

大学英语后续课系列教材

浙江工商大学外国语学院教育部第三批大学英语教学改革示范点资助出版

# 考研英语 专项教程

*Kaoyan Yingyu Zhuanxiang Jiaocheng*

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## 充分

充分调查学生需求而开设，并在教学过程中针对学生的要求而不断调整教学内容。

## 真实

所有材料都由任课教师根据教学要求亲自筛选，视频片段、语音材料等原始而真实。选材与考研热点息息相关，折射真实考场。

## 高效

延续“英语寝室”与课堂教学互动的教学模式，以话题为主，每个学生都是学习活动的中心，快速提高学生学习效率。

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## 大学英语后续课 系列教材介绍

2007年7月10日国家教育部高等教育司颁布了《大学英语课程教学要求》，其中在课程设计中明确要求“各高等学校应根据实际情况，按照《课程要求》和本校的大学英语教学目标设计出各自的大学英语课程体系，将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”

随着大学英语教学改革的逐步推进，近年来，非英语专业本科生的英语教学水平有了较大的提高，不少高校的学生入学后两到三个学期就通过了大学英语四、六级考试，由此，大学英语教学的起点和各年级英语教学需求已有所提高；同时，非英语专业学生通过大学英语四、六级考试后在英语学习方面上也呈现出多元化需求。为了满足学生需求，为了帮助学生顺利进入高级阶段的英语学习，为了更有效地提高学生的语用能力，尤其是交际能力、获取信息的能力以及独立解决专业问题的能力，浙江省省级优秀教学团队“交际型大学英语创新教学团队”组成大学英语后续课程教材编写委员会，编写了大学英语后续课系列教材（非英语专业本科用）。本系列教材贯彻执行了教育部对于大学英语教学的要求，旨在适应我国大学英语教学改革的发展形势，为大学英语提高阶段的教学提供一套实用、真实、高效的教材。

目前，大学英语教学面临着两个主要问题：一是学习动力，二是学习内容。由于四、六级考试成绩不再与学生的学位挂钩，不少学生的学习动力逐渐减弱。学生通过四、六级考试之后，开始变得茫然，不知该继续学什么，因此学习英语就缺乏了直接的动力。就学习内容而言，学生已经厌倦了语法训练、词汇训练、阅读训练等应试教学内容，他们更愿意采用生动、便捷、有效的学习方法学习一些更实用、更真实的内容，以切实提高和培养自己的语言运用能力和文化素养。

在教学过程中，各任课教师积极准备教学材料、互相补充教学内容、集体备课，逐步发展健全了一整套较为完善的后续课课程体系。作为这套体系的教学材料，其教材体系也初具规模。这套教材尽量照顾到学生实际的英语水平，结合英语高级阶段的教学特点，深入浅出，将

理论和实践有机地结合起来,从而处理好“教”与“学”、“学”与“用”之间相互脱节的问题。具体来说,本系列教材具有如下几个特点:第一,实用。本系列教材所对应的课程都是在充分调查学生需求的基础上而开设的,在教学过程中又针对学生的要求而不断调整教学内容,因此其实用性很强,深受学生欢迎;第二,真实。本系列教材所有的材料都由任课教师根据教学要求亲自筛选,材料来源都是相关的英语材料,包括视频片段、语音材料等。这些材料原始且真实,令使用者倍感亲切,使其有身临其境的感觉;第三,高效。本系列教材在编排上延续“英语寝室”与课堂教学互动的教学模式,以话题为主,提供真实的语言环境,每个学生都是学习活动的中心,是课堂活动的参与者,教师的角色是课堂活动的设计者、组织者、指导者和督促者,学生在这样的课堂上学到的东西印象深刻,并且马上就能学以致用,学习效率得到了提高。根据学生的需求和将来的实际工作需要,陆续出版的后续系列课程教材包括《英语歌曲语言与文化》、《大学英语六级综合辅导》、《考研英语专项教程》(高级英语)、《商务英语》、《应用英语翻译》、《雅思英语》、《英美影视欣赏》、《口译证书英语》(中高级口译)、《高级英语口语》(四、六级口语证书)、《高级英语听力》、《旅游英语》、《托福英语》、《英美社会与文化》、《英美小说欣赏》、《法律英语》、《金融英语》等。

大学英语后续课系列教材由浙江工商大学外国语学院“教育部第三批大学英语教学改革示范点”资助出版。编写大学英语后续课系列教材是一项艰难的工作,我们尝试着从课堂互动的角度来编写,希望这样一种有的放矢的教材能起到事半功倍、立竿见影的效果。但毕竟这是一种新的尝试,由于编纂工作浩繁,失误在所难免,书中定有许多需要进一步改进和完善的地方,欢迎各位同行和广大学生提供宝贵意见。

大学英语后续课系列教材编委会

2012年6月5日





本书为浙江工商大学外国语学院为全校开设的“高级英语（考研）”选修课而专门编写。随着全国范围内的大学英语教学改革的深入，许多学校不仅在课堂教学模式上发生了重大的转变，在课程的设置上也做了改革——各种各样的英语后续课程相继开设以满足学生英语学习和专业发展方面的多样需求。从全国范围来看，这种发展趋势日益明显，因此，编写一本适合学校正规课堂教学的教材就成了非常必要的事情。作为选修课教材，本书在编排设计上不仅广泛听取了本课程一线任课教师的意见，也考虑了来自学生的需求反馈，努力在各方面做到既适应作为一门课程的课堂教学要求又能满足应试备考的需要。本书的宗旨是讲解简明扼要、突出实用，材料力求经典，注重精讲多练，使教师用起来方便、顺手，学生用起来切实有效，从而取得更大的收获。

本书根据选修课学时的数量，将内容分为十五章，约为十五讲。每一讲的内容大致需要三个课时左右，在材料上略有余量，教师可根据实际情况处理。本书首先根据考研英语不同的题型专讲专练，然后做相对集中的综合训练，最后进行全真的模拟训练。在分项训练部分，本书特别划分了课堂训练和课后练习两部分，使得课堂上讲练紧密结合，课外又能对有关技能进行进一步的巩固和强化。

本书为大学英语后续课系列教材之一，本册《考研英语专项教程》由余双全和丁仁仑主编，负责全书的策划和编排。参加编写的人员分工如下：第一、第二章由沈志法、王镇编写；第三、第四、第五章由余双全编写；第六、第七、第八章由周迈编写；第九章由李先玉编写；第十章由徐玉苏编写；第十一章由蒲松龄编写；综合训练部分由余双全、丁仁仑、李先玉编写；参加全真模拟训练部分编写的有：余双全、丁仁仑、高春梅、蒲松龄、徐玉苏、沈志法。本书由浙江工商大学外国语学院“教育部第三批大学英语教学改革示范点”资助出版，在编写

及出版的过程中得到了浙江工商大学外国语学院刘法公院长的关心和支持，在此一并表示感谢。

编写后续课教材，尤其是编写既符合学校课程教学要求又兼顾应试需要的教材需要考虑多方面的因素，在这一点上我们还在探索之中，难免还有不妥或不足之处，希望广大读者批评指正。

编者

2012年6月5日



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# 第一章

## 英语知识运用(1)

### 一、题型特点与命题趋势

考研英语知识运用部分采用完形填空的题型,在一篇 240~280 词的文章中留出 20 个空白,要求考生从每题给出的 4 个选项中选出最佳答案,使补全后的文章意思通顺、逻辑连贯、语法结构正确。每小题 0.5 分,共 10 分。完形填空不仅测试考生对词汇、语义搭配等的识别能力和语法的掌握,还要求考生具有一定的语篇分析能力、良好的语感和逻辑思维能力以及较广泛的背景知识。因此可以说完形填空首先检验的是阅读能力,是阅读理解变体。文章体裁以说明文和议论文为主。完形填空所选的短文涉及科技发展、经济、社会、历史、文化、教育等,是具有一定时代感、时事性或科普性的文章。选材内容不会过于专业,文章难度适中。文章内部组织结构较为严密、观点鲜明、条理清楚。

英语知识运用是在语篇的层次上考查学生运用英语的综合能力。作为一种比较老的题型,其命题方式已趋于成熟与稳定。根据近年来考研真题的分析,主要有如下命题规律和趋势:

词汇是考查重点。它主要测试的知识包括:词语的辨析、搭配和固定搭配。词语的辨析既有近义词的辨析,又有近形词的辨析;词语的搭配包括主谓搭配、动宾搭配、动状搭配、形容词名词搭配以及形容词、副词搭配等;固定搭配主要是介词与名词、动词以及形容词连用形成的固定词组。新的趋势是加重了对词汇的得体性、规范性及常见词汇的特殊意义的考查。

语法知识运用体现在三个层面:词法、句法和篇章的信息结构。词法主要考查动词的时态、语态、语气和非限定动词以及名词和代词的使用。句法主要考查三大类从句:名词性从句(包括主语从句、宾语从句、表语从句和同位语从句)、形容词性从句(定语从句)以及副词性从句(各类状语从句)。篇章的信息结构主要包括倒装、强调和省略等现象。其中定语从句、倒装句、比较句与平行结构是语法考查的重点。

篇章结构主要涉及以下几点:句与句之间的逻辑关系;某个意群的整体意思;文章的整体结构;作者对某一问题的观点、态度、口气,在试题的设计上,主要反映在表示逻辑关系的连词、副词的考查上。

### 二、专项训练

#### In-class Exercises

##### Directions:

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

##### Text 1

The homeless make up a growing percentage of America's population. 1 homelessness has reached such proportions that local governments can't possibly 2. To help homeless people 3 independence, the federal government must support job training programs, 4 the minimum wage, and fund more low-cost housing.

5 everyone agrees on the number of Americans who are homeless. Estimates 6 anywhere from 600,000 to 3 million. 7 the figure may vary, analysts do agree on another matter: that the

number of the homeless is 8. One of the federal government's studies 9 that the number of the homeless will reach nearly 19 million by the end of this decade.

Finding ways to 10 this growing homeless population has become increasingly difficult. 11 when homeless individuals manage to find a 12 that will give them three meals a day and a place to sleep at night, a good number still spend the bulk of each day 13 the street. Part of the problem is that many homeless adults are addicted to alcohol or drugs. And a significant number of the homeless have serious mental disorders. Many others, 14 not addicted or mentally ill, simply lack the everyday 15 skills needed to turn their lives 16. Boston Globe reporter Chris Reidy notes that the situation will improve only when there are 17 programs that address the many needs of the homeless. 18 Edward Zlotkowski, director of community service at Bentley College in Massachusetts, 19 it, "There has to be 20 of programs. What's needed is a package deal."

- |                     |                   |                   |                  |
|---------------------|-------------------|-------------------|------------------|
| 1. [A] Indeed       | [B] Likewise      | [C] Therefore     | [D] Furthermore  |
| 2. [A] stand        | [B] cope          | [C] approve       | [D] retain       |
| 3. [A] in           | [B] for           | [C] with          | [D] toward       |
| 4. [A] raise        | [B] add           | [C] take          | [D] keep         |
| 5. [A] Generally    | [B] Almost        | [C] Hardly        | [D] Not          |
| 6. [A] cover        | [B] change        | [C] range         | [D] differ       |
| 7. [A] Now that     | [B] Although      | [C] Provided      | [D] Except that  |
| 8. [A] inflating    | [B] expanding     | [C] increasing    | [D] extending    |
| 9. [A] predicts     | [B] displays      | [C] proves        | [D] discovers    |
| 10. [A] assist      | [B] track         | [C] sustain       | [D] dismiss      |
| 11. [A] Hence       | [B] But           | [C] Even          | [D] Only         |
| 12. [A] lodging     | [B] shelter       | [C] dwelling      | [D] house        |
| 13. [A] searching   | [B] strolling     | [C] crowding      | [D] wandering    |
| 14. [A] when        | [B] once          | [C] while         | [D] whereas      |
| 15. [A] life        | [B] existence     | [C] survival      | [D] maintenance  |
| 16. [A] around      | [B] over          | [C] on            | [D] up           |
| 17. [A] complex     | [B] comprehensive | [C] complementary | [D] compensating |
| 18. [A] So          | [B] Since         | [C] As            | [D] Thus         |
| 19. [A] puts        | [B] interprets    | [C] assumes       | [D] makes        |
| 20. [A] supervision | [B] manipulation  | [C] regulation    | [D] coordination |

## Text 2

The idea that some groups of people may be more intelligent than others is one of those hypotheses that dare not speak its name. But Gregory Cochran is 1 to say it anyway. He is that 2 bird, a scientist who works independently 3 any institution. He helped popularize the idea that some diseases not 4 thought to have a bacterial cause were actually infections, which aroused much controversy when it was first suggested.

5 he, however, might tremble at the 6 of what he is about to do. Together with another two scientists, he is publishing a paper which not only 7 that one group of humanity is more intelligent than the others, but explains the process that has brought this about. The group in 8 are a particular people originated from central Europe. The process is natural selection.

This group generally do well in IQ test, 9 12-15 points above the 10 value of 100, and have contributed 11 to the intellectual and cultural life of the West, as the 12 of their elites, including several world-renowned scientists, 13. They also suffer more often than most people from a number of nasty genetic diseases, such as breast cancer. These facts, 14, have previously been thought

unrelated. The former has been 15 to social effects, such as a strong tradition of 16 education. The latter was seen as a (an) 17 of genetic isolation. Dr. Cochran suggests that the intelligence and diseases are intimately 18. His argument is that the unusual history of these people has 19 them to unique evolutionary pressures that have resulted in this 20 state of affairs.

- |                       |                        |                   |                   |
|-----------------------|------------------------|-------------------|-------------------|
| 1. [A] selected       | [B] prepared           | [C] obliged       | [D] pleased       |
| 2. [A] unique         | [B] particular         | [C] special       | [D] rare          |
| 3. [A] of             | [B] with               | [C] in            | [D] against       |
| 4. [A] subsequently   | [B] presently          | [C] previously    | [D] lately        |
| 5. [A] Only           | [B] So                 | [C] Even          | [D] Hence         |
| 6. [A] thought        | [B] sight              | [C] cost          | [D] risk          |
| 7. [A] advises        | [B] suggests           | [C] protests      | [D] objects       |
| 8. [A] progress       | [B] fact               | [C] need          | [D] question      |
| 9. [A] attaining      | [B] scoring            | [C] reaching      | [D] calculating   |
| 10. [A] normal        | [B] common             | [C] mean          | [D] total         |
| 11. [A] unconsciously | [B] disproportionately | [C] indefinitely  | [D] unaccountably |
| 12. [A] missions      | [B] fortunes           | [C] interests     | [D] careers       |
| 13. [A] affirm        | [B] witness            | [C] observe       | [D] approve       |
| 14. [A] moreover      | [B] therefore          | [C] however       | [D] meanwhile     |
| 15. [A] given up      | [B] got over           | [C] carried on    | [D] put down      |
| 16. [A] assessing     | [B] supervising        | [C] administering | [D] valuing       |
| 17. [A] development   | [B] origin             | [C] consequence   | [D] instrument    |
| 18. [A] linked        | [B] integrated         | [C] woven         | [D] combined      |
| 19. [A] limited       | [B] subjected          | [C] converted     | [D] directed      |
| 20. [A] paradoxical   | [B] incompatible       | [C] inevitable    | [D] continuous    |

### Text 3

In 1924 America's National Research Council sent two engineers to supervise a series of experiments at a large telephone-parts factory called the Hawthorne Plant near Chicago. It hoped they would learn how stop-floor lighting 1 workers' productivity. Instead, the studies ended 2 giving their name to the "Hawthorne effect", the extremely influential idea that the very 3 of being experimented upon changed subjects' behavior.

The idea arose because of the 4 behavior of the women in the Hawthorne plant. According to 5 of the experiments, their hourly output rose when lighting was increased, but also when it was dimmed. It did not 6 what was done in the experiment; 7 something was changed, productivity rose. A(n) 8 that they were being experimented upon seemed to be 9 to alter workers' behavior 10 itself.

After several decades, the same data was 11 to econometric analysis. The Hawthorne experiments had another surprise in store. 12 the descriptions on record, no systematic 13 was found that levels of productivity were related to changes in lighting.

It turns out that peculiar way of conducting the experiments may have led to 14 interpretation of what happened. 15, lighting was always changed on Sunday. When work started again on Monday, output 16 rose compared with the previous Saturday and 17 to rise for the next couple of days. 18, a comparison with data for weeks when there was no experimentation showed that output always went up on Monday, workers 19 to be diligent for the first few days of the week in any case, before 20 a plateau and then slackening off. This suggests that the alleged "Hawthorne effect" is hard to pin down.

- |                 |              |               |              |
|-----------------|--------------|---------------|--------------|
| 1. [A] affected | [B] achieved | [C] extracted | [D] restored |
|-----------------|--------------|---------------|--------------|

- |                      |                     |                    |                 |
|----------------------|---------------------|--------------------|-----------------|
| 2. [A] at            | [B] up              | [C] with           | [D] off         |
| 3. [A] truth         | [B] sight           | [C] act            | [D] proof       |
| 4. [A] controversial | [B] perplexing      | [C] mischievous    | [D] ambiguous   |
| 5. [A] requirements  | [B] explanations    | [C] accounts       | [D] assessments |
| 6. [A] conclude      | [B] matter          | [C] indicate       | [D] work        |
| 7. [A] as far as     | [B] for fear that   | [C] in case that   | [D] so long as  |
| 8. [A] awareness     | [B] expectation     | [C] sentiment      | [D] illusion    |
| 9. [A] suitable      | [B] excessive       | [C] enough         | [D] abundant    |
| 10. [A] about        | [B] for             | [C] on             | [D] by          |
| 11. [A] compared     | [B] shown           | [C] subjected      | [D] conveyed    |
| 12. [A] Contrary to  | [B] Consistent with | [C] Parallel with  | [D] Peculiar to |
| 13. [A] evidence     | [B] guidance        | [C] implication    | [D] source      |
| 14. [A] disputable   | [B] enlightening    | [C] reliable       | [D] misleading  |
| 15. [A] In contrast  | [B] For example     | [C] In consequence | [D] As usual    |
| 16. [A] duly         | [B] accidentally    | [C] unpredictably  | [D] suddenly    |
| 17. [A] failed       | [B] ceased          | [C] started        | [D] continued   |
| 18. [A] Therefore    | [B] Furthermore     | [C] However        | [D] Meanwhile   |
| 19. [A] attempted    | [B] tended          | [C] chose          | [D] intended    |
| 20. [A] breaking     | [B] climbing        | [C] surpassing     | [D] hitting     |

#### Text 4

The ethical judgments of the Supreme Court Justices have become an important issue recently. The court cannot 1 its legitimacy as guardian of the rule of law 2 justices behave like politicians. Yet, in several instances, justices acted in ways that 3 the court's reputation for being independent and impartial.

Justice Antonin Scalia, for example, appeared at political events. That kind of activity makes it less likely that the court's decisions will be 4 as impartial judgments. Part of the problem is that the justices are not 5 by an ethics code. At the very least, the court should make itself 6 to the code of conduct that 7 to the rest of the federal judiciary.

This and other similar cases 8 the question of whether there is still a 9 between the court and politics.

The framers of the Constitution envisioned law 10 having authority apart from politics. They gave justices permanent positions 11 they would be free to 12 those in power and have no need to 13 political support. Our legal system was designed to set law apart from politics precisely because they are so closely 14.

Constitutional law is political because it results from choices rooted in fundamental social 15 like liberty and property. When the court deals with social policy decisions, the law it 16 is inescapably political—which is why decisions split along ideological lines are so easily 17 as unjust.

The justices must 18 doubts about the court's legitimacy by making themselves 19 to the code of conduct. That would make rulings more likely to be seen as separate from politics and, 20, convincing as law.

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|-------------------|-----------------|-----------------|----------------|
| 1. [A] emphasize  | [B] maintain    | [C] modify      | [D] recognize  |
| 2. [A] when       | [B] lest        | [C] before      | [D] unless     |
| 3. [A] restored   | [B] weakened    | [C] established | [D] eliminated |
| 4. [A] challenged | [B] compromised | [C] suspected   | [D] accepted   |
| 5. [A] advanced   | [B] caught      | [C] bound       | [D] founded    |
| 6. [A] resistant  | [B] subject     | [C] immune      | [D] prone      |
| 7. [A] resorts    | [B] sticks      | [C] loads       | [D] applies    |

- |                      |                  |                |                 |
|----------------------|------------------|----------------|-----------------|
| 8. [A] evade         | [B] raise        | [C] deny       | [D] settle      |
| 9. [A] line          | [B] barrier      | [C] similarity | [D] conflict    |
| 10. [A] by           | [B] as           | [C] though     | [D] towards     |
| 11. [A] so           | [B] since        | [C] provided   | [D] though      |
| 12. [A] serve        | [B] satisfy      | [C] upset      | [D] replace     |
| 13. [A] confirm      | [B] express      | [C] cultivate  | [D] offer       |
| 14. [A] guarded      | [B] followed     | [C] studied    | [D] tied        |
| 15. [A] concepts     | [B] theories     | [C] divisions  | [D] conceptions |
| 16. [A] excludes     | [B] questions    | [C] shapes     | [D] controls    |
| 17. [A] dismissed    | [B] released     | [C] ranked     | [D] distorted   |
| 18. [A] suppress     | [B] exploit      | [C] address    | [D] ignore      |
| 19. [A] accessible   | [B] amiable      | [C] agreeable  | [D] accountable |
| 20. [A] by all means | [B] at all costs | [C] in a word  | [D] as a result |

### After-class Exercises

#### Directions:

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

#### Text 1

The Treasury could pocket 20 million a year in extra fines once the country's speed camera network is expanded. Motoring organizations warned that the 1 could become a poll tax on wheels', 2 huge number of drivers. There could be many more incidents of vandalism 3 cameras. The warnings came 4 a Daily Mail survey found almost all the 23 police forces in England and Wales were either 5 to expansion plans or considering 6.

Nationwide, the number of speeding tickets is expected to treble, 7 90 million a year. 8 the scheme, police keep some of the cash from fines to 9 the costs of fitting and maintaining extra cameras and 10 that existing ones always have film in them. The rest will go to the Treasury. Both Ministers and police insist the scheme is aimed 11 at making roads safer. They point to trials in eight areas which cut collisions by a quarter and deaths and serious injuries by 12 a half.

But motoring organizations fear cameras will be sited on relatively safe 13 fast stretches to catch as many drivers as possible. Some forces are also expected to 14 the "threshold" speeds at which cameras are 15 to the absolute legal minimum—15 mph in a 10 mph limit, and 26 mph in a 20 mph zone. This could encourage drivers to stare at their speedometers instead of concentrating on the road, and 16 to more accidents. Sue Nicholson, head of campaigns at the RAC, said, "We don't have a problem with speed cameras 17. But we do have concerns about 18 they are sited. Police risk losing credibility 19 motorists if cameras are seen as revenue-raising 20 safety devices."

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|--------------------|---------------------|----------------------|--------------------|
| 1. [A] promotions  | [B] punishments     | [C] penalties        | [D] payments       |
| 2. [A] isolating   | [B] separating      | [C] alienating       | [D] detaching      |
| 3. [A] towards     | [B] against         | [C] before           | [D] over           |
| 4. [A] so          | [B] once            | [C] as               | [D] where          |
| 5. [A] subjected   | [B] engaged         | [C] intended         | [D] committed      |
| 6. [A] taking part | [B] keeping silence | [C] making exception | [D] paying respect |
| 7. [A] financing   | [B] profiting       | [C] funding          | [D] netting        |



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|---------------------|----------------|--------------------|-----------------|
| 8. [A] From         | [B] Under      | [C] On             | [D] With        |
| 9. [A] hide         | [B] cover      | [C] conceal        | [D] veil        |
| 10. [A] pledging    | [B] assuring   | [C] confirming     | [D] ensuring    |
| 11. [A] essentially | [B] strongly   | [C] wholeheartedly | [D] purely      |
| 12. [A] in all      | [B] fewer than | [C] at most        | [D] up to       |
| 13. [A] but         | [B] whereas    | [C] though         | [D] while       |
| 14. [A] fit         | [B] put        | [C] set            | [D] fix         |
| 15. [A] levered     | [B] geared     | [C] handled        | [D] triggered   |
| 16. [A] lead        | [B] add        | [C] attribute      | [D] resort      |
| 17. [A] any less    | [B] by itself  | [C] after all      | [D] as such     |
| 18. [A] who         | [B] when       | [C] where          | [D] which       |
| 19. [A] in          | [B] with       | [C] against        | [D] for         |
| 20. [A] in spite of | [B] far from   | [C] rather than    | [D] by means of |

## Text 2

A recent poll indicated that half the teenagers in the United States believe that communication between them and their parents is 1 and further that one of the prime causes of this gap is 2 listening behavior. As a(an) 3 in point, one parent believed that her daughter had a severe 4 problem. She was so 5 that she took her to an audiologist to have her ear tested. The audiologist carefully tested both ears and reported back to the parent, "There's nothing wrong with her hearing. She's just 6 you out."

A leading cause of the 7 divorce rate (more than half of all marriages end in divorce) is the failure of husbands and wives to 8 effectively. They don't listen to each other. Neither person 9 to the actual message sent by the other.

In 10 fashion, political scientists report that a growing number of people believe that their elected and 11 officials are out of 12 with the constituents they are supposedly 13. Why? Because they don't believe that they listen to them. In fact, it seems that sometimes our politicians don't even listen to themselves. The following is a true story: At a national 14 conference held in Albuquerque some years ago, then Senator Joseph Montoya was 15 a copy of a press release by a press aide shortly before he got up before the audience to 16 a speech. When he rose to speak, 17 the horror of the press aide and the 18 of his audience, Montoya began reading the press release, not his speech. He began, "For immediate release, Senator Joseph M. Montoya, Democrat of New Mexico, last night told the National..." Montoya read the entire six-page release, 19 with the statement that he "was repeatedly 20 by applause."

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|--------------------|-----------------|-----------------|----------------|
| 1. [A] scarce      | [B] little      | [C] rare        | [D] poor       |
| 2. [A] malignant   | [B] deficient   | [C] ineffective | [D] feeble     |
| 3. [A] case        | [B] example     | [C] lesson      | [D] suggestion |
| 4. [A] audio       | [B] aural       | [C] hearing     | [D] listening  |
| 5. [A] believing   | [B] convinced   | [C] assured     | [D] doubtless  |
| 6. [A] turning     | [B] tuning      | [C] tucking     | [D] tugging    |
| 7. [A] rising      | [B] arising     | [C] raising     | [D] arousing   |
| 8. [A] exchange    | [B] interchange | [C] encounter   | [D] interact   |
| 9. [A] relates     | [B] refers      | [C] responds    | [D] resorts    |
| 10. [A] like       | [B] alike       | [C] likely      | [D] likewise   |
| 11. [A] nominated  | [B] selected    | [C] appointed   | [D] supported  |
| 12. [A] connection | [B] reach       | [C] association | [D] touch      |

- |                     |                  |                 |                |
|---------------------|------------------|-----------------|----------------|
| 13. [A] leading     | [B] representing | [C] delegating  | [D] supporting |
| 14. [A] legislative | [B] legitimate   | [C] legalized   | [D] liberal    |
| 15. [A] distributed | [B] awarded      | [C] handed      | [D] submitted  |
| 16. [A] present     | [B] publish      | [C] deliver     | [D] pursue     |
| 17. [A] to          | [B] with         | [C] for         | [D] on         |
| 18. [A] joy         | [B] enjoyment    | [C] amusement   | [D] delight    |
| 19. [A] conclude    | [B] to conclude  | [C] concluding  | [D] concluded  |
| 20. [A] disrupted   | [B] interfered   | [C] interrupted | [D] stopped    |

## Text 3

When a country is under-populated, newcomers are not competitors, but assistants. If more come they may produce not only new quotas, but a 1 as well. In such a state of things land is 2 and cheap. The possession of it 3 no power or privilege. No one will work for another for wages 4 he can take up new land and be his own master. Hence it will pay no one to own more land than he can 5 by his own labor, or with such aid as his own family 6. Hence, again, land 7 little or no rent; there will be no landlords living on rent and no laborers living on 8, but only a middle class of yeoman farmers (自耕农). All are 9 on an equality, and democracy becomes the political form, because this is the only state of society in which equality, on which democracy is 10, is realized as a fact. The same effects are powerfully 11 by other facts. In a new and under-populated country the industries which are most profitable are the extractive industries. The 12 of these, with the exception of some kinds of mining, is that they call 13 only a low organization of labor and small amount of capital. Hence they allow the workman to become 14 his own master, and they educate him to freedom, independence, and self 15. At the same time, the social groups being only 16 marked off from each other, it is easy to 17 from one class of occupations, and consequently from one social grade, to another. Finally, under the same circumstances, education, skill, and superior training have but inferior value compared with what they have in 18 populated countries. The 19 lie in an under-populated country, with the 20, unskilled, manual occupations, and not with the highest developments of science, literature, and art.

- |                      |                    |                   |                  |
|----------------------|--------------------|-------------------|------------------|
| 1. [A] surplus       | [B] plus           | [C] remains       | [D] remainder    |
| 2. [A] scarce        | [B] sacred         | [C] abundant      | [D] extractive   |
| 3. [A] infers        | [B] defers         | [C] confers       | [D] refers       |
| 4. [A] but           | [B] when           | [C] while         | [D] so           |
| 5. [A] cultivate     | [B] culminate      | [C] calculate     | [D] conceive     |
| 6. [A] requests      | [B] deploys        | [C] implies       | [D] supplies     |
| 7. [A] fosters       | [B] promotes       | [C] bears         | [D] contributes  |
| 8. [A] wages         | [B] salaries       | [C] rewards       | [D] awards       |
| 9. [A] intentionally | [B] potentially    | [C] substantially | [D] consistently |
| 10. [A] fertilized   | [B] based          | [C] drawn         | [D] guaranteed   |
| 11. [A] influenced   | [B] checked        | [C] reshaped      | [D] reinforced   |
| 12. [A] feature      | [B] characteristic | [C] essence       | [D] fundamental  |
| 13. [A] off          | [B] on             | [C] to            | [D] for          |
| 14. [A] speedily     | [B] merrily        | [C] unfortunately | [D] amusingly    |
| 15. [A] autonomy     | [B] regulation     | [C] independence  | [D] reliance     |
| 16. [A] obviously    | [B] vaguely        | [C] positively    | [D] apparently   |
| 17. [A] transfer     | [B] transform      | [C] transmit      | [D] transport    |
| 18. [A] sporadically | [B] densely        | [C] loosely       | [D] neatly       |

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|--------------------|-------------------|-----------------|---------------|
| 19. [A] advantages | [B] disadvantages | [C] gains       | [D] deficits  |
| 20. [A] flexible   | [B] coarse        | [C] presentable | [D] masculine |

**Text 4**

College sports in the United States are a huge deal. Almost all major American universities have football, baseball, basketball and hockey programs, and 1 millions of dollars each year to sports. Most of them earn millions 2 as well, in television revenues and sponsorships. They also benefit 3 from the added publicity they get via their teams. Big-name universities compete 4 each other in the most popular sports. Football games at Michigan regularly 5 crowds of over 90,000. Basketball's national collegiate championship game is a TV 6 on a par with any other sporting event in the United States, 7 perhaps the Super Bowl itself.

At any given time during fall or winter one can 8 one's TV set and see the top athletic programs—from schools like Michigan, UCLA, Duke and Stanford—9 in front of packed houses and national TV audiences.

The athletes themselves are 10 and provided with scholarships. College coaches identify 11 teenagers and then go into high schools to 12 the country's best players to attend their universities. There are strict rules about 13 coaches can recruit—no recruiting calls after 9 p.m., only one official visit to a campus—but they are often bent and sometimes 14. Top college football programs 15 scholarships to 20 or 30 players each year, and those student-athletes, when they arrive 16 campus, receive free housing, tuition, meals, books, etc. In return, the players 17 themselves to the program in their sport. Football players at top college work 18 two hours a day, four days a week from January to April. In summer, it's back to strength and agility training four days a week until mid-August, when camp 19 and preparation for the opening of September-to-December season begins in 20. During the season, practices last two or three hours a day from Tuesday to Friday. Saturday is game day. Monday is an officially mandated day of rest.

- |                   |                |                |                  |
|-------------------|----------------|----------------|------------------|
| 1. [A] attribute  | [B] distribute | [C] devote     | [D] attach       |
| 2. [A] out        | [B] by         | [C] in         | [D] back         |
| 3. [A] directly   | [B] indirectly | [C] visibly    | [D] invisibly    |
| 4. [A] for        | [B] in         | [C] against    | [D] over         |
| 5. [A] draw       | [B] amuse      | [C] govern     | [D] handle       |
| 6. [A] spectator  | [B] spectacle  | [C] spectrum   | [D] spectacles   |
| 7. [A] save       | [B] saves      | [C] saved      | [D] to save      |
| 8. [A] flip on    | [B] flap at    | [C] fling away | [D] flush out    |
| 9. [A] battle     | [B] to battle  | [C] battling   | [D] battled      |
| 10. [A] recruited | [B] reconciled | [C] rectified  | [D] reserved     |
| 11. [A] promising | [B] pleasing   | [C] compulsory | [D] professional |
| 12. [A] contrive  | [B] convince   | [C] convert    | [D] convict      |
| 13. [A] which     | [B] what       | [C] how        | [D] whether      |
| 14. [A] ignored   | [B] neglected  | [C] remembered | [D] noticed      |
| 15. [A] offer     | [B] confer     | [C] conform    | [D] reward       |
| 16. [A] in        | [B] on         | [C] at         | [D] around       |
| 17. [A] commit    | [B] compensate | [C] commute    | [D] comply       |
| 18. [A] in        | [B] out        | [C] over       | [D] off          |
| 19. [A] recalls   | [B] enlists    | [C] convenes   | [D] collects     |
| 20. [A] principle | [B] confidence | [C] name       | [D] earnest      |