

1998 年考研英语完型真题

Until recently most historians spoke very critically of the Industrial Revolution. They 1 that in the long run industrialization greatly raised the standard of living for the 2 man. But they insisted that its 3 results during the period from 1750 to 1850 were widespread poverty and misery for the 4 of the English population. 5 contrast, they saw in the preceding hundred years from 1650 to 1750, when England was still a 6 agricultural country, a period of great abundance and prosperity.

This view, 7, is generally thought to be wrong. Specialists 8 history and economics, have 9 two things: that the period from 1650 to 1750 was 10 by great poverty, and that industrialization certainly did not worsen and may have actually improved the conditions for the majority of the populace.

- | | | | |
|-------------------|----------------|---------------|----------------|
| 1. [A] admitted | [B] believed | [C] claimed | [D] predicted |
| 2. [A] plain | [B] average | [C] mean | [D] normal |
| 3. [A] momentary | [B] prompt | [C] instant | [D] immediate |
| 4. [A] bulk | [B] host | [C] gross | [D] magnitude |
| 5. [A] On | [B] With | [C] For | [D] By |
| 6. [A] broadly | [B] thoroughly | [C] generally | [D] completely |
| 7. [A] however | [B] meanwhile | [C] therefore | [D] moreover |
| 8. [A] at | [B] in | [C] about | [D] for |
| 9. [A] manifested | [B] approved | [C] shown | [D] speculated |
| 10. [A] noted | [B] impressed | [C] labeled | [D] marked |

1999 年考研英语完型真题

Industrial safety does not just happen. Companies___1___ low accident rates plan their safety programs, work hard to organize them, and continue working to keep them ___2___ and active. When the work is well done, a ___3___ of accident free operations is established ___4___ time lost due to injuries is kept at a minimum.

Successful safety programs may___5___ greatly in the emphasis placed on certain aspects of the program. Some place great emphasis on mechanical guarding. Others stress safe work practices by___6___ rules or regulations. ___7___ others depend on an emotional appeal to the worker. But, there are certain basic ideas that must be used in every program if maximum results are to be obtained.

There can be no question about the value of a safety program. From a financial standpoint alone, safety___8___. The fewer the injury___9___, the better the workman's insurance rate. This may mean the difference between operating at___10___ or at a loss.

- | | | | |
|----------------------|-----------------|------------------|-------------------|
| 1. [A] at | [B] in | [C] on | [D] with |
| 2. [A] alive | [B] vivid | [C] mobile | [D] diverse |
| 3. [A] regulation | [B] climate | [C] circumstance | [D] requirement |
| 4. [A] where | [B] how | [C] what | [D] unless |
| 5. [A] alter | [B] differ | [C] shift | [D] distinguish |
| 6. [A] constituting | [B] aggravating | [C] observing | [D] justifying |
| 7. [A] Some | [B] Many | [C] Even | [D] Still |
| 8. [A] comes off | [B] turns up | [C] pays off | [D] holds up |
| 9. [A] claims | [B] reports | [C] declarations | [D] proclamations |
| 10. [A] an advantage | [B] a benefit | [C] an interest | [D] a profit |

2000 年考研英语完型真题

If a farmer wishes to succeed, he must try to keep a wide gap between his consumption and his production. He must store a large quantity of grain__1__consuming all his grain immediately. He can continue to support himself and his family__2__he produces a surplus. He must use this surplus in three ways: as seed for sowing, as an insurance__3__the unpredictable effects of bad weather and as a commodity which he must sell in order to__4__old agricultural implements and obtain chemical fertilizers to__5__the soil. He may also need money to construct irrigation__6__and improve his farm in other ways. If no surplus is available, a farmer cannot be__7__. He must either sell some of his property or__8__extra funds in the form of loans. Naturally he will try to borrow money at a low__9__of interest, but loans of this kind are not__10__obtainable.

- | | | | |
|-----------------------|---------------------|--------------------|---------------------|
| 1. [A] other than | [B] as well as | [C] instead of | [D] more than |
| 2. [A] only if | [B] much as | [C] long before | [D] ever since |
| 3. [A] for | [B] against | [C] of | [D] towards |
| 4. [A] replace | [B] purchase | [C] supplement | [D] dispose |
| 5. [A] enhance | [B] mix | [C] feed | [D] raise |
| 6. [A] vessels | [B] routes | [C] paths | [D] channels |
| 7. [A] self-confident | [B] self-sufficient | [C] self-satisfied | [D] self-restrained |
| 8. [A] search | [B] save | [C] offer | [D] seek |
| 9. [A] proportion | [B] percentage | [C] rate | [D] ratio |
| 10. [A] genuinely | [B] obviously | [C] presumably | [D] frequently |

2001 年考研英语完型真题

The government is to ban payments to witnesses by newspapers seeking to buy up people involved in prominent cases ___1___ the trial of Rosemary West.

In a significant ___2___ of legal controls over the press, Lord Irvine, the Lord Chancellor, will introduce a ___3___ bill that will propose making payments to witnesses ___4___ and will strictly control the amount of ___5___ that can be given to a case ___6___ a trial begins.

In a letter to Gerald Kaufman, chairman of the House of Commons media select committee, Lord Irvine said he ___7___ with a committee report this year which said that self regulation did not ___8___ sufficient control.

___9___ of the letter came two days after Lord Irvine caused a ___10___ of media protest when he said the ___11___ of privacy controls contained in European legislation would be left to judges ___12___ to Parliament.

The Lord Chancellor said introduction of the Human Rights Bill, which ___13___ the European Convention on Human Rights legally ___14___ in Britain, laid down that everybody was ___15___ to privacy and that public figures could go to court to protect themselves and their families.

“Press freedoms will be in safe hands ___16___ our British judges,” he said.

Witness payments became an ___17___ after West was sentenced to 10 life sentences in 1995. Up to 19 witnesses were ___18___ to have received payments for telling their stories to newspapers. Concerns were raised ___19___ witnesses might be encouraged exaggerate their stories in court to ___20___ guilty verdicts.

- | | | | |
|---------------------|--------------------|-------------------|-------------------|
| 1. [A] as to | [B] for instance | [C] in particular | [D] such as |
| 2. [A] tightening | [B] intensifying | [C] focusing | [D] fastening |
| 3. [A] sketch | [B] rough | [C] preliminary | [D] draft |
| 4. [A] illogical | [B] illegal | [C] improbable | [D] improper |
| 5. [A] publicity | [B] penalty | [C] popularity | [D] peculiarity |
| 6. [A] since | [B] if | [C] before | [D] as |
| 7. [A] sided | [B] shared | [C] complied | [D] agreed |
| 8. [A] present | [B] offer | [C] manifest | [D] indicate |
| 9. [A] Release | [B] Publication | [C] Printing | [D] Exposure |
| 10. [A] storm | [B] rage | [C] flare | [D] flash |
| 11. [A] translation | [B] interpretation | [C] exhibition | [D] demonstration |
| 12. [A] better than | [B] other than | [C] rather than | [D] sooner than |
| 13. [A] changes | [B] makes | [C] sets | [D] turns |
| 14. [A] binding | [B] convincing | [C] restraining | [D] sustaining |
| 15. [A] authorized | [B] credited | [C] entitled | [D] qualified |
| 16. [A] with | [B] to | [C] from | [D] by |
| 17. [A] impact | [B] incident | [C] inference | [D] issue |
| 18. [A] stated | [B] remarked | [C] said | [D] told |
| 19. [A] what | [B] when | [C] which | [D] that |
| 20. [A] assure | [B] confide | [C] ensure | [D] guarantee |

2002 年考研英语完型真题

Comparisons were drawn between the development of television in the 20th century and the diffusion of printing in the 15th and 16th centuries. Yet much had happened 1. As was discussed before, it was not 2 the 19th century that the newspaper became the dominant pre-electronic 3, following in the wake of the pamphlet and the book and in the 4 of the periodical. It was during the same time that the communications revolution 5 up, beginning with transport, the railway, and leading 6 through the telegraph, the telephone, radio, and motion pictures 7 the 20th century world of the motor car and the air plane. Not everyone sees that Process in 8. It is important to do so.

It is generally recognized, 9, that the introduction of the computer in the early 20th century, 10 by the invention of the integrated circuit during the 1960s, radically changed the process, 11 its impact on the media was not immediately 12. As time went by, computers became smaller and more powerful, and they became “personal” too, as well as 13, with display becoming sharper and storage 14 increasing. They were thought of, like people, 15 generations, with the distance between generations much 16.

It was within the computer age that the term “information society” began to be widely used to describe the 17 within which we now live. The communications revolution has 18 both work and leisure and how we think and feel both about place and time, but there have been 19 view about its economic, political, social and cultural implications. “Benefits” have been weighed 20 “harmful” outcomes. And generalizations have proved difficult.

- | | | | |
|-----------------------|-------------------|--------------------|-------------------|
| 1. [A] between | [B] before | [C] since | [D] later |
| 2. [A] after | [B] by | [C] during | [D] until |
| 3. [A] means | [B] method | [C] medium | [D] measure |
| 4. [A] process | [B] company | [C] light | [D] form |
| 5. [A] gathered | [B] speeded | [C] worked | [D] picked |
| 6. [A] on | [B] out | [C] over | [D] off |
| 7. [A] of | [B] for | [C] beyond | [D] into |
| 8. [A] concept | [B] dimension | [C] effect | [D] perspective |
| 9. [A] indeed | [B] hence | [C] however | [D] therefore |
| 10. [A] brought | [B] followed | [C] stimulated | [D] characterized |
| 11. [A] unless | [B] since | [C] lest | [D] although |
| 12. [A] apparent | [B] desirable | [C] negative | [D] plausible |
| 13. [A] institutional | [B] universal | [C] fundamental | [D] instrumental |
| 14. [A] ability | [B] capability | [C] capacity | [D] faculty |
| 15. [A] by means of | [B] in terms of | [C] with regard to | [D] in line with |
| 16. [A] deeper | [B] fewer | [C] nearer | [D] smaller |
| 17. [A] context | [B] range | [C] scope | [D] territory |
| 18. [A] regarded | [B] impressed | [C] influenced | [D] effected |
| 19. [A] competitive | [B] controversial | [C] distracting | [D] irrational |
| 20. [A] above | [B] upon | [C] against | [D] with |

2003 年考研英语完型真题

Teachers need to be aware of the emotional, intellectual, and physical changes that young adults experience. And they also need to give serious 1 to how they can best 2 such changes. Growing bodies need movement and 3, but not just in ways that emphasize competition. 4 they are adjusting to their new bodies and a whole host of new intellectual and emotional challenges, teenagers are especially self-conscious and need the 5 that comes from achieving success and knowing that their accomplishments are 6 by others. However, the typical teenage lifestyle is already filled with so much competition that it would be 7 to plan activities in which there are more winners than losers, 8, publishing newsletters with many student-written book reviews, 9 student artwork, and sponsoring book discussion clubs. A variety of small clubs can provide 10 opportunities for leadership, as well as for practice in successful 11 dynamics. Making friends is extremely important to teenagers, and many shy students need the 12 of some kind of organization with a supportive adult 13 visible in the background.

In these activities, it is important to remember that the young teens have 14 attention spans. A variety of activities should be organized 15 participants can remain active as long as they want and then go on to 16 else without feeling guilty and without letting the other participants 17. This does not mean that adults must accept irresponsibility. 18 they can help students acquire a sense of commitment by 19 for roles that are within their 20 and their attention spans and by having clearly stated rules.

1. [A] thought	[B] idea	[C] opinion	[D] advice
2. [A] strengthen	[B] accommodate	[C] stimulate	[D] enhance
3. [A] care	[B] nutrition	[C] exercise	[D] leisure
4. [A] If	[B] Although	[C] Whereas	[D] Because
5. [A] assistance	[B] guidance	[C] confidence	[D] tolerance
6. [A] claimed	[B] admired	[C] ignored	[D] surpassed
7. [A] improper	[B] risky	[C] fair	[D] wise
8. [A] in effect	[B] as a result	[C] for example	[D] in a sense
9. [A] displaying	[B] describing	[C] creating	[D] exchanging
10. [A] durable	[B] excessive	[C] surplus	[D] multiple
11. [A] group	[B] individual	[C] personnel	[D] corporation
12. [A] consent	[B] insurance	[C] admission	[D] security
13. [A] particularly	[B] barely	[C] definitely	[D] rarely
14. [A] similar	[B] long	[C] different	[D] short
15. [A] if only	[B] now that	[C] so that	[D] even if
16. [A] everything	[B] anything	[C] nothing	[D] something
17. [A] off	[B] down	[C] out	[D] alone
18. [A] On the contrary	[B] On the average	[C] On the whole	[D] On the other hand
19. [A] making	[B] standing	[C] planning	[D] taking
20. [A] capability	[B] responsibility	[C] proficiency	[D] efficiency

2004 年考研英语完型真题

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories 1 on the individual suggest that children engage in criminal behavior 2 they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through 3 with others. Theories focusing on the role of society suggest that children commit crimes in 4 to their failure to rise above their socioeconomic status, 5 as a rejection of middle-class values.

Most theories of juvenile delinquency have focused on children from disadvantaged families, 6 the fact that children from wealthy homes also commit crimes. The latter may commit crimes 7 lack of adequate parental control. All theories, however, are tentative and are 8 to criticism.

Changes in the social structure may indirectly 9 juvenile crime rates. For example, changes in the economy that 10 to fewer job opportunities for youth and rising unemployment 11 make gainful employment increasingly difficult to obtain. The resulting discontent may in 12 lead more youths into criminal behavior.

Families have also 13 changes these years. More families consist of one-parent households or two working parents; 14, children are likely to have less supervision at home 15 was common in the traditional family 16. This lack of parental supervision is thought to be an influence on juvenile crime rates. Other 17 causes of offensive acts include frustration or failure in school, the increased 18 of drugs and alcohol, and the growing 19 of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, 20 a direct causal relationship has not yet been established.

- | | | | |
|--------------------|------------------|------------------|--------------------|
| 1. [A] acting | [B] relying | [C] centering | [D] commenting |
| 2. [A] before | [B] unless | [C] until | [D] because |
| 3. [A] interaction | [B] assimilation | [C] cooperation | [D] consultation |
| 4. [A] return | [B] reply | [C] reference | [D] response |
| 5. [A] or | [B] but rather | [C] but | [D] or else |
| 6. [A] considering | [B] ignoring | [C] highlighting | [D] discarding |
| 7. [A] on | [B] in | [C] for | [D] with |
| 8. [A] immune | [B] resistant | [C] sensitive | [D] subject |
| 9. [A] affect | [B] reduce | [C] chock | [D] reflect |
| 10. [A] point | [B] lead | [C] come | [D] amount |
| 11. [A] in general | [B] on average | [C] by contrast | [D] at length |
| 12. [A] case | [B] short | [C] turn | [D] essence |
| 13. [A] survived | [B] noticed | [C] undertaken | [D] experienced |
| 14. [A] contrarily | [B] consequently | [C] similarly | [D] simultaneously |
| 15. [A] than | [B] that | [C] which | [D] as |
| 16. [A] system | [B] structure | [C] concept | [D] heritage |
| 17. [A] assessable | [B] identifiable | [C] negligible | [D] incredible |
| 18. [A] expense | [B] restriction | [C] allocation | [D] availability |
| 19. [A] incidence | [B] awareness | [C] exposure | [D] popularity |
| 20. [A] provided | [B] since | [C] although | [D] supposing |