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考博英语完形填空、 阅读理解、翻译与写作

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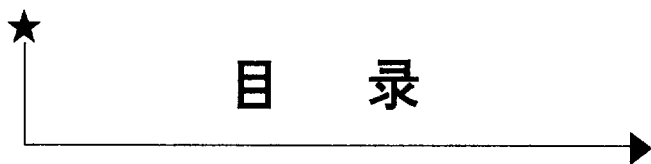
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★ 第一部分

考博英语完形填空

一、考博英语完形填空答题原则及策略概要

对于考博英语完形填空题型,考生经常提出如下见解和问题:

我们觉得英语用法需要填的词语并不难,但就是经常区别不开同义词、近义词和反义词的含义,难以选择出正确的答案。复习阶段应该怎么弥补这样的缺陷?

编者解答:从命题考点来看,英语用法主要是考核词语之间的衔接关系和语句之间的连贯关系。从语篇内容来看,近年来的短文大都是论及科普和社会文化方面的说明文。说明文就意味着真实、确实和细腻的词语关系较多。从外语学习心理来看,当我们缺乏一个与正在阅读的叙事或故事相适应的图式(schema)时,理解和记忆都会很困难,因为我们无法了解所描述的事件的含义。因而,我们在做英语用法题时,要把词语含义区别得越精细越好,越准确越好。由此而论,需要“图式激活”原则。

图式激活原则:尽快激活相应的短文图式。这一图式指的是读者应该把握短文中的事件要旨,再根据总体印象重新建立细节。这时,建立细节需要产生一个更加连贯、简明、不加任何主观片面影响的叙事过程。

应试对策:努力把握大纲规定词语(特别是名词、动词和形容词)及表达法的同义、反义、近义等关系,并要树立短文都具有特定图式结构的观念。

以上原则和对策的实际意义在于强调:若英语用法经常出错,是因为没有在语义记忆里建立某个短文图式或整体结构及构架,对于一系列的语句信息及其层次排列没有给予正确的规定。这时,需要抓住关键词语,在上下文中找到线索,并尽快激活短文的整体图式。

另外,由于激活图式对于提取和安排重要的信息发挥着组织作用,有时甚至是主导核心作用,那么它就可以帮助人们归纳某些重要细节,而略去另外一些不必要的枝节。因此,考生应该在最短的时间内编码解题,选择出最恰当的同义、反义、近义等词语搭配。请大家参见本套丛书“词汇”分册中的“熟词生义词汇辨析”。下面是一些容易混淆的词语例子:

predict v 预言→predicate v 论断

reversal *n.* 颠倒→reversion *n.* 回复
masterful *a.* 专横的→masterly *a.* 熟练的
acceptance *n.* 接受→acceptation *n.* 通用词义
alternate *a.* 交替的→alternative *a.* 两者选一的
definite *a.* 明确的→definitive *a.* 决定性的
distinct *a.* 独特的→distinctive *a.* 区别性的
ingenious *a.* 灵巧的→ingenuous *a.* 天真的;老实的

二、考博英语完形填空强化练习题

Unit 1

❖ 练习一 [中高级难度] ❖

From childhood to old age, we all use language as a means of broadening our knowledge of ourselves and the world about us. When humans first 1, they were like newborn children, unable to use this 2 tool. Yet once language developed the possibilities for humankind's future 3 and cultural growth increased.

Many linguists believe that evolution is 4 for our ability to produce and use language. They 5 that our highly evolved brain provides us 6 an innate(天生) language ability not found in lower organisms. 7 of this innateness theory say that our 8 for language is inborn, but that language itself develops gradually, 9 a function of the growth of the brain during childhood. Therefore, these are critical 10 times for language development.

Current reviews of innateness theory are 11; however, evidence supporting the existence of some innate abilities is undeniable. 12 more and more schools are discovering that foreign languages are best taught in 13 grades. Young children often can learn several languages by being 14 to them, while adults have a much harder time learning another language once the 15 of their first language have become firmly fixed.

16 some aspects of language are undeniably innate, language does not develop automatically in a 17. Children who have been isolated from other human beings do not possess language. This demonstrates that 18 with other human beings is necessary for proper language development. Some linguists believe that this is even more basic to human language 19 than any innate capacities. These theorists view language as imitative learned behavior 20, children learn language from their parents by imitating them. Parents gradually shape their child's language skills by positively reinforcing precise imitations and negatively reinforcing imprecise ones.

- | | | | |
|--------------------|-----------------|-----------------|-----------------|
| 1. [A] evolved | [B] born | [C] produced | [D] originated |
| 2. [A] perfect | [B] favorite | [C] valuable | [D] appropriate |
| 3. [A] attainments | [B] perfection | [C] feasibility | [D] evolution |
| 4. [A] reliable | [B] responsible | [C] available | [D] accountable |

- | | | | |
|-----------------------|--------------------|--------------------|-------------------|
| 5. [A] confirm | [B] inform | [C] claim | [D] acknowledge |
| 6. [A] for | [B] against | [C] with | [D] of |
| 7. [A] Rivals | [B] Propagandists | [C] Agitators | [D] Proponents |
| 8. [A] potential | [B] preference | [C] affection | [D] passion |
| 9. [A] like | [B] as | [C] similar to | [D] unlike |
| 10. [A] psychological | [B] emotional | [C] biological | [D] ideological |
| 11. [A] mixed | [B] favorable | [C] identical | [D] unanimous |
| 12. [A] Indeed | [B] In short | [C] In other words | [D] In a way |
| 13. [A] the higher | [B] the lower | [C] standard | [D] various |
| 14. [A] disclosed | [B] revealed | [C] immersed | [D] exposed |
| 15. [A] charters | [B] regulations | [C] rules | [D] constitutions |
| 16. [A] Because | [B] In case | [C] Although | [D] Whether |
| 17. [A] sense | [B] vacuum | [C] galaxy | [D] hurry |
| 18. [A] comparison | [B] interaction | [C] exposition | [D] fascination |
| 19. [A] acquisition | [B] inheritance | [C] interpretation | [D] manipulation |
| 20. [A] For example | [B] In other words | [C] Above all | [D] As a result |

❖ 练习二 [中高级难度] ❖

Business and government leaders also consider the inflation rate to be an important general indicator. Inflation is a period of increased 1 that causes rapid rises in prices. 2 your money buys fewer goods so that you get 3 for the same amount of money as before, inflation is the problem. There is a general rise 4 the price of goods and services. Your money buys less. Sometimes people describe inflation as a(n) 5 when "a dollar is not worth a dollar anymore".

Inflation is a problem for all consumers. People who live on a fixed income are hurt the 6. Retired people, for instance, cannot 7 on an increase in income as prices rise. Elderly people who do not work face serious problems in stretching their incomes to 8 their needs in time of inflation. Retirement income 9 any fixed income usually does not rise as fast as prices. Many retired people must cut their spending to 10 rising prices. In many cases they must stop 11 some necessary items, such as food and clothing. Even 12 working people whose incomes are going up, inflation can be a problem. The 13 of living goes up, too. People who work must have even more money to keep up their standard of living. Just buying the things they need costs more. When incomes do not keep 14 with rising prices, the standard of living goes down. People may be earning the same amount of money, but they are not living 15 because they are not able to buy as many goods and services.

Government units gather information about prices in our economy and publish it as price indexes. 16 the rate of change can be determined. A price index measures changes in prices using the price for a 17 year as the base. The base price is set 18 100, and the other

prices are reported as a 19 of the base price. A price index makes 20 possible to compare current prices of typical consumer goods, for example, with prices of the same goods in previous years.

- | | | | |
|--------------------|-----------------|-------------------|------------------|
| 1. [A] spending | [B] demanding | [C] consuming | [D] saving |
| 2. [A] Because | [B] While | [C] Since | [D] When |
| 3. [A] much | [B] little | [C] more | [D] less |
| 4. [A] in | [B] on | [C] at | [D] to |
| 5. [A] chance | [B] time | [C] moment | [D] occasion |
| 6. [A] best | [B] least | [C] most | [D] worst |
| 7. [A] rely | [B] rest | [C] depend | [D] count |
| 8. [A] meet | [B] obtain | [C] care | [D] acquire |
| 9. [A] or | [B] and | [C] excluding | [D] including |
| 10. [A] live up to | [B] catch up on | [C] put up with | [D] keep up with |
| 11. [A] to buy | [B] buying | [C] having bought | [D] from buying |
| 12. [A] for | [B] to | [C] of | [D] if |
| 13. [A] price | [B] level | [C] cost | [D] standard |
| 14. [A] race | [B] pace | [C] speed | [D] step |
| 15. [A] as usual | [B] as well | [C] as before | [D] as such |
| 16. [A] in which | [B] from which | [C] of which | [D] by which |
| 17. [A] last | [B] given | [C] fixed | [D] definite |
| 18. [A] on | [B] by | [C] at | [D] against |
| 19. [A] portion | [B] percentage | [C] proportion | [D] fraction |
| 20. [A] it | [B] us | [C] one | [D] you |

❖ 练习三 [高级难度] ❖

Today, most countries in the world have canals. Even in the twentieth century, goods can be moved more cheaply by boat 1 by any other means of transport. Some canals, such as the Suez or the Panama, 2 ships weeks of time by making their voyage a thousand miles shorter. Other canals permit boats to reach cities that are not 3 on the coast. Still other canals 4 lands where there is too much water, help or irrigate fields where there is not enough water, and furnish waterpower for factories and mills.

The 5 of a canal depends on the kind of boats going through it. The canal must be wide enough to permit two of the 6 boats using it to 7 each other easily. It must be deep enough to leave about two feet of water 8 the keel of the largest boat using the canal.

Some canals have sloping sides, 9 others have sides that are nearly 10. Canals that are cut through rock can have nearly vertical sides. However, canals with earth banks may 11 if the angle of their sides is too steep.

Some canals are lined with brick, stone, or concrete to keep the water 12 soaking into the mud. This also permits ships to go 13 greater speeds, since they cannot make the banks fall in by stirring up the water. In small canals with mud banks, ships and barges must 14 their speed.

When the canal goes 15 different levels of water, the ships must be 16 or lowered from one level to the other. This is generally done by means of locks. If a ship wants to go up to higher water, the lower end of the lock opens to let the boat in. Then this gate closes, and the water is let into the lock chamber from the upper level. This raised the level of the water in the lock 17 it is the same as the upper level of water. Now the upper gates can be opened to 18 the ship into the higher water. Of course there must always be enough water on the upper level to allow for the flooding of the lock. Sometimes a canal contains a 19 of locks when the 20 in levels is very great.

- | | | | |
|------------------|----------------|---------------|----------------|
| 1. [A] than | [B] as | [C] for | [D] with |
| 2. [A] take | [B] save | [C] cost | [D] waste |
| 3. [A] resided | [B] located | [C] placed | [D] settled |
| 4. [A] irrigate | [B] dry | [C] drain | [D] water |
| 5. [A] width | [B] length | [C] depth | [D] size |
| 6. [A] largest | [B] longest | [C] heaviest | [D] widest |
| 7. [A] pass | [B] encounter | [C] overtake | [D] meet |
| 8. [A] to | [B] beneath | [C] above | [D] on |
| 9. [A] as | [B] while | [C] since | [D] but |
| 10. [A] vertical | [B] horizontal | [C] smooth | [D] flat |
| 11. [A] break | [B] corrupt | [C] crumble | [D] fall |
| 12. [A] away | [B] from | [C] upon | [D] off |
| 13. [A] in | [B] at | [C] for | [D] with |
| 14. [A] limit | [B] slow | [C] decrease | [D] increase |
| 15. [A] across | [B] through | [C] with | [D] away |
| 16. [A] raised | [B] promoted | [C] increased | [D] alleviated |
| 17. [A] though | [B] until | [C] for | [D] therefore |
| 18. [A] free | [B] permit | [C] release | [D] drain |
| 19. [A] means | [B] group | [C] series | [D] mass |
| 20. [A] distance | [B] variance | [C] contrast | [D] difference |



练习一 [中高级难度]

1. [A] evolved 意为“逐渐发展、进展、进化”，符合文意。born 是 bear 的过去分词，不能做谓

语。produced“生产,制造”;originated“起源,发源”,不用 first 修饰。

2. [C] 人类使用语言并非选择的结果,所以 favorite“最喜欢的”和 appropriate 意为“合适的,恰当的”,都不能选。语言自始至终都在发展,不能说其是“完美的”,故排除 perfect。valuable 意为“珍贵的,有价值的”用在这里,符合题意。
- 3 [A] humankind's future attainments 指人类未来的成就,符合文意。perfection“完善,完美”;feasibility“可行性”;evolution“进化”。
- 4 [B] be responsible for 是一个固定搭配,意思是“成为……的原因;应归咎或归功于某事物”。reliable“可靠的”;available“可得到的,可达到的,可使用的”;accountable“对…负责的”。
- 5 [C] 本句进一步阐述段首句内容,说明语言学家的理由。claim 意为“宣称”,符合文意。confirm“正式,确认”;inform“通知”;acknowledge“承认,供认”,均不合文意。
- 6 [C] to provide sb with sth 为固定搭配,故选[C]。
- 7 [D] 本句紧接上句,说“我们的语言能力是天生的”,这一观点与上文一致,故选 Proponents“支持者,建议者”。Rivals“对手,竞争者”;Propagandists“宣传官方声明的人”,常有贬义;agitators“鼓动者,煽动者”。
- 8 [A] potential“潜力,潜能”,符合文意。意思是“我们的语言能力是天生的,但语言本身要逐渐发展。”preference“喜好,偏好”;affection“慈爱,感情”;passion“热情,激情,爱好”。
- 9 [B] as 有“作为,当做”之义,在这里符合文意。意思是“语言本身作为童年时期大脑生长的一种功能,其发展是逐步进行的。”
- 10 [C] 这句说的是“因此语言的发展有非常关键的时期”。biological“生物的,生物学的”,符合文意。人体的成长是生物变化的过程,而作为语言发展的基础的大脑也是生物变化的过程。psychological“心理的,心理学的”;emotional“感情上的,情绪上的”;ideological“思想上的,意识形态的”。
- 11 [A] 下文 however 表明下句与本句是转折关系。下文说的是“然而支持某些天生能力的证据是无可争辩的”。mixed 意为“混合的,混杂的”,符合文意。其余选项均不符合逻辑。favorable“有利的,赞成的”;identical“相同的,同一的”;unanimous“一致的”。
- 12 [A] 作者在这里以学外语为例进一步说明,先天理论(innateness theory)有道理,故应选表示递进关系的 Indeed。其余选项都不合逻辑。In short“总之”;In other words“换言之”;In a way“在某种程度上”。
- 13 [B] 下文 young children 与 adults 在学外语方面的对比,告诉我们这里的意思是低年级儿童学外语最容易。故应选[B] the lower (grades)。
- 14 [D] be exposed to 意为“接触到”,是固定搭配。disclosed“揭示,泄露”;revealed“显示,透露”,immersed“沉浸,使陷入”。
- 15 [C] rules 意为“规划,惯例,规律”符合文意。意思是“而对成年人来说,一旦母语的规则已被深深地印在头脑里,再学一种语言就要难得多”。charters“宪章”;regulations“规定”;constitutions“宪法”。
- 16 [C] 从句“语言的某些方面毫无疑问是先天的”与主句“语言不会……自行发展”在逻辑上是矛盾的,故应选表示转折关系的连词 Although“尽管,虽然”。

- 17 [B] 下文讲到人文环境对儿童语言发展的重要性,也就是儿童必须在与人的交往中才能学会语言,在真空中是学不会的。故选 vacuum“真空”。in a sense“在某种意义上”; galaxy“星系,银河系”;in a hurry“匆匆地”。
- 18 [B] This demonstrates 提示本句当进一步说明上句的道理,即语言的正常发展必须要有与他们的交往。interaction 意为“相互作用”,符合文意。comparison“比较,对比”; exposition“说明,暴露”;fascination“魅力,着迷”。
- 19 [A] acquisition 意为“获得,得到”,language acquisition 与上文的 language development 为同义词,符合文意。inheritance“继承,遗传,天赋”;interpretation“揭示,阐明”;manipulation“操作,操纵”。
20. [B] 上句说,理论家把语言看做模仿性的后天行为。这一句正是对上一句的解释说明,因此选[B] In other words,意为“换言之”。Above all“尤其是,首要地”;As a result“结果是,因此”。

练习二 [中高级难度]

- [A] 接下去一句中的 buy 可做选项提示,与 spending 相对。
- [D] 上句中的 period 说明此处需要填一个表示时间的词。
- [D] 本句上半句中的 fewer 可做选项提示,less 是 little 的比较级形式,与 fewer 相匹配。下句 Your money buys less 则是更直接的提示。
- [A] 介词 in 与相应的名词搭配使用,表达“在……方面增长或减少”。本段第二句有类似表达;that causes rapid rises in prices.
- [B] 本句与本段第二句的意思和作用相同,都是对“通货膨胀”下定义。由此可知,这里需要一个 period 的近义词。
- [C] 上下文提示这里需要一个表示“最大”含义的词。
- [D] 根据句意,这里表示“期望”或“指望”;对退休的人来说,涨工资已不再可能成为现实。只有 count on 符合句意。
- [A] meet one's needs“满足需要”;习惯的动宾搭配。
- [A] retirement income 属于 fixed income, or 连接两个前后表达属于同类意思的名词。
- [D] 根据上下文线索,本句与 14 题表达的意思基本相同,因此需要填入 keep up with,与 14 题 keep pace with 意思相同。
- [B] 根据上下文意思。stop 后接动名词表示“不再做某事”。
- [A] 本句是状语部分前置,正常语序为:Inflation can be a problem even for working people whose incomes are going up
- [C] the cost of living“生活费用”。第 14 题前一句也有词语搭配线索。
- [B] 与第 10 题对照理解。
- [B] 此处可以理解为省略句;they are not living as well(as they were before)“他们不如以前(通货膨胀前)生活好了。”
- [B] 意思是“(政府)根据物价指数确定变动率”。
- [B] given 意为“给定的”、“一定的”、“特定的”。

- 18 [C] 这里 100 实际上是一个比率,应该用 at 表示比率,即 at the rate of 100。
19. [B] percentage“百分比”。本句的两个空可互相参照。
- 20 [A] it 此处是形式宾语,代替不定式 to compare current prices of typical consumer goods with prices of the same goods in previous years。

练习三 [高级难度]

- 1 [A] 本句话是说用船运输物品比用其他任何一种运输方式更便宜, more cheaply 提示了连接词要用 than。
- 2 [B] 要联系全句, by 后接 making shorter, 即说明路程节省后, 时间也应相应节省。[A]、[C]、[D] 放在这里均不符文意。
- 3 [B] located“坐落于”。reside“居住”, 用于人; place“安置”, 一般用于物; settle 通常指人的“定居”, settle 与 down 连用。
- 4 [C] drain“排水”。从后接 where there is too much water 可以看出这里要做的不是灌溉 (irrigate), 更不可能是 water, 而是排除多余的水。
- 5 [D] size“大小”。这是本段总起, 运河的大小由其通过的船只来决定, 后两句分别介绍了 width 与 depth 两方面。size 概括了这两方面, 因此答案为 [D]。
- 6 [A] largest“最大的”。运河的宽度应由通过其最大船只的宽度来决定, 这里不可以单从 widest 做解释。根据第 8 题后的 the largest boat 也可判断本题应选 [A]。
- 7 [A] pass“通过”, 指运河可以让两只船通过。encounter“遇见, 相遇”; overtake“超越”; meet“遇见”。这里强调通过, 通行无阻。
- 8 [B] beneath“在……下面”, 本句指运河应留给船底面二英尺的水位的深度以供船通行, 应可以设想运河的深度比船底部更深。
- 9 [B] while 连结两分句, 一些运河有倾斜边缘, 另一些则为垂直的, others 提示两分句为并列关系。
- 10 [A] vertical“垂直的”。河岸与水面是垂直关系而不是水平关系 (horizontal)。
- 11 [C] crumble“倒塌”。当边缘河岸太陡峭时河堤会倒塌; fall 不可直接用在这里; corrupt 一般指抽象概念; break“破裂”。
- 12 [B] keep from“防止”, 运河用砖头等加在周围来防止水的渗透, soaking into 是倒塌的起因, 明显应该防止这一现象发生。
- 13 [B] at speed 是固定搭配。
- 14 [A] limit“限制”。在一些泥堤的小运河中, 明显硬件设施不理想, 所以应当限速。slow down“降速”; slow“减速, 使变得缓慢”; decrease“减少, 变小”。
- 15 [B] go through“经历”。这里指运河中有多种可调节水位, 为引申义。
16. [A] raised“提高, 水位提高, 船也升高”; promoted“职位上的升高”, alleviated“缓解”; increased“(数量)增加”。
- 17 [B] until“直到”。这里强调闸中的水位一直要持续升高, 直到水位平行时, 所以这里用直到强调过程, 要理解船只转换过程。
- 18 [C] release“放行”。free 作动词时意为“释放, 解放”, 用在句中不妥; permit 用在这儿命

令性语气太重;drain“排水”,不合句意。

19. [C] series“一系列”。这句话是说如果一条运河的水位落差过大时,就需要一系列的水闸,而不仅仅是两个。means“方式”;mass“大量”;group“组”,表达不准确。
20. [D] difference“差距”,variance 与 contrast 都太抽象,后者为对比;distance“距离”,不明确。这里指水位差。

Unit 2

❖ 练习一 [中高级难度] ❖

Who talks more, women or men? The seemingly contradictory evidence is 1 by the difference what I call public and private speaking. More men feel comfortable doing “public speaking”, 2 more women feel comfortable doing “private” speaking. Another way of capturing these differences is by using the 3 report-talk and rapport(协调关系)-talk.

For most women, the language of conversations is 4 a language of rapport: a way of establishing connections and negotiating relationships. Emphasis is 5 on displaying similarities and 6 experiences. From childhood, girls criticize peers who try to 7 or appear better than others. People feel their closest connections at home, or 8 setting 9 they feel at home—with one or a few people they feel close 10 and comfortable about—in other words, during private speaking. But 11 the most public situations can be approached like private speaking.

For most men, talk is primarily a means to 12 independence and negotiate and maintain status in a hierarchical social order. 13 is done by exhibiting knowledge and skill, and by 14 center stage through verbal performance such as storytelling, joking, or 15 information. From childhood, men learn to use talking as a way to get and keep 16 17 they are more comfortable speaking in larger groups. 18 people they know less well, in the broadest 19, “public speaking”. But even the most private situations can be approached like public speaking, more like giving a report 20 establishing rapport.

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|---------------------|------------------|-------------------|----------------|
| 1. [A] compromised | [B] reckoned | [C] reinforced | [D] reconciled |
| 2 [A] when | [B] while | [C] since | [D] if |
| 3 [A] dictation | [B] descriptions | [C] terms | [D] preface |
| 4 [A] regularly | [B] specifically | [C] approximately | [D] primarily |
| 5 [A] placed | [B] based | [C] positioned | [D] founded |
| 6 [A] communicating | [B] contrasting | [C] paralleling | [D] matching |
| 7 [A] figure out | [B] stand out | [C] show around | [D] make out |
| 8 [A] on | [B] at | [C] under | [D] in |
| 9 [A] what | [B] where | [C] which | [D] that |
| 10 [A] to | [B] by | [C] with | [D] of |
| 11 [A] even | [B] even if | [C] though | [D] despite |
| 12 [A] preserve | [B] reserve | [C] conserve | [D] persevere |

- | | | | |
|-----------------------|------------------|---------------------|---------------|
| 13 [A] What | [B] This | [C] Which | [D] How |
| 14. [A] holding | [B] exhibiting | [C] standing | [D] playing |
| 15 [A] distinguishing | [B] transporting | [C] discriminating | [D] imparting |
| 16. [A] attention | [B] fascination | [C] demonstration | [D] status |
| 17 [A] Still | [B] But | [C] Yet | [D] So |
| 18. [A] made up of | [B] consisted of | [C] accommodated by | [D] formed by |
| 19 [A] way | [B] sense | [C] scope | [D] range |
| 20. [A] rather than | [B] more than | [C] less than | [D] than |

❖ 练习二 [中高级难度] ❖

There is now no doubt that the world is getting warmer. Data from both the Southern and Northern Hemispheres shows an upward trend in average temperatures over the 1 hundred years. At the moment most scientists are not 2 to stick their necks out and 3 a cause to this trend. It is possible that it represents a natural climatic change caused by a 4 increase in the sun's 5 output. But these same scientists are 6 aware that recent temperature changes are at the limit of known natural 7: it seems increasingly likely that the 8 is an enhanced greenhouse effect.

The basic theory of the greenhouse effect is quite simple. The earth's atmosphere consists 9 of oxygen and nitrogen, but there are small 10 of various "greenhouse" gases—notably carbon dioxide, water vapour, and methane—which play a very important role in maintaining the planet's "11 balance". As their name suggests these gases have a similar effect to 12 in a greenhouse: They let heat from the sun 13, and keep it in.

The atmosphere is 14 transparent to the visible solar radiation which warms the earth (ground or oceans) on which it falls. 15 it has been heated, the earth is warmer than space and 16 energy in the form of invisible long-wave infra-red radiation. This 17 for nighttime cooling. Greenhouse gases absorb some of this long-wave radiation, and 18 it in the lower atmosphere.

The gases therefore act rather like a blanket by preventing some infra-red radiation from leaving the earth-atmosphere system. 19 certain limits, the more greenhouse gases present, the more infra-red radiation will become 20, and the higher the surface temperature of the earth.

- | | | | |
|-----------------|----------------|----------------|-----------------|
| 1 [A] last | [B] recent | [C] late | [D] latest |
| 2. [A] scared | [B] threatened | [C] prepared | [D] provoked |
| 3. [A] owe | [B] link | [C] contribute | [D] attribute |
| 4 [A] dramatic | [B] gradual | [C] swift | [D] moderate |
| 5 [A] ray | [B] radiation | [C] shining | [D] radioactive |
| 6 [A] painfully | [B] pleasantly | [C] gloomy | [D] willingly |

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|-----------------------|--------------------|------------------|--------------------|
| 7 [A] flexibility | [B] fluency | [C] fluctuations | [D] flooding |
| 8 [A] excuse | [B] cause | [C] reason | [D] source |
| 9 [A] squarely | [B] orderly | [C] seemingly | [D] mainly |
| 10 [A] concentrations | [B] centralization | [C] containment | [D] contents |
| 11 [A] warm | [B] warmth | [C] heat | [D] heated |
| 12 [A] mirror | [B] glass | [C] strike | [D] fall |
| 13 [A] out | [B] in | [C] up | [D] down |
| 14 [A] little or less | [B] badly or well | [C] more or less | [D] more or better |
| 15 [A] If | [B] Because | [C] Although | [D] Even if |
| 16 [A] gives out | [B] gives in | [C] gives away | [D] gives off |
| 17 [A] accounts | [B] calls | [C] counts | [D] prepares |
| 18 [A] reradiate | [B] recovery | [C] reinforce | [D] reshape |
| 19 [A] In | [B] Beyond | [C] With | [D] Within |
| 20 [A] escaped | [B] fleeting | [C] passing | [D] trapped |

❖ 练习三 [高级难度] ❖

Most of the larger cities in the world have grown without plans and 1 London is such a city Its streets zigzag, snake and circle There is no reason or order to its 2 system Indeed, no one but a veteran taxi driver knows the 3 of London And before he gets his cabbie's license, he must first tour the city for months, street 4 street New York and Chicago grew in 5 the same way. Today in New York, even a native-born Manhattanite 6 of finding his way around Brooklyn

There are a few modern cities, 7, that were created out of nothing. They were built strictly by the book, according to detailed plans The prime example of a city planned and built 8 scratch in the twentieth century is Brasilia, the new capital of Brazil

Brasilia was the brain child of Brazil's President Juscelino Kubitschek, who, like other Brazilian leaders, was concerned 9 most of Brazil's people were crammed into its sea-coast cities Rio de Janeiro, then the nation's capital and its second largest city, occupies a 10 beautiful site on the Atlantic coast Sao Paulo, Brazil's largest city, is very near the coast. Consequently, this meant that riches in timber, minerals and hydroelectric power sources in the 11 of the country were untapped Recognizing that drastic action was needed to build a new capital city, he chose a site that was right in the middle of the 12, on land that had never been plowed.

Its public buildings, monuments, and 13 apartment complexes were magnificently modern. Every feature seemed logical, reasonable and right, but for more than a decade, Brasilia seemed all wrong to the people brought there to live and work in government offices While it was 14 a beautiful city, it was not yet a community.

For it is people and their history of habitation that turn a city from a 15 of streets and