特殊。考生必须对它们加以注意。

(1) 短语 would rather(或 had rather)是虚拟语气的一种形式,后面接省去 that 的从句。从句中的动词要用虚拟语气,且其形式为动词过去式。类似的句型还有:

had hoped(后面从句的谓语形式为 would + 动词);

It is high(about) time that(后面从句中谓语要用过去式);

wish(后面的从句谓语用 were 或用行为动词的过去式,表示对现在或将来的愿望;后面的从句谓语用过去完成式,表示对过去的愿望)。

(2) 英语中有些表示要求、建议、提议、命令、意愿等的形容词、动词和名词,后面的主语从句、宾语从句、表语从句或同位语从句中要求用虚拟语气。其形式是动词原形或 should + 动词原形。

① 常见的形容词有 advisable, appropriate, desirable, essential, imperative, important, insistent, keen, necessary, preferable, urgent, vital 等。

② 常见的动词有 advise, ask, beg, decide, demand, desire, determine, insist, intend, maintain, move, propose, order, recommend, request, require, resolve, suggest, urge 等。

③ 常见的名词有 advice, decision, demand, desire, insistence, instruction, order, motion, preference, proposal, recommendation, request, requirement, resolution, suggestion 等。

3. 非限定性动词

动词的非限定形式有不定式、分词和动名词。对于非限定性动词,学习时必须注意时态和语态两个方面。

(1) 非限定性动词的时态有一般时、进行时和完成时。判断非限定性动词用何种时态,主要是看其所表示的动作与谓语动词所表示的动作之间的先后关系。如果非限定性动词所表示的动作发生在谓语动词的动作之前,那么非限定性动词往往用完成时。

如果谓语动词表示的动作正在发生,非限定性动词表示的动作也正在进行,那么这时非限定性动词需要用进行时。

如果非限定性动词表示的动作是在谓语动词表示的动作之前,且一直在进行,那么非限定性动词可用完成进行时。

不定式、动名词和分词的一般时所表示的时态含义有所不同:

- ①不定式的一般形式所表示的动作与谓语动词所表示的动作同时(或几乎同时)发生,或是在它之后发生。
- ②动名词通常表示一般性动作或与谓语动作同时发生的动作,有时还表示在谓语动作之前发生的动作。
- ③分词经常表示存在的状态或进行中的动作。

鉴于不定式和动名词的时态含义有所不同,有个别动词后面跟不定式和跟动名词做宾语时,意义有明显差别。请考生注意辨别。

非限定性动词的时态与谓语动词密切相关,所以非限定性动词的时态依赖于它与谓语动词在时间上的先后关系。

(2)非限定性动词的语态主要涉及它与其逻辑主语之间的关系。一般来说,谓语动词的主语或非限定性动词直接修饰的词(或词组)就是非限定性动词的逻辑主语。如果非限定性动词的逻辑主语是动作的承受者,则非限定性动词要用被动语态。

有些动词后的动名词,尽管表示的是被动的意思,但是用主动形式。这样的动词有 want, need, deserve, require 等。(形容词 worth 后的动名词亦是如此。)

在某些结构中,不定式虽然表示被动的意思,用的却是主动形式。如:

He gave me some books to read.

I found this essay hard to understand.

He is not easy to deal with.

在以上例子中,虽然不定式在结构上与最近的名词应该有被动关系,但不定式与句中的主语存在主谓关系,如 to read 与主语 he, to understand 与主语 I。所以,不需将它们变为被动语态。

非限定性动词是考生应给予足够重视的语法现象。关于哪些动词后需要跟不定式,哪些动词后需跟动名词,考生可以参考其他语法书,这里不予赘述。此外,考生还需注意的一点是,在一些动词短语中(如 look forward to, stand up to, be used to 等),to 并不是不定式的符号,而是它的介词形式。其后应加名词或动名词,而不应加不定式。

4. 句子结构

任何英语句子都应该有主语、谓语和宾语,否则它的结构不完整。句子结构的完整性、一致性和连贯性对于英语的表意是非常重要的。有些句子看上去很复杂,但是经过分析,我们仍然能够找到它的主、谓、宾 3 个部分。如果句子缺少某一部分或者某一个部分模糊不清,这个句子的意思就会受到影响。

(1)一个句子是否完整,要看句子中是否有遗漏的成分或多余的成分。另外,还要看成分(包括词性)是否正确,以及语序是否正确。如:

Dr. Larson explained why the climate in the west coast is much milder than the east coast.

在比较结构中,相比较的事物必须对等。此句中 will the climate 与 the east coast 相比,显然不对。句中在 the east coast 前应加上 that in,以 that 指代 the climate。又如:

The number of registered participants in this year's Marathon was half that of last year's.

通过分析句子结构,我们会发现句中相比较的两个东西应该是 the number of registered participants in this year's Marathon 和 the number of registered participants in last year's Marathon。为了避免重复,可用代词 that 代替前面的名词 number,但是决不能丢掉 that。

(2)句子的完整性有赖于主、谓、宾齐全,但在一个句子中每样都只能有一个。例如:

They all took part in the discussion, each member has the responsibility of leading one session.

由于句中未出现连接词语,逗号前后两部分应该既不是并列关系,也不是主从关系。所以,逗号后面的部分不应出现谓语动词 has。根据句意,逗号之后的文字是解释前边的“参加”的,说明参加的方式。所以,逗号后的部分应变为分词独立结构。只有这样,句子才符合英文句法。

They all took part in the discussion, each member having the responsibility of leading one session.

又如,在下面的句子中,它也有两个平行的句子,两个动词。

The article opens and closes with descriptions of two news reports, each makes one major point in contrast with the other.

如果用逗号分开两个句子,就应该有关联词。如果没有关联词,其中一句就应该是独立结构。

所以,正确的说法应该是:

The article opens and closes with descriptions of two news reports, each making one major point in contrast with the other.

(3) 句子结构的完整性很重要,它的一致性也很重要。句子结构的一致性主要包括主谓一致,代词与名词指代一致,以及对等成分表达形式一致。英语的动词随着主语数和人称的不同会有形态的变化。

考生主要应注意以下几个方面:

① 谓语动词与主语的中心词要一致。

谓语只跟主语的中心词取得一致,而与其他成分无关。所以,找准主语的中心词是解答主谓一致题目的关键。

② 由连词 or, either... or, nor, neither... nor, not only... but also 等连接两个名词或代词时,谓语应与毗邻的一个一致。

③ 名词前有 every, each, either, neither, a great deal of (注意与 a number of 不同), many a, a series of 等词或词组修饰时,动词用单数形式。

④ 由 and 连接两个名词做主语时,如果两个名词指同一事物,谓语动词就用单数,否则就用复数。

⑤ 定语从句的谓语应与先行词一致。

⑥ 表示时间、重量、距离等的复数名词表示总数量时,谓语动词要用单数形式。

温馨提示

由于各种原因,多年来考生对语法知识很重视,特别是注重掌握一些特殊语法现象。虽然考生的语法结构知识并不少,解答偏题、怪题、难题的能力也不低,但考生的实际应用水平不理想。因此,考生必须提高语法结构知识的应用能力。将语法结构的测试运用于解决实际问题之中,目的在于检查考生对语法知识的实际运用能力,所以有了“英语知识运用”。今后考生不应只死记一些特殊的语法现象,而应扎实地掌握好基础语法知识,以不变应万变。

(二) 词汇

词汇是用英语表达思想时所需要的最基本的要素。“英语知识运用”不但要求考生掌握所规定的词汇,而且要求考生在实践中运用恰当的词汇,选择准确的词汇。从历年考试试卷来看,词汇是“英语知识运用”测试的重点。一般情况下,“英语知识运用”70%是考词汇的。其他30%是考语法、搭配、逻辑关系等的。因此,掌握好词汇知识对于考生做好“英语知识运用”这一部分考题来说相当重要。正确的解题方法对答题会有一定帮助,但主要还是依赖考生对词汇和词组的积累和掌握。因此,考生一要熟记常用词组;二要掌握词汇的搭配方法;三要注意归纳并区别近义词或同范畴的词;四要利用词根、词缀扩展词汇。

温馨提示

词汇是语言的基础,是建造语言大厦的材料;但语言不是词汇的简单堆砌。所以,学习词汇一定要学习词汇运用,而不能只记词义、词形。作为一项综合技能测试,“英语知识运用”部分首先检查的是考生的阅读能力。也可以说它是阅读理解题的一个变体,所以解题的首要步骤是将短文的大意理解清楚。这就需要考生识别上下文的提示,即句子与句子之间的相互连接和相互定义的关系。

(三) 语篇衔接

1. 利用上下文帮助解题

尽管“英语知识运用”部分所选的文章都比较短,但它们仍是意义相关联的语篇。短文围绕一个话题论述,在行文中词语重复、词语替代现象都是不可避免的。所以,在解题时,考生应瞻前顾后,寻找相关线索,有时只需将文中的词或短语照搬即可。

另外,在上下文之间,有时词语和意义都可以相互定义或相互解释。

考生在阅读中如遇到不易理解的生僻词或关键词语,应学会在短文的上下文中找出能够为其定义的短语和句子,这样就能够排除理解障碍。

解答“英语知识运用”部分的词汇类题型时,考生不但要跳出句子层次的藩篱,注意句与句之间意义上的连接和照应关系,还要在更大的范围内对短文进行总体把握。短文是一个经纬相交、互相联系的语义整体。如果对它有一个“全景式”的考虑,解题时就能左右逢源。

【例1】

Most people who travel long distances complain of jetlag. Jetlag makes business travelers less productive and more prone 1 making mistakes. It is actually caused by 2 of your “body clock” — a small cluster of brain cells that controls the timing of biological 3. The body clock is designed for a 4 rhythm of daylight and darkness, so that it is thrown out of balance when it 5 daylight and darkness at the “wrong” times in a new time zone. The 6 of jetlag often persist for days 7 the internal body clock slowly adjusts to the new time zone.

Now a new anti-jetlag system is 8 that is based on proven 9 pioneering scientific research. Dr. Martin Moore-Ede has 10 a practical strategy to adjust the body clock much sooner to the new time zone 11 controlled exposure to bright light. The time zone shift is easy to accomplish and eliminates 12 of the discomfort of jetlag.

A successful time zone shift depends on knowing the exact times to either 13 or avoid bright light. Exposure to light at the wrong time can actually make jetlag worse. The proper schedule 14 light exposure depends a great deal on 15 travel plans.

Data on a specific flight itinerary (a detailed route) and the individual's sleep 16 are used to produce a Trip Guide with 17 on exactly when to be exposed to bright light.

When the Trip Guide calls 18 bright light you should spend time outdoors if possible. If it is dark outside, or the weather is bad, 19 you are on an aeroplane, you can use a special light device to provide the necessary light 20 for a range of activities such as reading, watching TV or working.

- | | | | |
|--------------------|----------------|----------------|----------------|
| 1. [A] from | [B] of | [C] for | [D] to |
| 2. [A] eruption | [B] disruption | [C] rupture | [D] corruption |
| 3. [A] actions | [B] functions | [C] behavior | [D] reflection |
| 4. [A] formal | [B] continual | [C] regular | [D] circular |
| 5. [A] experiences | [B] possesses | [C] encounters | [D] retains |
| 6. [A] signs | [B] defects | [C] diseases | [D] symptoms |

- | | | | |
|---------------------|------------------|------------------|--------------------|
| 7. [A] if | [B] whereas | [C] while | [D] although |
| 8. [A] agreeable | [B] available | [C] adaptable | [D] approachable |
| 9. [A] extensive | [B] tentative | [C] broad | [D] inclusive |
| 10. [A] devised | [B] scrutinized | [C] visualized | [D] recognized |
| 11. [A] in | [B] as | [C] at | [D] through |
| 12. [A] more | [B] little | [C] most | [D] least |
| 13. [A] shed | [B] retrieve | [C] seek | [D] attain |
| 14. [A] in | [B] for | [C] on | [D] with |
| 15. [A] specific | [B] complicated | [C] unique | [D] peculiar |
| 16. [A] mode | [B] norm | [C] style | [D] pattern |
| 17. [A] directories | [B] commentaries | [C] instructions | [D] specifications |
| 18. [A] up | [B] off | [C] on | [D] for |
| 19. [A] or | [B] and | [C] but | [D] while |
| 20. [A] spur | [B] stimulus | [C] agitation | [D] acceleration |

【解析】在解答第12题时,考生应注意上下文的提示。上文已表明目前已研制出一种抗时差反应的装置,并提到这种装置可以使生物钟更快地适应新的时区,从而使生物钟的时区跨越成为容易的事情。因此,考生应自然得出结论:这将使人们在很大程度上摆脱时差反应的不舒适度。

另外,第13题也是如此。从这句话的语境,考生便知 either... or... 在此处连接两个意义上相反的动词。与 avoid 具有相反意义的当然是 seek。选项 attain 虽然与 avoid 的含义相反,但是它在此语境中不合适,因为 attain 表示“经努力后获得某种成就”,自然不能说 to attain light。

2. 利用一般知识帮助解题

“英语知识运用”部分所选短文的内容不少与我们日常生活有关。有的内容是我们头脑中已了解的常识。当对语言的把握不很准确时,要学会用常识来帮助判断。

【例2】

Television is the most effective brainwashing 1 ever invented by man. Advertisers know this to be 2. Children are 3 by television in ways we 4 understand. In the fall of 1971, I was 5 a story involving a young white woman living on the 6 of Boston's black ghetto. Her car had 7 out of gas. She had gone to a filling station with a can and was returning to her car when she was 8 in an alley by a gang of black youths. The gang poured gasoline over her and set fire 9 her. She died of her burns. It was 10 established that some of the youths 11 had, on the night before the killing, 12 on television a rerun of an old movie in which a drifter is set on fire by an adolescent gang. There is some kind of strange reductive process 13 work here. To see something on television robs it of its reality, and then when the 14 thing is 15 out it is like the reenactment of something unreal. 16 when the gang set fire to the girl, they were 17 what they had seen on a screen, 18 they themselves were on a screen, and in a story, I don't think we have 19 begun to realize how powerful a medium television is. It has already become very clear that the candidate with the most television 20 wins the election.

- | | | | |
|-------------------|---------------|----------------|-----------------|
| 1. [A] equipment | [B] machine | [C] medium | [D] method |
| 2. [A] true | [B] real | [C] actual | [D] genuine |
| 3. [A] influenced | [B] affected | [C] controlled | [D] manipulated |
| 4. [A] scarcely | [B] nearly | [C] completely | [D] generally |
| 5. [A] arranged | [B] appointed | [C] assigned | [D] attributed |

- | | | | |
|--------------------|-------------------|--------------------|-------------------|
| 6. [A] outskirts | [B] fringe | [C] border | [D] range |
| 7. [A] used | [B] consumed | [C] run | [D] spent |
| 8. [A] trapped | [B] caught | [C] held | [D] tucked |
| 9. [A] on | [B] at | [C] over | [D] to |
| 10. [A] then | [B] after | [C] lately | [D] later |
| 11. [A] associated | [B] related | [C] involved | [D] participated |
| 12. [A] watch | [B] watched | [C] watching | [D] were watching |
| 13. [A] at | [B] on | [C] in | [D] under |
| 14. [A] exact | [B] extraordinary | [C] normal | [D] same |
| 15. [A] performed | [B] played | [C] practiced | [D] acted |
| 16. [A] However | [B] In contrast | [C] In other words | [D] Even so |
| 17. [A] imitating | [B] following | [C] resembling | [D] reacting |
| 18. [A] as if | [B] like | [C] as | [D] for |
| 19. [A] still | [B] nearly | [C] almost | [D] even |
| 20. [A] influence | [B] capacity | [C] appeal | [D] contribution |

【解析】第1题中,考生需要在4个选项中选择一个能够定义 television 的词语。凭借我们的常识,我们知道“电视”在此不会是“机器”,也不会是“设备”,而是一种“媒体”,被用来进行“洗脑”。这是因为被用来洗脑的机器或设备还没有被制造出来。另外,文章后面倒数第2句又进一步提到 how powerful a medium television is。这就证实了我们使用常识所进行的判断是正确的。

3. 关注句际的逻辑关系

近年来,为了考查学生对完形填空短文的连贯性和篇章结构的把握,语篇类型题时有出现。在解答这类问题时,考生应注意短文中句与句、句群与句群间的逻辑关系。

【例3】

In the recent years, many Americans of both sexes and various ages have become interested in 1 their bodies. They have become 2 to physical fitness. 3 nature, Americans are enthusiastic and energetic 4 hobbies or pastime. Many of them are applying their enthusiasm, optimism and energy to running. 5, there are a running club to join and numerous books and magazines to read about running.

- | | | | |
|-------------------|-----------------|-----------------|---------------|
| 1. [A] developing | [B] making | [C] improving | [D] promoting |
| 2. [A] devoted | [B] experienced | [C] suitable | [D] capable |
| 3. [A] In | [B] By | [C] For | [D] Or |
| 4. [A] for | [B] in | [C] at | [D] about |
| 5. [A] In the end | [B] After all | [C] As a result | [D] Above all |

【解析】第5题是个典型的语篇类型题。要做出正确的选择,考生不仅要研读下文,而且需要重温一下上文的内容,摸清这个句群的来龙去脉。上文中的几个句子重点说明了美国人不分男女老幼都对长跑健身感兴趣。下文中提到参加长跑俱乐部和阅读长跑的书籍和杂志。常识告诉我们,人们只有对某种事物感兴趣,才会有具体行动。所以,第5题上文与下文中的意义为因果关系。弄清了这种逻辑关系,答案也就显而易见了。[C]项 As a result 是唯一表因果关系的词组。

在解答语篇题时,考生既要注意句际的逻辑连接,有时也要弄清段与段之间的关系。

【例4】

Too often, careless use of words 1 a meeting of minds of the speaker and listener. The words used by the speaker may 2 unfavourable reactions in the listener 3 interfere with his comprehension; hence, the transmission-reception system breaks down.

4, inaccurate or indefinite words may make 5 difficult for the listener to understand the 6 which is being transmitted to him.

- | | | | |
|-------------------|---------------|-------------------|------------------|
| 1. [A] encourages | [B] prevents | [C] destroys | [D] offers |
| 2. [A] pass out | [B] take away | [C] back up | [D] stir up |
| 3. [A] who | [B] as | [C] which | [D] what |
| 4. [A] Moreover | [B] However | [C] Preliminarily | [D] Unexpectedly |
| 5. [A] that | [B] it | [C] so | [D] this |
| 6. [A] speech | [B] sense | [C] obscure | [D] difficult |

【解析】第4题是一个典型的语篇类型题。它出现在一个新段落的开头,说明正确项起着段落间语义衔接的作用。为确定两段之间的潜在的逻辑关系,考生应该仔细阅读前一段的内容。经过归纳我们发现,第1段的要点是谈 careless use of words 所带来的麻烦。第2段讲 inaccurate or indefinite words 可能造成的困难。这说明此段内容是对前段内容的添加。两者之间是一种递进关系。故[A]为正确项。

温馨提示

综观历届考生的答题情况,最典型的错误是在解题方法上。部分考生答题时只关注短语、句子这些局部,而缺乏对短文内容的总体把握。这种方法有两大弊端:其一,理解上的偏差导致错选;其二,延长了答题时间,因为有时答题的线索就在上下文中。此外,考生也不应忽略另一个步骤。在解答完所有的问题之后,还应通读完形后的短文,在宏观上检查并核实所确定的每一个选择能否使短文的内容与结构完整,在微观上看每个选择是否有充足的依据。只有这样,才能保证答题的质量。

二、阅读理解解题指导

(一) 阅读理解 A 节——多项选择题型

无论从考分所占的比例,还是从花费的时间看,阅读理解在研究生入学英语考试中都算得上是一出“重头戏”,历来受到考生的重视,但是光重视未必能保证结果理想,事倍功半的现象并不少见。其原因在于对阅读的实质认识不足,学习和理解的方法不当。一方面,阅读理解题主要考查学生对英语词汇、短语、句型等习惯表达方式,尤其是对出现在篇章中的语言知识和语言技能的掌握情况;另一方面,它包含了对英语国家和世界其他国家的政治、经济、文化、历史和社会等背景及科技发展动态、热门话题,乃至西方人的思维、交流方式等非语言性知识和学习能力方面的考查。因此,可以说,阅读理解题是综合性很强的能力测试题。

综观历年的试题可以看出,大多数短文均取自于以英、美为主的原版报纸杂志或书籍。其内容包罗万象,既有人文科学的,也有自然科学和科技方面的,还有反映当代国际和社会问题的……绝大多数为议论性质的、评论性质的、报道性质的、分析论证类的文章,而很少有纯抒发情感、描写风景类的文学篇章。这也许同研究生攻读期间将面对大量的概括性强、以抽象思维为主的材料有关。考题内容虽然广泛,但按一般命题原则,所问的内容应以不超出短文所给的为限。换句话说,考生仅凭文章提供的信息应能做出判断。但这并不意味着,宽广的知识面与阅读理解无关。正相反,若考生平时既涉猎面广,又能注意积累知识,他们在阅读时理解得就快,难度就会降低,所用的时间就会缩短,考试成功的可能性就会大大提高。

【例1】

In nature as in culture, diversity can be a difficult concept. Understanding it is one thing, accepting it another, especially when diversity means not only acknowledging a pre-existing mixture of differences — the very amplexity of the world — but also accommodating an adjustment to the existing state of things. A case in point is the reintroduction of gray wolves in Yellowstone National Park. Thirty-three wolves were released in 1995, and their number has now reached 97. Population expansion is one measure of the wolf program's success, but a better one is the wolves' impact on the natural diversity of the park.

Typically, a pack of the Yellowstone wolves kills a big deer every few days. But over the remains the wolves abandon, a wonderful new diversity has emerged. Since their arrival, wolves have killed many of the park's coyotes, a smaller kind of wolf. The reduction in coyotes has caused an increase in rodents such as mice, rabbits and squirrels, which also benefits a wide range of predators. Even the coyotes that live at the margins of wolf country have prospered, thanks to the leftovers the wolves leave behind. So do grizzly bears, which feed on wolf-killed deer before beginning hibernation or winter sleep.

What has interested scientists is the swiftness, the dynamism, of this shift in diversity. There has been, however, no matching dynamism in the opinion of humans who oppose the wolf reintroduction. That was made plain by a Federal district judge's recent order to "remove" the wolves, the result of a legal process that is the offspring of inflexibility. Several livestock groups, including the Wyoming Farm Bureau, had filed a suit that urged, in slightly cleverer terms, the old proposition, no wolves, no problems. Several environmental groups had filed a separate lawsuit — unconnected to the Yellowstone wolves — protesting the dropping of legal protection for wolves that were recolonizing Idaho. The two suits were unfortunately merged.

Though Judge William Downes stated his own decision pending appeal, his judgement is a sad encouragement to the mistaken defensiveness of most ranchers or cattle farmers. It is also a misunderstanding of the purpose of the environmentalists' suit. His decision needs to be swiftly and decisively overturned on appeal. It is no exaggeration to say that since the return of the wolves, Yellowstone has witnessed an economy of diversity from which human culture — including the culture of ranching — can directly profit, if only it chooses to do so.

1. By saying "diversity can be a difficult concept", the author implies that ____.

- [A] natural diversity is more difficult to explain than cultural diversity
- [B] people don't understand what natural diversity means, let alone accept it
- [C] it's hard for people to get rid of old concepts, much less create new ones
- [D] people don't see the difference between cultural and natural diversity

2. Since the arrival of 33 wolves in the Yellowstone National Park, ____.

- [A] a dynamic biological chain has started to function
- [B] animals kept in the park have had enough food
- [C] some animals that are not wanted have been vanishing
- [D] the attraction of the park is greatly increased

3. The author thinks it unfortunate that the judge should ____.

- [A] make efforts to accept suits with regard to old issues
- [B] make use of legal means to protect his own interests
- [C] mix up two irrelevant suits and make wolves the victims
- [D] support the protest against canceling legal protections for wolves

4. The author believes that Judge William Downes was obviously on the side of ____.

- [A] the Yellowstone Park
- [B] livestock groups

[C] environmental groups

[D] Federal laws

5. Commenting on the Yellowstone Park wolf program, the author _____.

[A] urges the district judge to reverse his recent order

[B] criticizes the attitude of environmental groups

[C] calls on the people to protect wolves everywhere

[D] speaks for the interests of most cattle farmers

6. According to the author, the protection of wolves will _____.

[A] bring about an economic boom to the surrounding farms and ranches

[B] cause bigger losses of livestock to the Park's neighboring farms

[C] lead to a number of controversies in the society

[D] prove to be beneficial to all parties concerned

7. The best title for the text would be _____.

[A] Natural Diversity Versus Cultural Diversity

[B] Human Dynamism Needed for a Ballanced Ecosystem

[C] The Controversy over the Yellowstone Wolves

[D] The Cost of Raising Wolves Versus Its Benefits

【解析】第1题答案是B项。全文围绕着 diversity in nature 这个关键词组做文章。虽然文中没有出现 I think 之类的短语,但作者对引进灰狼项目的热情支持和对法官(他认为是)错误裁决的愤慨毫不掩饰,溢于言表。倾向性立场从 the program's success, a wonderful new diversity has emerged, unfortunately merged, a sad encouragement to the mistaken defensiveness 等遣词造句中显而易见。该题属分析论说型。本文的第1句是全文的中心思想:人类对自然界多样性的态度和对文化多样性一样,连理解都不理解它们,更不用说接受它们。尤其当保持多样性不仅意味着认可原有的各种不同类型的存在,还要为适应现状而做出调整,人们就更难做到了。能看出这层意思后,该题的正确答案自然应该是B项。

第2题问的是一个事实:自从黄石公园引进灰狼以后发生了什么变化?第2段提供了所需的事实,概括起来说,就是A项所述:公园内的生物链开始良性运转。注意文中的事实到了题里就“改头换面”了。或者说,选项中并未照抄原文,而是使用从提供的事实里归纳出的结论。如果考生在阅读时能对信息进行加工并记住,不用再看第2遍就能解答该题。

第3题问的是作者说 unfortunate 的原因是什么。该词出自第3段的最后一句 The two suits were unfortunately merged. 我们首先要弄清是哪两个案子。第3段中提到,几家牲畜集团公司提出诉讼,要求消灭灰狼;与此同时,有几个保护环境的团体也提起诉讼,抗议对爱达荷州重新聚居成群的灰狼停止合法保护。作者说这本是两件风马牛不相及的案子,结果由于死板、僵化地遵循法律程序,联邦地区法院做出了“除去”灰狼的命令。作者认为这完全是误会,结果使狼成了牺牲品。根据以上情况,C项是符合原文意思的。

第4题是个推论题。从作者的叙述可以判断出,Downes 法官为了保护牲畜,命令消灭灰狼。显然他站在牲畜集团公司的一边,所以答案是B项。

第5题问:作者对法院的判决做何评论?从最后一段可以看到 His decision needs to be swiftly and decisively overturned on appeal 的句子,说明作者撰写本文的直接目的在于敦促法官在上诉期间迅速、果断地推翻原决定,因此A项是正确项。

第6题问的是从全文最后一句可以做出什么推论。这句话的意思是:“可以毫不夸张地说,自从灰狼回来后,黄石(公园)出现了(生物)多样性的一派繁荣景象。它也能给人类(群落),包括经营农场的人们,带来直接的好处,只要人愿意这么做(允许灰狼回来)。”很明显,D项所说的“各有关方面都会获益”体现了作者的意思。