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# 2004年考研

# 英语模拟考场

主编 张锦芯

(另配磁带)

## 赠

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全国硕士研究生入学统一考试英语分册



2004年 5月

# 英语模拟考场

主编 范晓宁

（第2版）



本书是根据《全国硕士研究生入学统一考试英语考试大纲》编写的。本书共分两大部分：第一部分为模拟试题，第二部分为模拟试题答案。本书可作为考生备考的参考资料。

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# 2004年

## 考研英语模拟考场

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## 前言

根据备考复习的阶段性要求，我们特地为考生编写了这本模拟考场，目的是帮助考生在夯实基础、强化提高的基础上体验临场实战的感觉。

**本书特点一：**内容新。我们现在出版的模拟考场是根据考试大纲的要求，结合十余年考研辅导和命题研究的经验，在分析2003年考试情况的基础上，命制了15套与大纲要求完全一致的模拟试题。在详细分析扩招后的2000年~2003年的考题后，我们预测2004年的考题在难度上会贴近2002年、2003年的考题，总体难度在0.53左右。我们在编写这本模拟试卷集时，既注重文章内容的深度和广度，使内容覆盖更广的知识面，又注重了难度的要求。

**本书特点二：**针对性强。考虑到考生已经经过相当一段时间的复习（包括自学和参加辅导班）以及大部分考生已基本掌握了应试必需的基本知识和基本技能，但缺乏临考经验的现状，我们以模拟考场的形式，全真模拟考场的氛围，为考生提供15套全真的模拟题进行训练，以利于考生提前进入考试状态，做到临场不乱，应对自如，提高应试能力；同时帮助考生复习巩固已学到的知识，并学习新的内容，继续扩大词汇、扩大知识面，增强语感，使自己学得更扎实。

我们建议考生在做题时：

1. 把15套题分几个阶段做，开始阶段可先做1套至3套题，做题的时候，按考试规定的时间，用180分钟做完一套题。做的过程中一定不要翻看后面的题解，题做完后，对照题解，把题解所包含的内容搞清楚，更重要的是看自己在做哪一种题型时困难较大，总结问题究竟出在哪里，以在做下面4套至6套题时有针对性地克服。

2. 在做每一套题时都要把学到的新词汇、句型记下来，把阅读中碰到的结构复杂的长句翻译出来。

3. 听力部分配有录音，在语音、语速、答题要求等方面完全按考纲要求录制。考虑到考生的经济负担问题，我们对前十二套题的录音相应缩短了间隔时间，A、B两部分也都录制一遍，考生可根据需求自己调整使用。后三套题在录音播放次数和中间停顿时间上严格按照大纲样题录制，满足考生在考前实战模拟的需要。

4. 每套题后有自测小结，考生可在答题后对自己的复习效果进行测评，并总结失分点和难点，作为考前备忘。

我们相信，在考前的四个半月内，只要考生能勤奋学习、方法得当，一定能取得好成绩。

本书的主编是中国人民大学外国语学院张锦芯教授，参加编写工作的编者都是多年从事考研辅导的教师，他们对历年试题的命题特点和学生存在的问题都有明确的认识。这些老师是张锦芯、田育英教授，白洁、郭庆民、王敏、赵艳萍副教授，韩满玲、陈丽



丽老师。在编写过程中，新华社译审陈金岚同志参加了部分审订工作，韩满玲、郝彩虹、张锦和翟崇生等同志协助编写了其中一部分，陶灿梅、武敏、汪明等同志承担了部分资料整理和打印等工作。在本书的策划上，中国人民大学出版社马胜利同志提出了不少宝贵意见，这里一并表示感谢。

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预祝大家顺利通过考试。

**编者**

2003年8月

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# 全国硕士研究生入学统一考试英语 全真模拟试题一

## 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.

Now look at Part A in your test booklet.

### Part A

### Directions:

For Questions 1~5, you will hear a conversation about the world population. While you listen, fill out the table with the information you've heard. Write **only 1 word or number** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Information about the World Population		
Years taken for population increase from 500 million to 1 billion		1
Reached 2 million (year)	1927	
A world population of 10 billion (year)		2
Predicted tendency of population growth rate	slow	
Number of deaths per minute	103	
Natural increase in world population per hour		3

Net population gain in China per day	4
Growth rate of China's population in 84 years	5

## Part B

### Directions:

For Questions 6~10, you will hear a talk about gymnastics. While you listen, complete the sentences or answer the questions. 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 questions below. (5 points)

The nineteenth century saw the beginning of

	6
--	---

What is an important part of training in gymnastics?

	7
--	---

In competitions women perform some of their exercises to

	8
--	---

What is the performance that both men and women do?

	9
--	---

To avoid being caught on the equipment, gymnasts must wear tight clothing without

	10
--	----

## Part C

### Directions:

You will hear 3 pieces of recorded materials. 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**. (10 points)

Questions 11~13 are based on the following conversation about Oscar Awards. You now have 15 seconds to read Questions 11~13.

11. Who will select the Best Actress winner in Academy Awards?

- [A] A group of learned film producers.
- [B] A group of established directors.
- [C] A group of enthusiastic audience.
- [D] A group of well-known actors.

12. Who was George Stanley?

- [A] An American sculptor who created the human figure for the award.
- [B] A famous actor who won Oscar more than once in the history of Oscar.
- [C] The man who first presented Academy Award.
- [D] An American motion-picture art director who sketched the image of the world.

13. How does the woman know so much about Oscar Awards?

- [A] Her friend told her.
- [B] She once attended the award ceremony.
- [C] She got the knowledge from the course she attended.
- [D] She works in a film industry.

Questions 14~16 are based on the following conversation about how to succeed in getting a job. You now have 15 seconds to read Questions 14~16.

14. Where do you think the woman works?

- [A] In a human resources company.
- [B] In a consulting company.
- [C] In a personnel department.
- [D] In a shipping department.

15. What does the woman suggest the man do?

- [A] Outline his past better.
- [B] Send his resume directly to the manager.
- [C] Send the same resume to different companies.
- [D] State the value he will bring to the company.

16. The man failed in the previous interviews because

- [A] he held a negative attitude at the interview.
- [B] he showed bad manners.
- [C] he was not confident enough.
- [D] he did not possess the desired qualification.

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

17. Why did the man go to live in the country?

- [A] Because he liked working with the children.
- [B] Because he lost his job.

- [C] Because he hated being a clerk.
- [D] Because he wanted to be a farmer.

18. What is true of the man?

- [A] He moved to another country.
- [B] He didn't buy a small holding.
- [C] He studied for a social diploma for two years.
- [D] He didn't have formal education.

19. Having decided to move to the countryside, the first problem for the man was

- [A] finding a place to live.
- [B] buying a house.
- [C] finding means to live on.
- [D] buying a farm.

20. From the interview, we learn that the man was

- [A] very ambitious and calculating.
- [B] quite experienced in dealing with kids.
- [C] anxious to start up his nursery in a small cottage.
- [D] good at gardening.

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

## 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)

The human race is using up the Earth's resources faster than ever before, according to a new report by the United Nations Population Fund. "Environmental devastation is not simply a waste of 21, it is a threat to the complex structures that 22 human development," says the report. 23 attention must be paid to find a(n) 24 between human and environmental needs, it says.

The report, *State of the World Population 2001*, says that water supplies and agricultural lands are coming 25 such increasing pressure that, if left 26, our planet will not be able to support us in future years. Over the past 70 years, the world's population has

tripled to 6.1 billion people, 27 water-use increasing six-fold, says the report. Already 508 million people live in 31 countries that lack water. And the problem is likely to 28 as the global population is 29 to rise to eight billion by 2025.

By 2050, predicts the report, 4.2 billion people will be living in countries that cannot meet people's daily 30 needs. Unclean water and poor sanitation already kills over 12 million people every year. Food production is also 31 by environmental problems, says the report.

"To 32 the future population and improve their diets, the world will have to double food production," it says. "But since available cropland is 33, most production will have to come from higher 34 rather than new 35."

According to the report, global poverty cannot be 36 without 37 the environmental damage caused by these increases in consumption and population 38. To reduce the burden on the planet, the report suggests, all efforts should be 39 to improve education and healthcare, as this would 40 reduce population growth.

- |                     |                 |                 |                  |
|---------------------|-----------------|-----------------|------------------|
| 21. [A] facilities  | [B] resources   | [C] reserves    | [D] provisions   |
| 22. [A] support     | [B] found       | [C] retain      | [D] advocate     |
| 23. [A] Intensive   | [B] Intense     | [C] Emergent    | [D] Urgent       |
| 24. [A] equation    | [B] tradeoff    | [C] balance     | [D] axis         |
| 25. [A] under       | [B] into        | [C] below       | [D] beyond       |
| 26. [A] unnoticed   | [B] behind      | [C] alone       | [D] unchecked    |
| 27. [A] in          | [B] with        | [C] by          | [D] above        |
| 28. [A] aggravate   | [B] heighten    | [C] decline     | [D] worsen       |
| 29. [A] projected   | [B] speculated  | [C] intended    | [D] assessed     |
| 30. [A] luxurious   | [B] utmost      | [C] intrinsic   | [D] basic        |
| 31. [A] affected    | [B] effected    | [C] reflected   | [D] generated    |
| 32. [A] contain     | [B] lodge       | [C] furnish     | [D] accommodate  |
| 33. [A] shrinking   | [B] diminishing | [C] contracting | [D] waning       |
| 34. [A] outputs     | [B] turnovers   | [C] yields      | [D] harvests     |
| 35. [A] cultivation | [B] production  | [C] farming     | [D] plowing      |
| 36. [A] lightened   | [B] released    | [C] elevated    | [D] alleviated   |
| 37. [A] reversing   | [B] inverting   | [C] upsetting   | [D] disregarding |
| 38. [A] standards   | [B] indexes     | [C] norms       | [D] levels       |
| 39. [A] tried       | [B] taken       | [C] done        | [D] made         |
| 40. [A] in effect   | [B] in turn     | [C] in part     | [D] by turns     |

furnish sb with sth

## 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

During the last three years, many speculated high about the possible intrusions concerning the corporate computing systems and global computing infrastructure. Fortunately, such and many other frightening predictions did not come true. Surely, technology is the prime reason for this achievement but at the core lies the work environment and the human factor.

We have seen that IT leaders in almost all areas have enormously reduced their expenses by adopting winning solutions provided by today's security vendors. Does this mean technology alone is sufficient to deliver? No, in the truest sense, policies, their enforcement, along with education and training provide a winning combination to secure corporate computing.

As far as technology is concerned, due credit goes to security vendors and service providers for shielding users in many ways, from desktop antivirus software to integrated security appliances. Also, myths about the role played by operating systems in security have finally died out. Almost all OS vendors such as Microsoft, IBM, Sun, Red Hat, etc. have earned trust and recognition with their installed systems, suggesting that security is not a feature of an operating system.

The recently conducted 2003 InfoWorld Security Survey of more than 500 IT executives and strategists reveals that around 49 percent of reader respondents felt confidence in their systems' performance with fifty-two percent observing fewer than 100 attempts against their networks in the past year. This highlights the role of policies, enforcement, and positive culture in shielding away security breaches. In today's IT culture, playing a black-hat is no longer desirable; rather it leads to quick apprehension and strict punishment with years to be spent behind the bars. Alternatively, one can earn both career and recognition by helping out the industry with ways and means of fighting security breaches and hostile attacks—this way of looking into the matter is rapidly gaining support by many.

Training is another important concern for IT leaders—it includes training to avert human error and improve overall security practices. Unfortunately, a large part, 79 percent, of InfoWorld 2003 Security Survey respondents felt their corporation employees and users underestimated the importance of adhering to their company's security policies. It's critical not to underestimate the role of sound security practices since employees and users shape the



needs for enterprise services.

Two other elements must also be kept in consideration: rigorous education and awareness of security requirements and significant number of staff to monitor and enforce security practices in the enterprise, the need for which is stronger than ever since many enterprises today handle security internally. All this underscores greater demand for training and education for security-related workers.

41. Which of the following elements is the most critical to online security according to the author?
- [A] IT culture. [B] Desktop antivirus software.  
[C] Operating systems. [D] The efforts by online security vendors.
42. An operating system is no guarantee of online security probably because
- [A] some OS suppliers are not trustworthy.  
[B] antivirus software is not updated in due time.  
[C] it still fails to shield users from intrusions.  
[D] some terminals are not installed with such a system.
43. The 2003 survey reveals that
- [A] hostile online attacks are still rampant.  
[B] other elements than technology are at work for greater security.  
[C] fighting online attacks is a never-ending battle.  
[D] new operating systems should be updated constantly to fight viruses.
44. It is important that employees stick to their company's security policies because
- [A] they often make errors in operating their systems.  
[B] everyone will have to follow the rules anyway.  
[C] security breaches are often caused by their blunders.  
[D] they are the ultimate users of the network.
45. The word "underscore" in the last sentence of the text probably means
- [A] underestimate. [B] ignore. [C] emphasize. [D] meet.

## Text 2

Since the buildup to the war with Iraq, British Prime Minister Tony Blair has taken it on the chin from the media. The British media ordinarily grill politicians, but in this case they have been particularly feisty, empowered by opinion polls that showed most Brits wanted nothing to do with invading Iraq. Until now the American media, which by nature are

less aggressive than their British counterparts but probably are taking a lead from polls and politicians that supported the administration's war stance, have gone relatively easy on President Bush.

But this week the media have hit the administration hard with questions about Bush's State of the Union statement that Iraq was acquiring uranium from Niger, one of the administration's justifications for war. And with the 2004 campaign heating up and Bush's approval rating dipping, his administration is being grilled harder than it has been in months. Experts say the questioning will get sharper as summer progresses.

That Democrats are just now "beginning to get traction" on the justification for the war is an example of how differently politics are played in the U.S.A. than they are in Britain, says Martin Turner, Washington bureau chief of the BBC, where correspondents have been highly critical of the war and suspicious of administration claims that weapons of mass destruction exist in Iraq.

In Britain, where a prime minister must defend himself every week before Parliament, the media take a "much more muscular approach to grilling politicians", Turner says. Here, the BBC is often regarded as a rather impolite member of the Washington press corps. We tend to ask questions in a different way than they are asked on the Sunday political programs.

In London, Michael Goldfarb, senior correspondent for National Public Radio affiliate WBUR in Boston, says his British counterparts talk about "how astonishing the ride has been for Bush" and how the Bush administration "manages the news like it's nobody's business. Here they call Blair 'Bush's poodle'". But then again, he says, British media "simply don't hold to the American notion of objectivity and certainly not impartiality". ABC anchor Peter Jennings, who reported from London in the '70s and '80s, says he has "always been struck by how much more aggressive the British press is. They're simply much more aggressive." In the U.S.A., "there is no doubt that the press is aware of the influence of a powerful president, and the press is aware to some extent that it is in competition for public opinion, so there is always stress between a powerful president and the press." But in the past week, with debate over the war heating up, it led several of Jennings' World News Tonight broadcasts. "Our reporters sense some deep concern about what is happening."

46. The text is primarily concerned with

- [A] the moderate tone of American media.
- [B] the different questions reporters put to country leaders.
- [C] the aggressive nature of British media.
- [D] the embarrassed British and U.S. leaders after the war in Iraq.

47. From the first sentence of the text we learn that the British Prime Minister

- [A] has had a hard time with the media.  
[B] has won some favor with the media.  
[C] gets enough support for his war initiative from the public.  
[D] has countered allegations on him mercilessly through the media.
48. It is implied in paragraphs 2 and 3 that Bush might lose a second term if  
[A] he did not remedy the mistake he made in the State of Union statement.  
[B] the media continued to side with the Democrats against the war in Iraq.  
[C] the BBC correspondents in Washington kept putting aggressive questions to him.  
[D] he could not come up with evidence in favor of his justification for the war.
49. The reaction of an American correspondent to British media can be best described as one of  
[A] disgust. [B] surprise.  
[C] contempt. [D] admiration.
50. What Jennings said implies that the press in America  
[A] is too obedient to the president.  
[B] is more mindful of the public reaction to the report.  
[C] makes sure that its reports are in line with government policies.  
[D] is actually more aggressive than its British counterpart.

### Text 3

In their world of darkness, it would seem likely that some of the animals might have become blind, as has happened to some cave fauna. So, indeed, many of them have, compensating for the lack of eyes with marvelously developed feelers and long, slender fins and processes with which they grope their way, like so many blind men with canes, their whole knowledge of friends, enemies, or food coming to them through the sense of touch.

The last traces of plant life are left behind in the thin upper layer of water, for no plant can live below about 600 feet even in very clear water, and few find enough sunlight for their food-manufacturing activities below 200 feet. Since no animal can make its own food, the creatures of the deeper waters live a strange, almost parasitic existence of utter dependence on the upper layers. These hungry carnivores prey fiercely and relentlessly upon each other, yet the whole community is ultimately dependent upon the slow rain of descending food particles from above. The components of this never-ending rain are the dead and dying plants and animals from the surface, or from one of the intermediate layers. For each of the horizontal zones or communities of the sea that lie between the surface and the sea bottom, the food supply is different and in general poorer than for the layer above.