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# 2002 年硕士研究生入学考试综合冲刺试卷

## (英语、政治、数学)

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## 写在前面的话

### ——迟到的最新考研冲刺试卷

考研到了目前这个阶段,即所谓的最后阶段,也就是大家常说的“临阵磨枪”阶段,想从根本上提高水平,已不现实。在冲刺阶段,如何选择、使用合适的参考书,抓住重点,有效地利用时间进行针对性极强的复习,是一个关键。

“考试虫”系列历来以科学、严谨、实用为宗旨,以使考生最大受益为根本。考研在即,特遍邀国内考研界数学、政治、英语权威编写《2002年硕士研究生入学考试综合冲刺试卷》。

数学:北京文登培训学校校长陈文灯教授说,这是北京文登培训学校2002年冲刺阶段惟一的内部资料,独家刊印。为什么出得这样晚?要说出得晚的原因,要先知道出得早的危害:“一个是扣题扣得不准,二是易被其他辅导材料抄袭。”这套书出得这样晚的最根本原因就是扣题扣得更准。

政治:由中国人民大学陈先奎教授编写。陈先奎教授是考研辅导专家中的后起之秀,是考研新生实力派代表人物。用陈老师自己的话说:“重点跑不出这8套题。”这些试题都是由陈先奎教授等潜心研究命制的。

英语:北京大学毕金献教授,教育部考试中心考研英语命题组组长(1989—1998)。毕教授出题已到炉火纯青的程度,用他自己的话说:“拿一篇文章一看就知道适合不适合出题,怎么出题。”王若平博士,考研辅导专家,“考试虫”系列主编。

本书给大家节约的是时间和金钱,带来的是机会和希望。考研是我国最为残酷的考试之一,也是我们很多同学改变命运的考试。奉劝大家:回去把这套题认真做一下,彻底弄懂这些题目,甚至背诵这些题目(尤其是政治),这是冲刺阶段准备考研的一条捷径。如果考试差了一二百分,那没什么遗憾的,因为你水平确实不行,但要是差了一分、两分没考上,那才是真正的遗憾。防止这种悲剧的出现,是本书写作的最原始的动因。

2001年12月于北京

# 2002 年硕士研究生入学考试综合冲刺试卷

# 英 语

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# 全国硕士研究生入学考试英语冲刺试题(一)

## Section I Listening Comprehension

### Directions:

*This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.*

*Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.*

*If you have any questions, you may raise your hand NOW as you will not be allowed to speak once the test has started.*

*Now look at Part A in your test booklet.*

### Part A

#### Directions:

*You will hear a short passage about The change in American marriages. Listen to it and fill out the table with the information you've heard for questions 1 ~ 5. Some of the information has been given you in the table. Write **only 1 word** in each of the following numbered boxes. You will hear the recording twice. You now have 25 seconds to read the table below.*

The divorce rate in the United States has reached

In the 21st century, most Americans will marry three or four times in one

Alvin Toffler published a

The percentage of remarriage among divorced Americans is

One of the reasons for the change in American marriages is difference in

	%
	%

### Part B

#### Directions:

*You will hear a conversation at a bank. For questions 6 ~ 10 complete the sentences and answer the*

question while you listen. Use **not more than 3 words** for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and the question below.

Mr. Smith comes to London

How long will he stay there?

How much must you have to open a Higher Rate Deposit Account?

The interest on gross amount is

How much money does Mr. Smith want to put in the bank?


### Part C

#### Directions:

You will hear three pieces of recorded material. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece **once only**.

Questions 11 ~ 13 are based on the part of a radio talk on dreams. You now have 15 seconds to read questions 11 ~ 13.

11. The speaker is probably a(n)

- [A] psychologist.
- [B] physicist.
- [C] physician.
- [D] ordinary radio DJ.

12. REM refers to

- [A] roentgen equivalent man.
- [B] rapid eye movement.
- [C] repeated emotional memory.
- [D] romantic-emotional-moment.

13. It is possible to infer that in order to carry on

- [A] human minds need to sleep, but computers need not.
- [B] both human minds and computers need some kind of rests.
- [C] computers need rests, but human minds need not.
- [D] neither computers nor human minds need rests of any kind.

*You now have 30 seconds to check your answers to Questions 11 ~ 13.*

*Questions 14 ~ 16 are based on the following talk. You now have 15 seconds to read questions 14 ~ 16.*

14. What is the main topic of the text book?

- [A] The American Media.
- [B] A Lecture on the American Media.
- [C] The Future American Media.
- [D] Information about the American Media.

15. Which one of the following media is NOT mentioned?

- [A] Newspaper.
- [B] Computer.
- [C] Radio.
- [D] TV.

16. What can't you gain from this course?

- [A] A lot of fun.
- [B] Improvement of language skills.
- [C] Some aspects happening behind the scenes.
- [D] The information about the people making media accessible to us.

*You now have 30 seconds to check your answers to Questions 14 ~ 16.*

*Questions 17 ~ 20 are based on the following passage. You now have 20 seconds to read questions 17 ~ 20.*

17. What is the purpose of the talk?

- [A] To review what teacher knows about volcanic activity.
- [B] To explain the answer to an examination question.
- [C] To review what students know about volcanic activity.
- [D] To provide background for the next reading assignment.

18. What important discovery about seismic waves does the instructor mention?

- [A] They occur at regular intervals.
- [B] They can withstand great heat.
- [C] They travel through the Earth's interior.
- [D] They can record the Earth's internal temperature.

19. What did the study of seismic vibrations(振动) help geologists learn more about?

- [A] When the Earth was formed.

- [B]The composition of the Earth's interior.
- [C]Why lava is hot.
- [D]How often a volcano is likely to erupt.

20. What did P and S waves help scientists discover about the layers of the earth?

- [A]How deep they are.
- [B]Where earthquakes form.
- [C]How hot they are.
- [D]What purpose they serve.

*You now have 40 seconds to check your answers to Questions 17 ~ 20.*

*You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.*

*That is the end of Listening Comprehension.*

## Section II Use of English

### Directions:

*Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)*

A market is commonly thought of as a place where commodities are bought and sold. Thus fruit and vegetables are sold wholesale at Covent Garden Market and meat is sold wholesale at Smithfield Market. But there are markets for things 21 commodities, in the usual sense. There are 22 estate markets, foreign exchange markets, labour markets, short-term capital markets, and so on; there may be a market for anything which has a price. And there may be no particular place 23 dealings are confined. Buyers and sellers may be 24 over the whole world and instead of actually meeting together in a market-place they may deal with one another 25 telephone, telegram, cable or letter. 26 dealings are 27 to a particular place, the dealers may consist wholly or in part of agents 28 instructions from clients far away. Thus agents buy meat at Smithfield 29 retail butchers all over England; and 30 on the London Stock Exchange buy and sell 31 on instructions from clients all over the world. We must therefore define a market 32 any area over which buyers and sellers are 33 such close touch with one another, either directly or 34 dealers, that the prices 35 in one part of the market affect the prices paid in other parts.

Modern means of communication are so rapid that a buyer can discover 36 asking, and can accept it if he wishes, 37 he may be thousands of miles away. Thus the market for anything is, 38, the whole world. 39 in fact things have, normally only a local or national market.

This may be because nearly the whole demand is concentrated 39 one locality. These special

local demands, 40, are of quite minor importance. The main reason why many things have not a world market is that they are costly or difficult to transport.

- |                                  |                  |                            |                        |
|----------------------------------|------------------|----------------------------|------------------------|
| 21. [A] rather than              | [B] other than   | [C] more than              | [D] less than          |
| 22. [A] true                     | [B] genuine      | [C] real                   | [D] actual             |
| 23. [A] for which                | [B] with which   | [C] at which               | [D] to which           |
| 24. [A] scattered                | [B] separated    | [C] spread                 | [D] dispelled          |
| 25. [A] from                     | [B] by           | [C] at                     | [D] on                 |
| 26. [A] Though                   | [B] Unless       | [C] When                   | [D] Even if            |
| 27. [A] fixed                    | [B] determined   | [C] restricted             | [D] restrained         |
| 28. [A] acting for               | [B] acting out   | [C] acting on              | [D] acting up          |
| 29. [A] on the occasion of       | [B] on behalf of | [C] on account of          | [D] on the score of    |
| 30. [A] brokers                  | [B] breakers     | [C] bribers                | [D] braziers           |
| 31. [A] security                 | [B] securities   | [C] safety                 | [D] safeties           |
| 32. [A] like                     | [B] as           | [C] for                    | [D] to                 |
| 33. [A] on                       | [B] to           | [C] in                     | [D] for                |
| 34. [A] by                       | [B] by means of  | [C] through                | [D] in the interest of |
| 35. [A] obtrusive                | [B] obstinate    | [C] obvious                | [D] obtainable         |
| 36. [A] what a price a seller is |                  | [B] what price is a seller |                        |
| [C] what is price a seller       |                  | [D] what price a seller is |                        |
| 37. [A] although                 | [B] while        | [C] unless                 | [D] since              |
| 38. [A] definitely               | [B] potentially  | [C] generally              | [D] literally          |
| 39. [A] for                      | [B] on           | [C] in                     | [D] upon               |
| 40. [A] furthermore              | [B] however      | [C] therefore              | [D] then               |

### Section III Reading Comprehension

#### Part A

#### Directions:

Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1. (40 points)

#### Text 1

Practically speaking, the artistic maturing of the cinema was the single-handed achievement of David W. Griffith (1875-1948). Before Griffith, photography in dramatic films consisted of little more than placing the actors before a stationary camera and showing them in full length as they would have appeared on stage. From the beginning of his career as a director, however, Griffith, because of his

love of Victorian painting, employed *composition*. He conceived of the camera image as having a foreground and a rear ground, as well as the middle distance preferred by most directors. By 1910 he was using close-ups to reveal significant details of the scene or of the acting and extreme long shots to achieve a sense of spectacle and distance. His appreciation of the camera's possibilities produced novel dramatic effects. By splitting an event into fragments and recording each from the most suitable camera position, he could significantly vary the emphasis from camera shot to camera shot.

Griffith also achieved dramatic effects by means of creative editing. By placing images close together and varying the speed and rhythm of their presentation, he could control the dramatic intensity of the events as the story progressed. Despite the reluctance of his producers, who feared that the public would not be able to follow a plot that was made up of such arranged images, Griffith persisted, and experimented as well with other elements of cinematic syntax that have become standard ever since. These included the flashback, permitting broad psychological and emotional exploration as well as narrative that was not in time order, and the crosscut between two parallel actions to heighten suspense and excitement. In thus exploiting fully the possibilities of editing, Griffith borrowed devices of the Victorian novel in film-making and gave film mastery of time as well as space.

Besides developing the cinema's language, Griffith immensely broadened its range and treatment of subjects. His early output included not only the standard comedies, melodramas, westerns, and thrillers, but also adaptations from Browning and Tennyson, and treatments of social issues. As his successes mounted, his ambitions grew, and with them the whole of American cinema. When he remade *Enoch Arden* in 1911, he insisted that a subject of such importance could not multireel picture began an immense revolution. Two years later, *Judith of Bethulia*, an elaborate historicophilosophical spectacle, reached the unprecedented length of four reels, or one hour's running time. From our contemporary viewpoint, the pretensions of this film may seem a *trifle ludicrous*, but at the time it provoked endless debate and discussion and gave a new intellectual respectability to the cinema.

41. The primary purpose of the text is to \_\_\_\_\_. A
- [A] discuss the importance of Griffith to the development of the cinema
  - [B] describe the impact on cinema of the Victorian literature and art
  - [C] analyze the changes in the cinema brought by the introduction of the multireel film
  - ~~[D] emphasize Griffith's impact on the choice of subject matter in American films~~
42. Which of the following is NOT mentioned as an aspect directly influenced by Griffith's film innovations? D
- [A] Camera work.
  - [B] Film editing.
  - [C] Range and treatment of subjects.
  - [D] Music composing.
43. It can be inferred from the text that before 1910 the normal running time of a film was \_\_\_\_\_. D
- [A] 15 minutes or less
  - [B] between 15 and 30 minutes
  - [C] between 30 and 60 minutes
  - [D] 1 hour or more



and obvious things have been done. Applied research should not be confused with the routine practice of some branch of science where only the application of existing knowledge is attempted. There is need for both pure and applied research for they tend to be complementary.

46. In applied investigation, \_\_\_\_\_.
- [A] research workers are allowed to follow unexpected, interesting clues
  - [B] scientists make a discovery first, and then try to use it
  - [C] it is the man who is given support
  - [D] results of practical value are to be achieved
47. Some people look down on applied research because they think that \_\_\_\_\_.
- [A] it is a kind of prearranged investigation
  - [B] no new knowledge can arise from applied research
  - [C] it is more difficult to get results in applied research than in pure research
  - [D] no specific scientific ability is needed in applied research
48. According to the author, \_\_\_\_\_.
- [A] the investigation of the life cycle of a protozoon is undoubtedly pure research
  - [B] pure scientists tend to look down upon applied investigation
  - [C] the discovery of X-rays was made in applied research
  - [D] the classification of research into "pure" and "applied" is neither accurate nor impersonal
49. It can be inferred from the text that \_\_\_\_\_.
- [A] pure research and applied research are equally difficult
  - [B] applied investigation requires greater scientific ability
  - [C] applied research is not inferior to pure research
  - [D] in both pure research and applied research any scientific knowledge is worth seeking
50. Which of the following most accurately describe the pattern of the text?
- [A] The author first refutes the classification of research into the pure and the applied and then analyze the reasons for the intellectual snobbery and tendency to look down on the one of the two.
  - [B] The author first refutes the classification of research into the pure and the applied and then presents his own classification.
  - [C] The author first refutes the classification of research into the pure and the applied and then points out that the classification results from two false ideas.
  - [D] The author first points out the practical importance of applied research and then criticize those who look down on applied research.

### Text 3

Most of us would like to feel we have some influence over what happens around us and to us. Citizens speak out to influence policy on use of nuclear power, conserving the environment and endangered animals, local and state taxes, the appropriate use of funds by organizations of which they are members, proper land use and the nature of education in the public schools, and a host of other issues. Some of these affect the speakers' immediate self-interest, others are attempts to make the social environment conform more closely to their own ideals. To speak on such matters effectively enough to influence the opinions and actions of others is to exercise power.

Even in jobs relying on technical specialization, the opportunities and demands for public speaking skills remain more common than many college students realize. The engineer finds that if his career is to advance he must be willing to accept management duties that include speaking to groups of employees, or he must serve as a spokesperson for consultant teams presenting results to agencies outside the company. The certified public accountant finds an opportunity to teach classes in her area of speculation. The dentist had to give speeches as an officer of his dental association.

Sometimes you may have to make a speech as part of your duties in your job or organization. Perhaps more frequently you will have opportunities where you speak voluntarily, as when you speak out in a meeting. Some of these speaking situations will be of little consequence; you will feel better if you do the speech well, but it will not really make much difference. In other situations, the speech may be significant for groups you represent, or for the audience. In any of these situations, it is comforting to know that you can do at least an adequate job. And you may not be content merely to get through the task adequately. To be able to increase listeners' understanding or to persuade them is one of the most civilized ways we as individuals have for affecting our environment.

Some beginning speech students are surprised to discover that they can give a public speech at all, much less the skillful and effective ones they will be producing by the end of the course. The primary purposes of a speech course are to expand your understanding of techniques and strategies in public speaking, and to give you some practice so that you will be more confident and effective in more situations. With skill and confidence you develop a power to benefit both yourself and the society around you.

51. An effective speaking ability will benefit \_\_\_\_\_.  
[A] the audience      [B] the speaker himself      [C] his boss      [D] all of the above
52. You need to speak effectively \_\_\_\_\_.  
[A] if you are a student      [B] if you are an engineer  
[C] if you want to study well      [D] if you want to influence others
53. The purpose of the speech course does NOT include the training of the speaker's \_\_\_\_\_.  
[A] confidence in speaking      [B] effectiveness in speaking

[C] understanding of speaking skills

[D] listening comprehension

54. It is implied in the text that \_\_\_\_\_.

[A] human beings enjoy employing influence on others

[B] citizens like to affect the speaker's immediate self-interest

[C] engineers must speak to groups of employees if he wants his career to advance

[D] dentists must associate his speech with an officer

55. Which of the following is NOT true according to the text?

[A] For a speaker, all speaking situations are equally important.

[B] Not all speaking situations are equally important for a speaker.

[C] Sometimes, you need more than just to get satisfaction from your speech.

[D] To persuade others is more civilized than to force them to do something.

#### Text 4

Exchange a glance with someone, then look away. Do you realize that you have made a statement? Hold the glance for a second longer, and you have made a different statement. Hold it for 3 seconds, and the meaning has changed again. For every social situation, there is a permissible time that you can hold a person's gaze without being intimate, rude or aggressive.

If you are on an elevator, what gaze-time are you permitted? To answer this question, consider what you typically do. You very likely give other passengers a quick glance to size them up and to assure them that you intend to threat. Since being close to another person signals the possibility of interaction, you need to emit a signal telling others you want to be left alone. So you cut off eye contact, what sociologist Erving Goffman dubs "a dimming of the lights." You look down at the floor, at the indicator lights, anywhere but into another passenger's eyes. Should you violate the rule against staring at a stranger on an elevator, you will make the other exceedingly uncomfortable, and you are likely to feel a bit strange yourself.

If you hold eye contact for more than 3 seconds, what are you telling another person? It much depends on the person and the situation. For instance, a man and a woman communicate interest in the manner. They typically gaze at each other for about 3 seconds at a time, then drop their eyes down for 3 seconds, before letting their eyes meet again. But if one man gives another man a 3-second-plus stare, he signals "I know you," "I am interested in you," or "You look peculiar and I am curious about you." This type of stare often produces hostile feelings. On the other hand, if your professor is talking to you, you would be well advised to listen attentively, with your eyes riveted to the professor's face. To look around would signal disrespect. The professor, however, may look around while you are speaking; the higher-status person has this liberty.

Life contains many levels of meaning, and things are not always what they seem. Networks of invisible rules and social arrangements guide and influence your behaviour. As you look behind the outer structure of the world and scrutinize the hidden fabric, you encounter new levels of reality.

56. It is implied in the text that all the following statements are true EXCEPT \_\_\_\_.
- [A] you will violate the invisible rules if you look at another passenger's eyes on an elevator for more than 3 seconds although it is permitted by law
- [B] the world is composed of the outer structure of laws and the hidden fabric of invisible rules which guide and influence our behaviour
- [C] eye contact may have different meanings in different situations
- [D] a man must gaze at a woman for over 3 seconds if he wants the woman to know that he has fallen in love with her
57. In the third sentence of the second paragraph, the expression "size them up" most probably means \_\_\_\_\_.
- [A] measure how tall they are
- [B] guess how much they weigh
- [C] form a judgment of them
- [D] put them at ease
58. We can infer from the text that \_\_\_\_\_.
- [A] the meaning of the eye behaviour comes from the situation
- [B] the meaning of the eye behaviour depends mainly on the time of the eye contact
- [C] in all societies, eye behaviour follows similar patterns
- [D] people should avoid staring at others in public places
59. It may be impolite \_\_\_\_\_.
- [A] for a student to look at the professor while he is talking to him
- [B] for a teacher to look away while the student is talking to him
- [C] for any person to look at any other person for over 3 seconds
- [D] for a secretary to look away while her boss is talking to her
60. It seems the longer the eye contact is, \_\_\_\_\_.
- [A] the more hostile a person becomes
- [B] the stronger feeling a person expresses
- [C] the more friendly a person becomes
- [D] the more respectful a person is

## Part B

### Directions:

*Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (10 points)*

A new era is dawning in the West, the era of light. Under city streets and beneath oceans, in commercial skyscrapers and recesses of the Pentagon, a host of new technologies based on lasers, ultra-