



# 2017

## 高教版

● 宫东风考研英语  
录音伴学系列

# 考研英语 真题考点 与常见错误透析

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宫东风英语教学团队

高等教育出版社

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宫东风英语教学团队

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# 出版前言

高教版 2017 年考研英语系列丛书由考研英语大纲修订的专家和全国考研英语辅导团队中的精英教师编写，可满足 2017 年考生全过程复习备考的需要。

本系列教材专门针对全国各地考研辅导班学生的特点和实际水平编写，也适合社会考生自学的需要。书中融合了考研英语辅导专家多年辅导的经验，完全切中考研英语大纲的考点，内容阐述准确、精练，重点突出，而且本书在编写时吸取了各届辅导班学员的意见和建议，对考生来说是一套非常权威、实用的考试参考书。

一、《2017 考研英语真题考点与常见错误透析》根据最新考研英语大纲的要求，总结了考研英语历年真题考查的知识点和常见错误，包括试题和选项翻译、考生常见错误与防范、干扰项透析和全文翻译等内容。本书的最大特点是：从考点透析和常见错误与防范入手去审视和剖析每一道试题。考生可以通过这种解题方式迅速领悟考试的重点和难点，走出复习和解题的盲区。

二、《2017 考研英语一写作突破 100 题》和《2017 考研英语二写作突破 100 题》是根据最新考研英语大纲的要求，总结考研英语写作部分的命题规律和复习思路编写的。本书针对考生普遍的实际写作水平，尤其是广大考生的以下三大写作障碍进行突破：（1）不知道英语写作的具体模式；（2）无法用英语表达自己的思想；（3）尚未达到研究生入学写作水平的相应能力。本书利用 100 篇典型范文使考生认识到：英语写作是什么，写什么，怎么写。该书涉及考研所要求的写作模式和内容，具有极强的针对性，适合考生在强化和冲刺时使用。

三、《2017 考研英语一全真冲刺试卷》和《2017 考研英语二全真冲刺试卷》供考生在冲刺阶段使用，其中包括 5 套全真冲刺试卷。各套试卷根据考研英语大纲精心编制，具有全面性、典型性、变化性、针对性、技巧性、综合性等特点，帮助考生在考试来临之前最后巩固基础阶段所学的基础知识，掌握重点和难点，熟悉解题思路和方法，增强应试能力，查漏补缺。

四、《2017 新编考研英语读真题记单词》使考生在最短的时间内了解并掌握考研大纲核心词汇，全面提升考研复习的速度；解决广大考生目前的一个常见问题：背了许多单词，可是放到原文中却不能连词成句，以至于造成误解和丢分；帮助考生在具体语境中记单词，从而能够加强记忆，准确把握词意，使每个词学有所用。

为了给考生提供更多的增值服务，凡购正版高教版考研英语系列图书的考生都可以登录高校考试培训网络学院 <http://px.edu.cn> 享超值服务。

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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)

By 1830 the former Spanish and Portuguese colonies had become independent nations. The roughly 20 million 1 of these nations looked 2 to the future. Born in the crisis of the old regime and Iberian colonialism, many of the leaders of independence 3 the ideals of representative government, careers 4 to talent, freedom of commerce and trade, the 5 to private property, and a belief in the individual as the basis of society. 6 there was a belief that the new nations should be sovereign and independent states, large enough to be economically viable and integrated by a 7 set of laws.

On the issue of 8 of religion and the position of the Church, 9, there was less agreement 10 the leadership. Roman Catholicism had been the state religion and the only one 11 by the Spanish crown. 12 most leaders sought to maintain Catholicism 13 the official religion of the new states, some sought to end the 14 of other faiths. The defense of the Church became a rallying 15 for the conservative forces.

The ideals of the early leaders of independence were often egalitarian, valuing equality of everything. Bolivar had received aid from Haiti and had 16 in return to abolish slavery in the areas he liberated. By 1854 slavery had been abolished everywhere except Spain's 17 colonies. Early promises to end Indian tribute and taxes on people of mixed origin came much 18 because the new nations still needed the revenue such policies 19. Egalitarian sentiments were often tempered by fears that the mass of the population was 20 self-rule and democracy.

- |                   |                  |                |                 |
|-------------------|------------------|----------------|-----------------|
| 1. [A] natives    | [B] inhabitants  | [C] peoples    | [D] individuals |
| 2. [A] confusedly | [B] cheerfully   | [C] worriedly  | [D] hopefully   |
| 3. [A] shared     | [B] forgot       | [C] attained   | [D] rejected    |
| 4. [A] related    | [B] close        | [C] open       | [D] devoted     |
| 5. [A] access     | [B] succession   | [C] right      | [D] return      |
| 6. [A] Presumably | [B] Incidentally | [C] Obviously  | [D] Generally   |
| 7. [A] unique     | [B] common       | [C] particular | [D] typical     |
| 8. [A] freedom    | [B] origin       | [C] impact     | [D] reform      |
| 9. [A] therefore  | [B] however      | [C] indeed     | [D] moreover    |
| 10. [A] with      | [B] about        | [C] among      | [D] by          |
| 11. [A] allowed   | [B] preached     | [C] granted    | [D] funded      |
| 12. [A] Since     | [B] If           | [C] Unless     | [D] While       |
| 13. [A] as        | [B] for          | [C] under      | [D] against     |
| 14. [A] spread    | [B] interference | [C] exclusion  | [D] influence   |
| 15. [A] support   | [B] cry          | [C] plea       | [D] wish        |

16. [A] urged [B] intended [C] expected [D] promised  
17. [A] controlling [B] former [C] remaining [D] original  
18. [A] slower [B] faster [C] easier [D] tougher  
19. [A] created [B] produced [C] contributed [D] preferred  
20. [A] puzzled by [B] hostile to [C] pessimistic about [D] unprepared for

## 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

If you were to examine the birth certificates of every soccer player in 2006's World Cup tournament, you would most likely find a noteworthy quirk: elite soccer players are more likely to have been born in the earlier months of the year than in the later months. If you then examined the European national youth teams that feed the World Cup and professional ranks, you would find this strange phenomenon to be even more pronounced.

What might account for this strange phenomenon? Here are a few guesses: a) certain astrological signs confer superior soccer skills; b) winter-born babies tend to have higher oxygen capacity, which increases soccer stamina; c) soccer-mad parents are more likely to conceive children in springtime, at the annual peak of soccer mania; d) none of the above.

Anders Ericsson, a 58-year-old psychology professor at Florida State University, says he believes strongly in "none of the above." Ericsson grew up in Sweden, and studied nuclear engineering until he realized he would have more opportunity to conduct his own research if he switched to psychology. His first experiment, nearly 30 years ago, involved memory: training a person to hear and then repeat a random series of numbers. "With the first subject, after about 20 hours of training, his digit span had risen from 7 to 20," Ericsson recalls. "He kept improving, and after about 200 hours of training he had risen to over 80 numbers."

This success, coupled with later research showing that memory itself is not genetically determined, led Ericsson to conclude that the act of memorizing is more of a cognitive exercise than an intuitive one. In other words, whatever inborn differences two people may exhibit in their abilities to memorize, those differences are swamped by how well each person "encodes" the information. And the best way to learn how to encode information meaningfully, Ericsson determined, was a process known as deliberate practice. Deliberate practice entails more than simply repeating a task. Rather, it involves setting specific goals, obtaining immediate feedback and concentrating as much on technique as on outcome.

Ericsson and his colleagues have thus taken to studying expert performers in a wide range of pursuits, including soccer. They gather all the data they can, not just performance statistics and biographical details but also the results of their own laboratory experiments

with high achievers. Their work makes a rather startling assertion: the trait we commonly call talent is highly overrated. Or, put another way, expert performers—whether in memory or surgery, ballet or computer programming—are nearly always made, not born.

21. The birthday phenomenon found among soccer players is mentioned to
- [A] stress the importance of professional training.
  - [B] spotlight the soccer superstars in the World Cup.
  - [C] introduce the topic of what makes expert performance.
  - [D] explain why some soccer teams play better than others.
22. The word “mania” (Paragraph 2) most probably means
- [A] fun.
  - [B] craze.
  - [C] hysteria.
  - [D] excitement.
23. According to Ericsson, good memory
- [A] depends on meaningful processing of information.
  - [B] results from intuitive rather than cognitive exercises.
  - [C] is determined by genetic rather than psychological factors.
  - [D] requires immediate feedback and a high degree of concentration.
24. Ericsson and his colleagues believe that
- [A] talent is a dominating factor for professional success.
  - [B] biographical data provide the key to excellent performance.
  - [C] the role of talent tends to be overlooked.
  - [D] high achievers owe their success mostly to nurture.
25. Which of the following proverbs is closest to the message the text tries to convey?
- [A] “Faith will move mountains.”
  - [B] “One reaps what one sows.”
  - [C] “Practice makes perfect.”
  - [D] “Like father, like son.”

### Text 2

For the past several years, the Sunday newspaper supplement *Parade* has featured a column called “Ask Marilyn.” People are invited to query Marilyn vos Savant, who at age 10 had tested at a mental level of someone about 23 years old; that gave her an IQ of 228—the highest score ever recorded. IQ tests ask you to complete verbal and visual analogies, to envision paper after it has been folded and cut, and to deduce numerical sequences, among other similar tasks. So it is a bit confusing when vos Savant fields such queries from the average Joe (whose IQ is 100) as, What’s the difference between love and fondness? Or what is the nature of luck and coincidence? It’s not obvious how the capacity to visualize objects and to figure out numerical patterns suits one to answer questions that have eluded some of the best poets and philosophers.

Clearly, intelligence encompasses more than a score on a test. Just what does it mean to be smart? How much of intelligence can be specified, and how much can we learn about it from neurology, genetics, computer science and other fields?

The defining term of intelligence in humans still seems to be the IQ score, even though IQ tests are not given as often as they used to be. The test comes primarily in two forms: the Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scales (both come in adult and children’s version). Generally costing several hundred dollars, they are usually given

only by psychologists, although variations of them populate bookstores and the World Wide Web. Superhigh scores like vos Savant's are no longer possible, because scoring is now based on a statistical population distribution among age peers, rather than simply dividing the mental age by the chronological age and multiplying by 100. Other standardized tests, such as the Scholastic Assessment Test (SAT) and the Graduate Record Exam (GRE), capture the main aspects of IQ tests.

Such standardized tests may not assess all the important elements necessary to succeed in school and in life, argues Robert J. Sternberg. In his article "How Intelligent Is Intelligence Testing?", Sternberg notes that traditional tests best assess analytical and verbal skills but fail to measure creativity and practical knowledge, components also critical to problem solving and life success. Moreover, IQ tests do not necessarily predict so well once populations or situations change. Research has found that IQ predicted leadership skills when the tests were given under low-stress conditions, but under high-stress conditions, IQ was negatively correlated with leadership—that is, it predicted the opposite. Anyone who has toiled through SAT will testify that test-taking skill also matters, whether it's knowing when to guess or what questions to skip.

26. Which of the following may be required in an intelligence test?
- [A] Answering philosophical questions.
  - [B] Folding or cutting paper into different shapes.
  - [C] Telling the differences between certain concepts.
  - [D] Choosing words or graphs similar to the given ones.
27. What can be inferred about intelligence testing from Paragraph 3?
- [A] People no longer use IQ scores as an indicator of intelligence.
  - [B] More versions of IQ tests are now available on the Internet.
  - [C] The test contents and formats for adults and children may be different.
  - [D] Scientists have defined the important elements of human intelligence.
28. People nowadays can no longer achieve IQ scores as high as vos Savant's because
- [A] the scores are obtained through different computational procedures.
  - [B] creativity rather than analytical skills is emphasized now.
  - [C] vos Savant's case is an extreme one that will not repeat.
  - [D] the defining characteristic of IQ tests has changed.
29. We can conclude from the last paragraph that
- [A] test scores may not be reliable indicators of one's ability.
  - [B] IQ scores and SAT results are highly correlated.
  - [C] testing involves a lot of guesswork.
  - [D] traditional tests are out of date.
30. What is the author's attitude towards IQ tests?
- [A] Supportive.    [B] Skeptical.    [C] Impartial.    [D] Biased.

### Text 3

During the past generation, the American middle-class family that once could count on hard work and fair play to keep itself financially secure has been transformed by economic

risk and new realities. Now a pink slip, a bad diagnosis, or a disappearing spouse can reduce a family from solidly middle class to newly poor in a few months.

In just one generation, millions of mothers have gone to work, transforming basic family economics. Scholars, policymakers, and critics of all stripes have debated the social implications of these changes, but few have looked at the side effect: family risk has risen as well. Today's families have budgeted to the limits of their new two-paycheck status. As a result, they have lost the parachute they once had in times of financial setback—a back-up earner (usually Mom) who could go into the workforce if the primary earner got laid off or fell sick. This “added-worker effect” could support the safety net offered by unemployment insurance or disability insurance to help families weather bad times. But today, a disruption to family fortunes can no longer be made up with extra income from an otherwise-stay-at-home partner.

During the same period, families have been asked to absorb much more risk in their retirement income. Steelworkers, airline employees, and now those in the auto industry are joining millions of families who must worry about interest rates, stock market fluctuation, and the harsh reality that they may outlive their retirement money. For much of the past year, President Bush campaigned to move Social Security to a savings-account model, with retirees trading much or all of their guaranteed payments for payments depending on investment returns. For younger families, the picture is not any better. Both the absolute cost of healthcare and the share of it borne by families have risen—and newly fashionable health-savings plans are spreading from legislative halls to Wal-Mart workers, with much higher deductibles and a large new dose of investment risk for families' future healthcare. Even demographics are working against the middle class family, as the odds of having a weak elderly parent—and all the attendant need for physical and financial assistance—have jumped eightfold in just one generation.

From the middle-class family perspective, much of this, understandably, looks far less like an opportunity to exercise more financial responsibility, and a good deal more like a frightening acceleration of the wholesale shift of financial risk onto their already overburdened shoulders. The financial fallout has begun, and the political fallout may not be far behind.

31. Today's double-income families are at greater financial risk in that
- [A] the safety net they used to enjoy has disappeared.
  - [B] their chances of being laid off have greatly increased.
  - [C] they are more vulnerable to changes in family economics.
  - [D] they are deprived of unemployment or disability insurance.
32. As a result of President Bush's reform, retired people may have
- [A] a higher sense of security.
  - [B] less secured payments.
  - [C] less chance to invest.
  - [D] a guaranteed future.
33. According to the author, health-savings plans will
- [A] help reduce the cost of healthcare.
  - [B] popularize among the middle class.
  - [C] compensate for the reduced pensions.
  - [D] increase the families' investment risk.
34. It can be inferred from the last paragraph that
- [A] financial risks tend to outweigh political risks.
  - [B] the middle class may face greater political challenges.

[C] financial problems may bring about political problems.

[D] financial responsibility is an indicator of political status.

35. Which of the following is the best title for this text?

[A] The Middle Class on the Alert

[B] The Middle Class on the Cliff

[C] The Middle Class in Conflict

[D] The Middle Class in Ruins

#### Text 4

It never rains but it pours. Just as bosses and boards have finally sorted out their worst accounting and compliance troubles, and improved their feeble corporation governance, a new problem threatens to earn them—especially in America—the sort of nasty headlines that inevitably lead to heads rolling in the executive suite: data insecurity. Left, until now, to odd, low-level IT staff to put right, and seen as a concern only of data-rich industries such as banking, telecoms and air travel, information protection is now high on the boss's agenda in businesses of every variety.

Several massive leakages of customer and employee data this year—from organizations as diverse as Time Warner, the American defense contractor Science Applications International Corp and even the University of California, Berkeley—have left managers hurriedly peering into their intricate IT systems and business processes in search of potential vulnerabilities.

“Data is becoming an asset which needs to be guarded as much as any other asset,” says Haim Mendelson of Stanford University's business school. “The ability to guard customer data is the key to market value, which the board is responsible for on behalf of shareholders”. Indeed, just as there is the concept of Generally Accepted Accounting Principles (GAAP), perhaps it is time for GASP, Generally Accepted Security Practices, suggested Eli Noam of New York's Columbia Business School. “Setting the proper investment level for security, redundancy, and recovery is a management issue, not a technical one,” he says.

The mystery is that this should come as a surprise to any boss. Surely it should be obvious to the dimmest executive that trust, that most valuable of economic assets, is easily destroyed and hugely expensive to restore—and that few things are more likely to destroy trust than a company letting sensitive personal data get into the wrong hands.

The current state of affairs may have been encouraged—though not justified—by the lack of legal penalty (in America, but not Europe) for data leakage. Until California recently passed a law, American firms did not have to tell anyone, even the victim, when data went astray. That may change fast: lots of proposed data-security legislation is now doing the rounds in Washington, D. C. Meanwhile, the theft of information about some 40 million credit-card accounts in America, disclosed on June 17th, overshadowed a hugely important decision a day earlier by America's Federal Trade Commission (FTC) that puts corporate America on notice that regulators will act if firms fail to provide adequate data security.

36. The statement “It never rains but it pours” is used to introduce

[A] the fierce business competition. [B] the feeble boss-board relations.

[C] the threat from news reports. [D] the severity of data leakage.

37. According to Paragraph 2, some organizations check their systems to find out

- [A] whether there is any weak point. [B] what sort of data has been stolen.  
 [C] who is responsible for the leakage. [D] how the potential spies can be located.
38. In bringing up the concept of GASP the author is making the point that  
 [A] shareholders' interests should be properly attended to.  
 [B] information protection should be given due attention.  
 [C] businesses should enhance their level of accounting security.  
 [D] the market value of customer data should be emphasized.
39. According to Paragraph 4, what puzzles the author is that some bosses fail to  
 [A] see the link between trust and data protection.  
 [B] perceive the sensitivity of personal data.  
 [C] realize the high cost of data restoration.  
 [D] appreciate the economic value of trust.
40. It can be inferred from Paragraph 5 that  
 [A] data leakage is more severe in Europe.  
 [B] FTC's decision is essential to data security.  
 [C] California takes the lead in security legislation.  
 [D] legal penalty is a major solution to data leakage.

## Part B

### Directions:

You are going to read a list of headings and a text about what parents are supposed to do to guide their children into adulthood. Choose a heading from the list A-G that best fits the meaning of each numbered part of the text (41-45). The first and last paragraphs of the text are not numbered. There are two extra headings that you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

- A. Set a Good Example for Your Kids      B. Build Your Kids' Work Skills  
 C. Place Time Limits on Leisure Activities      D. Talk about the Future on a Regular Basis  
 E. Help Kids Develop Coping Strategies      F. Help Your Kids Figure Out Who They Are  
 G. Build Your Kids' Sense of Responsibility

### How Can a Parent Help?

Mothers and fathers can do a lot to ensure a safe landing in early adulthood for their kids. Even if a job's starting salary seems too small to satisfy an emerging adult's need for rapid content, the transition from school to work can be less of a setback if the start-up adult is ready for the move. Here are a few measures, drawn from my book *Ready or Not, Here Life Comes*, that parents can take to prevent what I call "work-life unreadiness":

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You can start this process when they are 11 or 12. Periodically review their emerging strengths and weaknesses with them and work together on any shortcomings, like difficulty in communicating well or collaborating. Also, identify the kinds of interests they keep

coming back to, as these offer clues to the careers that will fit them best.

42

Kids need a range of authentic role models—as opposed to members of their clique, pop stars and vaunted athletes. Have regular dinner-table discussions about people the family knows and how they got where they are. Discuss the joys and downsides of your own career and encourage your kids to form some ideas about their own future. When asked what they want to do, they should be discouraged from saying “I have no idea.” They can change their minds 200 times, but having only a foggy view of the future is of little good.

43

Teachers are responsible for teaching kids how to learn; parents should be responsible for teaching them how to work. Assign responsibilities around the house and make sure homework deadlines are met. Encourage teenagers to take a part-time job. Kids need plenty of practice delaying gratification and deploying effective organizational skills, such as managing time and setting priorities.

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Playing video games encourages immediate content. And hours of watching TV shows with canned laughter only teaches kids to process information in a passive way. At the same time, listening through earphones to the same monotonous beats for long stretches encourages kids to stay inside their bubble instead of pursuing other endeavors. All these activities can prevent the growth of important communication and thinking skills and make it difficult for kids to develop the kind of sustained concentration they will need for most jobs.

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They should know how to deal with setbacks, stresses and feelings of inadequacy. They should also learn how to solve problems and resolve conflicts, ways to brainstorm and think critically. Discussions at home can help kids practice doing these things and help them apply these skills to everyday life situations.

What about the son or daughter who is grown but seems to be struggling and wandering aimlessly through early adulthood? Parents still have a major role to play, but now it is more delicate. They have to be careful not to come across as disappointed in their child. They should exhibit strong interest and respect for whatever currently interests their fledging adult (as naive or ill conceived as it may seem) while becoming a partner in exploring options for the future. Most of all, these new adults must feel that they are respected and supported by a family that appreciates them.

### 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)

The study of law has been recognized for centuries as a basic intellectual discipline in European universities. However, only in recent years has it become a feature of undergraduate programs in Canadian universities. (46) Traditionally, legal learning has been viewed in such institutions as the special preserve of lawyers, rather than a necessary part of the intellectual equipment of an educated person. Happily, the older and more continental view of legal education is establishing itself in a number of Canadian universities and some have even begun to offer undergraduate degrees in law.

If the study of law is beginning to establish itself as part and parcel of a general education, its aims and methods should appeal directly to journalism educators. Law is a discipline which encourages responsible judgment. On the one hand, it provides opportunities to analyze such ideas as justice, democracy and freedom. (47) On the other, it links these concepts to everyday realities in a manner which is parallel to the links journalists forge on a daily basis as they cover and comment on the news. For example, notions of evidence and fact, of basic rights and public interest are at work in the process of journalistic judgment and production just as in courts of law. Sharpening judgment by absorbing and reflecting on law is a desirable component of a journalist's intellectual preparation for his or her career.

(48) But the idea that the journalist must understand the law more profoundly than an ordinary citizen rests on an understanding of the established conventions and special responsibilities of the news media. Politics or, more broadly, the functioning of the state, is a major subject for journalists. The better informed they are about the way the state works, the better their reporting will be. (49) In fact, it is difficult to see how journalists who do not have a clear grasp of the basic features of the Canadian Constitution can do a competent job on political stories.

Furthermore, the legal system and the events which occur within it are primary subjects for journalists. While the quality of legal journalism varies greatly, there is an undue reliance amongst many journalists on interpretations supplied to them by lawyers. (50) While comment and reaction from lawyers may enhance stories, it is preferable for journalists to rely on their own notions of significance and make their own judgments. These can only come from a well-grounded understanding of the legal system.

### Section III Writing

#### Part A

##### 51. Directions:

Write a letter to your university library, making suggestions for improving its service.

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.

**Do not** write the address. (10 points)

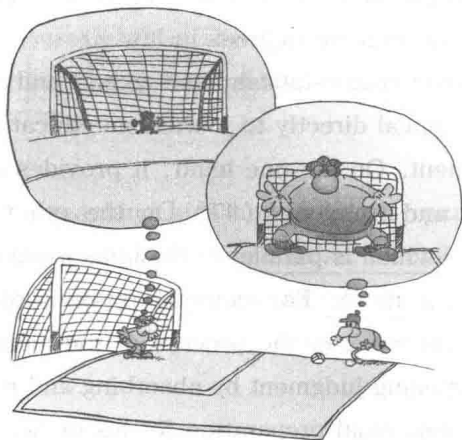
#### Part B

##### 52. Directions:

Write an essay of 160 – 200 words based on the following drawing. In your essay, you should

- 1) describe the drawing briefly,
- 2) explain its intended meaning, and then
- 3) support your view with an example/examples.

You should write neatly on ANSWER SHEET 2. (20 points)



## 考点与常见错误透析

### Section I Use of English/ 英语知识运用

#### 1. 【答案】 B

【选项与释义】

[A] natives 本地人；本国入；当地人（与暂居者相对）

[B] inhabitants 居民，住户；常住居民

[C] peoples （用作单或复数）一国人民；民族

[D] individuals 个人，个体

【考点透析】考查名词的辨析。

【常见错误与防范】本题空格前面的“*The roughly 20 million*”（大约2千万）暗示第一题的空格处需要一个表示“人口”（*population*）概念的词；第一题空格后面的成分“*of these nations*”（这些国家的）暗示第一题空格处需要一个表示“居民”概念的词。可见该题的正确选项应该是 [B] (*inhabitants* 居民)。有些考生未认识到本题是一道名词辨析题，做题时也未认识到空格前后成分的限定修饰作用，故陷入解题的陷阱。建议考生解题时要注意空格前后成分的暗示，更要注意大纲词汇的精确含义。

#### 2. 【答案】 D

【选项与释义】

[A] confusedly 混乱地；慌乱地

[B] cheerfully 高兴地；乐意地

[C] worriedly 焦虑地，担心地

[D] hopefully 抱着希望地；有望地

【考点透析】考查副词与动词的搭配与正确应用。

【常见错误与防范】本题空格处所填入的副词是用来限定修饰空格前后的“*looked to the future*”（展望未来）。由于本文第一句向读者交代：到1830年前西班牙和葡萄牙殖民地已经成为独立国家。因此这些国家的居民应该“满怀希望地”展望未来。可见本题的正确选项应该是 [D] (*hopefully* 抱有希望地)。有些考生没有认识到本题空格处所填入之词与空格前后成分的关系以至于失去解题思路。当然本文的第一句对本题的解题也起着重要

的导向作用,建议考生解题时多注意一下空格前后的语言成分并借助于中心主旨句进行解题。

3. 【答案】A

【选项与释义】

[A] shared 共同拥有; 分享

[B] forgot 忘记

[C] attained 达到; 获得; 到达

[D] rejected 拒绝; 抵制; 排斥; 抛弃

【考点透析】考查动宾搭配。

【常见错误与防范】本题空格处所填入之词在句中作谓语,空格之前是该句的主语“many of the leaders of independence”(这些独立国家的许多领导人),空格后面是宾语“the ideals”(理想)。根据本题空格前后的语义内容,以及空格前后的主谓宾搭配习惯,本题的正确选项应该是[A](shared 共同拥有)。有些考生没有抓住本题空格前后的主谓宾结构,更未对这一结构的深层含义有所理解,故失去了解题的思路。建议考生在解题时要加强认识和理解句中的语法结构以及该结构所传递的语义内容。

4. 【答案】C

【选项与释义】

[A] related 相关的

[B] close 关闭的

[C] open 开放性的,公开的;可自由参加的

[D] devoted 献身……的;专用于……的;专心的

【考点透析】考查语法结构。

【常见错误与防范】本题空格处所填入的词以及其后的“to talent”合起来构成形容词短语作定语来修饰空格前面的“careers”一词。本题前后均为并列平行的名词短语,其后的“freedom of commerce and trade”(商贸自由)暗示本题的正确选项应该是[C](open 开放的),因为“自由和开放”可以在语义上构成并列平行关系。有些考生没有搞懂本题所填入的词在语法上的功能和作用,更没有认清本题前后的名词短语的并列平行关系,故失去了解题思路。建议考生在解题时注意从句子的语法关系入手进行分析和理解。

5. 【答案】C

【选项与释义】

[A] access 接近; 进入; 通路

[B] succession 连续; 一系列; 接替

[C] right 权利

[D] return 返回; 归还; 回复

【考点透析】考查并列平行结构关系。

【常见错误与防范】本题空格处前后是由“and”一词构成的五个并列平行的名词短语,本题空格处前面名词短语是“freedom of commerce and trade”(商贸自由);本题空格处后面的名词短语是“a belief in the individual as the basis of society”(坚信个人作为社会的基础),由此可以推断本题的正确选项应该是[C](right 权利)。有些考生没有认识到句中的并列平行结构,更没有认识到并列平行结构之间在语义上的暗示关系,故失去了明确的解题思路,建议考生在解题时要重视句中的重要语法结构,并且充分利用这些结构去寻找解题的突破口。

6. 【答案】D

【选项与释义】

[A] Presumably 据推测,大概,可能

[B] Incidentally 附带地; 偶然地; 顺便说及地

[C] Obviously 明显地

[D] Generally 广泛地; 普遍地; 一般地

【考点透析】考查副词的正确应用。

【常见错误与防范】本题空格处所填入的词与其后的“there was a belief that...”一起构成一种段落结论句的表达方式。由于本题前面的一句话讲述的是有关“many of the leaders”(许多领导人的)共同的、一致的理想,故作为第一段结论句的第六题应该选用选项[D](generally 普遍地)。有些考生没有认识到本题所处的位置是第一段的结论句,更没有充分地认识到结论句之前所涉及的主旨核心内容,故失去了应有的解题思路。建议考生注意句子之间的关系以及每句话在原文当中的作用和功能。

7. 【答案】B

【选项与释义】

[A] unique 独一无二的; 无可匹敌的

[B] common 普遍的; 共同的; 基本的; 起码标准的

[C] particular 特殊的; 特别的; 特定的

[D] typical 典型的; 有代表性的; 象征性的

【考点透析】考查形容词的正确使用。

【常见错误与防范】本题空格处所填入的形容词用来限定修饰空格后面的“set of laws”(一系列法律)。由于本题所处的位置是第一段的结论句,而这个结论句又恰恰是对“许多新独立国家领导人普遍认识”的概括和总结,故本题的正确选项应该是一个用来表达“普遍性”的形容词,可见本题的正确选项应该是[B](common 普通的、常见的)。有些考生没有认识到该题所处的位置是第一段的结论句,更没有认识到本句是对“大多数人普遍认识”的总结,故失去了本题的解题思路。建议考生注意题目所在的句子在原文中的作用与功能,以便找到解题的暗示。

8. 【答案】A

【选项与释义】

[A] freedom 自由

[B] origin 起源; 由来

[C] impact 作用; 影响; 冲击力

[D] reform 改革; 改良

【考点透析】考查上下段之间的关系。

【常见错误与防范】一般而言上下段之间存在着非常密切的联系。本题的空格是第二段的第一道题,因此本题应该与第一段有着十分紧密的联系。第一段谈论的是“商贸自由、私人财产的权利以及独立自主国家等问题”,第二段理应涉及“宗教自由和教会的地位等问题”,可见本题的正确选项应该是[A](freedom 自由)。有些考生未能注意到上下段之间的关系,更未认识到上下段所谈论的主要核心问题及其内容,故失去了解题思路。建议考生在解题时要注意上下段之间的关系,以及上下段所谈论的核心内容在解题时所发挥的导向作用。

9. 【答案】B

【选项与释义】

[A] therefore 因此, 所以

[B] however 可是

[C] indeed 实际上; 确实

[D] moreover 此外, 而且

【考点透析】考查上下段之间的关系。

【常见错误与防范】该空格后面是“there was less agreement 10 the leadership”(领导层的意见不大一致);而第一段所涉及的是“many of the leaders of independence 3 the ideals”(许多领导人共同拥有理想)。可见,第一段和第二段在叙述内容上形成了对立对比关系,因此本题的正确选项应该是[B](however 但是、然而)。有些考生没有认识到段落之间的相互关系,故失去了本题的解题思路。建议考生在解题时要重视段落之间的语义关系,以便寻找出正确解题的突破口。

10. 【答案】C

【选项与释义】

[A] with 和……一起; 与……一致; 由于

[B] about 关于

[C] among 在……的群体(或一类)中

[D] by (表示方法、手段)靠, 用, 通过

【考点透析】考查语法结构的正确使用。

【常见错误与防范】本题空格处前面是一个固定的“there be...”句型,这一句型的含义是“某处有某物”,可见本题的正确选项应该是[C](among 在……的群体中)。其实本题空格处后面的“the leadership”(领导层)指代的是第一段第三句中的“many of leaders”(许多领导人)。有些考生没有认识到本题空格前面的固定句型,更没有认识到本题空格后面的内容与第一段相关内容的替代性,故失去了清晰的解题思路。建议考生要注意固定句型的理解和使用,更要抓住上下文之间的替代形式与关系。

11. 【答案】A

【选项与释义】

[A] allowed 准许, 允许

[B] preached 宣讲, 布(道); 竭力鼓吹; 反复灌输