卓友考研英语系列

总主编　娄作友

考研英语

综合训练

娄作友　编著

重庆大学出版社

内 容 简 介

本书包括10套模拟试题及其参考答案。每一套模拟试题均按照最新的考试大纲的要求编写。在各个题型中,覆盖并总结了大量常用词汇、句型、表达法,便于考生举一反三,灵活应用。选材注重考研英语中重视知识性的特点。参考答案中的详细注解,可以帮助考生对比、发现自己在做题技巧、知识的掌握、语言能力的应用等方面存在的问题,以利于考生不断总结提高。在各个题型的详尽分析与注解中,贯穿了编者多年的心得体会。不仅可以帮助读者考研攻关,同样有助于读者后续的英语学习与应用。

本书可供参加硕士研究生入学考试的学生使用,也可供参加全国四、六级考试的学生参考。

图书在版编目(CIP)数据

考研英语综合训练/ 娄作友编著 . —重庆:重庆大学出版,2001. 9
(卓友考研英语系列)
ISBN 7-5624-2465-9

Ⅰ. 考 ... Ⅱ. 娄 ... Ⅲ. 英语—研究生—入学考试—习题
Ⅳ. H31-44

中国版本图书馆 CIP 数据核字(2001)第 059826 号

卓友考研英语系列

考研英语综合训练

娄作友 编著

责任编辑:周小群 版式设计:周小群
责任校对:廖应碧 责任印制:张立全

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重庆大学出版社出版发行
出版人:张鸽盛
社址:重庆市沙坪坝正街 174 号重庆大学(A 区)内
邮编:400044
电话:(023) 65102378 65105781
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网址:http: / /www .cqup .com .cn
邮箱:fxk@cqup .com .cn (市场营销部)
全国新华书店经销
重庆华林印务有限公司印刷

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开本:787×1092 1 /16 印张:20 .75 字数:518 千
2001年 9 月第 1 版 2003年 3 月第 3 版 2003年 3 月第 3 次印刷
印数:20 001—30 000
ISBN 7-5624-2465-9 /H · 237 定价:26 .00 元

本书如有印刷、装订等质量问题,本社负责调换
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前言

近年来,随着“考研热”的持续升温,市面上的考研辅导书籍琳琅满目,令人目不暇接。但是,真正让广大考生觉得针对性强、模仿性强,又便于自学且效果好的考研辅导书并不多见。

为了更好地帮助考生把握考研试题的特点,了解命题的最新变化,增强考生考前复习的针对性,提高考前复习的效率,根据最新的《硕士研究生入学考试英语考试大纲》,我们编写了这套《卓友考研英语系列》。全套书包括《考研英语词汇理解·记忆·用法》、《考研英语翻译与写作》、《考研英语综合训练》、《考研英语听力专项训练》、《考研英语阅读专项训练》5 个分册。

“万丈高楼从地起”,考研英语复习中第一重要的是突破词汇关。词汇学习不能简单地理解为记住有关的词形、读音及一般意义,更重要的是真正掌握其意义与用法。尽管新大纲拟订的新题型不再将词汇列为专门的考查范围,但绝不能因此轻视词汇的学习。“皮之不存,毛将焉附”。真正掌握英语中的基本词汇是打下坚实的英语基础的重中之重。词汇的重要性不仅仍然体现在完型填空这一题型中,而且贯穿于阅读、翻译和写作等所有题型中,决定了考生是否能读得懂,译得准,写得好。

编写考研英语词汇有一个矛盾,如果太简练,与大纲一样,使用不方便;如果太详细,与词典一样,则不便记忆。《考研英语词汇理解·记忆·用法》紧扣最新的考试大纲,针对考研学生这一特殊群体,根据考生的实际需求与困难,列出音标,便于记忆;列出重点词的释义,便于真正掌握其意义;列出同义词、近义词的辨析,便于澄清疑难;列出重点词的句型用法,便于掌握应用;并对关键词义与用法列出例句。本书的最大特点是:简明精要,便于应用。

本科层次英语学习中的最大弱点,也是考研复习中的最大难点就是翻译与写作。《考研英语翻译与写作》一书,汇集了编者多年考研辅导的经验。针对考研学生存在的实际困难,不仅总结出翻译与写作中的实际应用规律,而且编辑了大量练习。翻译练习不仅提供了参考译文,还有相当

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份量的评注。写作练习覆盖面广,范文中配有大量可供灵活运用的句型和表达法。

综合练习练什么?许多考生可能没有想过这个问题。《考研英语综合训练》不仅提供了可供临战训练的套题,而且详细的注解可以帮助考生对比自己在做题技巧、知识的掌握、语言能力的应用等方面存在的问题,以利于考生不断总结提高。在各个题型中,覆盖并总结了大量常用词汇、句型、表达法,便于考生举一反三,灵活应用。选材注重考研英语中重视知识性的特点。在各个题型的详尽分析与注解中,贯穿了编者多年的心得体会。不仅可以帮助考生考研攻关,同样有助于读者后续的英语学习与应用。为适应新的考试要求,本书还配有每套题听力部分的录音磁带 3 盒。

由于多年来我国在英语教学方面的侧重点不同,大多数学生的听力及口语都是弱项。许多学生对听力考查都存有不同程度的畏难情绪甚至心理障碍。实际上,无论是听、说、读、写、译哪个方面,都需要熟练掌握和应用一些基本的表达法和结构,都需要一些相关的背景知识。我们根据多年的听力教学经验,结合对新制定的《硕士研究生入学考试英语考试大纲》及近几年真题的理解和体会,编写了《考研英语听力专项训练》一书。本书精心设计和选取 12 套听力模拟试题,题型完全符合新大纲的要求。在试题所涉及的情景、知识面及难度上力求与大纲及真题相吻合。本书配有录音磁带。

一般说来,考研英语阅读题的难度体现在语言本身的难度、所涉及的知识面及相关知识的深度以及所设计的阅读理解题的难度。仔细分析历年考研试题可以发现,考研英语阅读无论是所选文章的文体、所涉及知识的广度和深度,还是题目的设计都有其独到之处。就文章语言本身来讲,它所覆盖的基本上是四、六级词汇及部分科技词汇,阅读上所表现出来的困难主要体现在句式结构上。在文章的选材上往往体现出“三新”的特点:新问题,新发展,新思路。既不像 TOFEL 的阅读文章那样广而浅,又不像有的人想像的那样晦涩艰深。在题目的设计上,既不刁钻古怪,又能充

分考查考生对文章难点的理解及对语篇和深层意义的领悟。基于上述认识,结合自己多年英语教学及考研英语辅导的经验,根据新大纲、新题型的要求,我们编写了《考研英语阅读专项训练》一书。为了便于考生的学习,本书不仅列出了必须掌握的重要词汇、句型,还对题目作了详尽的分析解释。

国家级专家、重庆大学教授韩其顺先生在百忙中审阅了每一本书稿,在此表示衷心的感谢。

由于编者水平有限,加之时间仓促,书中难免存在错漏和不足,恳请广大读者不吝指正。

总 主 编

2003 年 3 月

编者的话

做任何事之前都应该明确目的。有了明确的目的才能找到适当的方法。做套题的目的是什么？应该是练速度，练技巧，发现问题，总结提高。

不能期望通过做几套题就能大大提高你的英语水平，也不能期望编者能够替你猜中考题。英语水平的提高靠的是长期的积累。但编者确实希望本书能帮助你明白应该做什么，及如何去做。

为了练速度，每套题都应在限定时间内做完，这样才能真实地反映问题，才有利于英语水平的提高。在做每套题之前，都要认真准备：定下每个题型应该花的时间，复习以前积累的知识，确定每个题型应该采用的技巧，等等。最为重要的不在做题本身，而在做完题之后。做完题后应该认真对照注解内容，发现自己的问题所在，找出失误的原因。一般来说，失误原因有二：一是技术原因，二是知识原因。技术原因是指没有严格按照做题技巧做题。知识原因是有关知识没有掌握好。知识原因又可分为语言知识和背景知识。若是技术原因，就要在每次做题之前提醒自己注意做题技巧。若是语言知识问题，就要将有关词汇、句型、表达法等整理出来记住。若是背景知识问题，就应将有关文章的内容彻底吃透，而且注意通过多阅读其他英语或汉语文章来丰富这方面的知识。本书在每个题后都有较为详尽的解释，以便你能有机会进行认真对比分析。

每个题型都应该有一套高效可行的技巧。一般来说，做听力题时应该做到以下几点：

(1)尽量利用间歇时间提前预习题目，从中获取即将听到的材料的有关信息，这样就更容易听懂。

(2)听的时候不要试图听清楚每一个词，而要根据一个个结构了解大意。

(3)做填空题时可以先用铅笔记下可能的答案，即使记住几个字母也行；听第二遍时再补全，或在录音结束后再补全；做选择题时，可在预习的同时标出每个选项的关键差异，听录音时要同时看着几个选项，听到有关信息就及时做个符号。

(4)做听力题首先要克服心理障碍,不要怕字当头。要放松自己,能听懂多少算多少,听不懂的不要停下来想。

(5)每次做完题后一定要认真看文稿,弄清楚是什么原因造成的失误。同时要对照原稿听录音,帮助自己熟悉语音、语调、重读、连读等。

英语应用题(即完型填空题)与以前的结构词汇题的做题技巧大同小异。最主要的是要注意全文思路和上下文线索。一定要注意坚持先排除不可能的选项,再对比选择剩余选项的做法,以免失误。

做阅读题应分以下几步:

(1)先看一两行或一两句,弄清全文意义方向。

(2)看一个问题,找出查读线索。

(3)带着查读线索看文章。

(4)看文章时要快速浏览,一个结构一个结构的获取意义,不要做语法分析,也不用管个别生词。

同时,要注意两条线索:一是全文思路,二是有关问题的文中线索。一旦出现文中线索,就进入做题阶段,排除不可能的选项,对比选择剩余选项。做完一题后,再看下一题,以此类推。如果第一题就是有关全文主旨大意的题,就应在其他题已做完,全文也已看完之后再做。

本书附有每道题的详细注解,通过检查和思考以下问题:查读线索找对没有?文中线索找到没有?题干意义看懂没有?选项意义看懂没有?文中有关部分看懂没有?使你从知识和技巧两个方面总结提高。注解中还列出了每篇文章必须掌握的重要词汇和表达法,以及难点注释。

翻译主要是个实践问题。做题前最好也看看前一两行或一两句,了解全文的意义方向。翻译中遇到问题时,要注意从上下文中去找线索,确有突破不了的困难时,要注意不要将一个生词的问题扩展为一个结构的问题,甚至一个句子的问题。本书在注解中既给出了参考译文,又给出了详尽的注解,注解中不少是编者自己的经验之谈,希望读者从中能认真体会应用,举一反三。

古人云:道亦无道,大道自然。希望读者既要注意规律,又不要拘泥于规律。在实践中要不断总结,不断完善,最终做到如鱼得水,应用自如,达到自然状态,进入自由境界。

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第一部分

模拟题

Simulated Tests

Simulated Test One

Section I　Listening Comprehension

Directions:

This section is designed to test your ability to understand spoken English . You will hear a selection of recorded materials and you must answer the questions that accompany them . There are three parts in this section, Part A, Part B and Part C .

Remember, while you are doing the test, you should first put down your answers in your test booklet . At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1 .

If you have any questions, you may raise your hand NOW as you will not be allowed to speak once the test has started .

Now look at Part A in your test booklet .

Part A

Directions:

Listen and complete the chart with the information you have heard . You will hear the recording twice . You now have 25 seconds to read the chart .(5 points)

Who first started to smoke ?		
Tobacco first grew in		1
Jean Nicot used tobacco to		2
Nicotine comes from the name of		3
Walter Raleigh started smoking in		4
Before his end Walter smoked a		5

Part B

Directions:

For questions 6—10, complete the sentences and answer the question while you listen . Use

not more than 3 words for each answer . You will hear the recording twice . You now have 25 seconds to read sentences and the questions below . (5 points)

The Open University is an 6

How many students graduated from the Open University in Britain every year ? 7

What families are most students from ? 8

An encouraging fact is that a number of men and women have successfully obtained degrees 9

Who come to offer necessary help to the students of the Open University ? 10

Part C

Directions:

You will hear three pieces of recorded material . Before listening to each one, you will have time to read the questions related to it . While listening, answer each question by choosing A, B, C or D . After listening, you will have time to check your answers . You will hear each piece once only . (10 points)

Question 11—14 are based on the following talk . You now have 20 seconds to read questions 11—14 .

11 . What was likely to happen on a crowded bus in the past ?

[A] A gentleman offered a seat to a lady .

[B] A gentleman pretended to read his newspaper .

[C] A lady refused to accept a gentleman's offer .

[D] A gentleman often looked out of the window .

12 . What is more important according to the passage ?

[A] Equality in jobs .

[B] Equality in education.

[C] Equality in social attitudes .

[D] Equality in social positions .

13 . What is a woman likely to do now ?

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[A] Wait for a man to open the door for her .

[B] Pay her share of the bill .

[C] Get angry with the man who refuses to open the door for her .

[D] Get angry with the man who refuses to pay the bill for her .

14 . Which of the following should be paid more attention to ?

[A] Gestures of politeness .

[B] Weakness of the female .

[C] Changes in manners .

[D] The needs and feelings of women .

You now have 40 seconds to check your answers to questions 11—14 .

Question 15—17 are based on the following talk . You now have 15 seconds to read questions 15—17 .

15 . How far are the stars we see in the sky ?

[A] At least 45 light years away .

[B] At least 25 light years away .

[C] At least 50 light years away .

[D] At least 35 light years away .

16 . What questions are scientists especially eager to know ?

[A] How far away are the stars ?

[B] Are there any signals sent to us from outer space ?

[C] Is there life in space ?

[D] How to reach other stars ?

17 . How do scientists carry out researches on other stars according to the passage ? Mainly by use of _____ .

[A] Spaceships and machines .

[B] Instruments and radio signals .

[C] Radio signals and telescopes .

[D] Spaceships and telescopes .

You now have 30 seconds to check your answers to questions 15—17 .

Question 18—20 are based on the following talk . You now have 15 seconds to read questions 18—20 .

18 . What are the man and woman mainly talking about ?

[A] The woman's experience with a home computer .

[B] Different types of computer users .

[C] The uses of home computers .

[D] Different computer programmes .

19 . What did the woman want the computer programme to help her to do ?

[A] To do calculations .

[B] To get information from magazines .

[C] To learn French .

[D] To do Grammar practice .

20 . What finally happened to the woman, according to the conversation ?

[A] She got the computer programme right .

[B] She was able to speak perfect French now .

[C] She learned the Italian verbs very well .

[D] She gave up using the computer completely .

You now have 30 seconds to check your answers to questions 18—20 .

You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1 .

This is the end of Listening Comprehension .

Section II　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)

Literature is a form of art that can be enjoyed without formal instruction . However, people with __21__ knowledge of literature may miss a lot __22__ reading a novel, short story, poem, play, or __23__ . These readers are comparable to the __24__ at a football game who watch the game and __25__ it without really understanding the complex movements __26__ on the field . Although they may enjoy the __27__, many spectators watch only the ball __28__, missing the contribution of other members __29__ the total play as well as the intricacies occurring within the __30__. A person who understands football — __31__ better yet, has played the game-is more capable __32__ judging when a team is playing well or __33__ and is also likely to enjoy a“good”game more . The __34__ is true of reading literature . Most people have read numerous __35__ works, but many do not understand or __36__

the author s skill in communicating . This book __37__ intended to help you learn to __38__ attention not only on what happens, but on __39__ it happens and how the author has __40__ it __ to analyze and evaluate literary works so that you can fully experience and appreciate them .

21 . [A] abundant	[B] informal	[C] necessary	[D] limited
22 . [A] if	[B] when	[C] by	[D] upon
23 . [A] fiction	[B] poetry	[C] essay	[D] art
24 . [A] audience	[B] spectators	[C] coaches	[D] players
25 . [A] like	[B] appreciate	[C] enjoy	[D] evaluate
26 . [A] happened	[B] taken place	[C] going	[D] occurring
27 . [A] game	[B] scene	[C] work	[D] art
28 . [A] somewhat	[B] entirely	[C] perhaps	[D] generally
29 . [A] of	[B] within	[C] to	[D] about
30 . [A] offence	[B] game	[C] defense	[D] team
31 . [A] but	[B] even	[C] and	[D] or
32 . [A] of	[B] to	[C] in	[D] for
33 . [A] skillfully	[B] successfully	[C] poorly	[D] badly
34 . [A] same	[B] reason	[C] other	[D] sport
35 . [A] athletic	[B] literature	[C] football	[D] literary
36 . [A] realize	[B] appreciate	[C] like	[D] recognize
37 . [A] will be	[B] has been	[C] is	[D] was
38 . [A] pay	[B] call	[C] draw	[D] concentrate
39 . [A] why	[B] where	[C] how	[D] when
40 . [A] narrated	[B] presented	[C] maintained	[D] explained

Section III 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 answer on ANSWER SHEET 1 . (40 points)

Text One

The collaboration among scientists, universities and industry is not new . Both the university administration and the industry play a role in developing the scientific knowledge in the academic environment .(1) The university is usually responsible for obtaining patents and for licensing the rights for its professors inventions . The company, having licensed the

product, must provide the considerable financial backing required for its development and marketing .

In the best of all possible worlds,[2] the inventors, the university administrators and the company executives work as a well-oiled machine that creates a beneficial product and generates capital to support the academic lab, the scientist, the university and the company s shareholders . In the real world, however, each of these component parts has its own agenda . The goals may not entirely overlap .

When a university stands to gain financially from the commercialization[3] of one of its professors inventions, for example, the professors may hesitate, out of conflict-of-interest issues, to participate in the trials of the new product . Such a policy causes friction and frustration in the relationship between the university administration and the faculty members . Distrust can be heightened if the negotiations with companies are handled by an official who represents the university but not the interest of the faculty .

Universities themselves have faced the frustration of licensing their inventions to companies that have then sublicensed them to other firms for enormous fees . Because these“ fees” can be disguised by a variety of accounting procedures, there is no way for the university or the inventor to participate in the profits of the sublicensing agreement . Thus, unless the invention becomes a product, the profits made by the company are not shared by the university or the inventor .

Meanwhile it is the company who writes the checks . Of the three parties involved, it compromises the least . As a rule, the company shows more concern over new ideas and new products which can be used to benefit itself and the public good as well .

So the scientist, the university and the industry find themselves on a three-way street where ideas from the academic laboratory move into the realm of application .Because the use of this highway has increased dramatically in recent years, traffic jams and collisions have been unavoidable . And, increasingly, basic research is diverted from its path . Inevitably, such sidetracking will slow the movement of basic science discoveries into technical products .

Preventing this slowdown requires some new rules of the road . Increased government funding for research is necessary to restore order by redirecting lab efforts back toward basic research — the wellspring of all applied technologies .

The scientist and the university must cease regarding companies as money-providers with deep pockets[4] and learn from the business world how economic realities are integrated into idealistic goals . And the company s attitude that“ the scientist has done the easy work” has to give way to adapting to a more inclusive approach that permits participation by the scientist and the university in deciding on the best road to development . Without these accommodations on all sides,[5] the flow of ideas into products will be slowed, and all parties, including society at large, will suffer from the gridlock .[6]

41 . The main concern of the author is _____ .

[A] the role of the university and the industry in developing scientific knowledge in the academic environment

[B] the problems in the collaboration among scientists, universities and companies

[C] the relationship between university and industry

[D] the way a university gets more financial support from the industry for new products development and marketing

42 . What do the universities worry about before the invention becomes a product ?

[A] They cannot share the profits if the company sublicenses the invention to another firm .

[B] They cannot find financial backing required for its development and marketing .

[C] They are not certain whether the product would be beneficial to themselves and the public as well .

[D] They are afraid that there will be conflict-of-interest issues arising between them and the faculty .

43 . Which of the following can be regarded as the immediate cause of the slowdown of basic science discoveries into technical products ?

[A] The profit-orientation of industry.

[B] Traffic jams and collisions on“ this highway ”.

[C] Diversion of basic research from its path .

[D] Dramatic increase in the use of“ this highway ”.

44 . According to the author, what should be the function of the government ?

[A] Providing financial support to the basic scientific research .

[B] Laying down new traffic rules of the road .

[C] Setting new“ game rules ”for the three parts concerned .

[D] Stimulating the transference of basic science discoveries to applied technologies .

45 . Which of the following conclusions can the author most probably support ?

[A] The industry should provide more financial backing to encourage the university to offer more patents .

[B] The university should formulate reasonable policies to motivate the scientist to produce more inventions .

[C] The scientist should take a more active attitude towards the creation of new ideas and new products .

[D] The scientist, the university and the industry should change their attitudes towards each other .

Text Two

Because some resources must be allocated at the national level, we have created policies

which reflect the aggregated[1] attributes of our society . The Federal budget determines the proportion of Federal resources to be invested in social welfare programs[2] and how these resources are distributed among competing programs . This budget is arrived at through a reiterative aggregative political process which mediates[3] the claims of groups interested in health, education, welfare, and so on, thus socializing the continuing conflict generated by their separate aspirations . The test of whether a policy is“ good ”under this system is whether it can marshal[4] sufficient legitimacy[5] and consent to provide a basis for cohesion[6] and action . Technical criteria may play a role in the process, but the ultimate criteria are political and social .

Whether a policy which is“ good ”in the aggregate sense is also“ good ”for a particular person, however, is a different matter . If everyone had identical attributes, these criteria of goodness would produce identical outcomes . With any degree of complexity or change, however, these criteria will always produce different outcomes . Any policy negotiated to attain an aggregate correctness will be wrong for every individual to whom the policy applies . The less a person conforms to the aggregate, the more wrong it will be .

When a policy is not working, we normally assume that the policy is right in form but wrong in content . It has failed because insufficient intelligence has informed its construction or insufficient energy its implementation .[7] We proceed to replace the old policy by a new one of the same form . This buys time,[8] since some time must elapse[9] before the new policy can fully display the same set of symptoms of failure as the old . We thus continue to invest our time, energy, and other resources as if every new discovery of a nonworking policy is a surprise, and a surprise that can be corrected with some reorganized model . But if policies based on complex, aggregated information are always wrong with respect to the preferences of every person to whom they apply, we should concentrate on limiting such policies to minima or“ floors ”.[10] Rather than trying for better policies, we should try for fewer policies or more limited aggregated ones . Such limitations could be designed to produce policies as spare[11] and minimal as possible, for the resources non-aggregative and person-specific — that is, in a disaggregated fashion . This will require more than just strengthened“ local ”capacity; it will require the development of new procedures, institutions, roles, and expects .

46 . Which of the following best states the central theme of the text ?

[A] Policies designed to meet the needs of a large group of people are inherently imperfect and should be scaled down .

[B] Policies created by the democratic process are less effective than policies designed by a single, concentrated body of authority .

[C] The effectiveness of a social policy depends more upon the manner in which the policy is administered than upon its initial design .

[D] Since policies created on the Federal level are inherently ineffective, all Federal so-