



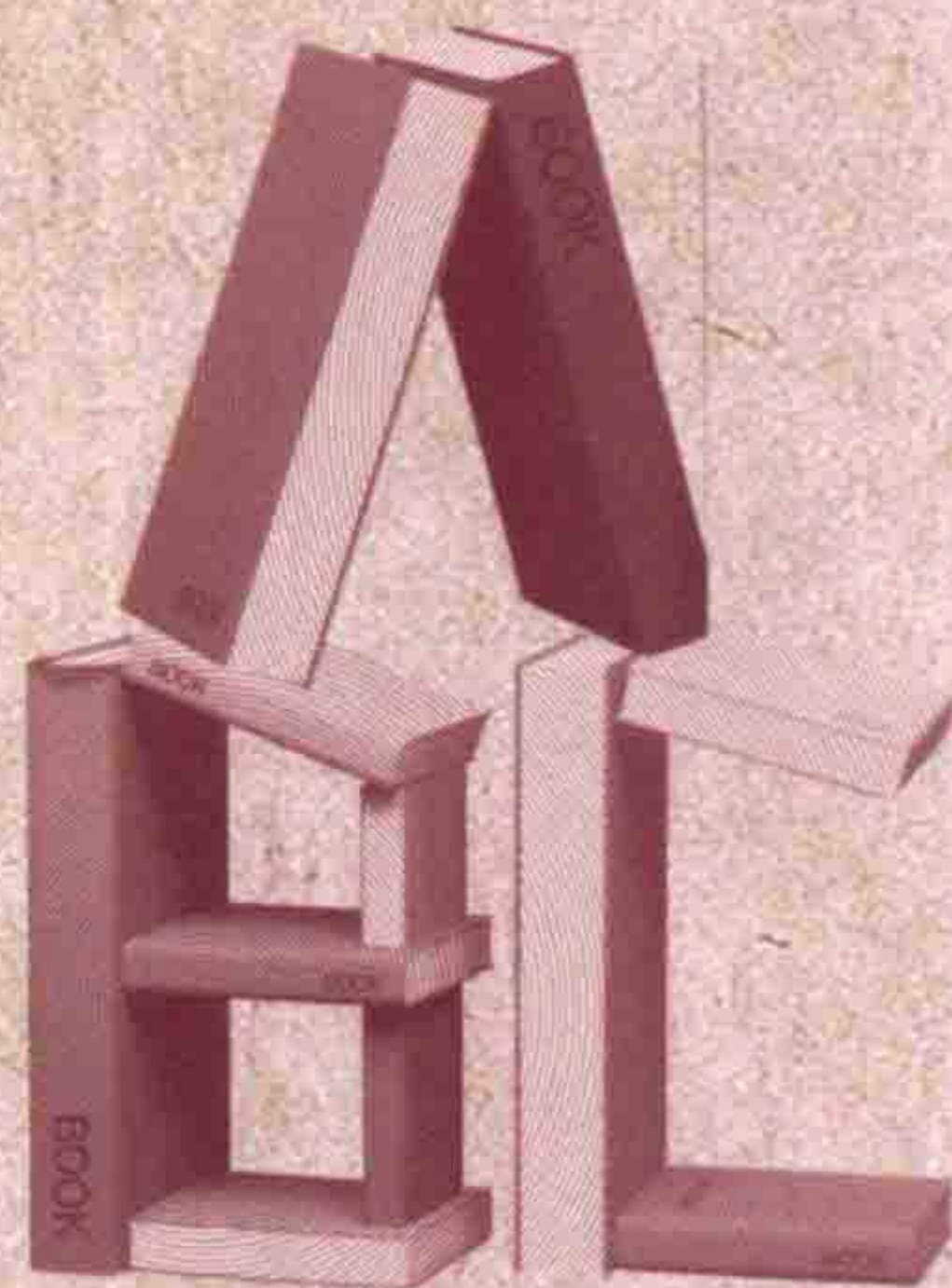
全国硕士研究生入学考试指导系列丛书

考研英语 基础教程

KAOYAN YINGYU JICHU JIAOCHENG

周 固 / 主编

臧 庆 陈 璐 / 副主编

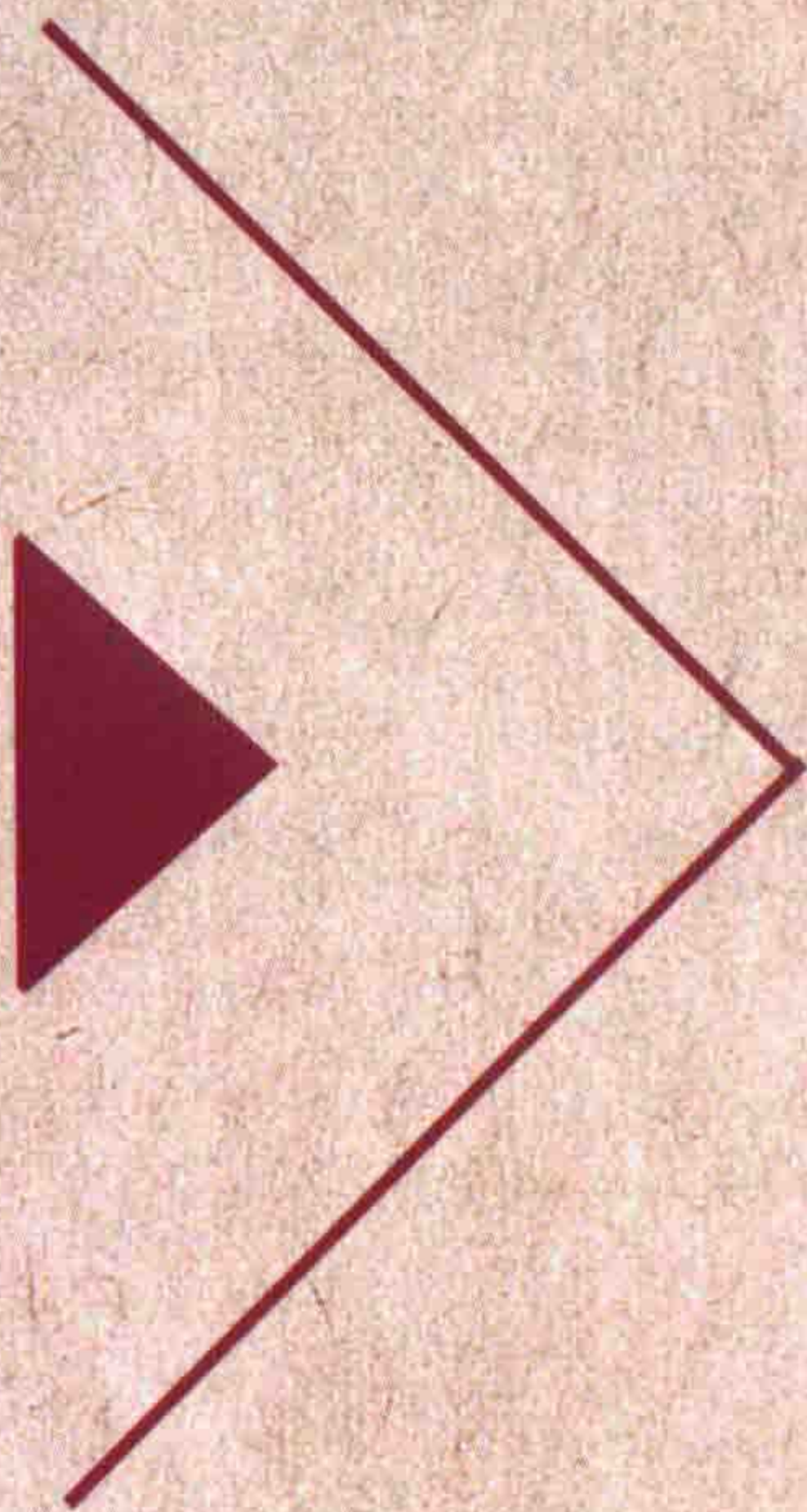


合肥工业大学出版社
HEFEI UNIVERSITY OF TECHNOLOGY PRESS

选题策划 / 陈 明

责任编辑 / 朱移山

封面设计 / 黄 彦



更多个性服务，尽在微信平台
请扫二维码或查找 hfutpress

ISBN 978-7-5650-4608-7



9 787565 046087 >

定价：59.80 元



全国硕士研究生入学考试指导系列丛书

考研英语 基础教程

周 固 / 主编

臧 庆

陈 璐 / 副主编



贵州师范学院内部使用



合肥工业大学出版社

图书在版编目(CIP)数据

考研英语基础教程/周固主编. —合肥:合肥工业大学出版社,2019.8

ISBN 978-7-5650-4608-7

I. ①考… II. ①周… III. ①英语—研究生—入学考试—自学参考资料
IV. ①H310.421

中国版本图书馆 CIP 数据核字(2019)第 191536 号

考研英语基础教程

周 固 主 编

责任编辑 朱移山

出 版 合肥工业大学出版社

地 址 合肥市屯溪路 193 号

邮 编 230009

电 话 人文编辑部:0551-62903310

市场营销部:0551-62903198

网 址 www.hfutpress.com.cn

E-mail hfutpress@163.com

版 次 2019 年 8 月第 1 版

印 次 2019 年 9 月第 1 次印刷

开 本 787 毫米×1092 毫米 1/16

印 张 17.5

字 数 372 千字

印 刷 合肥现代印务有限公司

发 行 全国新华书店

ISBN 978-7-5650-4608-7

定价: 59.80 元

如果有影响阅读的印装质量问题,请与出版社市场营销部联系调换。

前 言

参加全国硕士研究生入学统一考试的考生人数逐年递增，竞争也愈加激烈。许多考生很早便开始为考试做准备，提前一年乃至两年便开始复习英语的不在少数，但考研英语复习的早期阶段该如何选择英语复习材料便成了所有考生感到困惑的一个问题。

笔者依据 20 多年的考研英语研究心得及辅导经验编写了这本《考研英语基础教程》，适合所有考生在考研英语复习的早期阶段使用，无论考生是考英语一还是考英语二。

本书在立项、选材和具体编写过程中，重点考虑了以下三点：

一、为了保证本教程所选材料对考生的考研英语复习具有高度的针对性，本教程所选材料均来自过去的考研英语真题。

二、由于本教程主要是为考研英语复习的早期阶段准备的，因此，本教程所选材料均取自 2011 年及其之前的英语真题，2011 年之后的英语真题留待考生考前强化自测阶段使用。

三、笔者认为，无论考英语一还是考英语二，考研英语基础复习阶段的重点是一样的，都应该是词汇、语法和阅读，所以，本教程所选材料为往年真题的阅读理解 A 节、英语知识运用和英译汉部分。这三项实质上都是考查考生的词汇知识、语法知识以及这两种知识的综合运用能力。

如何正确地使用本教程并确保考研英语早期阶段复习效率的最大化？笔者有以下四个建议：

一、制订一份个人的教程使用计划，并坚持着做下去。本教程的设定使用周期为半年左右。考生根据自己的实际情况，比如自己的英语基础、可用于英语复习的实际时间以及自己考研英语的目标分，设定一下自己的教程使用计划。

二、每个单元的做题操练很重要。通过不断地做题，考生可以慢慢地体会和总结考研

英语的命题思路和特点，并逐渐形成自己的解题经验和做题方案。本教程的每个题项均附有非常详细的题解，对学生考研研习会有很大的启发和帮助。

三、复习到一定阶段，考生可以尝试限时做题。阅读理解 A 节（4 篇阅读文章加问题解答）的做题时长建议为 70 分钟左右，英语知识运用和英译汉的做题时长一般分别为 20 分钟之内。

四、最重要的是，考生一定要最大限度地研习每个单元的词汇现象（包括大纲词汇、派生词、各类词语搭配以及常用的专有名词）和句法现象（主要指疑难句的结构分析和理解），尤其在考研英语复习的早期阶段。对每一位考生来说，要想让自己的考研英语顺利过关，或者要想取得较高的英语单科分数，英语的词句基本功永远是第一要务。

笔者相信，本教程对广大考生有序地复习考研英语，并最终顺利地通过考研英语都将有很大的帮助。书中如有疏漏之处，欢迎考生批评指正。

周 固

2019 年 5 月

目 录

第一部分 单元练习

Unit 1	(002)
Unit 2	(013)
Unit 3	(024)
Unit 4	(035)
Unit 5	(046)
Unit 6	(057)
Unit 7	(068)
Unit 8	(079)
Unit 9	(089)
Unit 10	(100)

第二部分 译文和题解

Unit 1	(111)
Unit 2	(126)
Unit 3	(142)

Unit 4	(159)
Unit 5	(177)
Unit 6	(194)
Unit 7	(210)
Unit 8	(226)
Unit 9	(241)
Unit 10	(257)

第一部分 单元练习



贵州师范学院内部使用

Unit 1

Section I Reading Comprehension

Directions: Read the following four texts. Answer the questions below each text by choosing A, B, C, or D.

Text 1

Hunting for a job late last year, lawyer Gant Redmon stumbled across CareerBuilder, a job database on the Internet. He searched it with no success but was attracted by the site's "personal search agent". It's an interactive feature that lets visitors key in job criteria such as location, title, and salary, then E-mails them when a matching position is posted in the database. Redmon chose the keywords legal, intellectual property, and Washington, D. C. . Three weeks later, he got his first notification of an opening. "I struck gold," says Redmon, who E-mailed his resume to the employer and won a position as in-house counsel for a company.

With thousands of career-related sites on the Internet, finding promising openings can be time-consuming and inefficient. Search agents reduce the need for repeated visits to the databases. But although a search agent worked for Redmon, career experts see drawbacks. Narrowing your criteria, for example, may work against you: "Every time you answer a question you eliminate a possibility," says one expert.

For any job search, you should start with a narrow concept — what you think you want to do — then broaden it. "None of these programs do that," says another expert. "There's no career counseling implicit in all of this." Instead, the best strategy is to use the agent as a kind of tip service to keep abreast of jobs in a particular database; when you get E-mail, consider it a reminder to check the database again. "I would not rely on agents for finding everything that is added to a database that might interest me," says the author

of a job-searching guide.

Some sites design their agents to tempt job hunters to return. When CareerSite's agent sends out messages to those who have signed up for its service, for example, it includes only three potential jobs — those it considers the best matches. There may be more matches in the database; job hunters will have to visit the site again to find them — and they do. “On the day after we send our messages, we see a sharp increase in our traffic,” says Seth Peets, vice president of marketing for CareerSite.

Even those who aren't hunting for jobs may find search agents worthwhile. Some use them to keep a close watch on the demand for their line of work or gather information on compensation to arm themselves when negotiating for a raise. Although happily employed, Redmon maintains his agent at CareerBuilder. “You always keep your eyes open,” he says. Working with a personal search agent means having another set of eyes looking out for you.

1. How did Redmon find his job?
 - [A] By searching openings in a job database.
 - [B] By posting a matching position in a database.
 - [C] By using a special service of a database.
 - [D] By E-mailing his resume to a database.
2. Which of the following can be a disadvantage of search agents?
 - [A] Lack of counseling.
 - [B] Limited number of visits.
 - [C] Lower efficiency.
 - [D] Fewer successful matches.
3. The expression “tip service” (Line 4, Paragraph 3) most probably means _____.
 - [A] advisory
 - [B] compensation
 - [C] interaction
 - [D] reminder
4. Why does CareerSite's agent offer each job hunter only three job options?
 - [A] To focus on better job matches.

- [B] To attract more returning visits.
[C] To reserve space for more messages.
[D] To increase the rate of success.
5. Which of the following is true according to the text?
[A] Personal search agents are indispensable to job-hunters.
[B] Some sites keep E-mailing job seekers to trace their demands.
[C] Personal search agents are also helpful to those already employed.
[D] Some agents stop sending information to people once they are employed.

Text 2

Over the past century, all kinds of unfairness and discrimination have been condemned or made illegal. But one insidious form continues to thrive: alphabetism. This, for those as yet unaware of such a disadvantage, refers to discrimination against those whose surnames begin with a letter in the lower half of the alphabet.

It has long been known that a taxi firm called AAAA cars has a big advantage over Zodiac cars when customers thumb through their phone directories. Less well known is the advantage that Adam Abbott has in life over Zoe Zysman. English names are fairly evenly spread between the halves of the alphabet. Yet a suspiciously large number of top people have surnames beginning with letters between A and K.

Thus the American president and vice-president have surnames starting with B and C respectively; and 26 of George Bush's predecessors (including his father) had surnames in the first half of the alphabet against just 16 in the second half. Even more striking, six of the seven heads of government of the G7 rich countries are alphabetically advantaged (Berlusconi, Blair, Bush, Chirac, Chrétien and Koizumi). The world's three top central bankers (Greenspan, Duisenberg and Hayami) are all close to the top of the alphabet, even if one of them really uses Japanese characters. As are the world's five richest men (Gates, Buffett, Allen, Ellison and Albrecht).

Can this merely be coincidence? One theory, dreamt up in all the spare time and enjoyed by the alphabetically disadvantaged, is that the rot sets in early. At the start of the first year in infant school, teachers seat pupils alphabetically from the front, to make it easier to remember their names. So short-sighted Zysman junior gets stuck in the back row, and is rarely asked the improving questions posed by those insensitive teachers. At

the time the alphabetically disadvantaged may think they have had a lucky escape. Yet the result may be worse qualifications, because they get less individual attention, as well as less confidence in speaking publicly.

The humiliation continues. At university graduation ceremonies, the ABCs proudly get their awards first; by the time they reach the Zysmans most people are literally having a ZZZ. Shortlists for job interviews, election ballot papers, lists of conference speakers and attendees; all tend to be drawn up alphabetically, and their recipients lose interest as they plough through them.

6. What does the author intend to illustrate with AAAA cars and Zodiac cars?
- [A] A kind of overlooked inequality.
 - [B] A type of conspicuous bias.
 - [C] A type of personal prejudice.
 - [D] A kind of brand discrimination.
7. What can we infer from the first three paragraphs?
- [A] In both East and West, names are essential to success.
 - [B] The alphabet is to blame for the failure of Zoe Zysman.
 - [C] Customers often pay a lot of attention to companies' names.
 - [D] Some form of discrimination is too subtle to recognize.
8. The 4th paragraph suggests that ____.
- [A] questions are often put to the more intelligent students
 - [B] alphabetically disadvantaged students often escape from class
 - [C] teachers should pay attention to all of their students
 - [D] students should be seated according to their eyesight
9. What does the author mean by “most people are literally having a ZZZ” (Lines 2—3, Paragraph 5)?
- [A] They are getting impatient.
 - [B] They are noisily dozing off.
 - [C] They are feeling humiliated.
 - [D] They are busy with word puzzles.

10. Which of the following is true according to the text?
- [A] People with surnames beginning with N to Z are often ill-treated.
 - [B] VIPs in the Western world gain a great deal from alphabetism.
 - [C] The campaign to eliminate alphabetism still has a long way to go.
 - [D] Putting things alphabetically may lead to unintentional bias.

Text 3

When it comes to the slowing economy, Ellen Spero isn't biting her nails just yet. But the 47-year-old manicurist isn't cutting, filing or polishing as many nails as she'd like to, either. Most of her clients spend \$12 to \$50 weekly, but last month two longtime customers suddenly stopped showing up. Spero blames the softening economy. "I'm a good economic indicator," she says. "I provide a service that people can do without when they're concerned about saving some dollars." So Spero is downscaling, shopping at middle-brow Dillard's department store near her suburban Cleveland home, instead of Neiman Marcus. "I don't know if other clients are going to abandon me, too," she says.

Even before Alan Greenspan's admission that America's red-hot economy is cooling, lots of working folks had already seen signs of the slowdown themselves. From car dealerships to Gap outlets, sales have been lagging for months as shoppers temper their spending. For retailers, who last year took in 24 percent of their revenue between Thanksgiving and Christmas, the cautious approach is coming at a crucial time. Already, experts say, holiday sales are off 7 percent from last year's pace. But don't sound any alarms just yet. Consumers seem only mildly concerned, not panicked, and many say they remain optimistic about the economy's long-term prospects, even as they do some modest belt-tightening.

Consumers say they're not in despair because, despite the dreadful headlines, their own fortunes still feel pretty good. Home prices are holding steady in most regions. In Manhattan, "there's a new gold rush happening in the \$4 million to \$10 million range, predominantly fed by Wall Street bonuses," says broker Barbara Corcoran. In San Francisco, prices are still rising even as frenzied overbidding quiets. "Instead of 20 to 30 offers, now maybe you only get two or three," says John Tealdi, a Bay Area real-estate broker. And most folks still feel pretty comfortable about their ability to find and keep a job.

Many folks see silver linings to this slowdown. Potential home buyers would cheer for

lower interest rates. Employers wouldn't mind a little fewer bubbles in the job market. Many consumers seem to have been influenced by stock-market swings, which investors now view as a necessary ingredient to a sustained boom. Diners might see an upside, too. Getting a table at Manhattan's hot new Alain Ducasse restaurant used to be impossible. Not anymore. For that, Greenspan & Co. may still be worth toasting.

11. By "Ellen Spero isn't biting her nails just yet" (Lines 1-2, Paragraph 1), the author means ____.
- [A] Spero can hardly maintain her business
 - [B] Spero is too much engaged in her work
 - [C] Spero has grown out of her bad habit
 - [D] Spero is not in a desperate situation
12. How do the public feel about the current economic situation?
- [A] Optimistic.
 - [B] Confused.
 - [C] Carefree.
 - [D] Panicked.
13. When mentioning "the \$4 million to \$10 million range" (Lines 3-4, Paragraph 3), the author is talking about ____.
- [A] gold market
 - [B] real estate
 - [C] stock exchange
 - [D] venture investment
14. Why can many people see "silver linings" to the economic slowdown?
- [A] They would benefit in certain ways.
 - [B] The stock market shows signs of recovery.
 - [C] Such a slowdown usually precedes a boom.
 - [D] The purchasing power would be enhanced.
15. To which of the following is the author likely to agree?
- [A] A new boom, on the horizon.

- [B] Tighten the belt, the single remedy.
- [C] Caution all right, panic not.
- [D] The more ventures, the more chances.

Text 4

Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education — not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find.

“Schools have always been in a society where practical is more important than intellectual,” says education writer Diane Ravitch. “Schools could be a counterbalance.” Ravitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, “We will become a second-rate country. We will have a less civil society.”

“Intellect is resented as a form of power or privilege,” writes historian and professor Richard Hofstadter in *Anti-Intellectualism in American Life*, a Pulitzer-Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: “We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing.” Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids being civilized — going to school and learning to read — so he can preserve his innate goodness.

Intellect, according to Hofstadter, is different from native intelligence, a quality we

reluctantly admire. Intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, re-order, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes and imagines.

School remains a place where intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least intellectual promise."

16. What do American parents expect their children to acquire in school?

- [A] The habit of thinking independently.
- [B] Profound knowledge of the world.
- [C] Practical abilities for future career.
- [D] The confidence in intellectual pursuits.

17. We can learn from the text that Americans have a history of ____.

- [A] undervaluing intellect
- [B] favoring intellectualism
- [C] supporting school reform
- [D] suppressing native intelligence

18. The views of Ravitch and Emerson on schooling are ____.

- [A] identical
- [B] similar
- [C] complementary
- [D] opposite

19. Emerson, according to the text, is probably ____.

- [A] a pioneer of education reform
- [B] an opponent of intellectualism
- [C] a scholar in favor of intellect
- [D] an advocate of regular schooling

20. What does the author think of intellect?

- [A] It is second to intelligence.