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考研英语
模拟考场

主编 张锦芯

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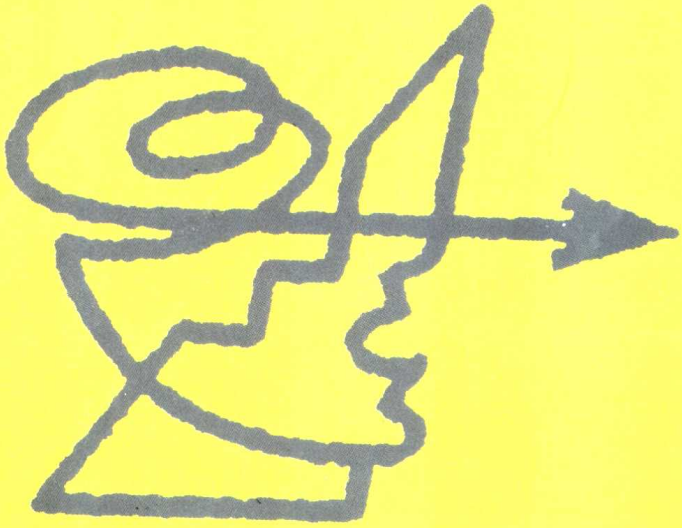

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2002年考研英语模拟考场

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前　言

从教育部公布的考研英语考试大纲的修订说明以及考研英语考试说明看，2002 年考研英语考试大纲对评价目标、考试形式和考试内容等都做了相应的调整，考生应仔细阅读并根据大纲对考生提出的多项要求做相应的准备。新大纲充分体现了考研英语考试将重点考查考生综合应用英语语言的能力，在分类题型中都加进了应用型的内容，考生在这方面也应做一定的准备。

本书特点一：内容全新。我们现在出版的模拟考场是在 2002 年考研英语考试大纲公布后编写的。作者在总结十余年考研辅导、命题研究经验的基础上，完全依据新大纲的要求，命制了 20 套与新大纲要求完全一致的模拟试题，包括听力、英语知识运用、阅读理解及写作。在详细分析扩招后的 2000 年英语题和 2001 年英语题后，我们预测 2002 年的考题将会贴近 2001 年的考题。首先 2001 年的考题达到全国 26.8% 的及格率，比较合理；其次 2001 年题的总体难度是 0.53，也是比较理想的难度，因此我们在编写这本模拟题集时，既注重文章内容的深度和广度，使内容覆盖更广的知识面，又注重难度的要求。

本书特点二：针对 10 月至 12 月的复习定制。考虑到考生已经经过相当一段时间的复习，包括自学和参加辅导班，以及大部分考生已基本掌握了应试必需的基本知识和基本技能、但缺乏临考经验的现状，我们以模拟考场的形式，全真模拟考场氛围，以利于考生提前进入考试状态，做到临场不乱，应对自如，提高应试水平。同时帮助考生复习巩固已学到的知识，并学习新的内容，继续扩大词汇、扩大知识面，增强语感，使自己学得更扎实。

我们建议考生在做题时：

1. 把 20 套题分几个阶段做，开始阶段可先做 1－3 套题，做的时候，按考试规定的时间，用 180 分钟做完一套题，做的过程中一定不要翻看后面的题解，题做完后，对照题解，把题解所包含的内容搞清楚，更重要的是看自己在做哪一种题型时困难较大，总结问题究竟出在哪里，在做下面 4－6 套题时有针对性地克服；

2. 在做每一套题时都要把学到的新词汇、句型记下来，把阅读中碰到的结构复杂的长句翻译出来。

我们相信，在考前的四个月内，只要考生能勤奋学习、方法对头，一定能取得好成绩。

另，本书部分文章的版权分别属于不同的个人或机构，请各版权持有者通过出版社与本书编者联系处理。

预祝大家顺利通过考试。

编者

2001 年 9 月

2002年考研英语大纲修订说明

为了提高硕士研究生入学的外语水平，有利于加强对硕士研究生外语听、说能力的培养，逐步解决“听不懂、讲不出，难以与外国人直接交流”的问题，更好地满足我国改革开放和进一步扩大对外交往的需要，教育部决定从2002年起，在全国硕士研究生入学考试外语（非外语专业）考试（初试）中，增加对听力的考查；在复试中增加对口语能力的考查。

2002年全国硕士研究生入学考试外语（非外语专业）考试中的听力部分考试时间约为30分钟，分数为20分，但不计入考生外语成绩，仅供招生单位录取时参考。考生外语成绩＝考生除听力外的分数÷80×100。从2003年起，听力部分的分数将计入外语成绩。

根据上述精神，2002年英语考试大纲对评价目标、考试形式、考试内容和试卷结构等都作了相应的调整。

2002年考研英语考试说明

评价标准是高校非英语专业优秀本科毕业生能达到的及格或及格以上水平，以保证被录取者具有一定的英语水平。

一、评价目标

考生应掌握下列语言知识和技能：

（一）语言知识

语法知识　大纲没专门列出对语法知识的具体要求（考试中取消语法单项测试），目的是鼓励考生用听、说、读、写的实践代替单纯的语法知识学习，以求考生在交际中能更准确、自如地运用语法知识。

词汇　考生应能掌握5 300左右的词汇及相关词组。考虑到交际的需要，考生还应自行掌握涉及个人好恶、生活习惯、宗教信仰以及本人工作或专业等方面的特殊词汇。

（二）语言技能

听力　考生不仅应能听懂日常生活中的通知、讲话、一般性谈话或议论等，还应能听懂所熟悉领域的广播电视节目、讲座、演讲和论述等。

阅读　考生应能读懂不同类型的文字材料，包括信函、书刊和杂志上的文章，还应能读懂与本人学习或工作有关的文献、技术说明和产品介绍等。考生应能：理解主旨要义；理解文中的具体信息；理解文中的概念性含义；进行有关的判断、推理和引申；根据上下文推测生词的词义；理解文章的总体结构以及单句之间、段落之间的关系；理解

作者的意图、观点或态度；区分论点和论据。

写作　考生应能写不同类型的应用文，包括私人和公务信函、备忘录、摘要、报告等，还应能写一般描述性、叙述性和说明或议论性的文章。

二、考试形式、内容

考试形式为笔试，时间180分钟。

试卷分试题册和答题卡（1、2）两部分。考生将1－60题写或填注在答题卡1上，将61－66题的答案写在答题卡2上。

试题分四部分，共66题，包括听力、英语知识运用、阅读理解和写作。

听力　由A、B、C三节组成，考查考生理解英语口语能力。共20小题，每小题1分，共20分。

A节5题：主要测试考生理解特定或具体信息能力听一段180－220词的独白或对话。
填充表格中空白。
录音材料播放两遍。

B节5题：主要测试考生理解具体或总体信息的能力。根据所听到的一段280－320词的独白或对话，补全所给句子或简要回答给出的问题。
录音材料播放两遍。

C节10题：主要测试考生获取特定信息、理解主旨要义、推测、判断说话者意图、观点或态度等能力。
根据所听到的三段录音材料（独白或对话）（每段200－300词），从每题所给的4个选项中选出最佳答案。
录音只播放一遍。

英语知识运用　共20小题，每小题0.5分，共10分。不仅考查考生对不同语境中规范的语言要求（包括词汇、表达方式和结构）的掌握程度，还考查考生对语段特征（如连贯性和一致性等）的辨识能力等。要求考生从每题给出的四个选项中选出最佳答案，使补全后的文章意思通顺、前后连贯、结构完整。

阅读理解　由A、B两节组成，考查考生理解书面英语的能力。共25题，每题2分，共50分。

A节（20题）：主要考查考生理解具体信息、掌握文章大意、猜测生词词义并进行推断等的能力。

B节（5题）：主要考查考生准确理解概念或结构复杂的英语材料的能力。要求考生阅读一篇约400词的文章，并将其中五个画线部分译成汉语，要求译文准确、完整、通顺。

写作　共1题，20分。
考查考生书面表达能力。要求考生根据所示信息写出一篇约200词的短文。

目　录

模拟题一

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 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.

If you have any questions, you may raise your hand NOW as you will not be allowed to speak once the test has started.

Now look at Part A in your test booklet.

Part A

Directions:

You will hear a talk given by a university official to dormitory residents. Listen to it and fill out the table with the information you've heard for questions 1 – 5. 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)

Announcement about the vacation of dormitory rooms	
audience of the talk	**1**
place of the talk given	**2**
things occupying their minds	**3**
beginning month of the summer vacation	**4**
punishment for failure to turn in the key	**5**

Part B

Directions:

You will hear a radio weather forecast. For questions 6 – 10, complete the sentences and an-

swer 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 the sentences and the questions below. (5 points)

There will probably be scattered showers in	6
In the north the temperature will reach	7
What's the weather like in most parts of the north during the night?	8
When will the temperature drop to around 15℃ in the south?	9
Tomorrow along west coast, there may be low cloud or	10

Part C

Directions:

You will hear three pieces of recorded materials. 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 research findings. You now have 15 seconds to read questions 11 – 13.

11. According to Carson's research, when do men feel as happy as women?
    [A] when they are back at home
    [B] when they go home
    [C] when they are at work
    [D] when they go to work

12. In Carson's opinion, going to work
    [A] means a lot of duties for women.
    [B] is great fun for men.
    [C] means freedom from the boring housework for women.
    [D] brings satisfaction to men.

13. According to the talk, free time won't make you happy if
    [A] you are in bad health.
    [B] you have too much of it.
    [C] you don't do anything with it.

[D] you don't have that feeling.

You now have 30 seconds to check your answers to questions 11 – 13.

Questions 14 – 17 are based on the following conversation. You now have 20 seconds to read questions 14 – 17.

14. In general, things in Iceland compared with those in the United Kingdom are
    [A] more expensive.
    [B] cheaper.
    [C] twice as expensive.
    [D] one and half times more expensive.

15. The man still prefers to eat out because
    [A] food in restaurants is less expensive.
    [B] he enjoys eating the fish and lamb there.
    [C] the drinks there cost less.
    [D] he doesn't mind paying the price there.

16. The man goes to Iceland
    [A] as a tourist.
    [B] as a fisherman.
    [C] on business.
    [D] as a mountain climber.

17. From the conversation we can learn that Akrances is
    [A] a beautiful scenic spot.
    [B] a fishing port.
    [C] the name of the hotel the man stays in.
    [D] a brand of wine.

You now have 40 seconds to check your answers to questions 14 – 17.

Questions 18 – 20 are based on the following conversation. You now have 15 seconds to read questions 18 – 20.

18. Why hasn't Bob got a pay rise?
    [A] because he hasn't been promoted
    [B] because he is not loyal to the company
    [C] because the company made little profit

[D] because his behavior does not justify an increase in salary

19. What is true of Bob?

[A] He is a salesman for the company.

[B] He takes more initiative in doing his job.

[C] He is still single.

[D] He can make his ends meet.

20. What will probably happen next?

[A] Mr. Weaver will consider giving Bob a raise.

[B] Bob will show more enthusiasm for his job.

[C] Bob will decide to quit the job.

[D] Mr. Weaver will employ someone else.

You now have 30 seconds to check your answers to questions 18 – 20.

You now have five minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

This is the end of Listening Comprehension.

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)

When three Florida boys were diagnosed as having AIDS, their barber refused to cut their hair and their house was burned down by neighbors. These reactions may be __21__, but other AIDS sufferers have experienced job loss, __22__ of insurance, and even __23__ by their families and friends. Social scientists use the term stigma (耻辱) to describe the discredit and shame that public hostility can __24__ a group of people. __25__, AIDS sufferers are often stigmatized.

Where do these stigmatizing attitudes come from? AIDS forces us to confront our own __26__ in a particularly __27__ way, because most of its victims are young. Some people __28__ feelings of vulnerability (感情脆弱) by convincing themselves that AIDS victims are not like them and __29__ their fate. They define AIDS __30__ something that can happen only to members of certain groups. Because homosexuals are already a target of __31__, people's intolerance becomes __32__ to victims of the disease.

The stigma of AIDS has created a __33__ for people who think they may be __34__

risk. Should they __35__ themselves tested for HIV—and risk discrimination if their test results are positive? __36__ should they avoid being tested? Many people take the __37__ course. Even when HIV testing is required by law, many people __38__ great lengths to avoid it. The tragic result is that many people who have the virus do not __39__ out about it, do not receive treatment, and remain __40__ to spread the virus to others.

21. [A] radical	[B] extreme	[C] negative	[D] unappealing
22. [A] deletion	[B] defiance	[C] suspension	[D] cancellation
23. [A] rejection	[B] abolition	[C] injection	[D] condemnation
24. [A] devote to	[B] put to	[C] associate with	[D] impose on
25. [A] In total	[B] In contrast	[C] In short	[D] As a result
26. [A] mortality	[B] morality	[C] immorality	[D] immortality
27. [A] acute	[B] violent	[C] sentimental	[D] active
28. [A] take off	[B] fend off	[C] resort to	[D] make up for
29. [A] preserve	[B] conserve	[C] deserve	[D] reserve
30. [A] by	[B] as	[C] with	[D] for
31. [A] injustice	[B] prejudice	[C] attention	[D] snobbery
32. [A] joined	[B] restrained	[C] attached	[D] linked
33. [A] dilemma	[B] obstruction	[C] confusion	[D] perplexity
34. [A] at	[B] on	[C] with	[D] within
35. [A] take	[B] make	[C] have	[D] let
36. [A] Either	[B] Otherwise	[C] Nor	[D] Or
37. [A] later	[B] late	[C] latest	[D] latter
38. [A] come to	[B] take	[C] go to	[D] bear
39. [A] figure	[B] find	[C] try	[D] straighten
40. [A] likely	[B] possible	[C] probable	[D] liable

Section Ⅲ Reading Comprehension

Part A

Directions:

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

Text 1

Scientists have made a small but vital step forward in the quest to harness the vast computing potential of DNA. The U.S. team show that DNA computing can be simplified by attaching the molecules to a surface and then using them to tackle real and complex prob-

lems.

DNA computing is still very much a dream for scientists. They hope to harness the enormous data-storing capacity of DNA, biological molecules that are also able to perform operations similar to a computer's. The new research, published in the journal *Nature*, reports the development of novel surface chemistry that greatly simplifies the complex and repetitive steps previously used in rudimentary DNA computers. It takes DNA out of the test tube and puts it on a solid surface, making the technology simpler, more accessible and more amenable to the development of larger DNA computers.

In the experiments, DNA molecules were applied to a small glass plate overlaid with gold. The DNA was modified so that all the possible answers to a computationally difficult problem were included. By exposing the molecules to certain enzymes, the molecules with the wrong answers were weeded out, leaving only the DNA molecules with the right answers.

The appeal of DNA computing lies in the fact that DNA molecules can store far more information than any existing computer memory chip. It has been estimated that a gram of dried DNA can hold as much information as a trillion CDs. What is more, in a biochemical reaction taking place in a tiny surface area, hundreds of trillions of DNA molecules can operate in concert, creating a parallel processing system that resembles the processing architecture of the most powerful supercomputer.

Conventional computing, with ever more and smaller features packed onto the silicon chips that power it, is approaching the limits of miniaturisation. Many believe that DNA computing is a way around that barrier. Current DNA computing technology, Professor Smith emphasises, is still far from overtaking the silicon chip. He says his new method is simply a testbed for working out an improved and simpler chemistry for DNA computing. Nevertheless, he adds, the new surface chemistry provides an opportunity for harnessing DNA to make the biggest non-conventional computer yet: "We're interested in scaling up. We believe that based on the principles we've worked out here, we can see scaling up within a few years by a factor of a trillion or more."

41. The advantage of DNA computing over conventional computing chiefly lies in
    [A] the capacity for handling more information.
    [B] the miniaturised size of the chip.
    [C] the simplified process to tackle complex problems.
    [D] the feasibility to provide various answers to a problem.

42. "To operate in concert" (in the third sentence of Paragraph 4) probably means "to operate
    [A] efficiently".

[B] simultaneously".

[C] an orchestra".

[D] at a music show".

43. The main problem of the traditional computer lies in

[A] its inability to accommodate ever increasing information.

[B] its lack of more powerful silicon chips.

[C] high cost in the miniaturization of its silicon chips.

[D] the small size of the current silicon chips.

44. What Professor Smith said in the last sentence of the passage implies that

[A] DNA computing represents a big leap forward in computer science.

[B] increasing the size of the computer is the chief goal of DNA computing.

[C] the principles he worked out need to be tested on the biggest non-conventional computer.

[D] trillions of factors limit the scale-up of the current computer.

45. It is clear from the passage that DNA computers

[A] are now under development.

[B] have already brought to use.

[C] now remain in the stage of speculation.

[D] are based on similar principles to conventional computers.

Text 2

Astronaut Jim Voss has enjoyed many memorable moments in his career, including three space flights and one space walk. But he recalls with special fondness a decidedly earth-bound experience in the summer of 1980, when he participated in the NASA-ASEE Summer Faculty Fellowship Program. Voss, then a science teacher at West Point, was assigned to the Marshall Space Flight Center's propulsion lab in Alabama to analyze why a hydraulic fuel pump failed. It was a seemingly tiny problem among the vast complexities of running the space program. Yet it was important to NASA because any crack in the seals could have led to destructive results for the astronauts who relied on them.

"I worked a bit with NASA engineers," says Voss, "but I did it mostly by analysis. I used a handheld calculator, not a computer, to do thermodynamic analysis." At the end of the summer, he, like the other NASA-ASEE fellows working at Marshall, summarized his findings in a formal presentation and detailed paper. It was a valuable moment for Voss because the ASEE program gave him added understanding of NASA, deepened his desire to fly in space, and intensified his application for astronaut status.

It was not an easy process. Voss was actually passed over when he first applied for the astronaut program in 1978. Over the next nine years he reapplied repeatedly, and was finally accepted in 1987. Since then he has participated in three space missions. The 50-year-old Army officer, who lives in Houston, is now in training for a four-month mission as a crew member on the International Space Station starting in July 2000.

Voss says the ASEE program is wonderful for all involved. "It brings in people from the academic world and gives NASA a special property for a particular period of time. It brings some fresh eyes and fresh ideas to NASA, and establishes a link with our colleges and universities," Voss explains. "There's an exchange of information and an exchange of perspectives that is very important."

For the academic side, Voss says, the ASEE program also "brings institutions of higher learning more insight into new technology. We give them an opportunity to work on real-world problems and take it back to the classroom."

46. What was Voss's job in the program?
[A] to work out a special seal for space shuttles
[B] to receive training as a perspective astronaut
[C] to ensure no destructive results would befall astronauts
[D] to find out why previous seals had failed

47. The great significance of Voss's findings lies in
[A] strengthening his determination to join in space flights.
[B] furthering his understanding of NASA.
[C] consolidating his astronaut status in NASA programs.
[D] Both A and B.

48. How many flights will Voss have finished if his four-month mission starting in July 2000 ends up successfully?
[A] three [B] two [C] four [D] five

49. Which of the following is NOT true according to what Voss said on the ASEE program?
[A] Fresh members from the academic world participate in the program.
[B] The program brings new outlooks to NASA space programs.
[C] It is important for the space scientists to exchange information and perspectives.
[D] American colleges and universities are a special property of NASA.

50. What does Voss want to stress in the last paragraph?
[A] the technological significance of the program

[B] the educational significance of the program

[C] the philosophical significance of the program

[D] the historical significance of the program

Text 3

It was Paul's afternoon to appear before the faculty of the Pittsburgh High School to account for his various misdemeanors. He had been suspended a week ago, and his father had called at the Principal's office and confessed his perplexity about his son. Paul entered the faculty room polite and smiling, his clothes a bit outgrown.

When questioned by the Principal as to why he was there, Paul stated, politely enough, that he wanted to come back to school. This was a lie, but Paul was quite accustomed to lying; he found it, indeed, indispensable for overcoming friction. His teachers were asked to state their respective charges against him. Disorder and arrogance were among the offenses named, yet each of his instructors felt that it was scarcely possible to put into words the cause of the trouble, which lay in a sort of hysterically defiant manner of the boy's; in the contempt which they all knew he felt for them, and which he seemingly made not the least effort to conceal.

Once, when he had been making a summary of a paragraph at the blackboard, his English teacher had stepped to his side and attempted to guide his hand. Paul had started back with a shudder and thrust his hands violently behind him. The astonished woman could scarcely have been more hurt and embarrassed had he struck at her. The insult was so involuntary and definitely personal as to be unforgettable. In one way and another he had made all of his teachers, men and women alike, conscious of the same feeling of physical aversion. In one class he habitually sat with his hand shading his eyes; in another he always looked out the window during the recitation; in another he made a running commentary on the lecture, with humorous intention.

His teachers felt this afternoon that his whole attitude was symbolized by his shrug, and they fell upon him without mercy, his English teacher leading the pack. He stood through it smiling, his pale lips parted over his white teeth. (And he had a habit of raising his eyebrows that was contemptuous and irritating to the last degree.) Older boys than Paul had broken down and shed tears under such severe attacks, but his set smile did not once desert him, and his only sign of discomfort was the nervous trembling of the fingers that toyed with the buttons of his overcoat, and an occasional jerking of the other hand that held his hat. Paul was always smiling, always glancing about him, seeming to feel that people might be watching him and trying to detect something. This conscious expression, since it was as far as possible from boyish mirthfulness, was usually attributed to insolence or "smartness".

51. The author makes it clear in the first paragraph that the faculty of the high school