

【初试】2026 年 山东科技大学 240 英语(单考)考研精品资料

说明：本套资料由高分研究生潜心整理编写，高清电子版支持打印，考研推荐资料。

一、考研真题汇编

0. 山东科技大学 240 英语(单考)2004-2007 考研真题汇编；暂无答案。

说明：分析历年考研真题可以把握出题脉络，了解考题难度、风格，侧重点等，为考研复习指明方向。

二、2026 年山东科技大学 240 英语(单考)考研资料

1. 单独考试英语考研复习相关资料[考研核心题库]

1-1、2026 年 240 英语(单考)考研核心题库[词汇+语法+翻译+完型+改错+写作]

①2026 年研究生考试 240 英语(单考)考研核心题库[词汇]题库及答案解析

②2026 年研究生考试 240 英语(单考)考研核心题库[语法]题库及答案解析

③2026 年研究生考试 240 英语(单考)考研核心题库[翻译]题库及答案解析

④2026 年研究生考试 240 英语(单考)考研核心题库[完型]题库及答案解析

⑤2026 年研究生考试 240 英语(单考)考研核心题库[改错]题库及答案解析

⑥2026 年研究生考试 240 英语(单考)考研核心题库[阅读理解]题库及答案解析

⑦2026 年研究生考试 240 英语(单考)考研核心题库[写作]题库及答案解析

说明：专业课强化辅导班使用。最新最全考研复习题库，均含有详细答案解析，考研首选。

三、电子版资料全国统一零售价

本套考研资料包含以上一、二部分(不含教材)，全国统一零售价：[¥]

四、2026 年研究生入学考试指定/推荐参考书目(资料不包括教材)

山东科技大学 240 英语(单考)考研初试参考书

不指定参考书

五、本套考研资料适用学院

计算机科学与工程学院

机械电子工程学院

能源与矿业工程学院

安全与环境工程学院

地球科学与工程学院

六、本专业一对一辅导(资料不包含，需另付费)

提供本专业高分学长一对一辅导及答疑服务，需另付费，具体辅导内容计划、课时、辅导方式、收费标准等详情请咨询机构或商家。

七、本专业报录数据分析报告(资料不包含，需另付费)

提供本专业近年报考录取数据及调剂分析报告，需另付费，报录数据包括：

①报录数据-本专业招生计划、院校分数线、录取情况分析 & 详细录取名单；

②调剂去向-报考本专业未被录取的考生调剂去向院校及详细名单。

版权声明

编写组依法对本书享有专有著作权，同时我们尊重知识产权，对本电子书部分内容参考和引用的市面上已出版或发行图书及来自互联网等资料的文字、图片、表格数据等资料，均要求注明作者和来源。但由于各种原因，如资料引用时未能联系上作者或者无法确认内容来源等，因而有部分未注明作者或来源，在此对原作者或权利人表示感谢。若使用过程中对本书有任何异议请直接联系我们，我们会在第一时间与您沟通处理。

因编撰此电子书属于首次，加之作者水平和时间所限，书中错漏之处在所难免，恳切希望广大考生读者批评指正。

目录

封面.....	1
目录.....	4
山东科技大学 240 英语（单考）历年真题汇编.....	5
山东科技大学 240 英语（单考）2007 年考研真题（暂无答案）	5
山东科技大学 240 英语（单考）2006 年考研真题（暂无答案）	15
山东科技大学 240 英语（单考）2005 年考研真题（暂无答案）	23
山东科技大学 240 英语（单考）2004 年考研真题（暂无答案）	33
2026 年山东科技大学 240 英语(单考)考研核心题库	41
英语(单考)考研核心题库之[词汇]精编	41
英语(单考)考研核心题库之[语法]精编	58
英语(单考)考研核心题库之[翻译]精编	71
英语(单考)考研核心题库之[完型]精编	106
英语(单考)考研核心题库之[改错]精编	226
英语(单考)考研核心题库之[阅读理解]精编	240
英语(单考)考研核心题库之[写作]精编	281

山东科技大学 240 英语（单考）历年真题汇编

山东科技大学 240 英语（单考）2007 年考研真题（暂无答案）

科目代码：211 请在答题纸（本）上做题，在此试卷可草稿纸上做题无效！

山东科技大学 2007 年招收硕士学位研究生入学考试

英语（单）试卷

Part 1 Reading Comprehension (40%)

Questions 1 to 5 are based on the following passage.

The common cold is the world's most widespread illness, which probably why there are more myths about it than any of the other plagues that flesh is heir to.

The most widespread fallacy(谬误)of all is that colds are caused by cold. They are not. They are caused by viruses passed on from person to person. You catch a cold by coming into contact, directly or indirectly, with someone who already has one. If cold causes colds, it would be reasonable to expect the Eskimos to suffer from them permanently. But they do not. And in isolated arctic regions explorers have reported being free from colds until coming into contact again with infected people from the outside world by way of packages and mail dropped from airplanes.

During the First World War soldiers who spent long periods in the trenches(战壕), cold and wet, showed no increased tendency to catch colds.

In the Second War prisoners at the notorious Auschwitz concentration camp, naked and starving, were astonished to find that they seldom had colds.

At the Common Cold Research Unit in England, volunteers took part in experiments in which they submitted to the discomforts of being cold and wet for long stretches of time. After taking hot baths, they put on bathing suits, allowed themselves to be wet with cold water, and then stood about dripping wet in drafty room. Some wore wet socks all day while others excised in the rain until close to exhaustion. Not one of the volunteers came down with a cold unless a cold virus was actually dropped in his nose.

If, then, cold and wet have nothing to do with catching colds, why are they more prevalent in the winter? Despite the most painstaking research, no one has yet found the answer. One explanation offered by scientists is that people tend to stay together indoors more in cold weather than at other times, and this makes it easier for cold viruses to be passed on.

No one yet found a cure for the cold. There are drugs and pain suppressors(止痛片) such as aspirin, but all they do is relieve the symptoms.

1. According to the passage, there are more myths about the common cold than any other human disease because ____.

- (A) it spreads very quickly
- (B) it is the most widespread illness
- (C) the climate of the world is getting colder and colder
- (D) few people can catch colds

2. We learn from the passage that ____.

- (A) the Eskimos do not suffer from colds at all
- (B) colds are caused by cold
- (C) people suffer from colds just because they like to stay indoors

- (D) a person may catch a cold by touching someone who already has one
3. Arctic explorers may catch colds when____.
- (A) they are working in the isolated arctic regions
- (B) they are writing reports in terribly cold weather
- (C) they are free from work in the isolated arctic regions
- (D) they are coming into contact with the outside world
4. During the First World War, soldiers who spent long periods in cold and wet trenches ____.
- (A) often caught colds
- (B) never caught colds
- (C) did not show increased tendency to catch colds
- (D) seldom caught colds
5. What does the passage mainly discuss?
- (A) The experiments on the common cold.
- (B) The myths about the common cold.
- (C) An explanation of the reason and the way people catch colds.
- (D) The continued spread of common colds.

Questions 6 to 10 are based on the following passage.

Much attention is presently being given to what is termed "functional illiteracy", this should not be confused with the problem of illiteracy, that is, the inability to read and write. Current United Nations Education, Scientific and Cultural Organization (UNESCO) figures indicate that 99 percent of all Americans are literate, the same figure assigned to nations such as Britain, Germany. Functional illiteracy, by contrast, is concerned with how much difficulty people have in actually using and writing skills in everyday situations. This might be interpreted, for example, as the relative ability to understand federal income tax forms, or printed instructions, or how well someone can write a letter of complaint, or apply for a job in writing.

There are no agreed-upon definitions of what functional illiteracy is and, in practice, definitions vary widely. For many years, reading tests have been used throughout the country which define reading ability by grade level. "Tenth-grade reading level", for instance, would be the average reading score of all pupils who have completed ten years of school. There are, of course, many different reading tests. One definition of functional illiteracy holds that anyone is "illiterate" who reads at less than an eighth-grade level. Another common definition uses a twelfth-grade level (the last year of high school in the U.S.).

There seems to be general agreement that at least one-tenth of all Americans are functionally illiterate in English to some degree. It is also hardly surprising that those nations which (like the U.S.)

There seems to be general agreement that at least one-tenth of all Americans are functionally illiterate in English to some degree. It is also hardly surprising that those nations which (like the U.S.) have paid most attention to this concept, and which have nationwide testing, have found the greatest problems. As one educator humorously put it, "Reading tests cause illiteracy". Canada, for example, which also has a large non-English speaking immigrant population, has recently found that many