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前 言

《考研英语冲刺试卷》是参照 2003 年全国硕士研究生入学考试英语考试大纲(非英语专业)编写的,其中包括十套仿真模拟试题。每套试题为分听力、英语知识运用、阅读理解、写作四个部分。其中英语知识运用部分包含词汇、语法和结构方面的内容,阅读理解部分包含阅读和翻译两个部分。

考生在经过一段时间的分项复习训练之后进入综合训练的阶段。这也是考研准备过程的最后冲刺阶段。《考研英语冲刺试卷》即是为这一阶段训练准备的练习材料。考生通过做模拟试题主要达到两个目的:1)熟悉考试的题型和题目安排的顺序;2)通过实战演习进入考试状态。熟悉题型、题目顺序可以缓解考生考试时的紧张心情,因此做模拟题的时候最好按照题目顺序做,不要随意跳跃式地做题。正式考试的时间是 180 分钟,做模拟题时也应实考规定的时间内完成,为自己创造实考的气氛,这样才能达到模拟练习的最佳效果。

本书听力部分是由刘福安、陈则航、孙迎晖、李岩编写,阅读部分由冯采、张英编写,翻译部分由周渝毅、丁振琴编写,写作部分由王星编写。书中疏漏和不妥之处,敬请广大读者和同行指正。

主 编

2002 年 10 月

内 容 简 介

根据 2003 年全国硕士研究生入学考试英语考试大纲(非英语专业)编写的《考研英语冲刺试卷》包括十套仿真模拟试题。每套题分为听力、英语知识运用、阅读理解、写作四个部分。其中英语知识运用部分包含词汇、语法和结构方面的内容,阅读理解部分包含阅读和翻译两个部分。

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试卷部分

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.

Part A

Directions:

You will hear a conversation in which two persons talk about the preparation for the exam. Listen to it and fill out the table with the information you've heard for questions 1—5. Some of the information has been give to you in the table. Write **only 1 word** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Information for the preparation for the exam		
It is	°(F)	1
The exam will be held in	days	2
Students will be examined for	courses	3
5 years ago to run an AC around the clock cost only	dollars a month	4
Today to run an AC 24 hours a day costs over	dollars a month	5

Part B

Directions:

You will hear a radio weather forecast. For questions 6—10, complete the sentences 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. (5 points)

In the North West and the North East of England, after

	6
--	---

some early morning mists, it'll be mainly

In the South West and Wales. There might be some storms,

	7
--	---

with

The temperature in the South West and Wales will be around

℃	8
---	---

The weather in the South East will be warmer, no winds and

	9
--	---

Temperatures in Northern Ireland will not be

	10
--	----

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. (10 points)

Questions 11—13 are based on the following talk about America on wheels. You now have 15 seconds to read questions 11—13.

11. Who developed the idea of "standardization of parts"?

[A] Many countries.	[B] Eli Whitney.
[C] Henry Ford.	[D] American workers.
12. Which of the following is true of the development of automobiles?

[A] Most early automobiles were "horse carriages" powered by gasoline.
[B] Automobiles were improved rapidly after 1900 in the United States.
[C] Each worker has a lot of complicated work to do on an assembly line.
[D] Mass production was first made possible in Europe.
13. Why have automobiles become popular in the United States, according to the passage?

[A] America was a large country.
[B] The form of the member's deposit.
[C] The necessary reserves of the IMF.
[D] The monetary crisis of the IMF.

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

14. Which of the following may be included in Plan A?

[A] Two meals a day.

- [B] You may choose breakfast and dinner or lunch and dinner.
 [C] One meal a day only.
 [D] Three meals a day, except on Sunday.
15. Which is closed on Sunday evenings?
 [A] Tiger's Lair. [B] Bengal Grill.
 [C] All the dormitory cafeterias. [D] Restaurants near campus.
16. If you have _____.
 [A] Just use your own meal card. [B] Buy a one-time meal ticket.
 [C] You are not allowed to do so. [D] Pay your friend's meal in cash.

Questions 17—20 are based on a talk on the problem of lightning in the countryside. You now have 20 seconds to read questions 17—20.

17. Which of the following caused the most deaths and injuries in the United States?
 [A] Floods. [B] Tornados. [C] Thunderstorms. [D] Hurricanes.
18. Approximately how many people are injured by lightning annually?
 [A] 400 [B] 300 [C] 200 [D] 100
19. Who is the speaker's audience?
 [A] Young count-dwellers. [B] Sailors.
 [C] Weathermen. [D] City-dwellers.
20. What does the speaker say about being near water during a thunderstorm?
 [A] It is safe if you are in water.
 [B] Remain in a pond or lake until the storm passes.
 [C] Stay away from it.
 [D] If you are within a tenth of a mile of water, you will probably be a casualty.

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)

While there are more heat deaths in the summer than at any other time, 21 hot days in the spring may kill more people than a(n) 22 hot day in July or August, a new British study suggests. The study, published this month in the Journal of Epidemiology and Community Health, also found that temperatures 23 66 degrees Fahrenheit began to add 24 to deaths in London, according to a 25 of 20 years' worth of records. After the temperature rose above 71, deaths increased 26 3.3 percent 27 every additional two degrees, the study found. But the most surprising 28, according to its lead author, Dr. Shakoor Hajat of the London School of Hygiene and Tropical Health, was that the rate of increase was 29 its steepest on the hot days recorded in May and June, 5.4 percent per

degree. Dr. Hajat said in an interview that the 30 heat waves found only in July and August clearly killed more people 31 than isolated hot days and that, 32 in London, cold killed more people than heat. But the hot days of spring appear to 33 dangers of their own, he said. Dr. Hajat suggested two 34 explanations. "It could be 35 people are not yet accustomed 36 higher temperatures," he said. "So it takes a greater 37 ." "Or it could be the phenomenon epidemiologists call harvesting," he said. "High temperatures early in the year could 38 the deaths of susceptible people, so that 39 a summer heat wave comes 40 , they've been removed from the population."

- | | | | |
|---------------------|----------------|------------------|-----------------|
| 21. [A] individual | [B] single | [C] every | [D] particular |
| 22. [A] closely | [B] same | [C] exactly | [D] equally |
| 23. [A] as lower as | [B] as low as | [C] as lowly as | [D] the same as |
| 24. [A] clearly | [B] measurably | [C] accountably | [D] constantly |
| 25. [A] review | [B] assessment | [C] view | [D] file |
| 26. [A] at | [B] for | [C] of | [D] by |
| 27. [A] for | [B] of | [C] by | [D] in |
| 28. [A] concept | [B] funding | [C] finding | [D] realization |
| 29. [A] for | [B] with | [C] in | [D] at |
| 30. [A] prolonged | [B] expanded | [C] long | [D] extended |
| 31. [A] wholly | [B] all over | [C] overall | [D] entirely |
| 32. [A] at least | [B] at most | [C] on the whole | [D] as far as |
| 33. [A] make | [B] pose | [C] lay | [D] put |
| 34. [A] possible | [B] reasonable | [C] definite | [D] obvious |
| 35. [A] which | [B] that | [C] what | [D] then |
| 36. [A] for | [B] about | [C] to | [D] with |
| 37. [A] effect | [B] result | [C] influence | [D] toll |
| 38. [A] participate | [B] predict | [C] protect | [D] precipitate |
| 39. [A] by the time | [B] by the end | [C] so far as | [D] as long as |
| 40. [A] back | [B] off | [C] along | [D] by |

Section III Reading Comprehension

Part A

Directions:

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

Text 1

The Statue of Liberty was designed as a symbol of a great international friendship. With

the passing of the years, its meaning has deepened. Today it is the most symbolic structure in the United States.

Standing in New York Harbor at the very door of the New World, the Statue of Liberty is one of the biggest sculptures in the history of the world. It has greeted many millions of burdened and brave people who have crossed the ocean in hopeful search of freedom and opportunity. To the whole world, the statue has become the symbol of those ideals of human liberty upon which our nation and its form of government were founded.

In its international sense, the statue, which was a gift from the people of France to the people of the United States, honors the long friendship between the peoples of the two nations. This friendship has continued since the American Revolution when, helped by the French with money and men, it helped turn the tide of victory to the side of the colonies.

There is symbolism in the design of the statue itself. The statue represents a proud woman, dressed in a loose robe that falls in graceful folds to the top of the pedestal she stands upon. The right arm holds a great torch raised high in the air as she lights the way to freedom and liberty. The left arm grasps a tablet bearing the date of the Declaration of Independence. A crown with huge spikes, like sun rays, rests on the head. The broken shackles that are molded at the feet of Liberty speak for themselves to generations of people fleeing tyranny. The symbol of American liberty stands as a beacon of refuge for immigrants.

Speaking in 1936 at the fiftieth anniversary celebration of the unveiling of the Statue of Liberty, President Franklin D. Roosevelt said, "Millions of men and women adopted this homeland because in this land they found a home in which the things they most desired could be theirs: freedom of opportunity, freedom of thought, freedom to worship God. Here they found life because here there was freedom to live. It is fitting, therefore, that this should be a service of rededication to the liberty and peace which this statue symbolizes. Liberty and peace are living things. If they are to be kept, each generation must guard them and vitalize them anew."

41. The author refers to the United States as the _____.
[A] land of the freedom [B] symbol of the New World
[C] home of great men [D] beacon of the world
42. The American Revolution is cited as the beginning of _____.
[A] the design of the statue [B] American – English hostilities
[C] bloodshed on American soil [D] a historical friendship
43. The author describes the Statue of Liberty as the _____.
[A] greatest piece of architecture in the world
[B] most symbolic structure in the United States
[C] most creative monument ever assembled
[D] biggest sculpture in the world
44. The article suggests that _____.
[A] America has welcomed a large number of immigrants

- [B] immigration policies are being reviewed
- [C] immigration quotas are often filled by July of each year
- [D] immigrants cannot adopt this land as their home

45. We can conclude that _____.

- [A] most Americans have never visited the Statue of Liberty
- [B] the Statue of Liberty symbolizes America's attitude toward liberty
- [C] the Statue of Liberty is more than two hundred years old
- [D] the Statue of Liberty is the only symbol of the freedom in the world

Text 2

A snow surveyor sitting in an office in Portland, Oregon, can tell if it has snowed in the past hour on Mount Hood, which is fifty miles away. He can tell what the air temperature is there, and how much water is in the Mount Hood snowpack. The information comes automatically by radio every hour from a "snow pillow" high on the mountain.

With "snow pillows" now being installed at other points in the Cascade Mountains, the snow surveyor in Portland will be kept posted on conditions at key mountain sites and as far away as Cold Springs, Oregon, a distance of 240 miles. This is the new method of snow surveying.

Under this system, readings of basic data are made by instruments installed at observation sites. A signal sent out from a base station located in a town or city asks the observation sites for current information. This information is then sent back by radio to the base station. It is not necessary for anyone to be present during this operation. The system operates by itself. The data is recorded for a permanent record.

The regular way of snow surveying is by manual means. Snow survey teams of two people each are sent to the mountains to obtain forecast data by taking measurements. They measure the depth of the snowpack about once a month beginning in January and ending in May or June. All measurements, taken at about 1,200 fixed locations, follow a set schedule and exact measurement procedure. This network is spread over the mountains in eleven western states.

Snow surveyors are specially trained for this work. They must be able to ski or snowshoe, avoid avalanches, and survive in the snow under severe blizzard conditions. The possibility of being caught in an avalanche is a constant danger. Shelter cabins with food, wood, and bedding are usually provided if trips take more than one day. Sometimes the cabins are completely buried under the snow.

Information collected by snow survey teams or by electronic devices provides the basis for making water supply forecasts. Each state has a unit of two or three people who study the data and then prepare the water supply outlook.

Now, snow surveying provides good estimates of water that will be available for irrigating crops and pastures, for industry and power generation, and for city and recreational use.

46. The operation of the snow pillow and base station _____.
 [A] requires the skill of three technicians
 [B] is controlled by one meteorologist
 [C] is automatic
 [D] needs a team of three people
47. The author implies that snow survey teams _____.
 [A] sometimes require several days to collect data
 [B] leave base stations at sunrise
 [C] rescue people who have skiing accidents
 [D] send the signal by radar
48. Snow pillows provide necessary information for _____.
 [A] climate research [B] skiing predictions
 [C] weather summaries [D] water supply forecasts
49. The person who derives the greatest benefit from snow surveys is the _____.
 [A] small store owner [B] ski resort operator
 [C] farmer [D] travel agent
50. We can conclude that _____.
 [A] a snow pillow can measure rainfall
 [B] the water content of snow varies
 [C] snow surveyors are paid by the federal government
 [D] the snow survey is done in Oregon

Text 3

Queen Fabiola always felt called to care for those in need, even long before she received the title of queen of Belgium. From her childhood, Doña Fabiola Mora y Aragon, a Spanish noble born in Madrid on June 11, 1928, always held the interests of the marginalized members of society close to her heart. She pursued a professional career as a nurse and worked in a Madrid hospital, acting on her need to care for others.

The elegant and intelligent young woman, who fluently spoke Spanish, French, Dutch, English, German and Italian, didn't know that her career as a nurse was preparing her for a much greater role in society.

In 1950, at age 32, Fabiola married King Baudouin of Belgium, and embarked on a new era of her life as a Queen. Not only was this a new era in her life, but she was to begin a new era in the role of the Queen in Belgian society, a role that will make the Queen a much closer and personal figure for all Belgians.

Queen Fabiola immediately took a keen interest in the cultural and social life of her new country, and her warm personality won over the Belgian people.

That the two were happy and in - love was obvious to all, and likewise the fact that the couple remained childless affected the entire country. Nevertheless, the King and Queen sur-

prised everyone with their positive attitude. In place of bemoaning their bad luck, the two simply “adopted” all the Belgian people, becoming mother and father to each one.

Queen Fabiola lived her life as a wife and mother. She did all she could to help and support her husband, and likewise worked tirelessly for the well being of her children, especially the most needy. Her sphere of influence, however, often extended outside Belgium. In the international political scene she often took advantage of her official capacity and position as Queen to win support from international institutions and other influential people for the well-being of marginalized groups.

Queen Fabiola of Belgium recently received the 2001 Ceres Medal, in recognition of her work to promote rural women in developing countries, from the Food and Agriculture Organization of the UN.

As one can see, after King Baudouin’s death in 1993, Queen Fabiola demonstrated that her role as queen was not only a title, her life and her mission as Queen was not yet over.

51. Fabiola is the Queen of _____.
[A] Belgium [B] France [C] Spain [D] Italy
52. According to the text, Fabiola is _____.
[A] friendly and helpful to all people [B] a heroine of her country
[C] a nice mother at home [D] a powerful politician
53. The text tells us the followings except that Fabiola _____.
[A] never stops taking care of those who in need
[B] has the language talent
[C] wins 2001 Ceres Medal from UN
[D] is international popular
54. From the text we learn that _____.
[A] she has a lot of children her own
[B] she is not only beloved by her people but also wins the international respect
[C] she returns back to her nursing career after her husband’s death
[D] she is capable in economy
55. We can infer from the text that after the King died _____.
[A] she lost her position as a main figure in the country
[B] she is too sad to play her role in both family and country
[C] she works even harder for her country
[D] she continues to play a major role in the Belgian Royal Family

Text 4

We know that we have to pay for what we get. If we buy food, we have to pay for it. If a doctor treats us, we know there will be a bill to pay. These are private bills. But there are also public bills that must be paid. Public bills are paid for by the government. In turn we get needed services. We all use these services without thinking how we get them. But

such services cost money. We pay for these services through taxes.

What would happen if everyone in a city stopped paying taxes? The water supply would stop. Water might even become unclean and impure. The streets might not be cleaned. There would be no police force to protect people and property. Schools would be closed. People would become sick and disease might spread. We would not want to live in such a city. We all want pure water and food, clean streets, and good schools. We want police to protect us from crime.

These services are expensive. The bills get larger each year. We spend public money today for services that we did not have fifty years ago. For instance, we now use public money to help stop accidents in mines and shops and to help farmers.

The chief duty of every government is to protect persons and property. More than three-fourths of the money spent by our government is used for this purpose. The next largest amount of public money goes to teach and train our citizens. Billions of dollars each year are spent on schools and libraries. Public money is used to pay the teachers and other public officials. Also, a large amount of public funds is spent on roads.

The greatest part of the needed funds is raised by taxes. A tax is money that we all must pay to support the government. The law orders us to pay taxes. We have no choice in the matter. Almost everyone pays some tax in one form or another.

Years ago, the government made money from the sale of public lands. But most of the best public lands have now been sold. The money raised was used to help pay the costs of government. There are still some public lands that contain oil, coal, gas, and other natural products. They could be sold. But we want to save them for future years. So, we all must pay our share for the services that make our lives comfortable.

56. Which of these would be a good title for this article?

- [A] Government Services and Taxes
- [B] Protection from Crime
- [C] Schools and Libraries Are Public
- [D] Public and Private Bills

57. Most of the money spent by the government is spent to _____.

- [A] clean the water supply
- [B] protect people and property
- [C] teach and train people
- [D] pay for the police

58. According to the text, we learned that _____.

- [A] government spends money unwisely
- [B] we waste money on taxes
- [C] taxes are private bills
- [D] we get what we pay for

59. This article suggests that _____.

- [A] even the rich pay taxes
- [B] government land is cheap
- [C] people do not like the police
- [D] we will pay more taxes

60. What could happen if people did not pay taxes?

- [A] Cities would become dirty.
- [B] The police would be better trained.
- [C] Schools would hire more teachers.
- [D] doctors will be out of work.

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)

Japan's post - World War II value system of diligence, cooperation, and hard work is changing. Recent surveys show that Japanese youth have become a "Me Generation" that rejects traditional values.

61) "Around 1980 many Japanese, especially young people, abandoned the values of economic success and began searching for new sets of values to bring them happiness," writes sociologist Yasuhiro Yoshizaki in *Comparative Civilizations Review*. Japanese youth are placing more importance on the individual's pursuit of happiness and less on the values of work, family, and society.

Japanese students seem to be losing patience with work, unlike their counterparts in the United States and Korea. In a 1993 survey of college students in the three countries, only 10% of the Japanese regarded work as a primary value, compared with 47% of their Korean counterparts and 27% of American students. A greater proportion of Japanese aged 18 to 24 also preferred easy jobs without heavy responsibility.

Concern for family values is waning among younger Japanese as they pursue an inner world of private satisfaction. Data collected by the Japanese government in 1993 shows that only 23% of Japanese youth are thinking about supporting their aged parents, in contrast to 63% of young Americans. It appears that many younger - generation Japanese are losing both respect for their parents and a sense of responsibility to the family. 62) Author Yoshizaki attributes the change to Japanese parents' over - indulgence of their children, material affluence, and growing concern for private matters.

The shift toward individualism among Japanese is most pronounced among the very young. According to 1991 data from the Seimei Hoken Bunka Center of Japan, 50% of Japanese youth aged 16 to 19 can be labeled "self - centered", compared with 33% among those aged 25 to 29. 63) To earn the self - centered label, the young people responded positively to such ideas as "I would like to make decisions without considering traditional values"

and “I don’t want to do anything I can’t enjoy doing”.

Diminishing social responsibility, according to Yoshizaki, is tied to the growing interest in pleasure and personal satisfaction. A study comparing society – conscious youth from 1977 to 1990 found that the Japanese had slipped far behind American and Australian students.

64) Only 11% of Japanese aged 18 to 24 said they get personal satisfaction in doing something on behalf of society, according to 1993 data from the Japanese government, while four times as many Americans said so.

65) Yoshizaki concludes that the entire value system of Japanese youth is undergoing major transformation, but the younger generation has not yet found a new organized value system to replace the old.

Section IV Writing

66. Directions:

A. Title: What Can I Do for the Environment?

B. Your composition should be based on the outline below:

1. State the environmental problems we face now.
2. State the possible causes.
3. Talk about what you can do to (help) improve the environment.

You should write about 200 words.

Test 2

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.

Part A

Directions:

You will hear a conversation in which a man and a woman talk about film – making. Listen to it and fill out the table with the information you've heard for questions 1—5. Some of the information has been give to you in the table. Write **only 1 word** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Information about Making Films		
Miss Gish commence making movies	years ago	1
Miss Gish has just finished making	movie(s)	2

Information for Miss Gish's Routine		
Miss Gish gets up in the morning at	a. m.	3
Miss Gish is ready for the movies by	a. m.	4
Miss Gish has dinner at	a. m.	5

Part B

Directions:

You will hear a girl named Suzanne talking about her favorite sport. For questions 6 – 10, complete the sentences and answer the questions 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