

研究生英语 学位考试试题集

折鸿雁 主编 王英 赵莉 孙长虹



西安交通大学出版社

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内 容 提 要

本教材适用于全国高等院校非英语专业硕士研究生,是其参加英语学位课程考试的考前模拟自测题。本教材编写严格遵照国家教委颁发的《非英语专业研究生英语(第一外语)教学大纲(试行稿)》以及《非英语专业硕士研究生英语学位课程考试大纲(试行稿)》的规定和要求。本教材包括 12 套模拟自测题。每套题分 1、2 两卷:卷 1 由听力理解、词汇、完形填空和阅读理解四部分组成;卷 2 由翻译和写作两部分组成。书后附有听力理解部分的文字材料以及所有自测题的参考答案。

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前 言

硕士研究生英语学位课程考试是针对全国高等院校非英语专业硕士研究生的标准化英语水平考试,其目的在于考核已修完研究生英语课程的学生是否达到教学大纲所规定的各项要求以及实际掌握和运用英语的能力。

为了帮助广大研究生尽快熟悉考试题型,提高他们对英语学位课程考试的应试能力,我们根据国家教委所颁发的《非英语专业研究生英语(第一外语)教学大纲(试行稿)》的要求和《非英语专业硕士研究生英语学位课程考试大纲(试行稿)》的规定,选编了这本《研究生英语学位考试试题集》,以便能在较短的时间内帮助考生提高考试成绩。

本教材包括 12 套模拟试题。这些试题在内容、形式、题量、计分和计时等方面与《考试大纲》的规定完全一致,难度也基本相同。每套试题均附有答案、写作题范文、听力理解部分的文字材料。这样,既便于组织学生进行模拟考试,也便于学生自测。

本教材具有较强的实用性和针对性。全书内容丰富,题材广泛,语言规范,注意了对知识性和科学性的要求。我们相信,通过本教材的系统训练,广大读者定能在较短的时间内有所突破。

本教材含文字教材一册,录音带 2 盒,由西安交通大学出版社、西安交通大学音像出版社出版发行。

编 者

1999 年 4 月

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I . TESTS

Test 1

Paper One

Part I Listening Comprehension (15 minutes, 15 points)

Section A(1 point each)

Directions: In this section, you will hear 9 short conversations. At the end of each conversation, a question will be asked about what was said. Each conversation and question will be spoken only once. After each question there will be a pause. During the pauses, you must read the four suggested answers marked A, B, C and D, and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

1. A. No one knows why the coach quit.
 B. He missed the coach's retirement party.
 C. The coach is trying to solve the mystery.
 D. He doesn't know why the coach wants to see him.
2. A. He wants to do the right thing.
 B. He probably won't listen to the man's advice.
 C. He has decided not to buy the car.
 D. He has made a good decision.

3. A. At a movie theatre.
B. At a supermarket.
C. At a cafeteria.
D. At a laundry.
4. A. That the man should pick an easier career.
B. That the man should avoid straining his back.
C. That the man is getting stronger every day.
D. That the man should take back the things he can't lift.
5. A. Visit the circus.
B. Save more money.
C. Demand more than the bare necessities.
D. Accept unsatisfactory working conditions.
6. A. He prefers not to argue about it.
B. He disagree with the woman.
C. He shares the woman's opinion.
D. He wasn't able to hear the lecture.
7. A. The class usually begins at three.
B. Professor Smith didn't have class today.
C. The woman's class was allowed to leave ahead of time.
D. The woman wasn't with the others.
8. A. Trucks would be sold there.
B. Something would be constructed.
C. A lot of machinery will be cleaned.
D. The land will be used for farm animals.
9. A. Jill plans to keep it for the time being.
B. It doesn't belong to Jill.
C. She's going to drive it now.
D. She doesn't know where it is.

Section B(1point each)

Directions: In this section, you will hear 2 short passages. At the end of each passage, you will hear 3 questions . Both the passage and the questions will be spoken only once. After you hear one question, you must choose the best answer from the four choices marked A,B, C and D. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

10. A. Man's ability to resist disease.
B. Man's unceasing thirst for danger.
C. Man's unyielding desire for progress.
D. Man's spirit of invention.
11. A. Order of importance.
B. Spatial order.
C. Simple listing.
D. Time order.
12. A. Buying a strip of land.
B. Starting the building of the canal immediately.
C. The prevention of illness.
D. The Spanish-American War.
13. A. Their cost is very cheap.
B. They can be used in many countries.
C. Their source is plentiful.
D. They need little experimentation.
14. A. It gathers heat from the sun.
B. It pushes a turbine in a dam.
C. It causes winds to turn a windmill.
D. It warms up the land along the coast.
15. A. Slowing down the Earth's rotation.

- B. Harming the coastline.
- C. Changing the wave pattern.
- D. Polluting the water.

Part II Vocabulary(10 minutes, 10 points)

Section A(0.5 point each)

Directions: There are ten sentences in this section. Each sentence has one word or phrase underlined. Below the sentence are four words or phrases marked A, B, C and D. Choose the word or phrase that is closest in meaning to the underlined one. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

16. The most pressing problem any economic system faces is how to use its scarce resources.
- | | |
|---------------|------------------|
| A. puzzling | B. controversial |
| C. terrifying | D. urgent |
17. It is imperative that they arrive on time for the lecture.
- | | |
|--------------|--------------|
| A. necessary | B. suggested |
| C. hoped | D. intended |
18. The main features of the telegraph were developed by two inventors, but it was Samuel Morse who successfully synthesised their ideas.
- | | |
|---------------|---------------|
| A. financed | B. publicised |
| C. integrated | D. disproved |
19. Many new medicines today eradicate diseases before they become too widespread.
- | | |
|-------------|-------------|
| A. wipe out | B. identify |
| C. prolong | D. suspend |

20. The soldier rashly agreed to lead the dangerous expedition.
A. resignedly B. heroically
C. recklessly D. reluctantly
21. The grasshopper is an insect that can leap about twenty times the length of its own body.
A. jump B. see
C. hear D. call
22. She said that the man was malicious in his intent.
A. violent B. vicious
C. sneaky D. disagreeable
23. The amount of water in the reservoir will diminish if the dry season continues.
A. deteriorate B. vanish
C. decrease D. arise
24. The Titanic lies buried in its aqueous tomb.
A. watery B. subterranean
C. glorious D. unknown
25. The number of unemployed people in our country is increasing rapidly.
A. licensed B. working
C. business D. jobless

Section B(0.5 point each)

Directions: There are 10 incomplete sentences in this section. For each sentence there are four choices marked A, B, C and D. Choose the answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

26. My brother likes eating very much but he isn't very _____ about the food he eats.
A. special B. peculiar
C. particular D. unusual
27. As he had no friends and relatives in the town, the traveller tried to find a _____ somewhere.
A. log B. lodge
C. landing D. lodging
28. After the show, the crowd _____ out of the theatre.
A. poured B. melted
C. drew D. dismissed
29. There was a good _____ of the countryside from the front of the bus.
A. sight B. view
C. scene D. scenery
30. Scientists are convinced that the brain has the capacity to _____ pain.
A. block out B. make up
C. do down D. check out
31. Thomas Edison considered genius to be _____ one percent inspiration and ninety-nine percent perspiration.
A. composed of B. constituted in
C. consisted of D. comprised in
32. This ticket _____ one person to the show.
A. permits B. enters
C. delivers D. admits
33. Anyone who wishes to participate in the state lottery may do so by _____ a ticket at a store which displays the official lottery seal.

- A. purchasing B. voting
C. cutting D. writing
34. The two English explorers were _____ to the discomforts and dangers of the hike through the Antarctic.
A. indifferent B. discontent
C. different D. entertaining
35. The current domestic situation is _____ favourable and we should take advantage of it to undertake our enterprise.
A. nothing if not B. nothing but
C. for nothing D. to say nothing of

Part II Cloze Test (10 minutes, 15 points)

Directions: There are 15 blanks in the following passage. For each numbered blank, 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 centre.

The industrial Revolution, which began sometime in the eighteenth century, 36 greater changes in technology than had been in all the 37 history of mankind. By the mid-1800's the revolution had run its 38, and advanced countries began to enjoy such 39 as railways, steamships, electricity and a variety of steam-driven 40 that increased production tremendously and made the industrial countries richer and more powerful.

Technology, also enriched, was 41 refined to produce the telephone, wireless telegraphy, the automobile and the airplane. Improvements 42 mass production soon made these new things 43 to ordinary people, and by the 1930's new entertainment

industries, 44 the radio and sound motion pictures, enlivened the age of mass consumption.

All of this took about 200 years, 45 in the later stages the pace of development accelerated. If the First World War 46 up the pace of industrial development dramatically, the second global 47 was the *catalyst* (催化剂) for a real explosion of technology. It 48 to us the mixed blessings of nuclear energy and weapons, space travel and intercontinental *ballistic* (弹道的) missiles, automation and petrochemicals. Some inventions changed the face of industry, while others began to 49 the character of society and family life.

50, the process of technology made life more productive, safer and more agreeable, but also more challenging.

- | | | | |
|--------------------|--------------------|---------------|---------------|
| 36. A. brought up | B. brought forward | | |
| C. brought out | D. brought about | | |
| 37. A. preceding | B. proceeding | C. processing | D. presenting |
| 38. A. course | B. way | C. route | D. road |
| 39. A. discoveries | B. novelties | C. equipments | D. techniques |
| 40. A. devices | B. facilities | C. appliances | D. machinery |
| 41. A. quite | B. further | C. rather | D. already |
| 42. A. in | B. for | C. of | D. with |
| 43. A. accessible | B. available | C. adaptable | D. additional |
| 44. A. excluding | B. concluding | C. including | D. comprising |
| 45. A. otherwise | B. therefore | C. but | D. moreover |
| 46. A. made | B. turned | C. picked | D. stepped |
| 47. A. conflict | B. confusion | C. conquest | D. conduct |
| 48. A. provided | B. furnished | C. introduced | D. supplied |
| 49. A. differ | B. vary | C. alternate | D. alter |

50. A. In brief

B. In short

C. In consequence

D. In the end.

Part IV Reading Comprehension(45 minutes, 30 points)

Directions: There are 6 passages in this part. Each passage is followed by 5 questions or unfinished statements. For each of them there are four choices marked A, B, C and D. Decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage 1

When several different people look at the same person, it is not unusual for each of them to see different things; when you alone observe one behavior or one person at two different times, you may see different things. The following are but some of the factors that contribute to these varying perceptions:

Each person's perceptions of others are structured by his or her own cultural conditioning, education, and personal experiences. Adults teach children what they think are the critical dimensions to look for in other people. In the United States individuals are trained to develop their auditory and visual sensors and to pay less attention to information that could be obtained from touching or smelling. As an individual, I may have had previous experiences with tall, powerful, red-headed males that cause me to recoil in fear. The experiences of another may cause him or her to see the same person as a good lover, a warm and gentle person, a dull person, a dogmatic person, an

athlete, etc.

Sometimes perceptions differ because of what we choose to observe and how we process what we've observed. It is not necessarily true that person perception is based on observations of a particular person. Your observations may be totally dominated by what others have told you about this person; or you may focus primarily on the situation or role relationships. Most people do not use the same yardstick to measure their parents, their friends, and strangers. It is often difficult to see our own children or spouses as others do. An aggressive child may be perceived very differently at home by his or her parents than by a stranger when the child displays the same behavior. We do not mentally process everything we observe. There are moments when we will look for, see, respond to, and interpret a particular set of cues and other times when the same cues will go unnoticed or will be disregarded. Even when two people attend to the same cluster of cues and receive the same impressions, the language used to express these impressions may be sufficiently different to suspect different perceptions.

Sometimes we see only what we want to see or don't see what may be obvious to others because of our own needs, desires, or temporary emotional states. This is a process known as selective perception. Selective perception is obviously more difficult when contradictory information is particularly vivid, but it can be done. We can ignore the stimulus—"He's basically a good boy so what I saw was not shoplifting." We can reduce the importance of the contradictory information—"All kids get into mischief. Taking a comic book from the drugstore isn't such a big deal." We can change the meaning of the contradictory information—"It wasn't shoplifting because he was going to pay for it later." We can reinterpret previously ob-

served traits to fit the contradictory information— “I can see now how he tried to manipulate and use me. He ran errands for me so I wouldn’t report his shoplifting!” Or we can infer new traits— “I still think he’s a kind and pleasant kid, but he doesn’t seem to be very honest or dependable.” In each attempt to deal with seemingly contradictory information, an effort was made to see the boy’s behavior as making sense.

When we learn that an old childhood acquaintance has been charged with a mass murder, we may selectively recall a variety of behaviors and incidents that were relatively unimportant to our previous image of this person, but will now help to explain the new image. And there will always be some who, after reconstructing the past, must say: “I always **knew** something like this would happen.” Encountering people who are consistently puzzling to us probably leads us to terminate association with them.

51. The first factor given by the author that affects our perception is _____.
- A. the development of one’s auditory and visual sensors
 - B. cultural background and personal experiences
 - C. experiences one learns from others
 - D. critical dimensions held by other people
52. While observing a particular person, _____.
- A. one is likely to take all aspects into consideration
 - B. one pays more attention to his/her merits than demerits
 - C. children often differ from adults in perception
 - D. one tends to choose certain cues to look for
53. Observation of the same person by two people at the same time may differ because _____.

- A. their measuring yardsticks are not the same
 - B. either of them may be slow to catch information
 - C. the time for observation is not long enough
 - D. each of them uses different language to express his/her impressions
54. The worst thing in selective perception is that _____.
- A. perceived information runs against your desire
 - B. facts can be totally ignored or distorted
 - C. importance of the contradictory information can be overrated
 - D. the same information may not be processed in the same way
55. A variety of behaviors and incidents connected with the old childhood acquaintance, though relatively unimportant, _____.
- A. can be turned to account for the person's crime
 - B. can be valuable in developing further friendship with him/her
 - C. can explain his/her new image as well as the old
 - D. can provide some evidence for his/her past crimes

Passage 2

I find it wholesome to be alone the greater part of the time, to be in company, even with the best, is soon wearisome and dissipating, and I never found a companion so companionable as solitude.

We are for the most part more lonely when we go abroad than when we stay in our chambers, for solitude is not measured by the space that intervene between a man and his fellows.

The farmer, who can work alone all day without feeling lonesome, but must recreate with others at night, wonder how the student can sit alone at night; he does not realize the student, though in the house, is actually at work in his field and chopping his wood as