

2006

# 新东方考研手册



[www.neworiental.org](http://www.neworiental.org)

北京·上海·广州·武汉·西安·天津·南京·成都·重庆·沈阳·深圳·长沙·济南·杭州·哈尔滨·襄樊·太原·多伦多·蒙特利尔

2006

# 新东方考研手册

## 2006版新东方考研手册编委会

徐华	周雷	乐柯健	张戈	陈若木	杨志凯	汪海涛
冯大为	童玲	任伟	黄伦辉	唐宇	任治远	刘畅
汪忠平	卢熙	费允杰	汪诚义	尤承业		

# 2006

# 新东方考研手册

## 2006版新东方考研手册编委会

徐华	周雷	乐柯健	张戈	陈若木	杨志凯	汪海涛
冯大为	童玲	任伟	黄伦辉	唐宇	任治远	刘畅
汪忠平	卢熙	费允杰	汪诚义	尤承业		

## 目 录

<b>第一章 新东方名师备考锦囊</b>	<b>5</b>
<b>复习综述</b>	<b>5</b>
《2006 年全国硕士研究生入学统一考试英语考试大纲(非英语专业)》新增题型及制胜方略	5
考研英语复习三级跳——2006 年考研规划与复习策略	22
暑假考研复习“四要”“四不要”	23
<b>阅读理解</b>	<b>25</b>
考研冲刺阶段复习策略	25
考研英语阅读理解怎样拿高分	27
基础、强化、冲刺——考研阅读的必经之路	29
浅论考研英语阅读理解迷惑性选项之词形替换	31
<b>完型填空</b>	<b>34</b>
逻辑分析在完型填空中的作用	34
完型填空的应对技巧和复习方法	39
<b>翻译</b>	<b>40</b>
考研英语译汉的几点启示	40
考研翻译要点综述	43
<b>词汇</b>	<b>47</b>
返璞归真——考研英语词汇特点剖析	47
考研英语单词的记忆及运用	50
考研英语词汇学习中可能出现的误区及对策	52
<b>写作</b>	<b>53</b>
解析 2005 年考研真题作文	53
考研英语写作技巧	57
考研与四、六级应用文的难与易	60
考研英语写作中的“Chinglish”	62
<b>考研英语数学</b>	<b>64</b>
考研数学概率论解题方法	64
考研数学高等数学解题方法	66
考研数学线性代数解题方法	68
<b>第二章 高分学员考研心经</b>	<b>69</b>
决心决定一切, 细节决定成败	69
考研之路, 攻心为上	72
素质+技巧=考试成功	74
学习之道 日积月累	76
抓大放小 有的放矢	78
实战考研学习计划	80
考而不死——我的考研心经	82

<b>第三章 考研菜鸟入门</b>	<b>85</b>
2006 年全国硕士研究生统一考试时间安排	85
硕士研究生入学考试报考条件	86
硕士研究生入学考试报名办法	89
考研全程导航	91
一、报考志愿的选择	91
二、考试信息的获取	93
三、复习日程的安排	94
四、考研辅导班的选择	95
五、考试的注意事项	97
六、考研失利后的调剂	98
七、谨慎对待复试	100
八、考研的最后录取	104
<b>附录：</b>	<b>106</b>
2001-2005 年全国考研报名人数与录取人数汇总	106
2001-2004 年考研最热大学及专业 TOP10	107
2005 年考研国家复试最低分数线	108
2004 中国一流研究生院	110
2005 年大学综合排行榜	111
2005 年 34 所自主划线高校考研复试线	115
1、北京大学 2005 年研究生招生复试分数线及要求	115
2、清华大学 2005 年硕士生招生复试线及录取办法	116
3、上海交通大学 2005 年研究生招生复试基本分数线	117
4、大连理工大学 2005 年考研复试分数线基本要求	118
5、中国科学技术大学 2005 年考研复试基本分数线	119
6、山东大学 2005 年研究生招生复试分数线及基本要求	119
7、复旦大学 2005 年研究生招生复试分数及基本要求	121
8、中国人民大学 2005 年统考、联考硕士生复试线	122
9、北京航空航天大学 2005 年研究生招生复试分数线	123
10、北京理工大学 2005 年硕士研究生复试分数基本要求	124
11、天津大学 2005 年研究生招生复试分数基本要求	125
12、2005 年南开大学硕士生入学考试考生复试基本要求	126
13、中国农业大学 2005 年考研复试分数线及基本要求	126
14、北京师范大学 2005 年硕士研究生招生复试分数线	127
15、哈尔滨工业大学 2005 年考研复试线及录取办法	128
16、吉林大学 2005 年考研复试分数线基本要求	129
17、同济大学 2005 年硕士生参加复试分数基本要求	130
18、南京大学 2005 年考研复试基本分数线及要求	131

19、华中科技大学 2005 年研究生招生复试基本分数线	131
20、西安交通大学 2005 年研究生招生复试基本分数线	132
21、东北大学 2005 年研究生招生复试分数及基本要求	134
22、东南大学 2005 年研究生招生复试分数及基本要求	136
23、浙江大学 2005 年研究生招生复试分数线基本要求	138
24、华南理工大学 2005 年研究生招生复试基本分数线	139
25、西北工业大学 2005 年研究生招生复试基本分数线	139
26、厦门大学 2005 年研究生招生复试分数线及要求	140
27、湖南大学 2005 年研究生招生复试分数基本要求	140
28、武汉大学 2005 年研究生招生复试基本分数线	141
29、兰州大学 2005 年考研复试基本分数线及要求	144
30、电子科技大学 2005 研究生招生复试分数基本要求	145
31、中山大学 2005 年研究生招生复试分数线及要求	145
32、中南大学 2005 研究生招生复试基本分数线及要求	146
33、重庆大学 2005 年考研复试基本分数线及相关说明	146
34、四川大学 2005 年考研复试分数及基本要求	148



# 第一章 新东方名师备考锦囊

## 复习综述

### 《2006 年全国硕士研究生入学统一考试英语考试大纲(非英语专业)》新增题型及制胜方略

最新出版的《2006 年全国硕士研究生入学统一考试英语考试大纲(非英语专业)》在 2005 年的基础上又进行了修订,即在阅读理解 Part B 中增加了两种备选题型,这在一定程度上反映了教育部对硕士研究生考试的重视,同时也反映了教育部也在努力将考研英语的出题水平与国际先进英语测试接轨。新增备选题型在很大程度上避免了传统的应试技巧,真正读懂文章才能够取得高分,变得更为合理了;新增备选题型的设计原则在一定程度上借鉴了英国剑桥考试委员会雅思考试阅读题的出题思路,更具有国际性了。但是,备选题型在一定程度上也增加了考生备考的负担。本文将详尽分析新增题型,以解考生的燃眉之急。

(注意:大纲中规定了三种备选题型,但是我们根据大纲样题进一步把备选题型细划为四种)

#### 一、选考题型之选择搭配题

##### (一)大纲要求

选择搭配题考一篇 500~600 词的文章,该节共 5 题,每题 2 分,共 10 分。该部分的测试重点在于把握文章结构,主要考查考生对诸如连贯性、一致性、逻辑联系等语篇、语段整体特征的理解,即要求考生在理解全文的基础上弄清文章的整体和微观结构。

##### (二)出题特点

##### 1. 出题位置

该节分为两个部分:主干部分和选项部分。主干部分的原文约 600 词,其中有 5 段空白处——空白处的位置可能在段首、段落中间、段末,但不会是文章的第一句,一般情况下也不会是最后一句。选项部分为 6~7 段文字,每段可能是一个句子,可能是两三个短句,也有可能是完整的段落。其中 5 段分属于主干部分的空白处。要求考生依据自己对文章的理解从选项中选择 5 段文字放回到文章中相应的 5 段空白处。

##### 2. 选项设置特点

非等额选项(题目 5 道,6~7 个选项)

##### 3. 测试重点

考生需要认真搞清楚主干内容和结构上的关系和布局,从而分辨出选项部分从结构和内容上看是属于文章的哪个部分,并可以与空白处的上下文有机地衔接起来。一般情况下不可能有特别明显的词汇、句子等语言方面的提示,也并不要求考生过分关注某一具体的细节;而是要着眼于全文,在理解全文内容、文章结构、逻辑关系(如时间、地点、因果关系、从属关系等)的基础之上方能做出正确选择。

##### (三)文章的结构

① 描述性结构(主要介绍事物、问题或倾向的特点。对人物的描述,如传记,会对人的

身体特征、家庭背景、成长过程、个性爱好、成就贡献等内容进行描述,因此时间、地点往往是出题重点)

- ② 释义性结构(解释某一理论、学科、事物,主要用例子、比喻和类比阐述)
- ③ 比较性结构(把两个人或事物的功能、特点、优缺点进行对比)
- ④ 原因性结构(这种结构主要分析事物的成因,客观的、主观的、直接的、间接的)
- ⑤ 驳斥性结构(这种结构主要是先介绍一种观点,再对其评论或驳斥,然后分析其优缺点、危害性,最后阐明自己的观点)。

以上文章结构的知识其实反映了选择搭配题题型的出题原则。

#### (四)选择搭配题解题步骤

① 阅读文章题目附近的句子,锁定目标答案可能的特征

② 阅读选择项,寻找特征词(即确定答案的线索词)

特征词:代词、专用名词、连接词、数字、复数名词等

回头再去看原文,明确 1~5 的选项位置

A. 开头常是主题句,不行再看前和尾

B. 中间不忘主题句,前瞻后望找启示

C. 末尾常是下结论,也可排比和例子

④ 用代入法通读全文,检查答案是否合理

#### (五)选择搭配题的解题技巧

① 就近原则寻找信息线索

② 选项中出现时间年代时,往往要注意与原文中年代的前后对应关系

③ 选项中出现代词时,该选项往往不能放在首句,往往要注意指代成立的条件  
it 可指代前面的单数名词或整个句子;

they 或 them 指代前面的复数名词;

one 指代前面的单数可数名词;

that 指代前面的不可数名词或句子;

this 指代前面的单数名词或句子。

④ 绝对常是干扰项,意思太泛太窄要小心

⑤ 警惕无关离题词,两项相近有答案

⑥ 选项对比原文时,与原文重复或同义改写的字越多的往往就是选项

⑦ 总体观、相互补,做题不用按顺序,选做易后做难,莫忘近邻上下文

⑧ 放在段首的句子(段首题)的特点

A. 当选项或某段段首分别含有 between...and, either...or, not only...but also;

B. 当该句含有复数名词时,那么该段将是总分结构,其中提到的名词可能是线索;

C. 有标点符号“:”或“;”

⑨ 放在段尾的句子有时也会有提示词(段尾题的特点):

A. 因果连词

therefore, thus, as a result, for this reason, hence

B. 总结性连词

in short, to sum up, to conclude, in a word

C. 转折性连词

but, nevertheless

D. 主旨句



E. 排比句

F. 例证句

#### (六) 选择搭配题常考的逻辑关系词

##### (1) 并列和递进关系

###### ① 标志词

and, indeed, also, besides, almost, even, similarly, like, correspondingly, accordingly, in the same way, meanwhile, furthermore, moreover, too

###### ② 前后句子的名词或意思具有同指性

##### (2) 转折或让步的对立关系

###### ① 标志词

but, yet, however, although, though, while, whereas, despite, by contrast, on the contrary

###### ② 前后句子的名词同指, 但句意对立, 往往出现以下情况

A. 褒贬对立

B. 句式结构对立, 前肯后否或前否后肯

##### (3) 例证关系

① 标志词: for example, for instance, for one thing, to illustrate, as an illustration, that is, namely, verify

###### ② 出题模式

A. 总结说明——例子(例证), 总结说明后往往伴有表例证关系的提示词: for example, for instance, 此时前面往往有复数名词或表述概念句子

B. 例子(例证)——总结说明。总结说明提前往往伴有提示词: thus, therefore, in conclusion, as a result

##### (4) 定义关系

① 有定义或释义关系的句子往往是文章或段落主题句, 所以放段首或段尾

② 下定义的方式有:

A. 判断句: A is B

B. 名词(被定义对象)+定语从句(定义内容)

C. 名词+同位语

D. 名词+be called+名词

E. by+名词(被定义对象)+be meant + 名词(定义内容)

③ 下定义时所伴随的过渡词:

namely, in other words, that is to say, or rather

#### (七) 选择搭配题通用的解题方法

① 主旨解题法

② 同现关系

③ 复现关系

④ 逻辑关系解题法

⑤ 数单词个数解题法

#### (八) 选择搭配题大纲样题解析 (Sample One)

Directions:

In the following article, some sentences have been removed. For Questions 41-45, choose the most suitable one from the list A-G to fit into each of the numbered blank. There are two extra

choices, which do not fit in any of the gaps. Mark your answers on ANSWER SHEET 1. (10 points)

Long before Man lived on the Earth, there were fishes, reptiles, birds, insects, and some mammals. Although some of these animals were ancestors of kinds living today, others are now extinct, that is, they have no descendants alive now. 41) \_\_\_\_\_. Very occasionally the rocks show impression of skin, so that, apart from color, we can build up a reasonably accurate picture of an animal that died millions of years ago. That kind of rock in which the remains are found tells us much about the nature of the original land, often of the plants that grew on it, and even of its climate.

42) \_\_\_\_\_. Nearly all of the fossils that we know were preserved in rocks formed by water action, and most of these are of animals that lived in or near water. Thus it follows that there must be many kinds of mammals, birds, and insects of which we know nothing.

43) \_\_\_\_\_. There were also crablike creatures, whose bodies were covered with a horny substance. The body segments each had two pairs of legs, one pair for walking on the sandy bottom, the other for swimming. The head was a kind of shield with a pair of compound eyes, often with thousands of lenses. They were usually an inch or two long but some were 2 feet.

44) \_\_\_\_\_. Of these, the ammonites are very interesting and important. They have a shell composed of many chambers, each representing a temporary home of the animal. As the young grew larger it grew a new chamber and sealed off the previous one. Thousands of these can be seen in the rocks on the Dorset Coast.

45) \_\_\_\_\_. About 75 million years ago the Age of Reptiles was over and most of the groups died out. The mammals quickly developed, and we can trace the evolution of many familiar animals such as the elephant and horse. Many of the later mammals though now extinct, were known to primitive man and were featured by him in cave paintings and on bone carvings.

[A]The shellfish have a long history in the rock and many different kinds are known.

[B]Nevertheless, we know a great deal about many of them because their bones and shells have been preserved in the rocks as fossils, from them we can tell their size and shape, how they walked, the kind of food they ate.

[C]The first animals with true backbones were the fishes, first known in the rocks of 375 million years ago. About 300 million years ago the amphibians, the animals able to live both on land and in water, appeared. They were giant, sometimes 8 feet long, and many of them lived in the swampy pools in which our coal seam, or layer, or formed. The amphibians gave rise to the reptiles and for nearly 150 million years these were the principal forms of life on land, in the sea, and in the air.

[D]The best index fossils tend to be marine creature. There animals evolved rapidly and spread over large over large areas of the world.

[E]The earliest animals whose remains have been found were all very simple kinds and lived in the sea. Later forma are more complex, and among these are the sea-lilies, relations of the star-fishes, which had long arms and were attached by a long stalk to the sea bed, or to rocks.

[F]When an animal dies, the body, its bones, or shell, may often be carried away by streams

into lakes or the sea and there get covered up by mud. If the animal lived in the sea its body would probably sink and be covered with mud. More and more mud would fall upon it until the bones or shell become embedded and preserved.

[G]Many factors can influence how fossils are preserved in rocks. Remains of an organism may be replaced by minerals, dissolved by an acidic solution to leave only their impression, or simply reduced to a more stable form.

### [题解]

本篇介绍的是史前类动物。文章的结构脉络清晰：首先介绍什么是史前动物和我们研究史前动物的依据——化石以及化石形成的过程。随后，作者即按照动物进化的顺序——我们可以见到其化石的最早的动物，水生壳类动物、脊椎类动物——逐一加以介绍。

41. 文章一开始，作者告诉我们：早在人类出现以前，地球上就有许多物种，现在有些物种的后代依然生存，而另外一些则没有留下后裔。在本题空白处后面，文章又说岩石上偶尔会留下数百万年前就死掉了的动物的精确印记。显然，空白处应该是关于岩石与灭绝了的动物之间的关系（7个选项中有A、B、E、G四项提到了“rock”，但另外三项意思上不符）。此外，空白处前面的“extinct”和“no descendant”均为否定意义的表达，而空白处后面的“accurate”和“much”则为肯定意义的表达；这意味着空白处的内容应该有一个结构上的转折——只有B项符合这一条件。所以正确答案只能是B。（注意：这道题在去年的考试大纲中是段尾题，现在成了段中题，估计是打印错误。）

42. 本题考查寻找特征词的能力。在该题中，根据就近原则在该题后的句子中找到“the fossils”和“water action”为特征词。“the fossils”说明“fossils”一词至少是第二次出现，因为它前面加了定冠词the，通过仔细观察并不难发现，42以及其前面的内容中都没有fossils，这就确定fossils一词必定出现在41、42中。根据意群相一致原则，在42中必定要有与“water action”同现或复现的语言点。综上所述，只有同时满足以上两个条件的选项才是正确答案。虽然G项一开始就有“how fossils are preserved”，与上文和下文似乎都是相吻合的；但是G项后面讲的是动物遗体上的有机组织“organism”可能转达化成几种形式，而本题空白处后面的内容则告诉人们“Nearly all of the fossils that we know were preserved in rocks formed by water action”（几乎所有我们所知道的化石都保存于水作用而形成的岩石中。——与上下文相符合）。

43. 本题选择的特征词是“also”。“also”表并列关系，这就证明在43前面的句子中应当与also后的crab-like creatures相并列，即空白处显然有关于另一动物的内容；从本段开始，文章转向讨论由低级高级变化（进化）中的动物。E项开始的部分是“The earliest animals whose remains have been found....”，符合文章写作的顺序。B项与上文相符，但与下文不符，且与全文结构不相吻合。

44. 本题选择的特征词是these以及与其具有同指关系的ammonites和They。通过阅读44以后的两个句子不难发现，these, ammonites, They是指同一事物，意即有“shell”的事物。同时44后一开始就有“Of these...”，也就是说，空白部分应该有“some, several, many”或类似的词，答案只能是A。由于文中有了“The first animals”，为避免句式上的重复，作者改变句子起始的模式——这种做法很多见，因而也是考生阅读和写作中应该注意的。

45. 该题目是一道简单试题，一方面这是一道段落题，这就决定了有可能选最长的选项为答案，另一方面根据就近原则在下一段首句中发现的“About 75 million years ago”成为我们解题的关键。从文章的整体结构看，这里需要一个内容的“高潮”：前面几段，动物都在

不断进化，而下文中“About 75 million years ago the Age of Reptiles was over”，这里需要一个“交代”。只有 C 项符合这一条件；同时，“reptile”在本题空白前文章中从没有提到，在下文中又没有新信息，因而作为正确答案的选项中一定有这个词，只有 C 项中有“The amphibians gave rise to the reptiles for nearly 150 million years these were the principal forms of life on land, in the sea, and in the air”。所以正确答案只能是 C。

## 二、选考题型之排序题

该题型是一个排序题。要求考生将一组段落排序，使其意思通顺。这就要求考生在阅读各个段落时要把握它们的中心大意，并且将各段的段落大意整合，理清它们之间的逻辑顺序。

### (一)排序题的解题步骤

1. 仔细阅读已经给出的答案，寻找其中的逻辑关系，并且在卷子上划去已经给出的两个答案。

2. 阅读选项和原文，确定目标答案的位置。

3. 通读全文，确定语篇模式，检查答案是否合理。

### (二)把握文章语篇模式

经典语篇模式一：话题+问题+解决办法

阅读指导：这类文章多属叙述性的说明文。文章往往是先提出某个领域或某个方面出现的问题，然后分析问题，最后提出或陈述解决的办法。这类文章的结构可能多种多样，但只要善于识别“问题——分析——解决办法”这些主要步骤，就能把握文章的主线。

经典语篇模式二：列举

阅读指导：列举(listing)是常见的段落写作方式，其特点就好比列清单，作者用列举的方式来呈现事实、观点、理由、原因等。列举涉及大量的事实或细节，在有明确表示列举的信号词的情况下(如：First/Second/Third/Finally)比较容易把握；但在没有这类信号词时，考生会因头绪繁多而难以把握。但实际上，列举总是逐项或分层次进行的，无论有没有信号词，我们只要清楚有哪几个层次，在心里给它们标个序号，纷繁的内容就会变得井然有序。

经典语篇模式三：结果—原因/现象—成因

阅读指导：阅读考试中经常遇到探讨某种现象的原因的文章。它属于说明文。这类文章往往先引入某种现象或状况：可能是社会现象或某一方面问题的状况，也可能是自然现象，然后探讨为什么会有这种现象或状况，即产生的原因。在阅读这类文章时首先要确定讨论的现象或状况，然后梳理清楚作者所列举的若干原因。

经典语篇模式四：对比与比较

阅读指导：对比(contrast)和比较(comparison)模式的文章也是考试阅读中经常出现的。文章通过对比或比较来说明两个事物间的不同之处或某些相似点。对比或比较的写作方式一般有两种：一种是分开比较模式，即先论述甲事物的特点或状况再论述乙事物的，可简述为“A+B”模式；另一种为交替比较模式，即对事物的几个方面进行逐项比较，可简述为“A/B+A/B”模式。在阅读这类文章时要注意文章在哪几个方面进行了比较，哪些是不同点，哪些是相同点。

经典语篇模式五：议题+观点+论证

阅读指导：这类文章往往是作者就某一话题发表自己的观点，然后加以论证。阅读这类文章要注意以下几点：① 文章的话题是什么？② 作者就这一问题提出了什么样的观点？③ 作者用了哪些主要事实来证明自己的观点？

经典语篇模式六：错误观点+异议+证明/议论

阅读指导：这类文章在考试阅读中出现频率很高，属于论说文中的驳论。作者通常在文

章一开始就介绍一种对某一问题的流行观点，然后表示异议或直接表明不同的观点。接着用事实论证流行观点的错误所在或通过议论驳斥流行观点，支持自己的论点。在阅读这种类型的文章时我们要注意以下几点：① 所引述的流行观点或他人的观点是什么？② 作者的观点或态度是什么？是赞成还是反对？要注意区分作者的观点和他人的观点。一般来说，一些转折词语往往是作者的观点和流行观点的分界线，如：However/But/Nevertheless/As a matter of fact 等。③ 作者用了哪些论据来反驳流行的观点或证明自己的观点

### (三)排序题的解题技巧

1. 按照大纲样题所给的情况，如果五道题目全部选择同一个答案的话，这种题目就至少可以做对一道，获得 2 分。

2. 按照大纲样题所给的情况，这种题目往往只需要做对四个就可以了，最后一个答案不用做就水到渠成。

3. 如果在给出两个正确答案的情况下，最后剩余两个答案没有做出，而自己又没有太大把握，为了保险起见，可以在最后的两个答案中任意选择一个字母，两道题目均选此字母，这样至少可以选对一道题。

4. 这种题目在做对一道题的情况下，每道题目可以选择的概率分别是 P51, P41, P31, P21, P11。

在这种数学概率的情况下，对于我们的提示就是尽量先确定线索比较明确的题目的答案。不用按照题目的顺序答题。

### (四)大纲样题

Directions:

The following paragraphs are given in a wrong order for Questions 41-45; you are required to reorganize these paragraphs into a coherent article by choosing from the list A-E to fill in each numbered box. The first and the last paragraphs have been placed for you in Boxes. Mark your answers on ANSWER SHEET 1. (10 points)

[A] "I just don't know how to motivate them to do a better job. We're in a budget crunch and I have absolutely no financial rewards at my disposal. In fact, we'll probably have to lay some people off in the near future. It's hard for me to make the job interesting and challenging because it isn't —it's boring, routine paperwork, and there isn't much you can do about it.

[B] "Finally, I can't say to them that their promotions will hinge on the excellence of their paperwork. First of all, they know it's not true. If their performance is adequate, most are more likely to get promoted just by staying on the force a certain number of years than for some specific outstanding act. Second, they were trained to do the job they do out in the streets, not to fill out forms. All through their career it is the arrests and interventions that get noticed.

[C] "I've got a real problem with my officers. They come on the force as young, inexperienced men, and we send them out on the street, either in cars or on a beat. They seem to like the contact they have with the public, the action involved in crime prevention, and the apprehension of criminals. They also like helping people out at fires, accidents, and other emergencies.

[D] "Some people have suggested a number of things like using conviction records as a performance criterion. However, we know that's not fair—too many other things are involved. Bad paperwork increases the chance that you lose in court, but good paperwork doesn't necessarily mean you'll win. We tried setting up team competitions based on the excellence of the

reports, but the guys caught on to that pretty quickly. No one was getting any type of reward for winning the competition, and they figured why they should labor when there was no payoff.”

[E] “The problem occurs when they get back to the station. They hate to do the paperwork, and because they dislike it, the job is frequently put off or done inadequately. This lack of attention hurts us later on when we get to court. We need clear, factual reports. They must be highly detailed and unambiguous. As soon as one part of a report is shown to be inadequate or incorrect, the rest of the report is suspect. Poor reporting probably causes us to lose more cases than any other factor.

[F] “So I just don’t know What to do. I’ve been groping in the dark in a number of years. And I hope that this seminar will shed some light on this problem of mine and help me out in my future work.”

[G] A large metropolitan city government was putting on a number of seminars for administrators, managers and/or executives of various departments throughout the city. At one of these sessions the topic to be discussed was motivation—how we can get public servants motivated to do a good job. The difficulty of a police captain became the central focus of the discussion.

Order:

G—41. \_\_\_\_\_ 42. \_\_\_\_\_ 43. \_\_\_\_\_ 44. \_\_\_\_\_ 45. \_\_\_\_\_ —F

#### [题解]

这篇样题在 7 个段落中已给出篇首和篇尾段落在文章中的位置。通过对文章首末段的阅读，我们明显可以看出本文的结构属于现象问题解决型。

首段说的是：一个大都市的市政府召开各部门管理人员研讨会。有一个研讨会讨论的话题是如何激励公务员做好工作。在讨论中，一位警察局警长遇到的难题成了谈论的焦点。除了这段话，其他段的话都有引号，表明是某人说的话。尾段说道：“所以我不知道如何是好。多年来我一直在黑暗中探索。我希望这次研讨会能给我的难题带来启示，能帮我应对未来的工作。”很明显，这是发言的总结句。结合第一段的内容，我们可以知道，引号里的话是警察局警长的话，而整篇文章主要讲的是他面临的难题。

接着，我们看 A 到 E 段，哪一段像发言的起始段呢？这就要看是哪一段把讨论的话题引入。我们可以主要看每段的第一句话。我们会发现 [C] 段第一句话直截了当地点出话题：“I’ve got a real problem with my officers”，而且与首段的最后一句连接自然，所以我们可以判定 41 题空中应该填 [C]。

[C] 段的第一句话后，警长开始评价他的队员。这一段的内容较为正面。因为警长说“有一个难题”，按逻辑顺序，下一段落应该出现转折，提出职员中存在的问题。依照这样的思路，我们在剩下的段落中寻找，可以发现下一段选 [E] 连接最自然。[C] 段先表扬职员对公众的事积极、热心，但是“The problem occurs when they get back to the station”（一回到警局问题就出现了）。什么问题呢？“They hate to do the paperwork...”警长说出了问题的关键——他们不喜欢写公文。警长还进一步说明了问题带来的麻烦。说明了问题，警长又是怎么去解决的呢？他的解决方式是否奏效？顺着这个思路，我们可以找出下两段的顺序是 [A] 项和 [B] 项。警长是毫无办法。难道就一点办法都没有吗？其他人是怎么看的？在 [D] 段中，警长提到有人建议通过胜诉记录来评价，他们也进行过小组之间的比赛，但是没有什么效果。所以，警长殷切地希望能在研讨会上得到启发和帮助。按照这样的思路，这些段落就组成了一篇通顺、完整的文章。



考生在做这样的题型时,如果没有把握,可以多列出几种可能的顺序,然后根据这些顺序重读文章,看是否思路顺畅。完成此类题目关键是把握文章的主要话题和基本的逻辑顺序。

[答案]

41.C 42.E 43.A 44.B 45.D

### 三、选考题型之信息匹配题

这一题型主要考查考生区分论点、论据,把握论点论据一致性的能力。如样题所示,该题型要求考生根据文章的内容,从多个选项中找到能支持相应论点的论据。这就要求考生理解各个论点或观点的重点和含义,并能找出与论点一致的论据。

#### (一)信息匹配题的解题步骤

考生阅读时可按照卷面排列的自然顺序先看六个试题选项后读短文,也可在阅读短文后再看试题选项。根据实际经验,笔者认为先看试题选项效率更高一些。因为试题选项中的六分之五是正确答案,可以通过试题选项迅速理解文章大意,从而准确建立宏观主旨观念,进而有效地做到“抓大放小”。考生读后可以首先了解试题的内容,这样在阅读时可以做到目标明确,有的放矢,尽量减少盲目阅读对时间的耗费。具体做法可分为以下几步进行:

(1)仔细阅读六个试题选项,正确理解每个选项的意思。对于谈论相似主题的选项,需区别内容的相同处和不同处,并牢记体现不同处的关键词语。

(2)快速浏览短文,依靠标题迅速抓住每篇短文的主题。浏览过程中若发现答题所需的具体信息,在词语或句子下面划线并标上所答的题号,以初步敲定。对那些暂时无法肯定的可暂且放置一边,留待第二次阅读时解决。

(3)第二次阅读短文时必须有针对性,主要为了解决两个问题:一是仔细检查已初步认定的内容与单句是否匹配;二是找到第一遍浏览时尚未找到的信息。

(4)为确保准确无误,若有时间可再次将选项从短文中已选择的内容进行比较,检查有无谬误或疏漏之处。

#### (二)做信息匹配题时应当注意的问题

实际操作过程中,考生需注意以下几个问题:

第一,把握好用于此项的时间,防止前松后紧。

第二,阅读时要始终目的明确,凡是与问题部分无关的内容可以暂时略去不看,以免耗费宝贵的时间和精力。

第三,在快速浏览短文时,要特别注意所给的标题或黑体字,这无疑是把握各篇短文主题的最佳途径,它们犹如门牌号码,可使我们在查找信息时直入大门,免走弯路。最后,阅读问题部分的六个选项时,要抓住每选项的核心意义,这样有利于我们在查阅时迅速对号入座,减少误差。

#### (三)信息匹配题的解题技巧

##### (1)收缩寻找范围

首先看清楚第一组例句问题和最后一道问题,之后找到两者所提问的内容在文中的位置,然后你会发现通常整组问题的答案都在此之间。用这个方法,你可省掉不少时间。

##### (2)注意文字或句子的形式变化

在文章中寻找答案的难度取决于你对字句的形式变化的认识能力。

需要注意三种形式:

第一种：同义、相同的词或词组

第二种：同义、相似的字

第三种：同义、有很大差异的词或词组

a) department stores=department stores(第一类)

b) joined by=linked by(第二类)

c) walkways above and below the ground=over the street crossings and underground walkways (第三类)

(3)留意数字

数字的位置是最容易找的，如果问题提及过，用寻找关键字的方法就能找到答案。记住，数字有时候也可用英语表达出来。

(四)大纲样题

Directions:

You are going to read a text about the tips on resume writing, followed by a list of examples. Choose the best example from the list A-F for each numbered subheading (41-45). There is one extra example which you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

The main purpose of a resume is to convince an employer to grant you an interview. There are two kinds. One is the familiar "tombstone" that lists where you went to school and where you've worked in chronological order. The other is what I call the "functional" resume—descriptive, fun to read, unique to you and much more likely to land you an interview.

It's handy to have a "tombstone" for certain occasions. But prospective employers throw away most of those unrequested "tombstone" lists, preferring to interview the quick rather than the dead.

What follows are tips on writing a functional resume that will get read—a resume that makes you come alive and look interesting to employers.

41. Put yourself first:

In order to write a resume others will read with enthusiasm, you have to feel important about yourself.

42. Sell what you can do, not who you are:

Practice translating your personality traits, character, accomplishments and achievements into skill areas. There are at least five thousand skill areas in the world of work.

Toot your own horn!

Many people clutch when asked to think about their abilities. Some think they have none at all! But everyone does, and one of yours may just be the ticket an employer would be glad to punch—if only you show it.

43. Be specific, be concrete, and be brief!

Remember that "brevity is the best policy."

44. Turn bad news into good:

Everybody has had disappointments in work. If you have to mention yours, look for the positive side.

## 45. Never apologize:

If you've returning to the work force after fifteen years as a parent, simply write a short paragraph (summary of background) in place of a chronology of experience. Don't apologize for working at being a mother; it's the hardest job of all. If you have no special training or higher education, just don't mention education.

The secret is to think about the self before you start writing about yourself. Take four or five hours off, not necessarily consecutive, and simply write down every accomplishment in your life, on or off the job, that made you feel effective. Don't worry at first about what it all means. Study the list and try to spot patterns. As you study your list, you will come closer to the meaning: identifying your marketable skills. Once you discover patterns, give names to your cluster of accomplishments (leadership skills, budget management skills, child development skills etc.) Try to list at least three accomplishments under the same skills heading. Now start writing your resume as if you mattered. It may take four drafts or more, and several weeks, before you've ready to show it to a stranger (friends are usually too kind) for a reaction. When you've satisfied, send it to a printer; a printed resume is far superior to photocopies. It shows an employer that you regard job hunting as serious work, worth doing right.

Isn't that the kind of person you'd want working for your?

[A] A woman who lost her job as a teacher's aide due to a cutback in government funding wrote: "Principal of elementary school cited me as the only teacher's aide she would rehire if government funds became available."

[B] One resume I received included the following "invited by my superior to straighten out our organization's accounts receivable. Set up orderly repayment schedule, reconciled accounts weekly, and improved cash flow 100 per cent. Rewarded with raise and promotion." Notice how this woman focuses on results, specifies how she accomplished them, and mentions her reward—all in 34 words.

[C] For example, if you have a flair for saving, managing and investing money, you have money management skills.

[D] An acquaintance complained of being biased when losing an opportunity due to the statement "Ready to learn though not so well educated".

[E] One of my former colleagues, for example, wrote resumes in three different styles in order to find out which was more preferred. The result is, of course, the one that highlights skills and education background.

[F] A woman once told me about a cash-flow crisis her employer had faced. She'd agreed to work without pay for three months until business improved. Her reward was her back pay plus a 20 percent bonus. I asked why that marvelous story wasn't in her resume. She answered, "It wasn't important." What she was really saying of course was "I'm not important."

## [题解]

这篇文章就如何写好个人简历提出了自己的看法。文章用黑体小标题给出了具体的建议, 要求考生选出相应的例子。

首先, 我们要通读全文, 了解大意。作者在文中强调的简历应该是“functional”, 应该是读起来有趣, 具有个性的。在文章中, 作者给出了具体的招数。每个招数都有小标题、解