

研究生同等学力申请硕士学位英语统考模拟试题集

ENGLISH QUALIFYING
MODEL TESTS FOR
MASTER-DEGREE
APPLICANTS

陈爱玖 主编

暨南大学出版社

研究生同等学力申请硕士学位 英语统考模拟试题集

(ENGLISH QUALIFYING MODEL TESTS
FOR MASTER - DEGREE APPLICANTS)

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前言

每年都有不少在职人员攻读同等学力研究生课程，申请硕士学位。为了帮助考生考前全面复习，编者根据《关于在职人员以研究生毕业同等学力申请硕士学位外国语课程水平统一考试大纲》（试行稿）的要求编写了《研究生同等学力申请硕士学位英语统考模拟试题集》（ENGLISH QUALIFYING MODEL TESTS FOR MASTER - DEGREE APPLICANTS）。本书是我们在教学实践的基础上，根据在职人员申请硕士学位英语统考考生的需要编写而成。

本书每套试题完全按照在职人员申请硕士学位英语统考试题的模式，以试行稿大纲为依据编写了十套模拟试题，并附有样题一套和1996年试题一套。这种英语水平统一考试分为试卷一和试卷二两部分。试卷一包括听力理解、词汇、阅读理解和综合填空四部分；试卷二包括改错、汉译英和作文。听力部分附有三盒录音磁带，并附有答案和部分简略的题解，便于考生对照检查。

本书由暨南大学外语中心《研究生同等学力申请硕士学位英语统考模拟试题集》编写组负责编写。主编陈爱玖副教授。编写组人员（按姓氏笔划）：叶华享、余惠芬、李启莺、陈爱玖、章恒珍五位副教授。李启莺副教授协助审校部分试题。

欢迎广大读者将你们的批评和建议告诉我们，以便我们以后把本书修订得更好。

编者

1998年1月1日

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TEST 1

English Qualifying Model Test 1

for Master – Degree Applicants

(Time Limit: 150 minutes)

Paper One

Part I Listening Comprehension (20 minutes, 15 points)

Section A

Directions: In this section, you will hear 9 short conversations. At the end of each conversation, there will be a question. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, 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.

Example: You will hear:

M: Is it possible for you to work late, Miss Grey?

W: Work late? I suppose so, if you really think it is necessary.

Q: Where do you think this conversation most probably took place?

You will read: A) At the office. B) In the waiting room.

C) At the airport. D) In a restaurant.

From the conversation we know that the two were talking about some work they had to finish in the evening. This is most likely to have taken place at the office. Therefore, A) "At the office" is the best answer. Now let's begin with Question No. 1.

1. A. Stayed at home.
B. Visited her aunt.
C. Went to New York.
D. Spoke to her aunt on the phone.
2. A. An account.
B. Money.
C. To write a check.
D. To count it.
3. A. Six.
B. Seven.
C. Four.
D. Twenty - four.
4. A. 6.
B. 12.

- C. 10.
 5. A. A field trip.
 C. A bad dream.
 6. A. July.
 C. January.
 7. A. Because you must take the stairs.
 B. Because nine is an odd number.
 C. Because the elevator got stuck.
 D. Because there are too many people in the elevator.
 8. A. Because it is customary.
 B. Because he had extra money.
 C. Because the lady lost her money by mistake.
 D. Because the musician took a shower.
 9. A. About 6. p.m.
 C. About 11:30.
 D. 18.
 B. A hut in the woods.
 D. A foot race.
 B. June.
 D. May.
 B. At 3:30.
 D. After dinner.

Section B

Directions: In this section, you will hear 2 short passages or longer conversations. At the end of each passage or conversation, you will hear some questions. Both the passage and conversation and questions will be spoken only once. After you hear a 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 center.

(1)

Questions 10 to 12 are based on the following passage.

10. A. To hang coats on.
 C. To cover the floors.
 11. A. They have big beds.
 C. They have glass walls for separation.
 D. They have little furniture.
 12. A. When they are tired.
 C. Before the evening meal.
 B. To clean shoes.
 D. To protect the doors.
 B. They don't have doors.
 B. Before going to bed.
 D. When they return from work.

(2)

Questions 13 to 15 are based on the following conversation.

13. A. He is in debt.
 B. He has to resign as Chairman of the Students' Union.

- C. He lags behind in his studies. D. He has to sell his car.
 14. A. The first year. B. The fourth year.
 C. The second year. D. The third year.
 15. A. He can't get along with his schoolmates in the Union.
 B. He can't do the work well.
 C. He is in debt. D. He can't get through his studies.

Part II Vocabulary (10 minutes, 10 points)

Directions: In each question, decide which of the four choices given will most suitably complete the sentence if inserted at the place marked. Mark out your choice on the ANSWER SHEET.

16. She follows orders well, but she seldom _____ action.
 A. imitates B. initiates
 C. informs D. relates
17. The vacuum cleaner is a valuable labour - saving _____ for the busy housewife.
 A. piece B. engine
 C. device D. instrument
18. Einstein's theory of relativity seemed _____ when it was first introduced.
 A. incredible B. inconsistent
 C. unaccountable D. impressive
19. The flight was postponed because of technical problems and was finally cancelled last week when a _____ was discovered.
 A. defeat B. defect
 C. accident D. damage
20. When my friend asked me for help, I readily gave my _____.
 A. ascent B. accent
 C. consent D. access
21. The message was _____ to them by wire.
 A. given B. transferred
 C. transported D. transmitted
22. When he was crossing the road, he was knocked down by a motor - car and lay _____ by the roadside.
 A. unconscious B. unaware
 C. thoughtless D. asleep
23. The novels he has written have shown his _____ ability as an author.
 A. literally B. literal
 C. literary D. literature
24. The amount of water in the reservoir will _____ if the dry season continues.
 A. deteriorate B. vanish

- ### Part III Reading Comprehension(50 minutes, 30 points)

• 4 •

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 with a single line through the centre.

Questions 36 to 40 are based on the following passage.

Until very recently, the songs of colonial America were known only in small, isolated areas of the United States. They were handed down within a family circle, and there was no way for them to become known over the whole country or to be a real part of the nation's culture. Since each generation tended to remember its own songs and to forget the older songs it once knew, much of the nation's song heritage may have disappeared.

The first step toward preserving America's song heritage was taken by scholars, collectors and researchers who gathered and studied songs; next, singers became interested, and soon folk songs could be heard nationally on radio. Finally, America's rediscovered musical heritage spread to the schools, becoming part of every child's experience.

Many colonial songs were rediscovered in the southern Appalachian Mountains. Universities, the Library of Congress, and many individual collectors added to the treasury of song. In some parts of the nation old Scottish, Irish, Welsh, or English songs had not been pushed out of existence by newer music. There collectors found ten, twenty, even thirty versions of the same ballad—sometimes with a different tune or story, but always recognizable and always originating in the same old song. In a few isolated places, the ballads still existed in what was probably the form sung in colonial days; but since the songs were transmitted orally, individual variations have probably crept in.

36. Until recently, colonial songs were preserved by _____.
A. popular radio broadcasts
B. recordings in the Library of Congress
C. classes in schools
D. families who passed them down
37. Many colonial songs may have disappeared because _____.
A. people remembered older songs better
B. families kept their songs a secret
C. each generation remembered its own music best
D. later generations wrote better music
38. Many additional songs were found by _____.
A. university researchers
B. Library of Congress collectors
C. individual collectors
D. all of the above

39. It was unusual to find songs that _____.
A. had more than one tune
B. originated in one old song
C. were still in their original form
D. came from Scottish and English ballads
40. We cannot tell whether any songs are exactly as they were in colonial days because _____.
A. there are many versions of every song
B. individual singers probably varied the songs
C. we have only the modern versions
D. the songs were written down in very rough fashion

Questions 41 to 45 are based on the following passage:

Are you aware that you actually possess six senses? The sixth is a muscular sense responsible for directing your muscles intelligently to the exact extent necessary for each action you perform. For example, when you reach for an object, the sensory nerves linking the muscles to the brain stop your hand at the correct spot. This automatic perception of the position of your muscles in relation to the object is your muscular sense in action.

Muscles are stringy(多纤维的) bundles of fibers varying from one five - thousandth of an inch to about three inches. They have three unique characteristics: they can become shorter and thicker; they can stretch; and they can retract to their original positions. Under a high - powered microscope, muscle tissue is seen as long, slender cells with a grainy texture like wood.

More than half of a person's body is composed of muscle fibers, most of which are involuntary — in other words, work without conscious direction. The voluntary muscles, those that we move consciously to perform particular actions, number more than five hundred. Women have only 60 to 70 percent as much muscle as men for their body mass. That is why an average woman can't lift as much, throw as far, or hit as hard as an average man.

41. According to the passage, the muscular sense is responsible for _____.
A. the efficiency of our muscles
B. the normal breathing function
C. directing our muscles intelligently
D. the work of only our involuntary muscles
42. Intelligent use of the muscles means that _____.
A. one always knows what his muscles are doing
B. one performs simple actions without working
C. one's muscles are used only to the extent necessary for each action they perform
D. one improves muscular action consciously

43. Under a microscope, muscle cells appear to be _____.
A. textured like wood
B. colored like wood
C. smooth and red
D. short and thick
44. An average woman is weaker than an average man because she has _____.
A. more voluntary muscles than an average man
B. only 60 to 70 per cent as much muscle for her body mass
C. 60 to 70 per cent less muscle for her body mass
D. less muscle fiber for her body weight
45. Implied but not stated;
A. The muscular sense is more important than any other sense.
B. Muscular sense involves automatic perception.
C. There are many more than 500 involuntary muscles in the body.
D. Muscle tissue is inflexible.

Questions 46 to 50 are based on the following passage

It is physically impossible for a well - educated intellectual , or brave man to make money the chief object of his thoughts;as physically impossible as it is for him to make his dinner the principal object of them. All healthy people like their dinner ,but their dinner is not the main object of their lives. So all healthy - minded people like making money——ought to like it and to enjoy the sensation of winning it; but the main object of their lives is not money; it is something better than money. A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay——very properly so, and justly grumbles when you keep him ten months without it; still, his main object of life is to win battles, not to be paid for winning them. So of doctors. They like fees no doubt——ought to like them ;yet if they are brave and well - educated, the entire object of their lives is not fees. They, on the whole, desire to cure the sick, and——if they are good doctors, and the choice were fairly put to them—— would rather cure their patient and lose their fee than kill him and get it. And so with all other brave and rightly trained men; their work is first, their fee second, very important always, but still second.

46. According to the first paragraph, it is physically _____ for a well - educated man to make his dinner the main object of his life.
A. possible
B. impossible
C. probable
D. necessary

47. The first paragraph tells us that the main purpose of healthy - minded people's lives is _____.
- A. money
 - B. dinner
 - C. something better than money
 - D. nothing but fees
48. According to the author, a good soldier _____.
- A. dislikes his pay
 - B. ought to enjoy his pay
 - C. ignores his pay
 - D. doesn't grumble when he is kept without pay for several months
49. The author believes that a good doctor _____.
- A. would rather cure his patient without any fee than kill him for it.
 - B. doesn't like making money
 - C. enjoys his work only
 - D. makes money the entire object of his life
50. The main idea of this passage may be _____.
- A. money is very important, yet it is inferior to work in importance
 - B. money is not necessary at all
 - C. the fee is as important as the work
 - D. pay is prior to work

Questions 51 to 55 are based on the following passage.

Poets tell us that the eye is "the window of the soul". If so the soul looks out upon a strange world. And the world looks in upon something equally strange. As we all know, the eyes show a great deal about a person. Every good portrait painted knows this simple truth. Words can not tell us much about a man as a picture, but many special phrases have been created to show a man's personality by his eyes.

We have, for example, such phrases as "beady - eyed" and "fishy - eyed" to describe unpleasant people.

Then there are the expressions, "glassy - eyed", "lynx - eyed" and "owl - eyed"—to name a few among many. These too do not speak well for a person. But there are many that do, such as, "stern - eyed"—meaning strong and self - controlled. And a "cool - eyed" person is one who keep himself under control, but you can reason with him a little more than you can with a "stern - eyed" one.

One man was said to have an "eye like Mars", to threaten and command. Poets have had a field - day, a festival with the human eye. They speak of "eyes that never quail, that remember, that roam, that weep, that smile, that sparkle fire." The English Writer John

Galsworthy said, "One's eyes are what one is".

We have special phrases to express the importance of a steady eye. One is, "Keep your eye on the ball". This comes from tennis, football and other sports.

But it has gone beyond and means to watch carefully, to be alert, "on your toes".

51. The passage tells us that poets usually _____.
A. distinguish the eye from the window of the soul
B. contrast the window of the soul with the eye
C. compare the eye to the window of the soul
D. prefer the window of the soul to the eye
52. The simple truth a good artist is aware of is that the eyes show a good deal about _____.
A. clever boys
B. fascinating girls
C. poor fools
D. human beings
53. Which of the following expressions speaks ill of a person?
A. Stern-eyed
B. Cooled-eyed
C. Fishy-eyed
D. Sterned-eyed
54. The sentence "one's eyes are what one is." in the fifth paragraph implies that the eyes of _____.
A. a person can give away his character and behavior
B. a woman are attractive
C. a man are dull
D. a child are indispensable
55. The expression "Keep your eye on the ball" not only expresses the importance of a steady eye but also means _____.
A. to weep with pain
B. to watch carefully
C. to threaten and command
D. to keep oneself under control

Questions 56 to 60 are based on the following passage.

The term "culture shock" has already begun to creep into the popular vocabulary. Culture shock is the effect that immersion in a strange culture has on the unprepared visitor. Culture shock is what happens when a traveller suddenly finds himself in a place where "yes" may mean "no", where a "fixed price" is negotiable, where to be kept waiting in an outer office is no

cause for insult, where laughter may signify anger. It is what happens when the familiar psychological cues that help an individual to function in society are suddenly withdrawn and replaced by new ones that are strange or incomprehensible.

The culture shock phenomenon accounts for much of the bewilderment, frustration, and disorientation that plagues Americans in their dealings with other societies. It causes a breakdown in communication, a misreading of reality, an inability to cope. Yet culture shock is relatively mild in comparison with the much more serious malady, future shock. Future shock is the dizzying disorientation brought on by the premature arrival of the future. It may well be the most important disease of tomorrow.

Take an individual out of his own culture and set him down suddenly in an environment sharply different from his own. With a different set of cues to react to — different conceptions of time, space, work, love, religion, sex, and everything else — than cut him off from any hope of retreat to a more familiar social landscape, and the dislocation he suffers is doubtly severe. Moreover, this new culture is itself in constant turmoil, and — worse yet — its values are incessantly changing, the sense of disorientation will be still further intensified. Given few clues as to what kind of behavior is rational under the radically new circumstances, the victim may well become a hazard to himself and others.

Now imagine not merely an individual but an entire society, an entire generation — including its weakest, least intelligent, and most irrational members — suddenly transported into this new world. The result is mass disorientation, future shock on a grand scale.

This is the prospect that man now faces. Change is a valanching upon our heads and most people are absurdly unprepared to cope with it.

56. Culture shock occurs _____.
A. where one can conduct negotiations for goods of fixed price
B. where people express ideas and emotions contray to what they really feel.
C. when value standards are so different that one is unable to make his own judgement.
D. when one loses all hope of returning to his hometown environment.
57. In the author's opinion, "future shock" is _____.
A. the product of some future society
B. the effect of a new culture on an unprepared visitor
C. a term incomprehensible in the popular vocabulary
D. a kind of social malady in the fast changing society
58. One thing that is in common between "culture shock" and "future shock" is the _____.
A. constant turmoil of the new culture itself
B. disorientation of the masses
C. constant and radical changes
D. bewilderment and frustration of the victims
59. It seems that one good measure to prevent future shock is for people to _____.

- A. cherish more hope for the future
 - B. replace conventional ideas with modern ones
 - C. try to understand what is happening and prepare for the changes
 - D. take a closer look at how people in other cultures talk and behave to each other
60. This passage was probably written to _____.
- A. warn the readers of today against possible dangers of tomorrow.
 - B. prepare travellers for the unfamiliar environments
 - C. help psychologists understand certain irrational behavior better
 - D. enable sociologists to predict more accurately what will happen to mankind.

Questions 61 to 65 are based on the following passage:

One of the strongest arguments for the raising of the school leaving age (often referred to by its initials, ROSLA) has been that it will bring us some way nearer to the ideal of "equality of opportunity".

Many people like to think of our present system of schooling as providing plenty of steps up the ladder of success for clever children. It would be good to think that no-one who is really bright can be missed out when the state system is apparently so thorough. It is obvious, for instance, that many children from less wealthy homes reach university or do well in other ways.

Unfortunately we now have plenty of evidence that many children of every level of ability do much less well than they could. For instance, during the years of national military service it was possible to test the intelligence of all male 18 - 20 years old. Half of those soldiers who were placed in the two highest ability groups had left school at 15.

It has also been shown that the percentage of working class children going to university is almost the same now as it was in 1939. One study of 5000 children from birth to 21 years old indicated that up to half the bright pupils from working class homes left school when they reached 16 years old. Moreover, there is no difference in intelligence between the sexes, but far more boys than girls stay in education after 16.

It is clear from this and much other evidence that many children are still leaving school too early to benefit from the prizes money, social respectability, and interesting jobs - which higher education gives. It is clear too that the reasons why such children leave have much to do with their social circumstances. Their parents often need the extra money another wage-earner would bring in; they do not value education for itself because their own was probably dull and unhappy. It is not so much that they force their sons and daughters to leave school, rather that they tend to say, 'It's up to you.'

61. It is hoped that ROSLA will give all children _____.
- A. a more enjoyable time at school