

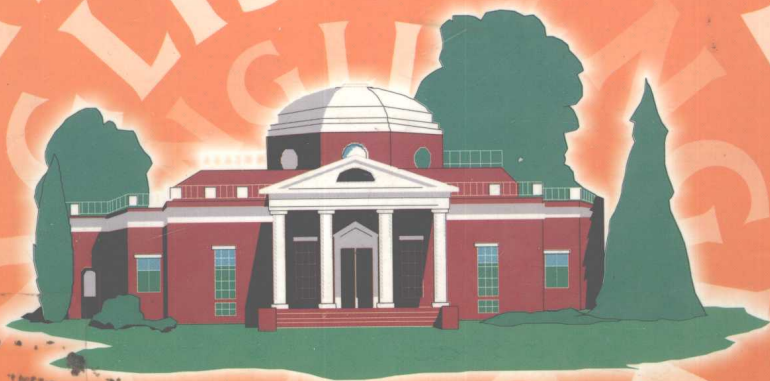
范俊军 宫 齐 主编



同等学力人员  
申请硕士学位  
英语考试丛书

# 英语模拟试题 试题分析及详解

曹佩升 刘绍龙 李晓云 编写  
戴 佳 叶 堃 林 葵



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# 前 言

自 1994 年国务院学位办确定在职人员以同等学力申请硕士学位以来，这类考试引起了社会的广泛关注，并受到各界人士的普遍欢迎。尤其是近四五年，我国高等学校研究生教育的快速发展，为在职人员申请硕士学位提供了良好的外部条件，越来越多的社会人士开始自学研究生课程或就读研究生课程班，参加国家统考，以期提高自身专业水平，提升学历层次。据有关部门不完全统计，至 2003 年，我国高等学校有同等学力研究生课程班学员逾 25 万人，2003 年参加同等学力申请硕士学位全国英语统考人数将近 20 万人，今后几年将呈快速递增趋势。这说明，在职人员申请硕士学位考试，既适应了国家发展对人才的需求，也满足了个人自学成才、提高学历的愿望。

为了使参加同等学力申请硕士学位英语统考的广大学员和社会人士，能够更好地理解和把握考试大纲，在较短时间内有效地备战考试，提高应试能力，我们组织了多年从事研究生课程班英语教学培训的高校专家和教师，根据 2004 年对同等学力人员申请硕士学位英语统考大纲所作的修改，编选了这套《同等学力人员申请硕士学位英语考试丛书》。丛书分为两册：《英语统一考试试题详解及翻译》和《英语模拟试题试题分析及详解》。前册收录 1997 至 2003 年统考英语试题及答案，在对考测的知识点、答题技巧、答案内容作了详细的分析和解说的同时，还提供了阅读等部分的参考译文，为考生提供了更多英译汉方面的技巧和训练，以使其尽快适应 2004 年新大纲的要求；本册则根据新大纲编写了若干套包括英译汉练习在内的模拟试题，分别对考卷所涉及各类题型的重要知识点进行了梳理，对如何应试答题提出了具有操作性的指导建议。

目前市面上已经见到过几种类似的统考英语辅导材料，这在某种程度上满足了考生的要求。但是我们在教学培训中参考使用这些辅导练习材料的时候，仍发现存在诸多不便或不尽人意之处，如答案解析失于简略，试题错乱，答案遗漏或印刷错误等。我们根据教学培训的经验以及学员和考生的反馈情况，参考了已有相关辅导丛书，重新编选、编写了这套辅导丛书，并在增加阅读理解等部分汉语译文的同时尽可能纠正疏漏，以期广大学员和自学者使用起来更方便，学习效率更高。

本册模拟试题由编写者完成初稿，主编对答案解析和写作提示分析作了较大修改，并最后统稿审校。恳切希望有关专家、教师、学员和广大考生提出批评和建议。

编者  
2004年5月

# 关于 2004 年《考试大纲》的说明

《同等学力申请硕士学位英语考试大纲》2004 年作了重大调整，与 2003 年相比，大纲有四大变动：

1. 试卷二的辨识改错放入试卷一，且仅为辨识错误，不用改错，相应分值由以前每题 1 分调整为每题 0.5 分，此部分难度有所降低。

2. 试卷一总分值仍为 65 分，由于辨识错误占用了 5 分，因此 2004 年在阅读和综合填空上的分值略有降低。试卷一的考试时间也由 95 分钟调整至 90 分钟。试卷一做完后，才能做试卷二，试卷二分值为 35 分，总分值仍为 100 分。对于成绩，仍要求考生在试卷二的 35 分中必须达到 18 分，否则不论试卷一得分多少，均按不及格处理。因此，总体感觉是，试卷一调整不大，而试卷二则对考生要求提高。

3. 试卷二的翻译包括英译汉和汉译英，而 2003 年仅为英译汉，总分值也由过去的 10 分调整至 20 分。其中英译汉的短文长度也由过去的 80~100 个单词上升至 100~120 个单词，此部分难度加大。且 2004 年《考试大纲》中明确要求“译文意思准确，文字通顺”，而不是 2003 年的“译文忠实于原文，表达基本正确”。

4. 试卷二的作文部分单词数增加了 50 个。2003 年要求 100 个单词以上，2004 年则要求 150 个单词以上。

鉴于 2004 年统考大纲所作的变动，本书在编写上作了相应调整：

1. 将试卷二的改错部分放入试卷一（占 5 分）（且仅为识别错误，不需改正，分值每题 0.5 分），实际考试中阅读和综合填空分值略有降低（或减少一篇阅读，或减少 cloze 的分值）。

2. 试卷二的翻译包括英译汉和汉译英，总分值由过去的 10 分调整至 20 分。其中汉译英的短文长度也增加至 100~120 个单词，难度有所加大。

3. 试卷二写作部分的单词数也有所增加，并在详解中设“写作提示”和“写作分析”。

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# 模拟试题 (一)

## Paper One

**Part I Listening Comprehension** (20 minutes, 15 points, 1 for each)

### Section A

**Directions:** *In this section, you will hear nine short conversations between two speakers. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be read only once. Choose the best answer from the four choices marked A, B, C and D by marking the corresponding letter on the ANSWER SHEET with a single line through the center.*

**Example:** You will hear:

You will read:

- A. At the office.
- B. In the waiting room.
- C. At the airport.
- D. In a restaurant.

Sample Answer      [A] [B] [C] ~~[D]~~

From the conversation we know that the two speakers are talking about ordering food. This is most likely to have taken place in a restaurant. Therefore, **D. "In a restaurant"** is the best answer. You should choose **D** on the **ANSWER SHEET** and mark it with a single line through the center.

1. A. 12 cents.  
B. 20 cents.  
C. 68 cents.  
D. 60 cents.
2. A. In a bank.

- B. In a post office.
  - C. In a store.
  - D. In a restaurant.
3. A. The man received a phone call from Mark yesterday.  
B. The woman injured Mark in a traffic accident yesterday.  
C. The woman met a friend by chance.  
D. The man contacted Mark on business.
4. A. A physician.  
B. A student.  
C. A bank teller.  
D. A policewoman.
5. A. Husband and wife.  
B. Child and parent.  
C. Waitress and customer.  
D. Teacher and student.
6. A. Frank's car was accidentally lost.  
B. Frank was killed in a car accident.  
C. Frank fell out of a car.  
D. Frank survived a car accident.
7. A. Her back hurt during the meeting.  
B. He agreed that it was a good meeting.  
C. It's too late now because he didn't support her proposal at the meeting.  
D. The proposal should be sent back.
8. A. She found it interesting.  
B. She found it boring.  
C. She found it informative.  
D. She found it lengthy.
9. A. The man used to be very generous.  
B. The man has never been so generous before.  
C. The man is not willing to lend his bike.  
D. She is unwilling to use the man's bike.

## Section B

**Directions:** *In this section, you will hear two passages. At the end of the passages,*

*you will hear some questions. All of them will be read only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D by marking the corresponding letter on the ANSWER SHEET with a single line through the center.*

*Questions 10 to 12 are based on the passage you have just heard.*

10. A. Get a student visa.  
B. Be accepted as a student in your own country.  
C. Have a statement from a college in one's own country.  
D. Have a relative in America.
11. A. A record of your school work.  
B. Your knowledge of English.  
C. Your English test score.  
D. Evidence showing you have enough money to cover your expenses in the US.
12. A. A college textbook.  
B. A handbook for foreign students.  
C. A travel book.  
D. A test-taking preparation book.

*Questions 13 to 15 are based on the talk you have just heard.*

13. A. Interviews with radio producers.  
B. A variety of classic pop songs.  
C. Latest news of the music library.  
D. Stories about the good old days.
14. A. The History of Pop.  
B. The Road to Music.  
C. Pop Words.  
D. About the Big Hits.
15. A. Effortless.  
B. Impossible.  
C. Difficult.  
D. Unnecessary.





- undertaking                      B. understating  
 undergoing *经历 忍受*                      D. underlying
33. They all \_\_\_\_\_ him with the true authorship of this thesis.  
 A. approved                      B. certified  
 C. endorsed                      D. ~~accredited~~
34. She studies many books about fashion and correct social behaviour as she wanted to appear \_\_\_\_\_.  
 A. complicated                       sophisticated *精致的*  
 complex                      D. intricate
35. It is a strictly \_\_\_\_\_ medical treatment that must be used under medical supervision.  
 monitored                       watched  
 C. speculated                      D. operated
36. That he survived the accident is a best \_\_\_\_\_ to the skill of the doctor who cared for him.  
 compliment *称赞 夸奖*                       complement  
 C. contempt                      D. competence
37. \_\_\_\_\_ the safety belt, I would not be alive today.  
 A. Apart from                      B. For  
 C. Besides *除了*                       But for
38. The young generation has lost the old American \_\_\_\_\_ that most people are good and that evil is merely an accident.  
 A. assurance                       conviction  
 C. concession                      D. conclusion
39. Clearly, the difference in abilities of the real teams \_\_\_\_\_ to the spread of points.  
 contributes                      B. attributes  
 C. owing                      D. turns
40. I \_\_\_\_\_ myself in work so as to stop thinking about her.  
 A. indulge                      B. believe  
 immerse *沉浸*                      D. result
41. I have endeavored to \_\_\_\_\_ nothing but what I had good authority for.  
 A. allege                      B. auction  
 assert *断言*                      D. assess

42. Size may not be as big a hurdle as cost, but it's imposing 障碍.  
 A. nonetheless ~~B~~ nowadays  
 C. notably ~~C~~ D. nowhere
43. But there was nothing 虚假 about their sentiments.  
 A. synthetic ~~B~~ artificial  
 C. superficial D. composite
44. Actually, most people will not 从事 entirely new careers so much as reconfiguring existing skills and experience in new ways.  
 A. live on ~~B~~ embark on  
 C. go on D. comment on
45. Don't become too 亲密的 with strangers.  
 A. confident ~~B~~ confidential  
 C. familiar D. nervous

**Part III Reading Comprehension** (40 minutes, 25 points, 1 for each)

**Directions:** There are five passages in this part. Each passage is followed by five questions or unfinished statements. For each of them there are four choices marked A, B, C and D. Choose the best one and mark the corresponding letter on the **ANSWER SHEET** with a single line through the center.

**Passage 1**

I believe that we all accept the principle that an affluent society must do what it can to prevent hunger and misery, and also to provide equality of opportunity to those who have been denied it. But how far can a society go in the redistribution of wealth without changing the very nature of society? I think this is a problem that we've got to face. I do not think that a majority in Congress are trying to face it, or realise that it is a problem, because so many of them are still hard at this business of redistributing income.

All that remind me of what happened in the universities during the 1960s and 1970s are the events that I witnessed from a ringside seat. During this period we had a fashion of giving As to every student—there were no failures. The effect on academic life was devastating. When illiterate or lazy students could get an A average, good students stopped studying. The result was a profound change in academic life; for merely dropouts were those who failed in their studies; in the 1960s and 1970s most

of the dropouts were the most gifted and brilliant students, who found that college had become meaningless.

What happens in the schools is not unlike what happens in society at large when the penalties of improvidence, laziness, or ignorance are not just softened, but removed. When there is no such thing as failure, there is no such thing as success either. Motivation, the desire to excel, the urge to accomplishment—all these disappear. The dynamism of society is lost.

This, I'm afraid, is the direction in which our society has been going steadily for many years. The biggest losers are the brightest and most capable men and women. But the average person is a loser too. Faced with no challenge, assured of a comfortable living whether they work or not, such persons become willing dependents, content with a parasitical relationship to the rest of society.

What is significant in our time is that there is a whole class of people interested in encouraging this parasitism. Many welfare officials and social workers are threatened with a loss of their power if there is a marked reduction in the number of their clients, so they are motivated to increase rather than decrease welfare dependency.

Politicians, too, have flourished by getting increased federal grants for this or that disadvantaged group. They go back to their constituents and say, "Look what I've done for you," and get re-elected. These are the office-holders who are far more interested in being re-elected than in doing what is good for people, good for the economy, good for the nation.

If everybody is rewarded just for being alive, you get the same sort of effect as you do when you reward every student just for being enrolled. You destroy not only education; you destroy society by giving As to everyone. This is a philosophical consideration that bothers me very much as I sit in the United States Senate and see the great budget allocations going through.

46. Which of the following is the main idea of this passage?

- A. You destroy society by giving "A" to everyone.
- B. The affluent society should provide equality of opportunity to everybody.
- C. A rich society must do what it can to prevent hunger and misery.
- D. People should not be rewarded just for being alive.

47. The profound change in the schools during the 1960s and 1970s was cited \_\_\_\_\_.



- A. because he wanted to show the universities are unusual then  
 B. as an example to illustrate and support the author's views  
 C. to show most of the dropouts were brilliant  
 D. to reflect the students' impression of the college at that time
48. Why were many welfare officials motivated to increase welfare dependency?  
 A. There is a reduction of their clients.  
 B. They were afraid of a loss of their power.  
 C. They depended on people interested in encouraging this parasitism.  
 D. They gained a lot from the dependents.
49. Why did the politicians support dependency?  
 A. They were connected with the dependents.  
 B. They hoped to be re-elected.  
 C. They wanted to do good things for people and the nation.  
 D. They showed great sympathy to dependency.
50. The dynamism of the society will be lost if \_\_\_\_\_.  
 A. punishments for laziness and ignorance are removed  
 B. the problem of income redistribution is still hard  
 C. there is no incentive and aspire to achievement  
 D. politicians got federal grants for the disadvantaged group

## Passage 2

“Welcome to the USA! Major Credit cards accepted!”

By the millions they are coming—no longer the tired, the poor, the wretched masses longing for a better living. These are the wealthy. “We don't have a budget,” says a biologist from Brazil, as she walks with two companions through New York City's South Street. “We just use our credit cards.”

The US has long been one of the world's most popular tourist destinations, but this year has been exceptional. First there was the World Cup, which drew thousands from every corner of the globe; then came the weakening of the US dollar against major currencies. Now the US, still the world's superpower, can also claim to be the world's bargain basement. Nobody undersells America these days on just about everything, from consumer electronics to fashion clothes to tennis rackets. Bottom retail prices—anywhere from 30% to 70% lower than those in Europe and Asia—have attracted some 47 million visitors, who are expected to leave behind \$79 billion in