



1986 年全国硕士研究生入学统一考试英语试题

Section I Close Test

For each numbered blank in the following passage, there are four choices labeled [A], [B], [C] and [D]. Choose the best one and put your choice in the brackets below the passage. Read the whole passage before making your choices. (10 points)

①On Wednesday afternoons Annie took the bus into town to shop in the market. ②For an hour or 1 she would walk up and down between the stalls looking at everything, buying here and there, and 2 a sharp lookout for the bargains that were sometimes to be had. ③And then, with all the things she needed 3 she would leave the market for the streets of the town to spend another hour 4 she liked best: looking in furniture shop windows.

④One Wednesday she found a new shop full of the most delightful things, with a notice inviting anyone to walk in and look 5 without feeling they had to buy something. ⑤Annie hesitated for a moment before stepping through the doorway where, almost at once, she stopped 6 before a green armchair. ⑥There was a card on the chair which said: "This fine chair is yours 7 less than a pound a week," and very small at the bottom, "Cash price eighty-nine pounds fifty." ⑦A pound a week...8, she could almost pay that out of her housekeeping money and never miss it! ⑧A voice at her shoulder made her 9. "Can I help you, Madam?" ⑨She looked round at the assistant who had come softly to her 10.

⑩"Oh, well, no," she said. "I was just looking." ⑪"We've chairs of all kinds in the showroom. If you'll just come up, you will find something to suit you."

⑫Annie, worried at the thought of being persuaded to buy something she didn't need, left the shop hurriedly. [276 words]

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|-----------------|----------------|----------------|--------------------|
| 1. [A] so | [B] more | [C] else | [D] another |
| 2. [A] taking | [B] making | [C] fixing | [D] keeping |
| 3. [A] buy | [B] bought | [C] buying | [D] to have bought |
| 4. [A] in a way | [B] by the way | [C] in the way | [D] on the way |
| 5. [A] behind | [B] round | [C] back | [D] on |
| 6. [A] doubted | [B] wondered | [C] puzzled | [D] delighted |
| 7. [A] at | [B] for | [C] with | [D] in |
| 8. [A] Why | [B] When | [C] How | [D] What |
| 9. [A] jump | [B] leap | [C] laugh | [D] wonder |
| 10. [A] place | [B] back | [C] side | [D] front |

Section II Reading Comprehension

Each of the two passages below is followed by five questions. For each question there are four answers. Read the passages carefully and choose the best answer to each of the questions. Put your choice in the brackets on the left. (10 points)

Text 1

①There are a great many careers in which the increasing emphasis is on specialization. ②You find these careers in engineering, in production, in statistical work, and in teaching. ③But there is an increasing demand for people who



are able to take in great area at a glance, people who perhaps do not know too much about any one field. ④There is, in other words, a demand for people who are capable of seeing the forest rather than the trees, of making general judgments. ⑤We can call these people “generalists.” ⑥And these “generalists” are particularly needed for positions in administration, where it is their job to see that other people do the work, where they have to plan for other people, to organize other people’s work, to begin it and judge it.

①The specialist understands one field; his concern is with technique and tools. ②He is a “trained” man; and his educational background is properly technical or professional. ③The generalist — and especially the administrator — deals with people; his concern is with leadership, with planning, and with direction giving. ④He is an “educated” man; and the humanities are his strongest foundation. ⑤Very rarely is a specialist capable of being an administrator. ⑥And very rarely is a good generalist also a good specialist in particular field. ⑦Any organization needs both kinds of people, though different organizations need them in different proportions. ⑧It is your task to find out, during your training period, into which of the two kinds of jobs you fit, and to plan your career accordingly.

①Your first job may turn out to be the right job for you -- but this is pure accident. ②Certainly you should not change jobs constantly or people will become suspicious of your ability to hold any job. ③At the same time you must not look upon the first job as the final job; it is primarily a training job, an opportunity to understand yourself and your fitness for being an employee.

11. There is an increasing demand for _____.	
[A] all round people in their own fields	
[B] people whose job is to organize other people’s work	
[C] generalists whose educational background is either technical or professional	
[D] specialists whose chief concern is to provide administrative guidance to others	

12. The specialist is _____.	
[A] a man whose job is to train other people	
[B] a man who has been trained in more than one fields	
[C] a man who can see the forest rather than the trees	
[D] a man whose concern is mainly with technical or professional matters	
13. The administrator is _____.	
[A] a “trained” man who is more a specialist than a generalist	



[B] a man who sees the trees as well as the forest	
[C] a man who is very strong in the humanities	
[D] a man who is an “educated” specialist	

14. During your training period, it is important_____.	
[A] to try to be a generalist	
[B] to choose a profitable job	
[C] to find an organization which fits you	
[D] to decide whether you are fit to be a specialist or a generalist	

15. A man’s first job_____.	
[A] is never the right job for him	
[B] should not be regarded as his final job	
[C] should not be changed or people will become suspicious of his ability to hold any job	
[D] is primarily an opportunity to fit himself for his final job	

Text 2

①At the bottom of the world lies a mighty continent still wrapped in the Ice Age and, until recent times, unknown to man. ②It is a great land mass with mountain ranges whose extent and elevation are still uncertain. ③Much of the continent is a complete blank on our maps. ④Man has explored, on foot, less than one per cent of its area. ⑤Antarctica differs fundamentally from the Arctic regions. ⑥The Arctic is an ocean, covered with drifting packed ice and hemmed in by the land masses of Europe, Asia, and North America. ⑦The Antarctic is a continent almost as large as Europe and Australia combined, centered roughly on the South Pole and surrounded by the most unobstructed water areas of the world -- the Atlantic, Pacific, and Indian Oceans.

①The continental ice sheet is more than two miles high in its centre, thus, the air over the Antarctic is far more refrigerated than it is over the Arctic regions. ②This cold air current from the land is so forceful that it makes the nearby seas the stormiest in the world and renders unlivable those regions whose counterparts at the opposite end of the globe are inhabited. ③Thus, more than a million persons live within 2,000 miles of the North Pole in an area that includes most of Alaska, Siberia, and Scandinavia -- a region rich in forest and mining industries. ④Apart from a handful of weather stations, within the same distance of the South Pole there is not a single tree, industry, or settlement.



16. The best title for this selection would be _____.	
[A] Iceland	
[B] Land of Opportunity	
[C] The Unknown Continent	
[D] Utopia at Last	

17. At the time this article was written, our knowledge of Antarctica was _____.	
[A] very limited	
[B] vast	
[C] fairly rich	[
[D] nonexistent	

18. Antarctica is bordered by the _____.	
[A] Pacific Ocean	
[B] Indian Ocean	
[C] Atlantic Ocean	
[D] All three	

19. The Antarctic is made uninhabitable primarily by _____.	1
[A] cold air	
[B] calm seas	
[C] ice	
[D] lack of knowledge about the continent	

20. According to this article _____.	
[A] 2,000 people live on the Antarctic Continent	
[B] a million people live within 2,000 miles of the South Pole	
[C] weather conditions within a 2,000 mile radius of the South Pole make settlements impractical	
[D] only a handful of natives inhabit Antarctica	

Section III English-Chinese Translation

Translate the following passage into Chinese. Only the underlined sentences are to be translated. (20 points)

It would be interesting to discover how many young people go to university without any clear idea of what



they are going to do afterwards. (21) If one considers the enormous variety of courses offered, it is not hard to see how difficult it is for a student to select the course most suited to his interests and abilities. (22) If a student goes to university to acquire a broader perspective of life, to enlarge his ideas and to learn to think for himself, he will undoubtedly benefit. (23) Schools often have too restricting an atmosphere, with its time tables and disciplines, to allow him much time for independent assessment of the work he is asked to do. (24) Most students would, I believe, profit by a year of such exploration of different academic studies, especially those “all rounders” with no particular interest. They should have longer time to decide in what subject they want to take their degrees, so that in later life, they do not look back and say, “I should like to have been an archaeologist. If I hadn’t taken a degree in Modern Languages, I shouldn’t have ended up as an interpreter, but it’s too late now. I couldn’t go back and begin all over again.”

(25) There is, of course, another side to the question of how to make the best use of one’s time at university. (26) This is the case of the student who excels in a particular branch of learning. (27) He is immediately accepted by the University of his choice, and spends his three or four years becoming a specialist, emerging with a first-class Honour Degree and very little knowledge of what the rest of the world is all about. (28) It therefore becomes more and more important that, if students are not to waste their opportunities, there will have to be much more detailed information about courses and more advice. Only in this way can we be sure that we are not to have, on the one hand, a band of specialists ignorant of anything outside of their own subject, and on the other hand, an ever increasing number of graduates qualified in subjects for which there is little or no demand in the working world.



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Section I Close Test

一、文章结构分析

本文记叙了一位女士一次购物的经历。

第一段总述文中主人公 Annie 每周三下午都进城购物。二至四段具体讲述了她某一次的购物经历。

二、试题具体分析

1. [A] so 这么, 那么 [B] more 更多
[C] else 其他的, 别的 [D] another 另外一个

本题考核的知识点是：固定搭配+副词用法。

【快速解题】空格所在部分 For an hour or 1 是句子的时间状语，考生要判断选项中哪个副词代入能符合这一结构并使文意通顺。...or so 是固定搭配，用在数字之后，表示“...左右，...上下”，for an hour or so 指“一个小时左右”，说明了时间，符合文意。因此选 [A] so。

【篇章分析】文章第①句总说，交待人物 (Annie)、时间 (每周三下午)、地点 (城镇)、活动内容 (购物)。②③具体讲述活动内容：首先购买所需物品 (②句)，然后到家具店“橱窗购物” (③句)。句间通过 On Wednesday afternoons—For an hour or so—And then—another hour 时间链条，in the market—up and down between the stalls—(leave the market) for the streets—furniture shop 地点链条实现衔接。

【空格设置】此处考查 so 用作副词的一个惯用语...or so, 表示约指，例句：There were 20 people or so there. 那儿差不多有 20 个人。

【干扰项设置】其他项都是常用的副词。else 用于疑问句或 nothing, something, everybody 等之后，如：What else did he say?他还说了些什么？or else 意为“要不然，否则”，是连词词组，引导句子，如：Hurry up or else you'll be late.快点，否则你就要迟到了。

2. [A] taking [B] making [C] fixing [D] keeping

本题考核的知识点是：固定搭配。

【快速解题】空格处填入的现在分词其宾语为 a sharp lookout for, 与上文两个分词短语 looking at..., buying...并列，都是句子谓语动词的伴随状语，共同描述人物的购物行为。lookout 来自动词短语 look out (留心寻觅；当心，提防)，指“观察所，瞭望台 (人员)”，keep a lookout (for sb/sth) 为固定短语，意为“注意，留心”，它代入文中，指“敏锐地留意有时会出售的便宜货”，符合文意，因此选 [D] keeping。

【篇章分析】②句较长，主干为 she would walk, 副词短语 up and down (来回地) 与介词短语 between the stalls (穿梭于售货摊之间) 都是 walk 的状语，分别表示方式与地点；looking..., buying...and keeping...三个并列的分词短语是 walk...stalls 的伴随动作。其中在 keeping...分词短语中又含有一个 that 引导的定语从句修饰 bargains。

【空格设置】本题考查动词短语，其中中心动词 keep 与宾语 lookout 都可设空。例句：The public should keep a lookout for symptoms of the disease.公众应当留心这种疾病的症状。

【干扰项设置】其他项都是常用的简单动词，但不符合搭配。

3. [A] buy [B] bought [C] buying [D] to have bought

本题考核的知识点是：独立结构。

【快速解题】空格所在部分是“with+逻辑主语 (all the things she needed) + 3”独立结构，在句中做状语，其中 she needed 是省略了关系代词 that 的定语从句，后置修饰 things, 即“她需要的所有东西”。[A] buy 是原形动词，不用于独立结构中。[D] to have bought 是不定式的完成式，用在这里不符合文意。[B] bought 和 [C] buying 分别为过去分词和现在分词，由于 things 与 buy 是被动的逻辑关系，因此选[B]，即



“她需要的所有东西都（被）买好之后”。

【篇章分析】③句主干是 she would leave the market for the streets of the town, 句首 with...独立结构表示时间, to spend...不定式短语做目的状语。leave...for...表示“离开（某地）去……”。

【空格设置】本题考查由介词 with 引导的独立结构。其中逻辑主语 all the things 和过去分词 bought 之间为一个省略了关系代词的定语从句 she needed, 构成解答本题的最大障碍。

【干扰项设置】其他项都设置为动词 buy 的不同形式, 需要考生理清句子结构作出判断。

4. [A] in a way 在某种程度上, 不完全地
[B] by the way 顺便提一下, 问一句
[C] in the way (...) 以.....的方式
[D] on the way 即将去(或来); 在路途中

本题考核的知识点是：固定搭配辨析。

【快速解题】由选项可知, 空格处填入一个以 way 为中心名词的介词短语。根据文意, 只有 in the way 代入文中文意通顺, 即“以她最喜欢的方式再度过一小时”, 因此选[C]。

【篇章分析】空格部分 in a way...是 to spend 的方式状语, 其中 she liked best 是省略关系代词 that 的定语从句, 后置修饰 way。冒号后的现在分词短语 looking in...为 the way 的同位语, 解释说明她再度过一小时的方式。

【空格设置】way 是含义丰富的简单词, 也可构成许多固定搭配。它在文中取“方式, 手段”的意思, 如: Infectious diseases can be acquired in several ways. 传染病的感染途径有几种。因它在文中后边接有定语从句, 故前用定冠词 the 限定修饰。in the way 还可构成固定搭配, 意为“妨碍, 挡路”, 如: I left them alone, as I felt I was in the way. 我让他们单独在一起, 因为我觉得我碍他们的事。

【干扰项设置】干扰项中都是 way 的常用固定搭配。例句: In a way it was one of our biggest mistakes. 从某种意义上来说, 这是我们所犯最大错误之一。What's the time, by the way? 顺便问一句, 几点钟了? The letter should be on its way to you. 那封信该快到你那了。She stopped for breakfast on the way. 她中途停下吃早点。

5. [A] (look) behind 朝后面看 [B] (look) round 环视, 四处看; 转过头看
[C] (look) back 回首, 回顾 [D] (look) on 旁观; 把.....看作; (以某种方式) 看待

本题考核的知识点是：短语动词。

【快速解题】空格所在部分是介词结构 with a notice inviting..., 做后置定语修饰 a new shop, 现在分词短语 inviting...与 notice 之间是主动关系, 说明通知的内容。空格处填入的副词与 look 构成短语动词, 与 walk in 并列, 在 invite sb to do sth 结构中都充当 invite 的宾语补足语。这部分的含义是: (商店贴出告示) 邀请所有人进来并且.....看看。既然是逛商店, 应该是“四处看”, [B] round 符合文意。

【篇章分析】④句承接上文, 引出 Annie 一次具体的橱窗购物经历, 下文都是对这次经历的具体讲述。④句通过 One Wednesday, a new shop (特指时间和地点) 与第一段中 On Wednesday afternoons, furniture shop (泛指时间和地点) 的呼应, 实现语段衔接。

【空格设置】本题考查由 look 构成的短语动词, 是常规考点。例句: People came out of their houses and looked around. 人们走出家门四处查看。Let's look round the town this afternoon. 咱们今天下午游览市区吧。She looked round when she heard the noise. 她听到响声, 就回过头去看。

【干扰项设置】其他项的副词都可与 look 搭配, 其中 look back 与 look on 是固定短语。例句: to look back on your childhood 回顾自己的童年。Passers-by simply looked on as he was attacked. 他遭人袭击, 路人只在一旁袖手旁观。She's looked on as the leading authority on the subject. 她被视作这门学科的主要权威。They looked on his behavior with contempt. 他们对他的行为不屑一顾。

6. [A] doubted 怀疑的, 不能肯定的 [B] wondered
[C] puzzled 迷惑不解的 [D] delighted 高兴的, 愉悦的

本题考核的知识点是：上下文语义。



【快速解题】空格处填入一个过去分词形式的形容词，做 she 的主语补足语，描述主语的状态，即当她（Annie）看到一把绿色的扶手椅时，她停下了，……。注意该句实际表示的含义是 she stopped and she was 6。从下文我们可看出，这把椅子对 Annie 有吸引力，因此，此处表示的应该是她的一种积极的情绪，只有 delighted 符合文意。delighted 也与短首句中 delightful 相呼应。wonder 可以表示“感到诧异，惊讶”，但它常用 sb wonders 主动形式，其过去分词较不常见。

【空格设置】本题通过考查形容词实际考查了对上下文的理解。另外，这里也涉及形容词做主语补足语的语法知识。

【干扰项设置】wonder 可意为“想知道，琢磨”，常用~ about sth 或接 wh-从句；或指“感到惊讶”，常用~at sth 或接 that 从句，如：She **wondered** at her stupidity.她没想到自己竟会这样愚蠢。它对 delight 构成同向干扰，但用法错误。doubted 与 puzzled 构成对 delighted 的反向干扰。

7. [A] at [B] for [C] with [D] in

本题考核的知识点是：介词用法。

【快速解题】空格处填入的介词后接钱数（less than a pound）做其宾语，表示椅子的价格。能够单独使用表示价格的只有 for，因此选[B]。注意 at 也可以表示价格，但通常与 sell, price（定价）等动词连用。

【空格设置】本题考查了 for 的特殊用法。for 可意为 in exchange for sth “换取，交换”，如：Copies are available for two dollars each.两元一份。for 表示交换还常与以下动词搭配：bid/charge/offer+钱数+for sth（出价，竞标/收费，要价/出价，报价）。

【干扰项设置】其他项都是常用介词。at 可以表示价格、比率、速度等，意为“以……，在……”，如：old books selling **at** ten cents each 以每本一角（的价格）出售的旧书；The tickets are priced **at** \$100 each.每张票定价为 100 元。with 可以表示工具，意为“使用，以，借”，如：Cut it **with** a knife.用刀把它切开。in 可以表示使用的语言、材料等，如：I paid **in** cash.我用现金支付的。

8. [A] Why [B] When [C] How [D] What

本题考核的知识点是：感叹词。

【快速解题】空格所在句子（⑦句）描述了 Annie 看到广告后的心理活动。空格前是省略句，是对上文(This fine chair is yours for less than) a pound a week 关于椅子价格的重复；空格后是结构完整的句子，说明人物的所想。空格用逗号隔开，填入一个插入成分，独立于前后两部分的结构之外，对句意起补充说明的作用。选项是四个疑问词，可直接引导句子；但 why 还可以做感叹词，用于表示“惊讶、不耐烦”等，常单独使用，用逗号与其他部分隔开，符合文中用法；它代入文中，表明 Annie 对椅子的低价格的惊叹，符合文意，因此选[A]。其他项都不符合文中语法要求，应排除。

【空格设置】本题考查了 why 的熟词僻义。why 基本用法是做疑问副词，询问原因。它也可充当关系副词，引导名词性从句或引导以 the reason 为先行词的定语从句。但它还有做感叹词的特殊用法，例句：Why, it's easy—a child could do it!哎呀，这容易得很，连小孩子都干得了！

【干扰项设置】干扰项中都是常用的疑问词，并也都可做关联词引导从句。when 是疑问副词，询问时间；或用作关系副词，引导名词性从句或定语从句，如：Sunday is the only day **when** I can relax.星期日是我最唯一可以休息的日子。它也用做连词引导时间等状语从句，如：I loved history **when** I was at school.我上学时喜欢历史。how 也是疑问副词，用以询问方式等；或做关系副词，引导名词性从句，如：Do you remember **how** the kids always loved going there?你记得孩子们总喜欢去那里吗？它有时也引导状语从句，相当于 however，如：I'll dress **how** I like in my own house.我在自己家里爱怎么穿就怎么穿。what 是疑问代词，用于指物，意为“什么”；或用作关系代词，引导名词性从句，如：What you need is a good meal.你需要的是一顿美餐。what 可单独使用，表示提问（没听见或没听懂时，或听到对方的话后问对方要什么），或表示惊讶或愤怒，如：‘Mummy!’ ‘What?’ ‘I’m thirsty.’ “妈咪！” “什么事？” “我渴。” ‘It will cost \$500.’ ‘What?’ “这东西要花 500 元。” “真的？”

9. [A] jump 跳，跃 [B] leap 跳跃，跳越
[C] laugh 笑 [D] wonder 想知道，琢磨



本题考核的知识点是：上下文语义+动词辨析。

【快速解题】空格处填入一个动词，在 make sb do 结构中做 her 的宾语补足语，说明肩膀上传来的声音使她（Annie）产生的行为。根据文意及常识，当 Annie 在专心致志地看广告语时，突然传来的声音应当使她“吓一跳”，而不可能是“笑”或“想”，首先排除[C]，[D]两项。[A]jump 及[B]leap 都可指“跳”的动作，但文中显然是比喻的说法，而并不一定是真的“跳起来”，jump 可指“（因吃惊、害怕或激动而）猛地一动，突然一跳”，更符合文意，因此选[A]。

【空格设置】本题考查了常用动词 jump 的熟词僻义。例句：Her heart **jumped** when she heard the news. 听到那消息她的心猛地一跳。

【干扰项设置】其他项都是常用动词且符合文中的语法要求。其中 leap 构成对 jump 的近义干扰。jump 仅表示“跳”的一般动作，即离开地面或物体表面的“跳，跃”，也指“跳过，跃过”，如：to **jump** into the air/the last hurdle 跳到空中/跨越最后一个栏杆。leap 强调 to jump high or a long way “跳得高或远”，如：The horse **leapt** a five-foot wall.那匹马跃过了一道五英尺高的墙。二者都可指“快速移动，突然移动”，leap 可引申指“突然做某事”，如：leap into action。二者还都引申为“猛涨，激增”。

10. [A] place 地点，位置，区域；表面的某处，身体某处；座位；地位，资格，名额

[B] back 背部，后部，背面，（书等的）末尾

[C] side 一边，一侧，侧面，边缘，肋；近旁，身边；一方，一派；方面

[D] front 正面，前面，前部，胸部；前线，阵线；表面，外表，掩护

本题考核的知识点是：上下文语义+名词辨析。

【快速解题】该句是说明 Annie 在听到有人说话后的反应：她转过头看着悄悄来到她.....的店员。空格处填入一个名词，说明店员所处的相对 Annie 的位置。根据文意，既然是转头看（look round at），[D]“来到她前面”可首先排除；店员应该是来到顾客的“身侧”与他们交谈，[A]“来到她的位置”，[B]“来到她的背后”也不符合语境，可排除。因此[C]正确。side 也与上文 at her shoulder 相呼应。

【空格设置】本题考查了 side 表示“身旁”的特殊用法。例句：keep close to my **side** 紧挨着我。

【干扰项设置】其他项都是可以表示方位或身体部位的常用名词。

全文翻译

每周三的下午安妮会乘公交车到城里的市场上去买东西。大约一个小时，她会在货摊间走来走去，查看商品，时不时买点什么，同时敏锐地留心有时有售的便宜货。然后，买全了她所需要的所有物品后，她会离开市场，到城里的街道上去，再花上一小时做她最喜欢做的事：透过家具店的橱窗往里看。

一个星期三下午，她发现一家新开的家具店，店里都是非常讨人喜欢的东西，店外贴着一张告示，邀请所有的人进去四处看看，但不必非要买什么东西。安妮在迈过门道前犹豫了一会，而几乎就在同时，她充满欣喜地在门口处一把绿色的扶手椅前停住了。椅子上有一张卡片，上面写着：每周只需花不到一磅，这把精美的椅子就是你的了。底部是非常小的字体：现金价格 89.5 磅。一周一磅.....，嘿，她几乎可以节省每周的家用开支来为它买单，从而不会错过它！“您有什么需要的吗，女士？”从肩膀上传来的一个声音使她吓了一跳。她转过头看着悄悄来到她身边的店员。

“噢，嗯，没什么，”她说，“我只是看看。”“我们的展示间里有各种各样的椅子。如果你进来看看，你会找到适合你的东西。”

安妮担心自己会被说服买并不需要的东西，匆匆离开了商店。

Section II Reading Comprehension

Text 1

一、词汇

1. generalist 通才

2. humanities 人文学科



二、长难句

1. But there is an increasing demand for people who are able to take in great area at a glance, people who perhaps do not know too much about any one field.

句子主干为 there is an increasing demand for people ... people, 两个 people 后分别接有 who 引导的定语从句做后置定语。

翻译：但对那些一眼就能注意到很大区域、可能对任一领域都知之不多的人的需求也在增加。

2. And these “generalists” are particularly needed for positions in administration, where it is their job to see that other people do the work, where they have to plan for other people, to organize other people’s work, to begin it and judge it.

句子主干为 these “generalists” are particularly needed, 介词短语 for positions in administration 做状语，意为“对于管理职位而言”。两个 where 引导的并列定语从句做后置定语修饰先行词 positions in administration, where 相当于 in which(=positions in administration)。第一个 where 从句的主干为 it is their job to see that ..., 其中 that 引导宾语从句。第二个 where 从句的谓语为并列的结构 have to plan...(have) to organize 和(have) to begin。

翻译：管理职位尤其需要这样的“通才”，在管理职位上“通才”的职责是：确保他人完成工作，必须为他人制定计划，组织他人的工作，发起工作且对工作做出评判。

3. It is your task to find out, during your training period, into which of the two kinds of jobs you fit, and to plan your career accordingly.

句子主干是 It is your task to find out ...and to plan your career, 其中 it 为形式主语，真正的主语为后面的不定式结构 to find out ...and to plan your career, find out 后接 into which 引导的宾语从句，该从句也可改为 which of the two kinds of jobs you fit into, 之间插入的介词短语 during ...做时间状语。

翻译：你的任务是在训练期间从两种工作中发现适合自己的那一种，并对自己的职业作出相应的规划。

三、文章结构分析

本文涉及社会人才。文章介绍了社会需要的两类人才，并对人们在工作培训期间的任务以及对待第一份工作应采取的态度提出建议。

第一段：指出在大量职业日益强调专业性的同时，社会对通才的需求也在增加，并介绍了通才的特点和主要的工作内容。

第二段：分别指出专家和通才这两类人才各自的所长、二者的关系、组织对其需求状况、并指出人们在工作培训期间的主要任务是发现自己属于哪一类人才。

第三段：就人们对待第一份工作应采取的态度提出建议。

四、试题具体分析

11. There is an increasing demand for _____.	11. (社会)对_____的需求在增加。
[A] all round people in their own fields	[A]自己所在领域内的多面手



[B] people whose job is to organize other people's work	[B] 组织他人工作的人员
[C] generalists whose educational background is either technical or professional	[C] 具有技术或专业教育背景的通才
[D] specialists whose chief concern is to provide administrative guidance to others	[D] 主要为他人提供管理指导的专家

[分析] 本题考核的知识点是：事实细节题。

第一段③④句指出，对“一眼即能看到很大范围，可能对任一领域都知之不多；能够看到森林而不是树木，能够做出总体判断”的人的需求在日益增加。⑤句将这一类人定义为通才。⑥句指出，管理领域尤需通才来组织他人的工作。题干和[B]选项为该部分内容的概括，people 即指通才。

[A]选项错在 in their own fields. all around people 是 generalist 的近义替换，但文中并没有将通才的了解范围限定为自己的领域。[C]、[D]选项混淆了通才和专家的描述而形成干扰。whose educational background is either technical or professional 是对专家的描述（第二段②句）；whose chief concern is to provide administrative guidance to others 是对通才的描述（第一段末句）。

12. The specialist is _____.	12. 专家是_____。
[A] a man whose job is to train other people	[A] 对他人进行培训者
[B] a man who has been trained in more than one fields	[B] 在不只一个领域受过培训者
[C] a man who can see the forest rather than the trees	[C] 能见森林而非树木者
[D] a man whose concern is mainly with technical or professional matters	[D] 关注对象主要为技术或专业问题者

[分析] 本题考核的知识点是：概念细节题。

第二段①②句指出，专家的主要关注对象是技术和工具，他受过恰当的技术或专业教育。[D]选项是对这两句内容的概括，为正确选项。

[A]选项利用动词 train 作为干扰，专家是“受过培训者”而非“培训他人者”。[B]编造了文中没有的信息 in more than one fields，故排除。[C]选项张冠李戴，该内容为对通才的描述。

13. The administrator is _____.	13. 管理者是_____
[A] a “trained” man who is more a specialist than a generalist	[A] 更倾向于是受过良好培训的专家而非通才
[B] a man who sees the trees as well as the forest	[B] 既能看到树木又能看到森林的人
[C] a man who is very strong in the humanities	[C] 非常擅长人文学科者
[D] a man who is an “educated” specialist	[D] 受过良好教育的专家

[分析] 本题考核的知识点：概念细节题。

第二段③句指出了通才，尤其是管理者的工作对象和工作内容。紧接着④句指出，人文学科是他最坚



强的基石。[C]选项为④句的同义改写，为正确选项。

[A]、[D]选项反向干扰，第二段⑤句明确指出，鲜有专家能够胜任管理者。从第二段的描述可知，管理者更倾向于是通才，[B]选项偷梁换柱，将通才的特点 see the forest rather than the trees 改为 see the trees as well as the forest。

14. During your training period, it is important_____.	14. 在你的培训期间，____非常重要。
[A] to try to be a generalist	[A] 努力成为通才
[B] to choose a profitable job	[B] 选择高收益的工作
[C] to find an organization which fits you	[C] 选择适合你的机构
[D] to decide whether you are fit to be a specialist or a generalist	[D] 决定你是适合做专家还是通才

[分析] 本题考核的知识点是：作者观点细节题。

根据题干的时间关键词 during your training period 定位到第二段末句。该句指出，在培训期间，你的任务是从两类工作（two kinds of jobs）中找到适合你的一种，并作出相应的职业规划。根据上文可知，two kinds of jobs 即指“专家”和“通才”。故[D]选项正确。[A]与文义不符，[B]、[C]文中未提及。

15. A man's first job _____.	15. 一个人的第一份工作_____。
[A] is never the right job for him	[A] 永远不会是适合他的工作
[B] should not be regarded as his final job	[B] 不应该被看做他的最后一份工作
[C] should not be changed or people will become suspicious of his ability to hold any job	[C] 不应更换，否则人们会对他保住工作的能力产生怀疑
[D] is primarily an opportunity to fit himself for his final job	[D] 从根本上来讲是使其适合最终工作的一次机会

[分析] 本题考核的知识点是：作者观点细节题

根据题干关键词 first job 定位到文章最后一段。该段③句指出，不要把你的第一份工作看做最后一份工作，[B]为正确选项。

该段①句指出，你的第一份工作有可能恰好是适合你的工作，[A]选项不合文义。[C]选项偷梁换柱，将②句中 should not change jobs constantly 改为 should not change your first job，从而与原文产生意义偏差。[D]选项错在 final job。③句指出，第一份工作是一个认识自己和自己工作专长的机会，而不是使自己适合最终工作的机会。

五、全文翻译

大量职业在日益强调专业性。这类职业常见于工程、生产、统计、教学领域。但对那些一眼就能注意到很大区域、可能对任一领域都知之不多的人的需求也在增加。换言之，社会需要那些能够看到森林而非树木、能够做出总体判断的人。我们可以称这些人为“通才”。管理职位尤其需要这样的“通才”，在管理职位上“通才”的职责是：确保他人完成工作，必须为他人制定计划，组织他人的工作，发起工作且对工作做出评判。

专家精通某一领域；他关注的是技术和工具。他是“受过良好训练”者；他有良好的技术或专业教育背景。通才，尤其是管理者，与人打交道；他关注的是领导、规划及方向设定。他是“受过良好教育”者；



人文学科是其最坚强的基石。鲜有专家能够胜任管理者。同样，优秀的通才很少同时也是某一特定领域的优秀专家。任何组织都同时需要这两种人，虽然组织不同，需求的比例亦不同。你的任务是在训练期间从两种工作中发现适合自己的那一种，并对自己的职业作出相应的规划。

你的第一份工作可能恰好是适合你的工作——但这纯属巧合。当然，你不应该频繁更换工作，否则人们将怀疑你是否有能力保住一份工作。同时，你也一定不要把第一份工作看做最后一份工作；它主要是一份培训工作的机会，一个认识自己和自己工作专长的机会。

Text 2

一、词汇

- | | | |
|--------------------------------|------------------------|----------------------|
| 1. mighty 巨大的，非凡的 | 2. elevation 高度 | 3. Antarctica 南极地区 |
| 4. Arctic 北极地区 | 5. drifting 漂移的 | |
| 6. hem sb/sth in 包围，限制（某人/某事物） | | 7. unobstructed 无障碍的 |
| 8. refrigerated 冰冷的 | 9. inhabited 有人居住的 | 10. Alaska 阿拉斯加 |
| 11. Siberia 西伯利亚 | 12. Scandinavia 斯堪的纳维亚 | |

二、长难句

1. The Antarctic is a continent almost as large as Europe and Australia combined, centered roughly on the South Pole and surrounded by the most unobstructed water areas of the world -- the Atlantic, Pacific, and Indian Oceans.

句子的主干为 The Antarctic is a continent，名词 continent 后为三个并列的后置定语 almost as large as...，(which is) centered roughly on ...和(which is) surrounded by ...。

翻译：南极地区是一块面积几乎等于欧洲和澳洲之和、以南极为大致中心的大陆。其周围环绕着世界上最为广阔的水域——大西洋、太平洋及印度洋。

2. This cold air current from the land is so forceful that it makes the nearby seas the stormiest in the world and renders unlivable those regions whose counterparts at the opposite end of the globe are inhabited.

句子的主干是 This cold air current from the land is so forceful that ...，so ... that 引导结果状语从句。that 从句的主干是 it makes the nearby seas the stormiest and renders those regions ... unlivable，谓语动词 make 和 render 都接有“宾语+形容词宾补”的结构。render 所接结构中，宾补 unlivable 提前到宾语 those regions 前，因为该宾语后接有较长的后置定语，即 whose 引导的定语从句。

翻译：来自大陆的冷气流的强度足以让附近的海洋成为世界上暴风雪最为肆虐的地方，使南极区域成为无法居住的地区，而在地球另一端同样的位置却有人居住。

三、文章结构分析

本文是一篇地理方面的说明文。文章通过与北极地区做对比，介绍了南极地区的地理状况、人类对其探索程度、该地区的气候及不可居住性。

第一段：介绍南极地区的地理状况，及人类对其探索程度。

第二段：介绍南极地区的气候及其不适宜居住性。



四、试题具体分析

16. The best title for this selection would be _____.	16. 本节选部分的最佳题目是_____。
[A] Iceland	[A] 冰川
[B] Land of Opportunity	[B] 机会的土地
[C] The Unknown Continent	[C] 未知的大陆
[D] Utopia at Last	[D] 最终的乌托邦

[分析] 本题考核知识点是：文章主旨题。

文章第一段介绍了人类对南极地区的探索程度以及南极地区的地理状况。第二段介绍了南极地区的气候条件，并通过与北极地区的气候条件做比指出该地区不适合居住。可见，本文是一篇介绍南极地区的文章。而文章①句说明，南极地区是一片非凡的大陆。②至④句指出，南极地区山川的跨度和高度尚未确定、其大部分地区在我们的地图上都是空白、人们已探索的面积尚不足该大陆的百分之一，即，人类对南极大陆知之甚少。综合以上分析，[C]选项正确，The Unknown Continent 即指南极大陆。

文章并非只局限于对极地冰川的介绍，排除[A]选项。文章也并未指出南极地区蕴藏着丰富的机会，排除[B]。[D]选项和文章内容相反，文中指出，南极气候不适合人类居住，而并非生活的乐土。

17. At the time this article was written, our knowledge of Antarctica was _____.	17. 在撰写本文时，我们关于南极的知识_____。
[A] very limited	[A] 非常有限
[B] vast	[B] 范围很广
[C] fairly rich	[C] 相当丰富
[D] nonexistent	[D] 不存在

[分析] 本题考核知识点：细节概括题。

第一段②至④句指出，南极地区山川的跨度和高度尚未确定、其大部分地区在我们的地图上都是空白、人们已探索的面积尚不足该大陆的百分之一。[A]limited 为“人们对南极了解程度”的正确概括。

18. Antarctica is bordered by the _____.	18. 南极地区的边缘为_____。
[A] Pacific Ocean	[A] 太平洋
[B] Indian Ocean	[B] 印度洋
[C] Atlantic Ocean	[C] 大西洋
[D] All three	[D] 以上三个都包括

[分析] 本题考核的知识点是：事实细节题。

第一段末句指出，南极大陆被大西洋、太平洋和印度洋所包围。[D]选项正确。

19. The Antarctic is made uninhabitable primarily by _____.	19. 南极地区不适宜居住的主要原因为_____。
[A] cold air	[A] 冷空气
[B] calm seas	[B] 平静的大海
[C] ice	[C] 冰
[D] lack of knowledge about the continent	[D] 对该大陆了解的缺乏



[分析] 本题考核的知识点是：因果细节题。

第二段②句指出，距北极某一距离的一些地区适宜居住，而来自大陆的强冷气流使得具南极同等距离的地区却无法居住（This cold air current ...renders unlivable those regions whose counterparts at the opposite end of the globe are inhabited）。[A]选项正确。

20. According to this article _____.	20. 根据本文可知，_____。
[A] 2,000 people live on the Antarctic Continent	[A] 有 2000 人住在南极大陆
[B] a million people live within 2,000 miles of the South Pole	[B] 有一百万人住在距南极两千英里的范围内
[C] weather conditions within a 2,000 mile radius of the South Pole make settlements impractical	[C] 以南极为中心，2000 英里为半径的区域内的天气条件不适合居住
[D] only a handful of natives inhabit Antarctica	[D] 南极地区只有很少的本地人居住

[分析] 本题考核知识点：细节综合题。

第二段②句指出，北极的一些地区适宜居住，而来自大陆的强冷气流使南极地区却无法居住。③④句指出，在距北极 2000 英里的区域内，居住着一百多万人口；而在距南极同样距离的范围内，则连一棵树、一家企业、一个定居点都没有。[C]选项为对该部分内容的概述。

五、全文翻译

在世界底端存在着一片尚被冰川覆盖的、不久之前才为人所知的非凡的大陆。这是一片广阔的陆地，其山川的跨度和高度尚未确定。它的大部分地区在我们的地图上都还是空白。人类步行探索的范围尚不足其面积的百分之一。南极和北极地区存在着根本的差异。北极地区是一片被巨大的欧、亚、北美大陆所包围、被漂移的冰块所覆盖的大海。南极地区是一块面积几乎等于欧洲和澳洲之和、以南极为大致中心的大陆。其周围环绕着世界上最为广阔的水域——大西洋、太平洋及印度洋。

大陆冰盖的中心高达两英里多，因此，南极上空的空气比北极地区更冰冷。来自大陆的冷气流的强度足以让附近的海洋成为世界上暴风雪最为肆虐的地方，使南极区域成为无法居住的地区，而在地球另一端同样的位置却有人居住。因此，在距北极 2000 英里范围内包括大部分的阿拉斯加、西伯利亚、斯堪的纳维亚的这样一个林业和矿业丰富的地区，居住着一百多万人口。而在距南极同等距离的区域内，除了少数几家气象站外，连一棵树，一家产业、或一个定居点都没有。

Section III English-Chinese Translation

一、文章结构分析

本文强调了要为大学生提供更多课程方面的信息，从而使他们在对各门不同学科进行钻研之后，选择符合自己兴趣和能力的学科。

二、试题具体解析

21. 本题考核的知识点是：主从复合句、形式主语。

【句子结构】该句为主从复合句。句首为 if 引导的条件从句，主句为 it is not hard to see ...，可以采用顺译法，保留句子原来的顺序。主句中 it 为形式主语，不定式结构 to see ... 为真正的主语。how difficult it is ... abilities 为 see 的宾语从句。从句的主干结构为 how difficult it is for a student to ...，其中 it 为形式主语，真正的主语是后面的不定式结构 to select the course，过去分词短语 most suited to his interests and abilities 做后置定语，修饰先行词 the course。翻译该从句时应将真正的主语内容译出。

【词义确定】variety (of sth) 意为“不同种类，多种式样”；suited to sth 意为“合适，适当”。



【翻译】如果想一想那些为学生设置的门类繁多的课程，我们就不难发现，对一个学生来说，要选一门符合他的兴趣和能力的课程是多么困难。

22. 本题考核的知识点是：主从复合句、不定式结构。

【句子结构】该句为主从复合句。句首为 if 引导的条件从句，主句为 he will undoubtedly benefit. 条件句的主干为 If a student goes to university, 三个并列的不定式结构做目的状语：to acquire ... to enlarge ... and to learn ...。

【词义确定】acquire 意为“获得，取得，学到”；perspective 意为“看法，观点”。

【翻译】如果一个学生进大学是为了想获得一个对生活前景更广泛的认识，为了扩大思想境界和学会独立思考，那么毫无疑问，进大学对他是有好处的。

23. 本题考核的知识点是：固定结构、不定式结构、状语。

【句子结构】该句的主干为 Schools often have too restricting an atmosphere to ...。注意，too ... to ... 结构除了用于“too + 形容词或副词 + to do sth”外，也可用于“too + 形容词 + a / an + 单数可数名词 + to do sth”。句末为较长的不定式结构 to allow ... 做结果状语。Atmosphere 和不定式之间插入的介词短语 with its time tables and disciplines 做状语，根据语义，可以译为汉语的原因状语。

【词义确定】restricting 意为“限制的”；atmosphere 意为“气氛”；allow (sb sth) 意为“给予……”；assessment 意为“估价，评估”。

【翻译】学校由于受课程表和纪律的约束，气氛往往令人感到过于拘束，使学生没有充分时间对规定要他做的事情有独立的见解。

24. 本题考核的知识点是：插入语，方式状语，主语补语

【句子结构】该句的插入语部分 I believe 可放在句子最前面，从而看成“主谓句+宾语从句”的句型，译为：我认为……。宾语从句的主干是 Most students would profit by ...，介词短语 by a year of ... studies 做方式状语，修饰 profit，译为“通过/经过……”。句末 especially those ... 是从句主语的补语，翻译时可提前跟在主语后。

【词义确定】exploration 意为“探测，探索”，这里根据与 academic studies 的搭配，译为“钻研”。all rounder 意为“多面手”，根据上下文译为“全面发展的学生”。

【翻译】我认为大多数学生，尤其是那些没有偏重某一门课程的“全面发展的学生”，经过一年左右的时间对各门不同学科的钻研，将会从中获益。

25. 本题考核的知识点是：there be 句型、后置定语

【句子结构】该句的主干结构为 there be 句型，即 There is another side, 介词短语 to the question ... 做后置定语，修饰名词 side。其中 question 后跟有介词短语 of how to make the best use of one's time at university 做后置定语，说明其具体内容。

【词义确定】side 意为“方面”；介词 to 意为“属于，关于，对于”；make the best use of 意为“充分地利用”。

【翻译】当然，关于一个人如何最充分地利用上大学的时间，还有另外一个方面。

26. 本题考核的知识点是：定语从句

【句子结构】该句的主干是 This is the case of the student, who 引导的定语从句修饰先行词 student。

【词义确定】case 意为“情形，情况”。excel in 意为“在……方面出类拔萃”；branch of learning 意为“知识的一门分科”。

【翻译】某一学科中出类拔萃的学生就属于这种情况。

27. 本题考核的知识点是：分词结构、名词转译为动词

【句子结构】该句的主干为 He is immediately accepted by ... , and spends his three or four years becoming ... , 其中谓语部分为 and 连接的两个动词短语，前一个是被动语态 is accepted by, 后一个是 spend time doing sth 的结构。分词结构 emerging with a first-class Honour Degree and very little knowledge of ... 做结果状语，由于该部分较长，可单独译成一句。句末名词从句 what the rest of the world is all about 做介词 of



的宾语。

【词义确定】the University of his choice 和 little knowledge of what the rest of the world is all about 中 choice 和 knowledge 都有动作含义，应译为“选择大学”和“了解外界”。emerge 意为“露头，出现”。

【翻译】他一毕业马上就被一所他自己选中的大学所接受，再花三、四年时间成为一名专家。结果他以优异的成绩取得荣誉学位，但对外界的一切却几乎一无所知。

28. 本题考核的知识点是：主语从句、条件状语从句

【句子结构】该句的主干是 It therefore becomes more and more important that ...，其中 it 为形式主语，that 从句是真正的主语。主语从句中嵌套了 if 条件句，主语从句的主干为 there will have to be much more detailed information。由于主语从句较长，可以先单独译成一句话。

【翻译】因此，如果要学生好好利用他们上大学的机会，就应该为他们提供大量关于课程方面更为详尽的信息和更多的建议。这个问题显得越来越重要了。

三、全文翻译

发现有多少上大学的年轻人对将来要做什么没有任何明确的想法，将是一件有趣的事情。(21) 如果想一想那些为学生设置的门类繁多的课程，我们就不难发现，对一个学生来说，要选一门符合他的兴趣和能力的课程是多么困难。(22) 如果一个学生进大学是为了想获得一个对生活前景更广泛的认识，为了扩大思想境界和学会独立思考，那么毫无疑问，进大学对他是有好处的。(23) 学校由于受课程表和纪律的约束，气氛往往令人感到过于拘束，使学生没有充分时间对规定要他做的事情有独立的见解。(24) 我认为大多数学生，尤其是那些没有偏重某一门课程的“全面发展的学生”，经过一年左右的时间对各门不同学科的钻研，将会从中获益。他们应该有更长的时间来决定想拿什么学科的学位，以便在以后的岁月里回顾过去时不会说，“我希望自己是一名考古学家。如果我没有获得现代语言的学位，就不会成为一名翻译，但现在为时已晚。我不能回头再重新来过了。

(25) 当然，关于一个人如何最充分地利用上大学的时间，还有另外一个方面。(26) 某一学科中出类拔萃的学生就属于这种情况。(27) 他一毕业马上就被一所他自己选中的大学所接受，再花三、四年时间成为一名专家。结果他以优异的成绩取得荣誉学位，但对外界的一切却几乎一无所知。(28) 因此，如果要学生好好利用他们上大学的机会，就应该为他们提供大量关于课程方面更为详尽的信息和更多的建议。这个问题显得越来越重要了。只有这样，我们才能确保：一方面，我们不会有一帮对自己学科以外的事情完全无知的专家，另一方面，我们不会有越来越多的毕业生具备这个工作世界很少或没有需求的学科的知识。