



**新题型**

# 考研英语

考研英语命题研究组 编

# 押题 试卷



**决战** 考研之巔!



**8套**

中国石化出版社

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# **考研英语押题试卷**

考研英语命题研究组 编

中国石化出版社

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# 前言

2006 年考研大战已经如箭在弦!

旧战场的痕迹历历在目——参战人员之众,竞争程度之烈,前所未有的。昨天的硝烟还未散去,今天的勇士又将前行。

对于处在考研冲刺阶段的广大考生而言,要想打赢这场战争,就必须从现在起,争取每一个日日夜夜,把握每一个分分秒秒,洞察全局,运筹帷幄,决不能贻误任何战机。

摸一摸家底,估一估实力。专业课——经过几年的练兵演习,自觉不逊于人,但也很难超越竞争对手一截。惟公共课——英语,只要从现在抓起,在继续复习真题的同时,用模拟试题进行实战演习,扩大或建立自己的优势,使之成为打赢这场考研战争的决定性筹码。

从 2006 年开始,考研对英语的要求,有了些许的变化。试卷把阅读理解的 Part B 变成了三种备选题型:七选五题型、排序题和搭配题。为了给各位参战的考生助一臂之力,我们精心编写了这本 2006 年《考研英语押题试卷》。本书的每套考题在题型、容量、难易度方面都力求与考研真题一致;每一道考题都有参考答案,每一道阅读理解题都有详尽的解答,所有的作文都附有范文,以供同学们参考借鉴。

我们真诚地希望本书能为同学们走向成功带来好运。

编者

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# 试 卷 一

## Section I Use of English

### Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

For the people who have never traveled across the Atlantic the voyage is a fantasy. But for the people who cross it frequently one crossing of the Atlantic is very much like another, and they do not make the voyage for the 1 of its interest. Most of us are quite happy when we feel 2 to go to bed and pleased when the journey 3. On the first night this time I felt especially lazy and went to bed 4 earlier than usual. When I 5 my cabin, I was surprised 6 that I was to have a companion during my trip, which made me feel a little unhappy. I had expected 7 but there was a suitcase 8 mine in the opposite corner. I wondered who he could be and what he would be like. Soon afterwards he came in. He was the sort of man you might meet 9, except that he was wearing 10 good clothes that I made up my mind that we would not 11 whoever he was and did not say 12. As I had expected, he did not talk to me either but went to bed immediately.

I suppose I slept for several hours because when I woke up it was already the middle of the night. I felt cold but covered 13 as well as I could and tried to go back to sleep. Then I realized that a 14 was coming from the window opposite. I thought perhaps I had forgotten 15 the door, so I got up 16 the door but found it already locked from the inside. The cold air was coming from the window opposite. I crossed the room and 17 the moon shone through it on to the other bed. 18 there. It took me a minute or two to 19 the door myself. I realized that my companion 20 through the window into the sea.

- |                    |                 |                  |                  |
|--------------------|-----------------|------------------|------------------|
| 1. A. reason       | B. motive       | C. cause         | D. sake          |
| 2. A. tired enough | B. enough tired | C. enough tiring | D. enough tiring |
| 3. A. is achieved  | B. finish       | C. is over       | D. is in the end |
| 4. A. quite        | B. rather       | C. fairly        | D. somehow       |
| 5. A. arrived in   | B. reached to   | C. arrived to    | D. reached at    |
| 6. A. for seeing   | B. that I saw   | C. at seeing     | D. to see        |
| 7. A. being lonely | B. to be lonely | C. being alone   | D. to be alone   |
| 8. A. like         | B. as           | C. similar than  | D. the same that |

9. A. in each place      B. for all parts      C. somewhere      D. anywhere  
10. A. a so      B. so      C. such a      D. such  
11. A. treat together well      B. pass together well  
    C. get on well together      D. go by well together  
12. A. him a single word      B. him not one word  
    C. a single word to him      D. not one word to him  
13. A. up me      B. up myself      C. up to myself      D. myself up  
14. A. draft      B. voice      C. air      D. sound  
15. A. to close      B. closing      C. to have to close      D. for closing  
16. A. to shut      B. for shutting      C. in shutting      D. but shut  
17. A. while doing like that      B. as I did like that  
    C. as I did so      D. at doing so  
18. A. It was no one      B. There was no one  
    C. It was anyone      D. There was anyone  
19. A. remind to lock      B. remember to lock  
    C. remind locking      D. remember locking  
20. A. had to jump      B. was to have jumped  
    C. must have jumped      D. could be jumped

## Section II Reading Comprehension

### Part A

#### Directions:

Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1. (40 points)

#### Text 1

Real policemen, both Britain and the United States hardly recognize any resemblance between their lives and what they see on TV—if they ever get home in time. There are similarities, of course, but the cops don't think much of them.

The first difference is that a policeman's real life revolves round the law. Most of his training is in criminal law. He has to know exactly what actions are crimes and what evidence can be used to prove them in court. He has to know nearly as much law as a professional lawyer, and what is more, he has to apply it on his feet, in the dark and rain, running down an alley after someone he has to talk to.

Little of his time is spent in chatting to scantily clad ladies or in dramatic confrontations with desperate criminal. He will spend most of his working life typing millions of words on thousands of forms about hundreds of sad, unimportant people who are guilty—or not—of stupid, petty crimes.

Most television crime drama is about finding the criminal; as soon as he's arrested, the story is over. In real life, finding criminals is seldom much of a problem. Except in very serious cases like murders and terrorist attacks—where failure to produce results reflects on the standing of the police—little effort is spent on searching. The police have an elaborate machinery which eventually shows up most wanted men.

Having made an arrest, a detective really starts to work. He has to prove his case in court and to do that he often has to gather a lot of different evidence. Much of this has to be given by people who don't want to get involved in a court case. So as well as being overworked, a detective has to be out at all hours of the day and night interviewing his witnesses and persuading them, usually against their own best interests, to help him.

A third big difference between the drama detective and the real one is the unpleasant moral twilight in which the real one lives. Detectives are subject to two opposing pressures; first as members of a police force they always have to behave with absolute legality, secondly, as expensive public servants they have to get results. They can hardly ever do both. Most of the time some of them have to break the rules in small ways.

If the detective has to deceive the world, the world often deceives him. Hardly anyone he meets tells him the truth. And this separation the detective feels between himself and the rest of the world is deepened by the simple mindedness—as he sees it—of citizens, social workers, doctors, law makers, and judges, who, instead of stamping out crime punish the criminals less severely in the hope that this will make them reform. The result, detectives feel, is that nine tenths of their work is reaching people who should have stayed behind bars. This makes them rather cynical.

21. It is essential for a policeman to be trained in criminal law \_\_\_\_\_.  
A. so that he can catch criminals in the streets  
B. because many of the criminals he has to catch are dangerous  
C. so that he can justify his arrests in court  
D. because he has to know nearly as much about law as a professional lawyer
22. The everyday life of a policeman or detective is \_\_\_\_\_.  
A. exciting and glamorous  
B. full of danger  
C. devoted mostly to routine matters  
D. wasted on unimportant matters
23. When murders and terrorist attacks occur the police \_\_\_\_\_.  
A. prefer to wait for the criminal to give himself away  
B. spend a lot of effort on trying to track down their man  
C. try to make a quick arrest in order to keep up their reputation  
D. usually fail to produce results
24. The real detective lives in "an unpleasant moral twilight" because \_\_\_\_\_.



- A. he is an expensive public servant
  - B. he must always behave with absolute legality
  - C. he is obliged to break the law in order to preserve it
  - D. he feels himself to be cut off from the rest of the world
25. Detectives are rather cynical because \_\_\_\_\_.
- A. nine tenths of their work involves arresting people
  - B. hardly anyone tells them the truth
  - C. society does not punish criminals severely enough
  - D. too many criminals escape from jail

## Text 2

In the two decades between 1910 and 1930, over ten percent of the Black population of the United States left the South, where the preponderance of the Black population had been located, and migrated to northern states, with the largest number moving, it is claimed, between 1916 and 1918. It has been frequently assumed, but not proved, that the majority of the migrants in what has come to be called the Great Migration came from rural areas and were motivated by two concurrent factors: the collapse of the cotton industry following the boll weevil infestation, which began in 1898, and increased demand in the North for labor following the cessation of European immigration caused by the outbreak of the First World War in 1914. This assumption has led to the conclusion that the migrants' subsequent lack of economic mobility in the North is tied to rural background, a background that implies unfamiliarity with urban living and a lack of industrial skills.

But the question of who actually left the South has never been rigorously investigated. Although numerous investigations document an exodus from rural southern areas to southern cities prior to the Great Migration. No one has considered whether the same migrants then moved on to northern cities. In 1910 over 600,000 Black workers, or ten percent of the Black work force, reported themselves to be engaged in "manufacturing and mechanical pursuits," the federal census category roughly encompassing the entire industrial sector. The Great Migration could easily have been made up entirely of this group and their families. It is perhaps surprising to argue that an employed population could be enticed to move, but an explanation lies in the labor conditions then prevalent in the South.

About thirty-five percent of the urban Black population in the South was engaged in skilled trades. Some were from the old artisan class of slavery-blacksmiths, masons, carpenters—which had had a monopoly of certain trades, but they were gradually being pushed out by competition, mechanization, and obsolescence. The remaining sixty-five percent, more recently urbanized, worked in newly developed industries—tobacco, lumber, coal and iron manufacture, and railroads. Wages in the South, however, were low, and Black workers were aware, through labor recruiters and the Black press,

that they could earn more even as unskilled workers in the North than they could as artisans in the South. After the boll weevil infestation, urban Black workers faced competition from the continuing influx of both Black and White rural workers, who were driven to undercut the wages formerly paid for industrial jobs. Thus, a move north would be seen as advantageous to a group that was already urbanized and steadily employed, and the easy conclusion tying their subsequent economic problems in the North to their rural background comes into question.

26. The author indicates explicitly that which of the following records has been a source of information in her investigation? \_\_\_\_\_
- A. United States Immigration Service reports from 1914 to 1930.
  - B. Payrolls of southern manufacturing firms between 1910 and 1930.
  - C. The volume of cotton exports between 1898 and 1910.
  - D. The federal census of 1910.
27. According to the passage, which of the following is true of wages in southern cities in 1910? \_\_\_\_\_
- A. They were being pushed lower as a result of increased competition.
  - B. They had begun to rise so that southern industry could attract rural workers.
  - C. They had increased for skilled workers but decreased for unskilled workers.
  - D. They had increased in large southern cities but decreased in small southern cities.
28. The author cites each of the following as possible influences in a Black worker's decision to migrate north in the Great Migration EXCEPT \_\_\_\_\_.
- A. wage levels in northern cities
  - B. labor recruiters
  - C. competition from rural workers
  - D. voting rights in northern states
29. The primary purpose of the passage is to \_\_\_\_\_.
- A. support an alternative to an accepted methodology
  - B. present evidence that resolves a contradiction
  - C. introduce a recently discovered source of information
  - D. challenge a widely accepted explanation
30. The material in the passage would be most relevant to a long discussion of which of the following topics? \_\_\_\_\_
- A. The reasons for the subsequent economic difficulties of those who participated in the Great Migration.
  - B. The effect of migration on the regional economies of the United States following the First World War.
  - C. The transition from a rural to an urban existence for those who migrated in the Great Migration.
  - D. The disappearance of the artisan class in the United States as a consequence of mechanization in the early twentieth century.

## Text 3

Guthrie's contiguity principle offers practical suggestions for how to break habits.

One application of the *threshold* method involves the time young children spend on academic activities. Young children have short attention spans, so the length of time they can sustain work on one activity is limited. Most activities are scheduled to last no longer than 30 to 40 minutes. However, at the start of the school year, attention spans quickly wane and behavior problems often result. To apply Guthrie's theory, a teacher might, at the start of the year, limit activities to 15 to 20 minutes. Over the next few weeks the teacher could gradually increase the time students spend working on a single activity.

The *threshold* method also can be applied to teaching printing and handwriting. When children first learn to form letters, their movements are awkward and they lack fine motor coordination. The distances between lines on a page are purposely wide so children can fit the letters into the space. If paper with narrow lines is initially introduced, students' letters would spill over the borders and students might become frustrated. Once students can form letters within the larger borders, they can use paper with smaller borders to help them refine their skills.

The *fatigue* method can be applied when disciplining disruptive students who build paper airplanes and sail them across the room. The teacher can remove the students from the classroom, give them a large stack of paper, and tell him to start making paper airplanes. After the students have made several airplanes, the activity should lose its attraction and paper will become a cue for not building airplanes.

Some students continually race around the gym when they first enter their physical education class. To employ the fatigue method, the teacher might decide to have these students continue to run a few more laps after the class has begun.

The *incompatible response* method can be used with students who talk and misbehave in the media center. Reading is incompatible with talking. The media center teacher might ask the students to find interesting books and read them while in the center. Assuming that the students find the books enjoyable, the media center will, over time, become a cue for selecting and reading books rather than for talking with other students.

In a social studies class some students regularly fall asleep. The teacher realized that using the board and overhead projector while lecturing was very boring. Soon the teacher began to incorporate other elements into each lesson, such as experiments, and debates, in an attempt to involve students and raise their interest in the course.

31. The purpose of this passage is to \_\_\_\_\_.  
A. inform                      B. persuade                      C. debate                      D. narrate
32. Guthrie identified three methods for \_\_\_\_\_.  
A. educating students                      B. altering bad habits

- C. avoiding undesired action                      D. forming good hobbies
33. Which of the following is not the example of applying the threshold method?
- A. Parents introduce spinach in small bites or mixed with a food that the child enjoys over time so that the child will not refuse to eat it.
- B. Teachers introduce academic content in short blocks of time for young children and gradually increase session length but not to where students become frustrated or bored.
- C. Paper with wider lines is first used and then paper with narrow lines is introduced step by step to help children learn printing and handwriting.
- D. A child might be made to throw toys until it is no longer fun by his parents in order to change his behavior of repeatedly throwing toys.
34. To stop snacking while watching television, people should keep their hands busy by sewing, painting, working crossword puzzles, and so forth. Over time, watching TV becomes a cue for engaging in an activity other than snacking. What method is used in this example?
- A. The threshold method.
- B. The fatigue method.
- C. The incompatible response method.
- D. The punishment method.
35. We can draw the conclusion from the passage that \_\_\_\_\_.
- A. The incompatible response method is to force child to make unwanted response repeatedly in presence of stimulus until he or she becomes exhausted
- B. The threshold method refers to introducing undesired behavior with a response incompatible with the undesired response so they cannot be performed simultaneously
- C. The fatigue method means that engaging in the behavior is transformed into avoiding it by introducing the stimulus at full strength so it becomes a cue for not performing it
- D. The fatigue method is that in presence of stimulus teachers have child make response incompatible with unwanted response

#### Text 4

Want a glimpse of the future of health care? Take a look at the way the various networks of people involved in patient care are being connected to one another, and how this new connectivity is being exploited to deliver medicine to the patient—no matter where he or she may be.

Online doctors offering advice based on standardized symptoms are the most obvious example. Increasingly, however, remote diagnosis (telemedicine) will be based on real physiological data from the actual patient. A group from the University of Kentucky has shown that by using an off-the-shelf PDA (personal data assistance) such as

a Palm Pilot plus a mobile phone, it is perfectly feasible to transmit a patient's vital signs over the telephone. With this kind of equipment in a first-aid kit, the cry asking whether there was a doctor in the house could well be a thing of the past.

Other medical technology groups are working on applying telemedicine to rural care. And at least one team wants to use telemedicine as a tool for disaster response—especially after earthquakes. Overall, the trend is towards providing global access to medical data and expertise.

But there is one problem. Bandwidth is the limiting factor for transmitting complex medical images around the world—CT scans being one of the biggest bandwidth consumers. Communications satellites may be able to cope with the short-term needs during disasters such as earthquakes, wars or famines. But medicine is looking towards both the second-generation Internet and third-generation mobile phones for the future of distributed medical intelligence.

Doctors have met to discuss computer-based tools for medical diagnosis, training and telemedicine. With the falling price of broadband communications, the new technologies should usher in an era when telemedicine and the sharing of medical information, expert opinion and diagnosis are common.

36. The basis of remote diagnosis will be \_\_\_\_\_.  
A. standardized symptoms of a patient  
B. personal data assistance  
C. transmitted complex medical images  
D. real physiological data from a patient
37. The sentence “the cry asking whether there was a doctor in the house could well be a thing of the past” means \_\_\_\_\_.  
A. now people probably would not ask if there is a doctor in the house  
B. patients used to cry and ask if there was a doctor in the house  
C. in the past people often cried and asked if there was a doctor in the house  
D. patients are now still asking if there is a doctor in the house
38. All the following statements are true EXCEPT that \_\_\_\_\_.  
A. it is now feasible to transmit a patient's vital signs over telephone  
B. flood is not among the disasters mentioned in the passage  
C. the trend in applying telemedicine is toward providing global access to medical data  
D. telemedicine is being used by many medical teams as a tool for disaster response
39. The word “problem” in the fourth paragraph refers to the fact that \_\_\_\_\_.  
A. there are not enough mobile phones for distributing medical intelligence  
B. CT scans are one of the biggest bandwidth consumers  
C. bandwidth is not adequate to transmit complex medical images around the world  
D. communications satellites can only cope with the short-term needs during disasters
40. A proper title for the passage may be \_\_\_\_\_.  
A. Improvement in Communications

- B. The Online Doctor Is In
- C. Application of Telemedicine
- D. How to Make Remote Diagnosis

## Part B

### 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] For example, the United States is a major consumer of coffee, yet it does not have the climate to grow any of its own. Consequently, the United States must import coffee from countries (such as Brazil, Colombia and Guatemala) that grow coffee efficiently. On the other hand, the United States has large industrial plants capable of producing a variety of goods, such as chemicals and airplanes, which can be sold to nations that need them. If nations traded item for item, such as one automobile for 10,000 bags of coffee, foreign trade would be extremely cumbersome and restrictive. So instead of barter, which is the trade of goods without an exchange of money, the United States receives money in payment for what it sells. It pays for Brazilian coffee with dollars, which Brazil can then use to buy wool from Australia, which in turn can buy textiles from Great Britain, which can then buy tobacco from the United States.
- [B] Foreign trade also occurs because a country often does not have enough of a particular item to meet its needs. Although the United States is a major producer of sugar, it consumes more than it can produce internally and thus must import sugar.
- [C] Foreign trade, the exchange of goods between nations, takes place for many reasons. The first, as mentioned above is that no nation has all of the commodities that it needs. Raw materials are scattered around the world. Large deposits of copper are mined in Peru and Zaire, diamonds are mined in South Africa and petroleum is recovered in the Middle East. Countries that do not have these resources within their own boundaries must buy from countries that export them.
- [D] In today's complex economic world, neither individuals nor nations are self-sufficient. Nations have utilized different economic resources; people have developed different skills. This is the foundation of world trade and economic activity. As a result of this trade and activity, international finance and banking have evolved.
- [E] Finally, foreign trade takes place because of innovation or style. Even though the United States produces more automobiles than any other country, it still imports large numbers of autos from Germany, Japan and Sweden, primarily because there

is a market for them in the United States.

[F] For most nations, exports and imports are the most important international activity. When nations export more than they import, they are said to have a favorable balance of trade. When they import more than they export, an unfavorable balance of trade exists. Nations try to maintain a favorable balance of trade, which assures them of the means to buy necessary imports.

[G] Third, one nation can sell some items at a lower cost than other countries. Japan has been able to export large quantities of radios and television sets because it can produce them more efficiently than other countries. It is cheaper for the United States to buy these from Japan than to produce them domestically. According to economic theory, Japan should produce and export those items from which it derives a comparative advantage. It should also buy and import what it needs from those countries that have a comparative advantage in the desired items.

**Order:**

D → 41.  → 42.  → 43.  → G → 44.  → 45.

## Part C

### Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (10 points)

In the long period from 1500 to 1800, western European nation-states were all influenced by a set of ideas known as mercantilism. (46) Mercantilist doctrine and institutions were important because they were held by practical businesspeople and heads of state who strongly influenced public policy and institutional change.

The primary aim of mercantilists was to achieve power and wealth for the state. To generate an inflow of gold or silver through trade, the value of exports should exceed the value of imports. And the state could attain great power only if political and economic unity became a fact. (47) If all the materials necessary to foster domestic industry were not available, they could best be obtained by establishing colonies or friendly foreign trading posts from which such goods could be imported. And a strong merchant marine could carry foreign goods, thereby helping to secure favorable trade balances. (48) Mercantilists believed that these means of achieving national power could be made effective by the passage and strict enforcement of legislation regulating economic life.

(49) Almost as soon as Virginia tobacco began to be shipped in commercial quantities to England, King James I levied a tax on it while agreeing to prohibit the growth of competing tobacco in England. Taxes, regulation, and subsidies were all used as

mercantile policies, but the primary ones that affected the colonies were the Navigation Acts.

In 1640s, Americans had slipped into the habit of shipping their goods directly to continental ports, and the Dutch made great inroads into the carrying trade of the colonies. After the Restoration, England was in a position to enforce a strict commercial policy, beginning with the Navigation Acts of 1660 and 1663. Despite the continued modifications to these acts by policy changes, it is sufficient to note three primary categories of trade restriction:

(50) All trade of the colonies was to be carried in vessels that were English built and owned, commanded by an English captain, and manned by a crew of whom three-quarters were English.

All foreign merchants were excluded from dealing directly in the commerce of the English colonies. They could engage in colonial trade only through England and merchants resident there.

Certain commodities produced in the colonies could be exported only to England (essentially any destination within the Empire). These “enumerated” goods included sugar, tobacco, cotton, indigo, ginger and so on.

## Section III Writing

### Part A

#### 51. Directions:

You booked a two-week holiday to Sydney with Fly-by-Night Travel. You are not happy with the holiday—the flight was delayed, the hotel was noisy, and so on.

Write to Fly-by-Night Travel to complain about the holiday giving details about the problems. Request some compensation or refund.

You should write about 100 words on ANSWER SHEET 2. Do not sign your own name at the end of the letter. Use “Li Ming” instead. You do not need to write the address. (10 points)

### Part B

#### 52. Directions:

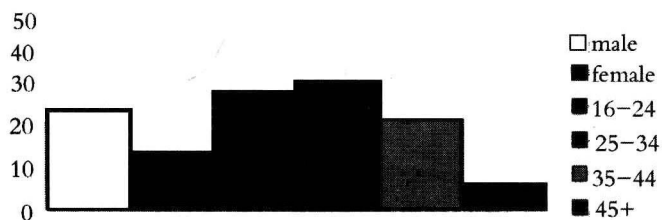
The graphs below show the types of music albums purchased by people in Britain according to sex and age.

Write a report for a university lecturer describing the information shown below.

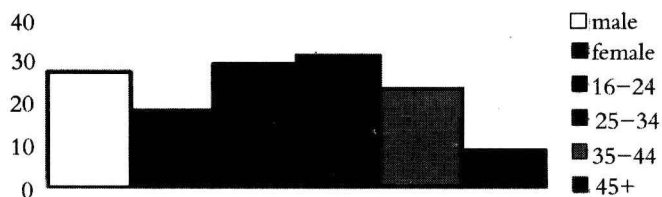


You should write about 160-200 words neatly on ANSWER SHEET2. (20 points)

**Percentage of people who buy Classical Music**



**Percentage of people who buy Classical Music**



**Percentage of people who buy Classical Music**

