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江苏省硕士研究生 英语学位 课程考试指导丛书

丛书主编 裴 文

模拟试题分册

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前 言

江苏省硕士研究生英语学位课程考试指导丛书

《江苏省硕士研究生英语学位课程考试指导丛书》是江苏省第一套全面指导硕士研究生(非英语专业)通过英语学位课程考试的丛书。《丛书》共包括六个分册:《听力分册》《阅读分册》《完形填空分册》《翻译与写作分册》《模拟试题分册》《词汇分册》。《丛书》作者为南京大学、东南大学、南京师范大学、南京林业大学等高校非英语专业研究生教研室的教授及副教授。他们都具有丰富的教学经验和多方面的应试技巧。《丛书》立足大纲,总结考点,注重技巧,强化模拟训练,旨在使考生在较短时间内熟悉题型,掌握方法,顺利而从容地通过江苏省硕士研究生英语学位课程考试。

《丛书》编写过程中得到南京大学研究生院副院长童星教授和研究生教学与学位管理办公室处长张小明教授、卞青老师、吴小曼老师的实实在在的支持与帮助,在此表示诚挚的感谢。

由于时间仓促,《丛书》定有不足之外,请各位老师和同学多提宝贵意见。

编 者

编写说明

江苏省硕士研究生英语学位课程考试指导丛书·模拟试题分册

按照 1992 年原国家教委制定的《非英语专业硕士生英语学位课程考试大纲(试行稿)》的要求,非英语专业的硕士研究生必须通过相关的英语考试才能结束这门课程的学习。江苏省所有的高校自 1992 年以来一直实行的是统一考试。这对全省非英语专业硕士研究生英语教与学规范化起了积极的推动作用、对各校在非英语专业硕士研究生的英语教学方面进行水平横向对比提供了科学的依据,对全省非英语专业的硕士生提供了学习的目标和准绳。“教有目标、学有目的,它引起了全省有关老师和同学越来越多的关注和重视。

12 年的光阴弹指一挥间,统考的功勋自然不言而喻,但是时代的车轮却总是在不断地向前推进,考试的形式也不可能永远地墨守成规、一成不变。江苏省非英语专业硕士生英语学位考试将于 2004 年 12 月份的统考开始采取新的题型。为了让学生尽早理解和熟悉题型,不要因为题型的改变而影响学生的考试成绩,南京大学出版社及时地组织一批多年从事非英语专业硕士生的英语教学的老师来编写一系列指导丛书。急为考生所急、想为考生所想。但愿本套丛书不仅对学生在考试中助上一臂之力,而且对其英语实际水平的提高大有裨益。

首先让我们进行新旧题型的对比。主要有以下几个方面的变动:

(1)听力由原来 15 道题上升到 20 道题。总分值也由 15 分上升到 20 分。仍然 1 题 1 分。

(2)取消原来的第二项“Vocabulary”词汇部分。

(3)阅读理解由原来的 5 篇文章改为现在的 4 篇文章;设问由原来的 30 个改为现在的 20 个,与全国 4、6 级,研究生入学英语考试相同。原来的总分值是 30 分,现在的总分值为 20 分。仍然 1 题 1 分。

(4)在试卷 2 增加了“读与写”,这可能是最大的改变了。由于这项是一种新型题型,所以在此做一个较为详细的介绍。“读与写”,顾名思义

义就是让你先看一篇文章,然后按 essay question 的要求写。阅读的文章长度约 350 个单词,难度与 4 级阅读文章差不多。essay question 的基本要求是让你运用类比法来写读后感。比如说,阅读的文章是关于国外社会保险要不要私有化的问题,essay question 就让你写中国的医疗改革。字数要求在 60 个字以上。总分值为 15 分。

从不变的方面来看,听力还是采用两项:一项是简单的对话,二是 1 篇长对话和 2 篇短文。答题方式仍然是 multiple choice“多项选择”。阅读的答题方式也是多选一。完形填空仍然是 15 个,分值没有变动。汉译英、英译英、作文都没有变化,分值仍然为每项 10 分。

其实,任何一种考试都是为了测量学生的实践水平,虽说考试的成绩不能绝对的准确,但是就学生而言,它能起到推动其主动学习的作用;对于老师而言,它能帮助其了解学生英语掌握的情况,所以考试的成绩不可置若罔闻。如何提到考试的成绩呢?考试只是“标”,不是“本”。要想提高考试的成绩并不能仅仅围绕考试本身,换一句话来说,即使你掌握了一定的考试技巧,偶尔也得个好成绩,那只是“标”。只有从“本”入手,才能真正地“标本兼治”。所以考生首先是“学生”,平时要丢掉“考”字的概念,一心去“学”。只有放弃一切“私心杂念”,才能“修得正果”。

本书虽说是考试指导用书,但在编者的心里没有太多的“考”字干扰。除了题型、文章长度、难度等方面在考虑之内,在编写过程中编者更多的考虑是如何向学生提供更规范和更现代的语言,更精彩和更富有不同题材和体裁的文章。衷心地希望使用本书的学生和考生能以真正提高英语水平为出发点,努力地“做”、“学”好这本书。所谓的“做好”,就是开始的时候,可以把书里的内容当成考试卷,但对完问题的答案后,能把全书的内容当成精读课本去仔细地阅读、体会和记忆,这就是“学”好的含义。只要能做到这一点,考试的成绩一定会提高。

编者 吴艾玲

2004 年 6 月于东南大学

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第一部分 模拟试卷

Test One

PAPER ONE

Part I LISTENING COMPREHENSION (20 points)

Section A

Directions: In this section, you will hear 10 short conversations between two speakers. At the end of each conversation, a question will be asked about what was said. The question will be spoken one time. After you hear a conversation and the question about it, read the four possible answers and decide which one is the best answer to the question you have heard. Then on your Answer Sheet, find the number of the question and mark the letter that corresponds to the letter of the answer you have chosen.

1. A. He whipped Tom.
B. He signed his name on Tom's arms.
C. He scolded him severely.
D. He forgot to leave his signature on Tom's examination papers.
2. A. She is selling books.
B. She is seeking advice from the public.
C. She is giving guidance to the travelers.

- D. She is providing vacancies to the possible skilled workers.
3. A. Ancient Italy. B. Ancient Egypt.
C. Ancient Rome. D. Ancient China.
4. A. Since they are going away, she should go together with them.
B. She should open the gifts immediately.
C. She should be patient.
D. She should take the gifts if she goes away.
5. A. She is a nasty woman.
B. She has a company already.
C. She will become a boss herself one day.
D. She will take part in a running race.
6. A. The suggestion is exactly what she would like to do.
B. Her doctor told her not to work so hard.
C. She will come since she has passed the exam for doctor's degree.
D. She wants to order dinner herself since she is a doctor.
7. A. He doesn't share the same opinion with the woman.
B. He doesn't think the campus is beautiful enough since a visitor stays only for two hours.
C. It is abnormal for a visitor to stay there for two hours.
D. He appreciates his school very much.
8. A. Teacher and student. B. Mother and son.
C. Boss and client. D. Child and his neighbor.
9. A. She was admitted to a university.
B. She was driven out of university.
C. She failed in the application.
D. She has been quite successful.
10. A. He thinks she is hot-tempered.
B. She is one of his friends.
C. She is knockout.

D. He dislikes her.

Section B

Directions: In this section, you will hear one interview and two passages. At the end of the interview and each passage, there will be several questions. You will hear the interview, the two passages and questions only once. After you hear each question choose the best answer from the four choices. Then on your Answer Sheet, find the number of the question and mark the letter that corresponds to the letter of the answer you have chosen.

Questions 11 through 13 are based on a class in psychology.

11. A. The three-part structure of the human brain.
B. The brain functions of lower mammals.
C. The evolution of humans from apes.
D. The ability of humans to reason.
12. A. Reptilian brain, mammalian brain and neocortex(新大脑皮层).
B. Reptilian brain, neocortex and mammalian brain.
C. Mammalian brain, reptilian brain and neocortex.
D. Mammalian brain, neocortex and reptilian brain.
13. A. A layer cake.
B. A network.
C. An archaeological site.
D. A mammal's brain.

Questions 14 through 16 are based on a dialogue.

14. A. In the classroom.
B. In the lab.
C. In the library.
D. At the computer center.
15. A. Learn about legislative hearings conducted by Congressional committees.
B. Report on the procedures followed by the US Government Printing Office.

- C. Prepare a paper on steps by which proposed legislation becomes law.
 - D. Compare laws on health care with laws on education or foreign affairs.
16. A. The computer.
B. The printed sheet.
C. The book to be given by a librarian.
D. The Government Printing office.

Questions 17 through 20 are based on the following story.

17. A. He lived a happy life.
B. He lived a poor life.
C. He lived an unforgettable life.
D. He lived a rich life.
18. A. Because she could take home \$ 100 a week.
B. Because she refused to buy him a \$ 75 shirt.
C. Because she could pay all the bills.
D. Because she could make both ends meet.
19. A. He started studying again.
B. He had a goal at heart.
C. He refused to be bothered by others.
D. He studied for A's sake.
20. A. It remains fresh forever in his heart.
B. It is transient.
C. It can hardly be remembered now.
D. It is a miserable reminder.

Part II CLOZE TEST (15 points)

Directions: Read the passage through. Then go back and choose one item of suitable word(s) marked A, B, C or D for each blank in the

passage. Mark the corresponding letter of the word (s) you have chosen on your Answer Sheet.

Moses Mendelssohn, the grandfather of the well-known German composer, was far from being handsome. Along with a rather short 21, he had a grotesque hunchback.

One day he visited a merchant in Hamburg who had a lovely daughter named Frumtje. Moses fell 22 in love with her. But Frumtje was 23 by his misshapen appearance.

When it came time for him to leave, Moses 24 his courage and climbed the stairs to her room to take one last opportunity to speak with her. She was a 25 of heavenly beauty, but caused him deep sadness by her refusal to look at him. After several 26 at conversation, Moses 27 asked, "Do you believe marriages are made in heaven?"

"Yes," she answered, still looking at the floor. "And do you?"

"Yes I do," he replied. "You see, in heaven 28 the birth of each boy, the Lord 29 which girl he will marry. When I was born, my future 30 was pointed out to me. Then the 31 added, 'But your wife will be humpbacked.'"

"Right then and there I called out, 'Oh Lord, a humpbacked woman would be a 32. Please, Lord, give me the 33 and let her be beautiful.'"

Then Frumtje looked up 34 his eyes and was stirred by some deep memory. She 35 out and gave Mendelssohn her hand and later became his devoted wife.

- | | | | |
|--------------------|--------------|--------------|------------|
| 21. A. statue | B. studio | C. stature | D. status |
| 22. A. desperately | B. hopefully | C. immensely | D. eagerly |
| 23. A. declined | | B. repulsed | |
| C. accepted | | D. saddened | |

- | | | | |
|--------------------|---------------|-----------------|-------------|
| 24. A. displayed | | B. demonstrated | |
| C. stirred | | D. gathered | |
| 25. A. vision | B. scene | C. photo | D. sense |
| 26. A. experiments | | B. experiences | |
| C. attempts | | D. temptations | |
| 27. A. shyly | B. lowly | C. loudly | D. secretly |
| 28. A. upon | B. in | C. at | D. after |
| 29. A. whispers | B. announces | C. denounces | D. speaks |
| 30. A. bride | B. bridegroom | C. fiancée | D. fiance |
| 31. A. God | B. Heaven | C. Palace | D. Lord |
| 32. A. drama | B. tragedy | C. comedy | D. play |
| 33. A. hand | B. fault | C. hump | D. poverty |
| 34. A. at | B. on | C. above | D. into |
| 35. A. reached | B. called | C. made | D. cried |

Part II READING COMPREHENSION (20 points)

Directions: In this part of the test, there are four short passages for you to read. Read each passage carefully, and then do the questions that follow. Choose the best answer A, B, C or D, and mark the corresponding letter on your Answer Sheet.

(1)

Have you heard about the book which pushes blood types as determining whether somebody should be vegetarian or not?

The idea of choosing foods based on your blood type was popularized by Peter J. D'Adamo, ND, in his book, *Eat Right For Your Type*. D'Adamo, a naturopath (崇拜自然疗法的人), proposes that those who have blood type A should be vegetarian, while those with blood type O must eat meat and eliminate wheat and some other grains. He says that following the correct diet for your blood type

will help you maintain optimal health and weight, avoid many infections, and fight back against life-threatening illnesses. Is there any truth to his claims?

While D'Adamo spends more than 350 pages explaining the minute details of the foods, supplements, medications, and exercise regimens which should be followed by people with each blood type, he fails to scientifically document the effectiveness of his recommendations. Many of the claims which he makes are not backed up by published research. For example, depending on your blood type, you are presented with detailed lists of foods which are highly beneficial, neutral, or to be avoided. How were these lists generated? Has any research been published showing adverse health effects from use of foods which should be avoided? No studies are presented which support what appear to be the author's speculations.

Numerous studies have shown that vegetarians live longer than non-vegetarians and have a lower risk of a number of chronic diseases. These studies are likely to be based on people from all blood type groups. It certainly seems that a vegetarian diet has benefits for those studied, regardless of their blood type. Similarly, studies like those of Dean Ornish appear to demonstrate the beneficial effect of a vegetarian diet and other lifestyle changes on a number of individuals, and not just those of a certain blood type.

Eat Right For Your Type should not be used as the basis for dietary change. Statements like "I could never be a vegetarian, I'm type O" are not based on scientific evidence and may even lead people to avoid making dietary changes which could benefit both their health and the health of our planet. Our advice? Stick with a varied, whole foods-based vegetarian diet regardless of your blood type.

36. Which of the following is Not the effect of the correct diet for

- your blood type according to D'Adamo?
- A. Prevent fatal diseases.
 - B. Be immune from infections.
 - C. Keep you slim.
 - D. Retain optimal health.
37. What does "minute" mean?
- A. Precise.
 - B. Colorful
 - C. Faithful.
 - D. Tiny.
38. D'Adamo includes in the second paragraph all Except _____
- A. categories of blood type and their diet.
 - B. scientific supports to his theories.
 - C. foods can be classified as beneficial, neutral, or to be avoided.
 - D. other elements good for health.
39. What is the author's attitude toward D'Adamo's advice?
- A. Unbelieving.
 - B. Supportive.
 - C. implicit.
 - D. Disdainful.
40. It can be inferred that the author _____
- A. favors the strict diet in line with one's blood type.
 - B. advocates limited diet regardless of one's blood type.
 - C. prefers a combination of meat and vegetarian diet.
 - D. favors a diet of different foods and vegetables.

(2)

Gorillas and chimpanzees possess a rudimentary speech center within their brains that until now was thought to be unique to humans, scientists have found.

Brain scans of the apes — man's closest living relatives — have revealed a small, lopsided(不平衡的) structure buried in the front part of the head which in human is critical for language.

The structure, Brodmann's area 44, is part of the language

center known as Broca's area, and the scans reveal that it is larger and more developed in the left half of the ape's brain than in the right hemisphere — just as it is in humans.

Claudio Cantalupo and William Hopkins, who conducted the study at the Yerkes Primate Research Center at Emory University in Atlanta, Georgia, were surprised such a critical feature within the ape's brain had gone unnoticed.

Unlike humans, apes do not have language, and communicate by grunts and hand movements. The scientists believe their brains show that the evolution of language is rooted in a common ape-human ancestor who lived more than five million years ago.

Mr. Cantalupo and Mr. Hopkins say in the journal *Nature*: "The part-possession by great apes of a homologue (同族体) of Broca's area is puzzling, particularly considering the discrepancy between sophisticated human speech and the primitive vocalizations of great apes."

Chimpanzees and gorillas nevertheless share one thing in common with human communication — they tend to use their right hands when grunting, which are controlled by the left-side of the brain. "Our findings suggest that the neuro-anatomical substrates(培养基) for left-hemisphere dominance in speech production were evident at least five million years ago and are not unique to hominid (原始人类) evolution," the scientists say. "Whatever the function of area 44 in great apes, our finding that these species show a human-like asymmetry ... indicates that the origin of asymmetry in language-related areas of the human brain should be interpreted in evolutionary terms rather than being confined to the human species."

41. What does "rudimentary" in the first sentence mean?

A. Undeveloped.

B. Primitive.

- C. Radical. D. Elementary.
42. Which statement is true according to the passage?
- A. Gorillas, chimpanzees and apes are the same.
B. It was believed that only humans have a speech center.
C. Like humans, apes have language.
D. Apes are the ancestors of humans.
43. The difference between humans and apes lies in ____
- A. asymmetry in Broca's area.
B. the origin of language evolution.
C. left-hemisphere dominance.
D. communication means.
44. What is the main idea of the passage?
- A. A new discovery.
B. The similarities between humans and apes.
C. Apes are found to have a speech center.
D. The discrepancies between sophisticated human speech and the primitive vocalizations of great apes.
45. What important conclusion can we come to from the passage?
- A. Asymmetry in language-related areas of the human brain results from evolution rather than from the uniqueness of humans.
B. Brodmann's area 44 is unique to apes.
C. Humans are more intelligent than apes.
D. There is much in common between apes and humans.

(3)

A child's world is fresh and new and beautiful, full of wonder and excitement. It is our misfortune that for most of us that clear-eyed vision, that true instinct for what is beautiful and awe-inspiring, is dimmed and even lost before we reach adulthood. *If I had influence*

with the good fairy who is supposed to preside over the christening (洗礼形式) of all children I should ask that her gift to each child in the world be a sense of wonder so that it would last throughout life, as an unfailing antidote (矫正方法) against the boredom and disenchantments of later years, the sterile preoccupation with things that are artificial, the alienation from the sources of our strength.

If a child is to keep alive his inborn sense of wonder without any such gift from the fairies, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in. Parents often have a sense of inadequacy when confronted with a world of complex physical nature, inhabited by a life so various and unfamiliar that it seems hopeless to reduce it to order and knowledge. In a mood of self-defeat, they exclaim, "How can I possibly teach my child about nature — why, I don't even know one bird from another!"

I sincerely believe that for the child, and for the parent seeding to guide him, it is not half so important to know as to feel. If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow. The years of early childhood are the time to prepare the soil. Once the emotions have been aroused — a sense of the beautiful, the excitement of the new and the unknown, a feeling of sympathy, pity, admiration or love — then we wish for knowledge about the object of our emotional response. Once found, it has lasting meaning. It is more important to pave the way for the child to want to know than to put him on diet of facts he is not ready to assimilate.

46. What is the main idea of the passage?

- A. A child's world is fresh and new and beautiful, full of wonder and excitement.

- B. The fairies can keep children's vision.
C. Cultivation of children's emotions and impressions of the senses is most important.
D. Emotions are soil and facts are knowledge.
47. The first paragraph functions as a kind of _____.
A. hypothesis. B. transition.
C. hope. D. analogy.
48. According to the author, the key person in keeping alive a child's inborn sense of wonder is _____.
A. Teacher. B. Parent.
C. The child him/ herself. D. Fairy.
49. What an important rhetoric device does the author adopt in the second sentence of the last paragraph?
A. Simile. B. Metaphor.
C. Comparison. D. Definition.
50. What opinion does the author want to convey through the last paragraph?
A. If you want to have a harvest, you should ensure fertile soil.
B. The years of early childhood are the time to prepare the soil.
C. Help children arouse interest and feeling first.
D. Parents should pave the way for the child.

(4)

Increasingly, US companies are becoming relationship-focused. We seek to be customer-driven. We want to partner with suppliers. We are moving from a manufacturing economy to a value-added, service-oriented economy. And at the heart of service are relationships; interpersonal relationships, inter-group relationships, and interdepartmental relationships.

The ascendance of work teams in large U. S. organizations puts a