金版新考研英语成功必备系列

新

孙怀庆 主编

吉林大学出版社

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附口试全模拟

金版新考研英语

全题型成功必备

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前　言

为了提高我国硕士研究生的外语水平，满足二十一世纪对人才培养的更高要求,教育部高教学生司和教育部考试中心研究决定，从招收2002年硕士研究生起，对入学考试的英语科目(非英语专业)进行改革，即在原有笔试项目中，除写作部分无任何变化外，对原有的30道单句形式的语法、词汇题用考核英语知识运用的完形填空题替换，另外还减少了一篇阅读理解文章。在此基础上，为了加强对在校硕士研究生英语听说能力的培养，解决“听不懂、讲不出，难以与外国人直接交流”的问题，在新的试卷结构中将增加听说能力测试内容，其题型设计更趋科学、合理，具有更好的信度和效度。无疑，此举对推动我国的大学英语及研究生英语教学，激发广大学生学习英语的积极性，全面提升大学生的英语综合素质具有深远意义。

基于此，我们邀请吉林大学公共外语教研部副主任、硕士生导师、孙怀庆教授组织长期从事考研英语研究、命题和教学的教师编写了这本《金版新考研英语全题型成功必备》。本书具有以下特色：

一、严格遵循新考纲。2002年后研究生入学英语全面考核考生的英语运用能力，对考生的英语素质提出了更高的要求。所以，本书以“取乎法上”为编写原则，磨砺考生的学习意志和能力，激发考生的学习热情和兴趣，极具前瞻性。

二、全面揭示新题型。2002年后的考研英语在题型上更趋灵活性和挑战性。新增听力题型不仅突破CET4&6题型的限制，而且在选材范围、长度及录音速度等方面都提高了难度。增加口试，无疑会对应试英语教学当头棒喝，而完型填空、阅读、翻译、作文等传统题型因为新考纲的精神也呈现出不同的试题特点。为此，本书考点既面面俱到，又重点突出，使考生不但能从容应试，还能自如应用，可谓一举数得。

三、材料新颖，设题规范。优秀的模拟测试不但要求内容上具有典型性和全面性，而且要求设题上具有科学性和规范性。本书以英语测试学为理论，以范型题为样式，做到信度和效度的高度统一。

本书由听力理解、英语知识运用、阅读理解(含英译汉)、写作、口语测试组成，并附录音材料的文字稿及全部试题的参考答案，供考生自学参考。

本书口语测试部分的插图由郭海涛友情编绘，特此致谢。

愿考生在使用本书过程中，学思结合，融会贯通，以期金榜题名，稳操胜券。

在编写与校订本书过程中，力求审慎，唯恐仍有疏失之处，尚祈读者不吝指正。

编者于吉林大学

目　　录

一、最新全国硕士研究生入学考试英语试卷结构表

部分	节	为考生提供的信息	指导语语言	测试要点	题型	题目数量	计分
I 听力（20 分）	A	1 段独白或对话（180～220 词）（放两遍录音）	英语	特定和具体信息	填充表格	5	5
	B	1 段独白或对话（280～320 词）（放两遍录音）	英语	特定、具体或总体信息	补充句子或简答题	5	5
	C	3 段独白或对话(每段 200～300 词)（放一遍录音）	英语	理解大意和细节推断词义判断态度/意图	多项选择题（四选一）	10	10
II 英语知识运用（10 分）		1 篇文章（240～280 词）	英语	词汇、语法和结构	完形填空 多项选择题（四选一）	20	10
III 阅读理解（50 分）	A	4 篇文章（共约 1,600 词）	英语	理解大意和细节推测词义进行推断	多项选择题（四选一）	20	40
	B	1 篇文章(约 400 词) 5 处线部分（约 150 词）	英语	理解的准确性	英译汉	5	10
IV写作（20 分）		中、英文提示信息以及有关要求	英语	书面表达	短文(约 200 词)	1	20
总计						65+1	100

二、最新全国硕士研究生入学考试英语听力测试要求

一、测试目的

外语（非外语专业）听力测试主要测试考生理解外语口语的能力。要求考生理解主旨要义；获取事实性的具体信息；理解明确或隐含表达的概念性含义；进行有关的判断、推理和引中；理解说话者的意图、观点或态度。

二、试卷内容与结构

听力部分由三节组成：

节	为考生提供的信息	指导语语言	测试要点	题型	题目数量	计分
A	1段独白或对话（180～220词）（放两遍录音）	英语	特定和具体信息	填充表格	5	5
B	1段独白或对话（280～320词）（放两遍录音）	英语	特定、具体或总体信息	补全句子或简答题	5	5
C	3段独白或对话（200～300词）（放一遍录音）	英语	理解大意和细节推断词义判断态度/意图	多项选择题（四选一）	10	10

A节（5题）：测试考生理解特定和具体信息的能力。要求考生根据所听到的一段180～220词的独白或对话的内容，填充表格中的空白。录音材料播放两遍。

B节（5题）：测试考生理解特定、具体或总体信息的能力。要求考生根据所听到的一段280～320词的独白或对话，补全句子或简要回答问题。录音材料播放两遍。

C节（10题）测试考生获取特定、具体信息，理解主旨要义，推测词义、判断说话者意图、观点或态度的能力。要求考生根据所听到的三段独白或对话（每段200～300词），从每题所给的4个选择项目中选出最佳选项。每段录音只播放一遍。

问题不在录音中播放，仅在试卷上印出。

考试进行时，考生将答案写或划在试卷上；听力部分结束前，考生有5分钟的时间将试卷上的答案誊写或转涂到客观题答题卡上。

三、最新全国硕士研究生入学考试外语口试要求

一、考试目的

外语口试（非外语专业）主要测试考生运用外语知识与技能进行口头交际的能力。它从发音的正确性，使用语言的准确性、流利程度以及得体性几个方面全面测试考生的口头表达能力。

二、考试形式

由招生单位组织参加复试的考生进行口语测试，考试形式由招生单位自行确定。

为了保证口试成绩的公正，考试必须全过程录音，录音保存期为 6 个月。

三、评分标准

对考生口语的测试主要从三个方面进行评价：

1．语言准确性和范围：从语法与用词的准确性、语法结构的复杂性和词汇的丰富程度。发音的准确性等诸多因素来测评考生的口语能力。

2．话语的长甜美和连贯性：从在讨论有关话题时连贯表达思想的长短，内容的连贯性以及寻找合适词语而造成的停顿频率及长短来测评考生。

3．语言的灵活性和适合性：测试考生反应是否灵活，能否自然、积极地参与讨论；话语是否得体，语言的使用总体上能否与语境、功能和目的相适应。

以上三个方面分成四等，A 为优，B 为良，C 为及格，D 为不及格，然后综合起来，形成口试成绩。

口试结束后，必须当场给出成绩，为利于选拔，不用“通过”、“不通过”或“合格”、“不合格”。各等级的标准是：

A 等：能用外语就熟悉的题材进行口头交际，基本没有困难。

B 等：能用外语就熟悉的题材进行口头交际。虽有些困难，但不影响交际。

C 等：能用外语就熟悉的题材进行简单的口头交际。

D 等：不具有口头表达能力。

四、最新全国硕士研究生入学考试英语笔试模拟试题

Test 1
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

You will hear a talk about something different between the USA and China. Listen and complete the sentences in questions 1-5 with information you've heard. Write no more than 3 words in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below.

The United States of America and China are different in		1
Cities in the USA are a part of a county and control only the area within the		2
The people who live in American rural areas make up a		3
Most farms in the USA and Canada are very large and		4
In terms of percentage of American working population, those driving to work account for		5

Part B

You will hear a dialogue between two students about the graduation problem of their classmate, Patty. Answer questions 6-10 while you listen. ***Use not more than 5 words*** *for each answer. You will*

hear the recording twice. You now have 25 seconds to read the questions.

According to the woman, what is Patty about to do?		6
What was Patty's family planning for her?		7
According to the woman, what happened to Patty a month ago?		8
What are the speakers are discussing at the end of the dialogue?		9
When are the speakers going to graduate from college?		10

Part C

You will hear three dialogues or monologues. 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 answer. You will hear each piece ***only once.***

Questions 11~13 are based on the following talk. You now have 15 seconds to read questions 11~13.

11. What do advances in technology contribute to according to the talk?
    [A] The improvement of people's lives.
    [B] Many environmental problems
    [C] The wiping out of human illness.
    [D] The increase in mental pressure on people.
12. What does an understanding of science and technology help people do?
    [A] Understand what people them human.
    [B] Understand the modern world and developments in it.
    [C] Realize both advantages and disadvantages of advances in science.
    [D] Study various aspects of human biology.
13. What does the whole talk deal with?
    [A] How people are going to share the resources among them.
    [B] Human doubt about science and technology.
    [C] The uses of science.
    [D] Advances in both science and technology.

Questions 14~16 are based on the following phone conversation about a theater group. You now have 20 seconds to read questions 14~16.

14. Why did Susan think Frank might be interested in the theater group?
    [A] He is a student of drama.
    [B] Many of his friends are actors.
    [C] She knows he likes acting.
    [D] He's looking for an acting job.
15. Why does Frank ask for time to think about whether he'll join the group?
    [A] His schoolwork takes up most of his time
    [B] He has to rearrange his evening schedule.
    [C] He hasn't been in a play for a long time.
    [D] He might not like the way the group works.
16. What does Susan expect Frank to do?
    [A] Make an appointment with her on Wednesday.
    [B] Try to learn his part as quickly as possible.
    [C] Pick her up on Thursday.
    [D] Enjoy the rehearsal.

Questions 17~20 are based on the following talk about Emily Dickinson, a well-known American poet. You now have 20 seconds to read questions 17~20.

17. Who is the speaker?
    [A] A poet.
    [B] A teacher.
    [C] A student.
    [D] An artist.
18. What's the discussion topic of the previous meeting?
    [A] A comparison of poems by Dickinson and Whitman.
    [B] Eighteenth-century English criticism.
    [C] New England mystery stories.
    [D] The poems of Walt Whitman.
19. How did Emily differ from Walt Whitman?
    [A] She published poems more frequently.
    [B] She seldom left her home.
    [C] She was ten years older than Walt Whitman.
    [D] She spoke a different language.
20. What will the class do now?

[A] Discuss one of Emily Dickinson's poems.

[B] Hear another oral report.

[C] Hear a lecture by Professor May.

[D] Discuss poems written by the speaker.

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 for each numbered blank and mark A, B, C or D on Answer Sheet 1.*

The first thing to consider when you want to build a private swimming pool is the size and shape of the pool. The size and the shape will depend on many _21._ Public pools are usually large and rectangular or L-shaped. But private pools, our specialty, are _22_ and can be almost any shape—rectangular, kidney bean, round, oval, or free-form. A private pool must _23_ the design of a house and garden, _24_ the shape is important. The size and the shape of your pool will _25_ depend on what you want to do in the pool: Dive? Have a _26_ for children to swim? Exercise? _27_ cool on hot days? Just relax? We can help you _28_ these decisions.

Next, you must plan the details of your pool. Our engineers and architects can help you _29_ this. They will survey your land, examine the ground, and look carefully at your house and _30._ Then they will draw a detailed plan that is similar _31_ an architect's house plan. The plan will include the _32_ of drains, pipes, and water filter systems.

Next, we must excavate (dig a large hole in the ground) and _33_ the ground for concrete. Our _34_ of pool builders is expert at this work. _35_ they excavate, they will prepare a concrete floor. Then they will prepare the walls of the pool with mesh reinforcement and steel framework. Next they will pour or spray concrete _36_ the walls. The concrete needs to dry slowly and evenly. If it dries too _37_, it will crack.

To finish the pool, you might want to add steps, ladders, a diving board, tiles, paints, and lights. You will also need to finish the area _38_ the pool. You might want a paved area around the pool, a fence, and a garden. Be sure not to plant _39_ near the pool: They will cause shadows and the leaves will drop into the water. Furthermore, the growing roots will _40_ the concrete. Our designers and landscapers can help you with these final plans.

21. A. facts	B. factors	C. causes	D. circumstances
22. A. smaller	B. middle	C. medium	D. moderate

23. A. equal	B. match	C. if	D. follow
24. so	B. for example	C. of course	D. therefore
25. A. too	B. also	C. as well	D. besides
26. A. place	B. chance	C. opportunity	D. time
27. A. Stay	B. Feel	C. Being	D. Keep
28. A. make	B. decide	C. determine	D. reach
29. A. plan	B. do	C. make	D. design
30. A. pool	B. rooms	C. yard	D. floor
31. A. to	B. with	C. in	D. at
32. A. spot	B. site	C. location	D. situation
33. A. provide	B. level	C. prepare	D. build
34. A. organization	B. department	C. number	D. team
35. A. When	B. After	C. Since	D. Because
36. A. over	B. to	C. in	D. onto
37. A. tightly	B. slowly	C. evenly	D. fast
38. A. in	B. around	C. on	D. over
39. A. vegetables	B. flowers	C. grass	D. trees
40. A. leak	B. scratch	C. crack	D. break

Section III Reading Comprehension

Part A

Directions: *There are four 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]. You should decide on the best choice and mark the corresponding letter on the Answer sheet.*

Passage 1

Ancient monuments are an integral part of a nation's pride. This is true in Europe, where there is a high concentration of old stone buildings. Unfortunately, there is also a lot of atmospheric pollution, and this is why so much has to be spent on protecting these buildings. Traditionally, the highly eroded state of some monuments, especially in urban areas, has been blamed on the effects of the weather and the chemical compounds thrown up into the air as pollution, which then form acidic solutions which fall as rain and accelerate stone erosion. The normal treatment for this is to clean the stone and perhaps protect important parts with binding resins or plastics.

However, work in Germany on Cologne Cathedral suggests that the polluting acid rain may do most damage indirectly as food for microbes. Researchers at the Fraunhofer Foundation in Frankfurt believe that bacteria living on the surface of the stone actually feed on the nitrogen and sulphur compounds in the acid rain and excrete stronger nitric acid. As the acid builds up, the microbes

burrow further into the stone to escape it, sometimes to a depth of five centimeters, and there do even more damage. German federal research minister Heinz Reisenuber said that literally tons of nitric acid were produced every year by these microbes on Cologne Cathedral and even the hardest stone could not stand up to that. The answer, researchers believe, is to coat that building with a chemical which will kill the bacteria, in this case a heavy metal compound.

Separate research carried out in Britain at Portsmouth Polytechnic appears to confirm the importance of bacteria but suggests the situation may be a little bit more complicated. Dr. Eric May and his team have just finished a three-year study of the role of bacteria in the erosion of Porchester Castle in Hampshire and Tintern Abbey in Wales. They took bacteria from the natural environment and showed that some of these can erode fresh stone in the laboratory. Then, using the latest antibody detection technique, Dr. May discovered that the stone-destroying bacteria were living just below the surface of the old stones at Tintern and Porchester. Now he is planning experiments to see whether the bacteria are actually responsible for stone decay in nature.

41. It appears those ancient monuments are increasingly being threatened by _____.
    [A] lack of funds for their upkeep
    [B] the use of unsuitable stones to repair them
    [C] the erosion of national pride
    [D] the effect of the surrounding environment
42. Experts working on Cologne Cathedral have come to the conclusion that the biggest direct threat comes from _____.
    [A] too heavy a rainfall
    [B] organisms feeding on acid rain
    [C] microbes feeding on stone
    [D] the thickness of the stone
43. The word "excrete" in paragraph 2 probably means _____.
    [A] absorb [B] pass out
    [C] combine [D] digest
44. Researchers believe that the present problem is best solved by _____.
    [A] polishing the stone
    [B] coating important parts of the building with resins and plastic
    [C] attacking the acid-producing bacteria
    [D] painting the inside of the building with chemical compounds
45. Which of the following is NOT true according to the passage?
    [A] German and British scientists did the research jointly.
    [B] It seems that the erosion process is quite complicated.
    [C] Some advanced technique has been used in the research.
    [D] More work has to be done before a definite conclusion can be made.

Passage 2

Tomorrow evening about 20 million Americans will be shown, on their television screens, how easy it is to steal plutonium and produce "the most terrifying blackmail weapon ever devised" — a home-made atomic bomb.

They will be told that no commercial nuclear plant in the United States — and probably in the world — is adequately protected against a well planned armed attack by terrorists and that there is enough information on public record to guide a nuclear thief not only to the vaults of nuclear plants where plutonium is stored, but also to tell him how the doors of those vaults are designed.

The hour-long television program, "The Plutonium Connection", makes its point by showing how a 20-year-old student of the MIT in five weeks designed an atomic bomb composed of plutonium and parts from a hardware store.

The young man, whose identity is being kept secret for fear that he may be kidnapped by terrorists, is quoted as saying: "I was pretty surprised about how easy it is to design a bomb. When I was working on my design, I kept thinking there's got to be more to it than this, but actually there isn't. It's simple."

The student worked alone, using information he obtained from science libraries open to the public. The television program, produced for non-commercial stations across the country by a Boston educational station, shows how quantities of other "secret" information are available to anyone.

The Atomic Energy Commission's public reading room in Washington is described by the narrator as "the first place a bomb-designer would visit when he was planning his plutonium theft. On file there and freely available are the plans of every civilian nuclear installation in the country."

The TV program seems certain to create enormous controversy among the people who are concerning about the matter. Even an official of Public Broadcasting System, which is distributing the TV program, confessed to qualms: "It is a terribly important subject, and people should know about the dangers, but I can't help wondering if the program won't give someone ideas."

"The Plutonium Connection" explains, for example, that the security systems of nuclear plants were all designed to prevent sabotage by perhaps one or two agents of some foreign Power. But now this appears less of a hazard than the possibility of an attack by an armed band of terrorists with dedicated disregard for their own lives.

46. Why did the student design an atomic bomb?

[A] Because he was really a terrorist.

[B] Because it was a normal part of his studies at MIT.

[C] Because it was an experiment for him to see how easy it was.

[D] Because he tried to have a blackmail weapon.

47. A terrorist would go to the Atomic Energy Commission's public reading room _____.

[A] to find out where to steal an atomic bomb

[B] to find out where to steal plutonium

[C] to look at files of secret information

[D] to find out how to design a bomb

48. The student found out how to design an atomic bomb _____.

[A] from information he found in science libraries

[B] during his course at MIT

[C] from information made available on TV program

[D] from secret information in the AEC's library

49. According to the passage, what does "give someone idea" imply?

[A] Teaching people how to make bombs.

[B] Showing people how to steal plutonium.

[C] Putting the government in trouble.

[D] Giving information to foreign powers.

50. Plutonium plants can easily be robbed because _____.

[A] their security precautions do not work properly

[B] they were not planned in such a way as to resist a terrorist attack

[C] agents of some foreign powers were very cunning

[D] the local police are inefficient to protect so many plutonium plants

Passage 3

The bodysuit problem that has recently entered the swimming arena has been misconstructed by officialdom. As evidenced by the decision to ban full bodysuits by the US Swimming Board, there is a belief that it is the shape of the suit that needs to be controlled or limited. Nothing could be further from the truth.

It is the new generation of fabrics that causes the problem. These fabrics are designed to make a swimmer more slippery than natural skin or the "old" lycra, nylon, etc. When the fabrics are dry, and they are slow to "wet", they also increase a swimmer's buoyancy. The greater the amount of these fabrics that cover the non-propulsive surface of the body, the greater will be the benefit to the swimmer. Swimmers will be more slippery and float higher because their resistance will be reduced significantly.

What needs to be done to halt this technological invasion into what was a natural contest of aquatic locomotion, is to define parameters for fabrics so that they:

·Do not improve on human skin's texture. Manufacturers would have to prove this through public scientific analysis for acceptance.

Have an open weave that allows the fabric to wet very quickly. The fabric would have to pass impedance tests of a defined level when tested for permeability. A test similar to that performed on ski-jumping outfits would be acceptable.

The material would have to have a certain amount of elasticity. The material would not be strong enough to distort a swimmer's natural shape. Its elasticity would be such that it would give

before it compressed tissues to any appreciable degree.

Two flotation tests would need to be passed.

When a dry suit is rolled in a ball and thrown a distance of 15 feet into a competitive swimming pool, it should sink completely below the surface within 10 seconds.

When a dry suit is worn and subjected to an underwater weighing protocol, there will be no discernable improvement in a swimmer's natural or nude specific gravity.

The solution to the bodysuit dilemma is simple. For if these conditions for fabric are met, then wearing more fabric than the minimum that meets the "Modesty Rule" would only have a detrimental effect upon a swimmer's performance, it would hinder rather than assist an athlete. Thus, the "fuller" a bodysuit is, the greater would be a swimmer's resistance. There would be no need to restrict the size or shape of a swimmer's suit, except for modesty. Only fools would wear bodysuits that make them more resistive. Swimmers are still able to gain assistance, although slightly reduced, by wearing the new materials in a torso-thigh configuration. The fabric is the problem. Acceptable fabrics have to be defined and determined.

51. The author thinks the _____ of swimming suits should be controlled.
[A] shape [B] size [C] material [D] style

52. Which of the following statements is true of an acceptable swimming suit?
[A] It should be used to cover the propulsive part of the body.
[B] The use of fabrics in it must be strictly controlled.
[C] It must be large enough to produce resistive force.
[D] It will greatly reduce a player's underwater weight.

53. By writing this passage, the author wants to inform us that _____.
[A] we should prohibit the use of this kind of new fabrics in swimming suits
[B] wearing special swimming suits to improve performance violates the principle of fair play
[C] some officials are too sensitive to the bodysuit issue
[D] we should work out regulations on the basis of scientific research

54. The word "detrimental" in the last paragraph probably means _____.
[A] helpful [B] harmful [C] centrifugal [D] centripetal

55. The article suggests that _____.
[A] the action taken by the US Swimming Board revealed a kind of misunderstanding about the bodysuit problem
[B] wearing full bodysuit will make the player swim faster
[C] there is no limit as to what a ski player wears
[D] the bodysuit problem has troubled the swimming circles for a long time

Passage 4

Life is Beautiful is a concentration-camp tale which is a touching and poignant movie. Of the film Life Is Beautiful, its director, writer and leading actor Roberto Benigni says, "Everything good I