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2008年

# 英语历年真题 标准答案与考试分析

1996-2007

编著 考研命题研究组  
组编 高教英语编辑部  
策划 张剑锋

赠送  
语法词汇基础知识  
(1991-2001)

新华出版社

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## 图书在版编目(CIP)数据

英语历年真题标准答案与考试分析/考研命题研究组.

—北京:新华出版社,2005.4

ISBN 978—7—5011—7044—9

I. 英...

II. 考...

III. 英语—研究生—入学考试—自学参考资料

IV. H31

中国版本图书馆 CIP 数据核字(2005)第 026682 号

总 策 划 张剑锋

责任编辑 刘 洁

封面设计 李继斌

英语历年真题标准答案与考试分析

考研命题研究组

出版发行:新华出版社

地 址:北京市石景山区京原路 8 号

邮 编:100043

经 销:新华书店

印 刷:煤炭工业出版社印刷厂

开 本:787×1092 毫米 1/16

印 张:25.75

版 次:2007 年 3 月第 3 版

印 次:2007 年 3 月第 1 次印刷

新华出版社网址:www.xinhupub.com

高教考研人网址:www.kaoyanren.com

世纪高教书店:010—62534421

邮 购 部:010—82627540

编 辑 部:010—83348225

字 数:600 千字

ISBN 978—7—5011—7044—9

定 价:35.80 元

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电话:010—62698448

## 前 言

《英语历年真题标准答案与考试分析》是考研真题分析系列丛书中的一本,该系列丛书是由曾多年参加政治和英语学科考研大纲修订和命题的专家,为便于参加 2008 年研究生入学考试的广大莘莘学子对考试大纲规定的考试内容和考试要求进行全面、准确地理解而精心设计之作。该系列丛书既体现了考生复习的阶段特征,同时又鲜明地突出了考生能力结构提升的层次性。

为了进一步总结命题工作的经验,增加考试的透明度,消除考生对命题的神秘感,缓解考生在考试中的焦虑心理,利于考生正常发挥水平。同时,也为了更全面地宣传和介绍英语考试命题的有关情况,帮助考生熟悉英语试题的形式、内容和要求,我们出版了《英语历年真题标准答案与考试分析》一书,交由新华出版社独家出版。

首先,本书在结构框架上,严格按照教育部新颁发的《英语考试大纲》(以下简称《大纲》)的精神进行编排,在试题精选部分我们删除了 1996 年至 2001 年真题中的“语法结构、词汇和短文改错”部分的内容,同时对 2002 年至 2004 年的听力测试部分的内容也进行了删除,以便使考生尽快熟悉英语考试的各种题型,节省宝贵的复习时间。同时,为了使考生在复习过程中再次温习考研英语中常见的语法基础知识,我们将 1991 年至 2001 年的“语法结构、词汇和短文改错”进行了全面地分析,并将之编辑成册,作为本书的赠送本。

其次,为便于考生复习,我们不仅对“英语知识运用”部分试题中的选项和阅读理解 A 部分的题干和选项全部进行了翻译,而且还对“英语知识运用”、“阅读理解的 A、B、C”三个部分的全部文章也进行了全文翻译。

本书适合考生在复习的第一阶段和最后冲刺阶段使用,这是因为,在复习的第一阶段使用本书,便于考生深入地了解各个学科考试的内容和考试命题的方式,从而有针对性地进行全面的复习。在考试的最后冲刺阶段使用本书,考生要深刻领会本书提供的各种题型的命题特点与规律,才能在考场上真正实现有的放矢、驾轻就熟地进行答题。总之,考生若把本书的十年真题全部加以消化巩固,必将为考研成功打下坚实的基础。

由于时间仓促和其他方面的原因,本书难免有不当之处,为此,我们将在“高教考研网”:[www.kaoyanren.com](http://www.kaoyanren.com) 听取广大考生的意见,为广大考生解决在学习过程中遇到的有关问题。考生在复习过程中有问题或建议,请与编辑部联系;电子邮件:[zhangjfpolitic@sina.com](mailto:zhangjfpolitic@sina.com)。联系电话:010-83348225。再次,预祝考生金榜题名!

考研命题研究组

2007 年 3 月

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# 1996 年考研英语试题精选

## Part I Cloze Test

### Directions:

For each numbered blank in the following passage, there are four choices marked [A], [B], [C] and [D]. Choose the best one and mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets. (10 points)

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

They do not provide energy, 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    |

## Part II Reading Comprehension

### Directions:

Each of the passages below is followed by some questions. For each questions there are four answers marked [A], [B], [C] and [D]. Read the passages carefully and choose the best answer to each of the questions. Then mark your answer on ANSWER SHEET 1 by blackening the corresponding letter in the brackets with a pencil. (40 points)

### Passage 1

Tight-lipped elders used to say, “It’s not what you want in this world, but what you get.”

Psychology teaches that you do get what you want if you know what you want and want the right things.

You can make a mental blueprint of a desire as you would make a blueprint of a house, and each of us is continually making these blueprints in the general routine of everyday living. If we

intend to have friends to dinner, we plan the menu, make a shopping list, decide which food to cook first, and such planning is an essential for any type of meal to be served.

Likewise, if you want to find a job, take a sheet of paper, and write a brief account of yourself. In making a blueprint for a job, begin with yourself, for when you know exactly what you have to offer, you can intelligently plan where to sell your services.

This account of yourself is actually a sketch of your working life and should include education, experience and references. Such an account is valuable. It can be referred to in filling out standard application blanks and is extremely helpful in personal interviews. While talking to you, your could be employer is deciding whether your education, your experience, and other qualifications will pay him to employ you and your "wares" and abilities must be displayed in an orderly and reasonably connected manner.

When you have carefully prepared a blueprint of your abilities and desires, you have something tangible to sell. Then you are ready to hunt for a job. Get all the possible information about your could be job. Make inquiries as to the details regarding the job and the firm. Keep your eyes and ears open, and use your own judgment. Spend a certain amount of time each day seeking the employment you wish for, and keep in mind: Securing a job is your job now.

11. What do the elders mean when they say, "It's not what you want in this world, but what you get.?"
- [A] You'll certainly get what you want.
  - [B] It's no use dreaming.
  - [C] You should be dissatisfied with what you have.
  - [D] It's essential to set a goal for yourself.
12. A blueprint made before inviting a friend to dinner is used in this passage as \_\_\_\_\_.
- [A] an illustration of how to write an application for a job
  - [B] an indication of how to secure a good job
  - [C] a guideline for job description
  - [D] a principle for job evaluation
13. According to the passage, one must write an account of himself before starting to find a job because \_\_\_\_\_.
- [A] that is the first step to please the employer
  - [B] that is the requirement of the employer
  - [C] it enables him to know when to sell his services
  - [D] it forces him to become clearly aware of himself
14. When you have carefully prepared a blueprint of your abilities and desires, you have something \_\_\_\_\_.
- [A] definite to offer
  - [B] imaginary to provide
  - [C] practical to supply
  - [D] desirable to present

## Passage 2

With the start of BBC World Service Television, millions of viewers in Asia and America can now watch the Corporation's news coverage, as well as listen to it.

And of course in Britain listeners and viewers can tune in to two BBC television channels, five BBC national radio services and dozens of local radio stations. They have brought sport, comedy, drama, music, news and current affairs, education, religion, parliamentary coverage, children's programmes and films for an annual licence fee of £83 per household.

It is a remarkable record, stretching back over 70 years — yet the BBC's future is now in doubt. The Corporation will survive as a publicly-funded broadcasting organization, at least for the time being, but its role, its size and its programmes are now the subject of a nation-wide debate in Britain.

The debate was launched by the Government, which invited anyone with an opinion of the BBC — including ordinary listeners and viewers — to say what was good or bad about the Corporation, and even whether they thought it was worth keeping. The reason for its inquiry is that the BBC's royal charter runs out in 1996 and it must decide whether to keep the organization as it is, or to make changes.

Defenders of the Corporation - of whom there are many - are fond of quoting the American slogan "If it ain't broke, don't fix it." The BBC "ain't broke", they say, by which they mean it is not broken (as distinct from the word broke', meaning having no money), so why bother to change it?

Yet the BBC will have to change, because the broadcasting world around it is changing. The commercial TV channels — ITV and Channel 4 — were required by the Thatcher Government's Broadcasting Act to become more commercial, competing with each other for advertisers, and cutting costs and jobs. But it is the arrival of new satellite channels - funded partly by advertising and partly by viewers' subscriptions - which will bring about the biggest changes in the long term.

15. The world famous BBC now faces \_\_\_\_\_.  
[A] the problem of news coverage [B] an uncertain prospect  
[C] inquiries by the general public [D] shrinkage of audience
16. In the passage, which of the following about the BBC is not mentioned as the key issue?  
[A] Extension of its TV service to Far East.  
[B] Programmes as the subject of a nation-wide debate.  
[C] Potentials for further international co-operations.  
[D] Its existence as a broadcasting organization.
17. The BBC's "royal charter" (Line 4, Paragraph 4) stands for \_\_\_\_\_.  
[A] the financial support from the royal family.  
[B] the privileges granted by the Queen.  
[C] a contract with the Queen.  
[D] a unique relationship with the royal family.
18. The foremost reason why the BBC has to readjust itself is no other than \_\_\_\_\_.  
[A] the emergence of commercial TV channels.  
[B] the enforcement of Broadcasting Act by the government.  
[C] the urgent necessity to reduce costs and jobs.  
[D] the challenge of new satellite channels.

### Passage 3

In the last half of the nineteenth century "capital" and "labour" were enlarging and perfecting their rival organizations on modern lines. Many an old firm was replaced by a limited liability company with a bureaucracy of salaried managers. (The change met the technical requirements of the new age by engaging a large professional element and prevented the decline in efficiency that so commonly spoiled the fortunes of family firms in the second and third generation after the energetic founders.) It was moreover a step away from individual initiative, towards collectivism and municipal and state-owned business. The railway companies, though still private business managed for the benefit of shareholders, were very unlike old family business. At the same time the great municipalities went into business to supply lighting, trams and other services to the taxpayers.

The growth of the limited liability company and municipal business had important consequences. Such large, impersonal manipulation of capital and industry greatly increased the numbers and importance of shareholders as a class, an element in national life representing irresponsible wealth detached from the land and the duties of the landowners; and almost equally detached from the responsible management of business. All through the nineteenth century, America, Af-



rica, India, Australia and parts of Europe were being developed by British capital, and British shareholders were thus enriched by the world's movement towards industrialization. Towns like Bournemouth and Eastbourne sprang up to house large "comfortable" classes who had retired on their incomes, and who had no relation to the rest of the community except that of drawing dividends and occasionally attending a shareholders' meeting to dictate their orders to the management. On the other hand "shareholding" meant leisure and freedom which was used by many of the later Victorians for the highest purpose of a great civilization.

The "shareholders" as such had no knowledge of the lives, thoughts or needs of the workmen employed by the company in which he held shares, and his influence on the relations of capital and labor was not good. The paid manager acting for the company was in more direct relation with the men and their demands, but even he had seldom that familiar personal knowledge of the workmen which the employer had often had under the more patriarchal system of the old family business now passing away. Indeed the mere size of operations and the numbers of workmen involved rendered such personal relations impossible. Fortunately, however, the increasing power and organization of the trade unions, at least in all skilled trades, enabled the workmen to meet on equal terms the managers of the companies who employed them. The cruel discipline of the strike and lockout taught the two parties to respect each other's strength and understand the value of fair negotiation.

19. It's true of the old family firms that \_\_\_\_\_.  
[A] they were spoiled by the younger generations  
[B] they failed for lack of individual initiative  
[C] they lacked efficiency compared with modern companies  
[D] they could supply adequate services to the taxpayers
20. The growth of limited liability companies resulted in \_\_\_\_\_.  
[A] the separation of capital from management  
[B] the ownership of capital by managers  
[C] the emergence of capital and labour as two classes  
[D] the participation of shareholders in municipal business
21. According to the passage, all of the following are true except that \_\_\_\_\_.  
[A] the shareholders were unaware of the needs of the workers  
[B] the old firm owners had a better understanding of their workers  
[C] the limited liability companies were too large to run smoothly  
[D] the trade unions seemed to play a positive role
22. The author is most critical of \_\_\_\_\_.  
[A] family firm owners [B] landowners [C] managers [D] shareholders

#### Passage 4

What accounts for the great outburst of major inventions in early America—breakthroughs such as the telegraph, the steamboat and the weaving machine?

Among the many shaping factors, I would single out the country's excellent elementary schools; a labor force that welcomed the new technology; the practice of giving premiums to inventors; and above all the American genius for nonverbal, "spatial" thinking about things technological.

Why mention the elementary schools? Because thanks to these schools our early mechanics, especially in the New England and Middle Atlantic states, were generally literate and at home in arithmetic and in some aspects of geometry and trigonometry.

Acute foreign observers related American adaptiveness and inventiveness to this educational advantage. As a member of a British commission visiting here in 1853 reported, "With a mind prepared by thorough school discipline, the American boy develops rapidly into the skilled workman."

A further stimulus to invention came from the “premium” system, which preceded our patent system and for years ran parallel with it. This approach, originated abroad, offered inventors medals, cash prizes and other incentives.

In the United States, multitudes of premiums for new devices were awarded at country fairs and at the industrial fairs in major cities. Americans flocked to these fairs to admire the new machines and thus to renew their faith in the beneficence of technological advance.

Given this optimistic approach to technological innovation, the American worker took readily to that special kind of nonverbal thinking required in mechanical technology. As Eugene Ferguson has pointed out, “A technologist thinks about objects that cannot be reduced to unambiguous verbal descriptions; they are dealt with in his mind by a visual, nonverbal process ... The designer and the inventor ... are able to assemble and manipulate in their minds devices that as yet do not exist.”

This nonverbal “spatial” thinking can be just as creative as painting and writing. Robert Fulton once wrote, “The mechanic should sit down among levers, screws, wedges, wheels, etc, like a poet among the letters of the alphabet, considering them as an exhibition of his thoughts, in which a new arrangement transmits a new idea.”

When all these shaping forces—schools, open attitudes, the premium system, a genius for spatial thinking—interacted with one another on the rich U. S. mainland, they produced that American characteristic emulation. Today that word implies mere imitation. But in earlier times it meant a friendly but competitive striving for fame and excellence.

23. According to the author, the great outburst of major inventions in early America was in a large part due to \_\_\_\_\_.  
[A] elementary schools [B] enthusiastic workers  
[C] the attractive premium system [D] a special way of thinking
24. It is implied that adaptiveness and inventiveness of the early American mechanics \_\_\_\_\_.  
[A] benefited a lot from their mathematical knowledge.  
[B] shed light on disciplined school management.  
[C] was brought about by privileged home training.  
[D] owed a lot to the technological development.
25. A technologist can be compared to an artist because \_\_\_\_\_.  
[A] they are both winners of awards. [B] they are both experts in spatial thinking  
[C] they both abandon verbal description [D] they both use various instruments
26. The best title for this passage might be \_\_\_\_\_.  
[A] Inventive Mind [B] Effective Schooling  
[C] Ways of Thinking [D] Outpouring of Inventions

### Passage 5

Rumor has it that more than 20 books on creationism/evolution are in the publisher’s pipelines. A few have already appeared. The goal of all will be to try to explain to a confused and often unenlightened citizenry that there are not two equally valid scientific theories for the origin and evolution of universe and life. Cosmology, geology, and biology have provided a consistent, unified, and constantly improving account of what happened. “Scientific” creationism, which is being pushed by some for “equal time” in the classrooms whenever the scientific accounts of evolution are given, is based on religion, not science. Virtually all scientists and the majority of nonfundamentalist religious leaders have come to regard “scientific” creationism as bad science and bad religion.

The first four chapters of Kitcher’s book give a very brief introduction to evolution. At appropriate places, he introduces the criticisms of the creationists and provides answers. In the last three chapters, he takes off his gloves and gives the creationists a good beating. He describes

their programmes and tactics, and, for those unfamiliar with the ways of creationists, the extent of their deception and distortion may come as an unpleasant surprise. When their basic motivation is religious, one might have expected more Christian behavior.

Kitcher is a philosopher, and this may account, in part, for the clarity and effectiveness of his arguments. The non-specialist will be able to obtain at least a notion of the sorts of data and argument that support evolutionary theory. The final chapters on the creationists will be extremely clear to all. On the dust jacket of this fine book, Stephen Jay Gould says: "This book stands for reason itself." And so it does - and all would be well were reason the only judge in the creationism/evolution debate.

27. "Creationism" in the passage refers to \_\_\_\_\_.

- [A] evolution in its true sense as to the origin of the universe
- [B] a notion of the creation of religion
- [C] the scientific explanation of the earth formation
- [D] the deceptive theory about the origin of the universe

28. Kitcher's book is intended to \_\_\_\_\_.

- [A] recommend the views of the evolutionists
- [B] expose the true features of creationists
- [C] curse bitterly at his opponents
- [D] launch a surprise attack on creationists

29. From the passage we can infer that \_\_\_\_\_.

- [A] reasoning has played a decisive role in the debate
- [B] creationists do not base their argument on reasoning
- [C] evolutionary theory is too difficult for non-specialists
- [D] creationism is supported by scientific findings

30. This passage appears to be a digest of \_\_\_\_\_.

- [A] a book review
- [B] a scientific paper
- [C] a magazine feature
- [D] a newspaper editorial

### Part III English—Chinese Translation

#### Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (15 points)

The differences in relative growth of various areas of scientific research have several causes. 31) Some of these causes are completely reasonable results of social needs. Others are reasonable consequences of particular advances in science being to some extent self-accelerating. Some, however, are less reasonable processes of different growth in which preconceptions of the form scientific theory ought to take, by persons in authority, act to alter the growth pattern of different areas. This is a new problem probably not yet unavoidable; but it is a frightening trend. 32) This trend began during the Second World War, when several governments came to the conclusion that the specific demands that a government wants to make of its scientific establishment cannot generally be foreseen in detail. It can be predicted, however, that from time to time questions will arise which will require specific scientific answers. It is therefore generally valuable to treat the scientific establishment as a resource or machine to be kept in functional order. 33) This seems mostly effectively done by supporting a certain amount of research not related to immediate goals but of possible consequence in the future.

This kind of support, like all government support, requires decisions about the appropriate recipients of funds. Decisions based on utility as opposed to lack of utility are straightforward.

But a decision among projects none of which has immediate utility is more difficult. The goal of the supporting agencies is the praisable one of supporting “good” as opposed to “bad” science, but a valid determination is difficult to make. Generally, the idea of good science tends to become confused with the capacity of the field in question to generate an elegant theory. 34) However, the world is so made that elegant systems are in principle unable to deal with some of the world’s more fascinating and delightful aspects. 35) New forms of thought as well as new subjects for thought must arise in the future as they have in the past, giving rise to new standards of elegance.

## Section IV Writing

### 36. Directions:

- A. Title: GOOD HEALTH
- B. Time limit: 40 minutes
- C. Word limit: 120—150 words (not including the given opening sentence)
- D. Your composition should be based on the “OUTLINE” below and should start with the given opening sentence: “The desire for good health is universal”.
- E. Your composition must be written clearly on the ANSWER SHEET.

### Outline:

1. Importance of good health. 2. Ways to keep fit. 3. My own practices.

## 1996 年英语试题标准答案与考试分析

### 第一部分 英语知识运用试题分析

#### 一、文章总体分析

本文是一篇介绍维生素的科普性小短文。文章首段对维生素下定义。第二段介绍了维生素的两大功能:将食物转化成能量和维持身体健康。第三段介绍了各种维生素的异同:基本组成元素相同,但排列方式不同,并且各自担任一到多种特殊功能。第四段指出:不需要获取过量的维生素,均衡的饮食通常就可以完全满足身体对它们的需求了。

#### 二、试题具体分析

1. [A] either [B] so [C] nor [D] never

[答案] C [分析] 本题考核的知识点是:否定倒装句的连词。

空格前文讲到维生素不能提供能量,是一个否定句;后文讲到它们构建身体的任何部分,是倒装句,因此选项必须既能引导倒装句,又能与前面的否定相呼应。

四个选项中,either 表示“也”,可以用在否定句中,但一般放在句尾,例如:She didn’t go there, either(她也不去);so 可以引导倒装句,但它用在肯定句中,表示“也”,如:They can leave now, so can we.(他们现在可以离开了,我们也能)。nor 也可以引导倒装句,并可用在否定句中,构成 not... nor... (既不...也不...)固定结构,如:You can’t do it, nor can I.(你不能做这件事,我也不能);never 也可以引导倒装句,表示否定,但它必须放在句首,如:Never in my life have I heard such nonsense.(我一辈子都没听说过这样的无稽之谈)。综合以上因素,C 为正确选项。

2. [A] shifting 替换,转移 [B] transferring 迁移,移动,传递

[C] altering 改变,变动

[D] transforming 转换,改变

[答案] D [分析] 本题考核的知识点是:逻辑语义搭配 + 动词词义辨析。

空格所在句子的含义是“需要维生素将食物 2 为能量,以维持身体的健康”。空格填入的分词需和 into 搭配,并符合文意。transform 常与 into 搭配,强调的是“事物大的变革或质的改变”。在此从 food(食物)到 energy(能量)的转变显然是一种质的改变,因此,D 符合句意。

shift 不与 into 搭配,如:The wind shifted to the south(风转向南吹);transfer 多用于位置的改变,也不与 into 搭配,如:His employer transferred him to another office.(老板把他调到了另一个办公室);alter 强调部分或少量的变动,程度较轻,如:These clothes are too large; they must be altered.(这些衣服太大,得修改)。因此以上三个词都不能表示事物质的改变。

知识点补充:trans-为前缀,与动词连用,表示“横过,越过”或“转变,转移”,例如:transact(办理,交易,谈判,处理),transatlantic(横渡大西洋的),trans-national(跨越国界的),transplant(移植),transport(运输)。

3. [A] any 任何一个

[B] some 一些

[C] anything 任何事物

[D] something 某事物

[答案] A [分析] 本题考核的知识点是:不定代词的用法。

空格所在句子是一个由 and 连接的并列句,前一个分句 There are thirteen or more of them 中的 them 指的是 vitamins,后一个分句是一个由 if 引导的条件状语从句,意为“如果…缺乏,(会出现)维生素缺乏症。”由于 if 引导的从句中谓语动词 is 是单数,因而,只能由一个表示单数意义的不定代词作为被选项。

首先排除 some,它一般用于肯定句,做主语时谓语动词用复数;其次 anything 与 something 泛指任何事或某些事,放入句中不符句意;any 放入后相当于 any of them,即“任何维生素”。注意 any 一般用于否定或疑问句中,做主语时,谓语动词常用单数,如:Any of the hunters is able to catch the tiger single-handed.(任何一个猎人都能单独抓住老虎)。因此答案只能选 A。

4. [A] serious 严重的,严肃的,认真的

[B] apparent 明显的

[C] severe 严厉的,剧烈的,严峻的

[D] fatal 致命的

[答案] B [分析] 本题考核的知识点是:形容词词义辨析。

本题要求考生判断,如果缺乏任何一种维生素,缺乏症就会变得怎样。四个被选项表示的程度不同,从语意的角度来说都可以与 disease 相搭配。但是,根据上下文,这里需要填入一个准确描述疾病症状的词。serious、severe 和 fatal,这几个词都表示程度严重,甚至危及生命。但上下文都没有暗示缺乏一种维生素会导致严重的后果,因此,这三个词都不可作为被选项。apparent 只是简单地描述了疾病的症状,为正确选项。

5. [A] mostly 大部分,主要地

[B] partially 部分地

[C] sometimes 有时候

[D] rarely 很少地,罕有地

[答案] C [分析] 本题考核的知识点是:逻辑语义搭配 + 副词词义辨析。

本句破折号后举例说明维生素的组成成分:碳、氢、氧和 5 氮,and 表明各成分之间为并列关系,那么,选项应与 usually 相呼应。usually 是频度副词,选项也应是频度副词。选项中,mostly 和 partially 不是频率副词,而是强调事物部分与整体的关系,如:The audience consisted mostly of women.(观众主要是妇女);The driver is partially to blame for the accident.(司机对那次车祸应负部分责任)。rarely 是频率副词,但它含否定含义,若用于句中,之前的连词 and 应改为表示转折关系的 but。所以只有 sometimes 为正确选项。全句意为“通常是碳、氢、氧,有些时候还有氮”。

6. [A] in that 在……方面;因为

[B] so that 以致,以便,(引导结果或目的状语从句)

[C] such that 那样,以至,(不能连接两个完整的句子)

[D] except that 除了

[答案] A [分析] 本题考核的知识点是:逻辑关系。

上句提到维生素相似的原因,这句开始提到维生素也是有区别的,由于两个句子是平行的结构,我们可以预测,本句的后半句也会解释为什么不同。下文果然提到原因是“元素的排列方式不

同,每种元素在人体内(有)一种或多种特殊功能”。因此空格处应填入表因果关系并连接原因的短语。选项中,except that 不表因果,so that 和 such that 后面接结果。只有 in that 后面接原因,并且空格前面的 different 与介词 in 连用,表示“在哪一方面不同”。

例句补充:Self-criticism is necessary in that it helps us to correct our mistakes. (自我批评是必要的,因为它能帮助我们改正错误); Speak louder so that all the people in the hall can hear you. (大声点讲,以便大厅里的人都能听清); The situation was such that political observers found it difficult to predict. (形势如此,连政治观察家们也觉得难以预料); His account is correct except that some details are omitted. (除了有些细节未提到之外,他的叙述是正确的)。

7. [A] undertakes 承担,采取 [B] holds 保存,把握,握有  
[C] plays 担当,承担 [D] performs 表演,执行,履行

[答案] D [分析] 本题考核的知识点是:动宾搭配。

本题考查动词与 function 的搭配。四个选项中能与 function 搭配的只有 perform,即 perform a function(具有…的功能,发挥…的作用),如: The brain performs a very important function: it controls the nervous system of the body. (大脑具有非常重要的功能,它控制着身体内的神经系统)。在文中,它意为“每种元素在人体内承担一种或多种特殊的功能”。其它能与 function 搭配的动词还有 fulfill、serve 等。其它选项的常用搭配有: undertake a mission/task/project 承担使命/任务/工程; hold a share 持有股份; play a role/part 扮演…角色。

8. [A] Supplying 补给,供给,提供,补充 [B] Getting 获得,变成,收获,使得  
[C] Providing 供应,供给,准备,预防 [D] Furnishing 供应,提供,装备,布置

[答案] B [分析] 本题考核的知识点是:动名词的逻辑主语 + 动词词义辨析。

本题空格所在句子是一个含让步状语从句的复合句: 8 enough vitamins is essential to life, although the body has no nutritional use for vitamins, 其中空格部分和 enough vitamins 构成动名词的复合结构做主句的主语。考生关键要判断出,空格处填入的动名词的逻辑主语也就是后面 although 引导的让步状语从句中的主语,即: the body。这样,动名词所表示的动作必须是 the body 发出来的,又能接 enough vitamins 做宾语。选项中,Supplying, Providing 和 Furnishing 均表示“提供,供应”,动作的发出者不是“身体”。显然句子表达的含义是身体需要获取维生素的营养,而不是“提供”,因此只有 Getting(获取,获得)符合。

知识点补充: supply、provide、furnish 是一组近义词,都有“提供,供应”含义。furnish 主要指提供一些基本的必要物品,可译为“配备”,如: furnish the new apartment(为新房间配备家具); supply 强调“提供物品以备需要的时候用”,可译为“供给,供应”,它常和 with 搭配,如: supply the market with new commodities(向市场供应新商品); provide 也强调“提供物品,为…做准备”,它常和介词 for, with 和 against 搭配。provide... with... 意为“给…提供”,provide for/against 都指“为可能的困难做准备,防备”,如: He worked hard to provide for his old age. (他努力赚钱以防老)。

9. [A] exceptional 例外的,异常的 [B] exceeding 非常的,极度的,过度的  
[C] excess 额外的,多余的 [D] external 外部的,客观的,外用的

[答案] C [分析] 本题考核的知识点是:上下文语义 + 形容词词义辨析。

本题空格所在部分是 although 引导的让步状语从句。前面主句提到,获取足够维生素是必要的,因此从句很可能要从相反的角度来说明获取维生素对人体的意义。have use for 是固定短语,意为“需要”,主要用于否定和疑问句中,如: I have no further use for it. (我不再需要它了)。因此,根据所在从句的含义,考生需判断人体对什么维生素没有营养上的需要。选项中,首先排除 external 和 exceptional,因为不存在“外部的维生素”或“例外的维生素”;剩下两个选项中,exceeding 用来指被修饰的成分超出了一般的限度,如: exceeding darkness(极度黑暗),exceeding beauty(美丽无比),显然,它不能直接修饰“维生素”;只有 excess 指“超过正常或所需数额的数量”,强调“摄入过多的维生素”符合逻辑。

10. [A] nevertheless 然而,不过,(表示转折关系)  
[B] therefore 因此,所以,(表因果关系)  
[C] moreover 而且,此外,(表示递进关系)

[D] meanwhile(=at the same time)同时,(表示时间关系)

[答案] A [分析] 本题考核的知识点是:逻辑关系。

两个逗号之间的空格处应填入一个逻辑连接词,因此考生需判断空格所在句子和上文之间的逻辑关系。上文提到,过量维生素对身体没有营养价值,接着作者指出很多人的心态:为“安全”考虑,而服用额外的维生素。从语意上看,两句之间存在转折关系,选择项应该是一个表示转折关系的词,因此 nevertheless 为正确答案。整个句子意为“尽管获取过量的维生素对身体没有营养价值,但很多人出于安全考虑,还是摄取额外的维生素。”

### 三、全文翻译

饮食中含有的少量有机化合物—维生素是促进动物(包括人)正常发育和维系生命的必需成分。

维生素既不提供热量,也不能构建身体的某个部分。它们被用来将食物转化为能量并维持身体的健康。至少有十三种维生素,如果缺乏任何一种维生素,缺乏症疾病就会表现出来。

各种维生素都比较相似,因为它们由同样的元素组成—通常是碳、氢、氧,有时还有氮。它们之间的不同之处在于每种维生素内部的元素排列方式不同,并且每种元素在人体内承担一种或多种具体功能。

尽管获取过量的维生素对身体没有营养价值,但获得足够的维生素对人的生命是至关重要的。尽管如此,很多人出于安全考虑,还是摄取额外的维生素。不过,实际上均衡的饮食通常就可以完全满足身体对维生素的需求了。

## 第二部分 阅读理解试题分析

### 第一篇

#### 一、文章总体分析

文章是一篇关于求职前进行准备工作的说明文。文章先指出关于所想与所得的两种观点,得出做事前应该制定计划的结论,进而具体到找工作前准备简历的重要性。由于说明成分很大,因此考生需要注意这样的文章起码应该理清事实细节。这篇文章从结构上有一些特点:首先,引子较长,从第一段一直延续到第三段;其次,主题句和其论据往往不在同一个段落,如第四段和第五段。

第一段:这一谚语说明一种传统的观点,即,得到的才算数。

第二段:现代心理学的观点是只要知道自己想要什么,并且要求合理,就能得到它。这两段实际是一个引子,但是由于用词上主要围绕着“get”和“want”两个词,因此容易出词义句意题。

第三段:依然是一个引子,以请朋友吃饭为例,说明在日常生活中,制定计划的普遍性。

第四段:文章的中心思想,即,找工作也需要事先有一个计划。接着扼要指出如何计划、原因何在。

第五段:详细说明找工作如何计划以及为什么做计划。

第六段:介绍接下来需要做的工作。

#### 二、试题具体分析

11.

What do the elders mean when they say, "It's not what you want in this world, but what you get"?	老年人说:"It's not what you want in this world, but what you get"是什么意思?
[A] You'll certainly get what you want.	[A] 你肯定能得到自己想要的东西
[B] It's no use dreaming.	[B] 梦想没有用
[C] You should be dissatisfied with what you have.	[C] 你不应该满足于自己已有的东西(所得)

[D] It's essential to set a goal for yourself.	[D] 为自己确立一个目标(所想)是必要的
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**[答案] B**      **[分析]** 本题考核的知识点是:句意题。

原句 it's not... but... 结构否定的是“你所得”,肯定的是“你所得”。即,得到什么比想要什么重要。B 选项较好地概括了原文意思,为正确答案。

A 选项强调了“所得”,然而过于绝对。第二段指出另一个观点:只要知道自己需要什么、并且要求合理,就能得到它。说明作者否定的并不是合理的需要,而是超出现实可能的奢求。你能得到所想,但是它的前提条件是“需求合理”。C 选项与原文意思正好相反。D 选项与原句没有任何逻辑上的联系。

技巧:命题目的在于检查考生能否准确把握 what you want 和 what you get 具体化后的含义。  
12.

A blueprint made before inviting a friend to dinner is used in this passage as _____.	课文中讲到邀请朋友吃饭前打一个草稿,这个草稿是用来作为_____。
[A] an illustration of how to write an application for a job	[A] 说明怎能样写工作申请书的例子
[B] an indication of how to secure a good job	[B] 获得一份好工作的暗示
[C] a guideline for job description	[C] 工作描述上的指导
[D] a principle for job evaluation	[D] 工作评估原则

**[答案] A**      **[分析]** 本题考核的知识点是:作者意图题。

对于考查例证目的题,上下文的阅读甚为重要。文章第三段第二句提到此例,在第一句中作者表述的观点是:You can make a mental blueprint of a desire... and each of us is continually making these blueprints in general routine of everyday living。(你可以在头脑里勾画出一幅欲望的蓝图,就像……,而且,我们每个人在日常生活中都在不停地画着这样的欲望蓝图。)那么,请人吃饭的例子就是要说明“一幅欲望的蓝图”,考生需要确定的就是这个“欲望”具体指的是什么。紧接着在第四段作者用了 likewise (同样地,照样地)一词,表明后面提到的“找工作”和前面说的“请朋友吃饭”情况相同,相同之处在于都是“对欲望勾画的蓝图”,故 A 选项为正确答案。

B、C 和 D 选项中分别出现“good job”、“job description”、“job evaluation”原文未有的对象或内容。

答题技巧:命题目的在于检查考生能否通过文章段落间的关系准确地把握作者的写作意图。考生应该注意一些段落关联词和短语的用法,如:however, consequently, in addition, meanwhile 等等。  
13.

According to the passage, one must write an account of himself before starting to find a job because _____.	按照课文,开始找工作之前,你必须写一个列表,描述自己的情况,原因是_____。
[A] that is the first step to please the employer	[A] 这是取悦于雇主的第一步
[B] that is the requirement of the employer	[B] 这是雇主的要求
[C] it enables him to know when to sell his services	[C] 这使他明白何时去找工作
[D] it forces him to become clearly aware of himself	[D] 这使他能够明确地认识自己

**[答案] D**      **[分析]** 本题考核的知识点是:事实细节题。

根据标志词 before starting to find a job 定位为第四段第二句。该句中 for 引导的原因状语从句作了回答,即知道自己能够提供什么时就会明确地计划到哪里去推销自己。D 选项是对此句的改写。exactly 与 clearly 相对应, know what you have to offer 与 become aware of himself 一致。

文章第五段第四句提到写明个人情况只是利于雇主做出选择,并非取悦,因此 A 选项不正确。



而 B 选项和 C 选项在文中未提及。

14.

When you have carefully prepared a blueprint of your abilities and desires, you have something _____.	当你就自己的能力和愿望精心准备了一个蓝图之后,你有_____的东西。
[A] definite to offer	[A] 明确的,具体可提供
[B] imaginary to provide	[B] 想像可提供
[C] practical to supply	[C] 实际可提供
[D] desirable to present	[D] 称心可提供

**[答案] A**      **[分析]** 本题考核的知识点是:句意题。

本题实际考查对文章最后一段第一句的理解,原文为 When you have carefully prepared a blueprint of your abilities and desires, you have something tangible to sell. 选项中的动词分别是 offer、provide、supply 和 present 都与原文的 sell 同义。故本题考点是对文中 tangible 的理解。tangible 意为 clear and definite(明确的,确实的),因此 A 选项为正确答案。此外,还可以从上文中“orderly and reasonably”和“carefully prepared”推测 tangible 的含义。

### 三、核心词汇与超纲词汇

- (1) tight-lipped(a.) 沉默寡言的,出言谨慎的
- (2) psychology(n.) 心理学
- (3) blueprint(n.) 蓝图,详细的计划,方案
- (4) likewise(adv.) 同样地,照样地;-wise 后缀,表示“样子”,“位置”或“状态”,如:clockwise, lengthwise
- (5) account(n.) 叙述,描述
- (6) routine(n.) 固定而有规则的事,常规
- (7) reference(n.) 证明文书,介绍信,推荐人
- (8) sketch(n.) 概述,概要,梗概

### 四、全文翻译

沉默寡言的老人们曾经说:“重要的不是在这个世界上你想要什么,而是你得到了什么。”心理学教导人们,如果你知道你想要什么,并且想要的又是合适的东西,你就能得到它。

你可以在头脑里勾画出一幅欲望的蓝图,就像设计房屋的蓝图一样。而我们每个人在日常生活中都在不停地画着这样的欲望蓝图。比方我们想请朋友吃晚餐,我们就会筹划菜谱、写购物单、决定先煮什么菜等,这样的筹划对于举行任何形式的宴请都是必不可少的。

同样,如果你想找一份工作,那就拿一张纸,写一份简历吧。为找工作做筹划,从你自己开始,因为只有当你确切知道你可以提供什么服务,你才可能明智地筹划到哪儿去兜售你的服务。

你的简历实际上是对你的职业生涯的简单描述,它包括教育、经验和证明人。这个描述是很有价值的,在填写标准的申请表格时它可提供参考,在面试时更是起极大的作用。在与你谈话时,你未来的雇主将根据你的教育、你的经验和你其他的资历来确定雇用你是否值得,因此你必须把你的“商品”和能力以有序而合理连贯的方式陈列出来。

当你为自己的能力和欲望仔细地筹划了一幅蓝图后,你就有实在的东西可以兜售了。那时你就准备去找工作,先搜集有关你想找的工作的所有信息,对工作和公司的详情进行调查,留心看,留意听,使用你的判断力。每天花一定的时间寻找你想要的工作,请记住:找工作就是你现在的工作。

### 第二篇