

全国硕士研究生统一考试

历届考题 名家解析

袁锡兴 编

英语

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出版说明

历届考题就是最好的模拟试题。因为,历史是一面镜子。懂得昨天,才会明白今天;掌握了历史和现实,才能驾驭未来。

本套丛书具有资料完整、分析详细、解剖透彻、技巧灵活的特点。首先,汇集了1989~2003年数学,1997~2003年政治理论,1993~2003年英语的历届研究生入学考试试题,包括政治理论、英语、理工数学一、理工数学二、经济数学三、经济数学四,共6册;其次,真正做到了逐题解析,分析详尽,解答规范,特别是填空题和选择题均给出了详细的解答过程,另外针对近几年的考题,做到先分析——解题的基本思路、方法,然后是详解——详细、规范的答题过程,再就是评注——解题思路、方法和技巧的归纳总结,所涉及到的知识点、命题意图和可能延伸的考查情形。这种对命题思路、解题的重点、难点进行深入细致的解析,相信有助于考生把握解题规律、扩展分析思路、提炼答题技巧,从而大大提高应试水平。

自从1987年全国工学、经济学硕士研究生入学实行统一考试以来,至今已有17年,共命制试卷100余份,数千道试题。这些试题是广大参加命题的专家、教授智慧和劳动的结晶,它既反映了《考试大纲》对考生数学、英语和政治理论方面知识、能力和水平的要求,展示出统考以来三门基础课考试的全貌,又蕴涵着命题专家在《考试大纲》要求下的命题思想,是广大考生和教师了解、分析、研究全国硕士研究生入学统一考试最直接、最宝贵的第一手资料。

鉴于研究生入学统一考试已超过10届,所以很难保证每年的试题都是最新编制的。事实上,近几年的考题都与往年的试题有相当一部分是雷同的。比如:2003年英语第36题与1996年英语第43题,2003年英语第37题与1995年英语第34题,2003年英语第26题与1995年英语第21题,2003年英语第29题与1996年英语第42题,2003年英语第24题与1997年英语第42题,1996年英语第46题与1995年英语第6题等等,都是非常相似的,另外2003年英语作文与2000年英语作文都是通过两幅图的对比来揭示主题的。仅2003年英语试题就有6道考题与往届考题是雷同的。又比如:2003年数学一的第一大题第(3)小题与1993年数学一的第一大题第(3)小题,2003年数学一的第一大题第(5)小题与1996年数学三的第一大题第(5)小题,2003年数学一的第三大题与2001年数学三的第六大题,2003年数学四的第四大题与2001年数学一的第一大题,2003年数学一的第十大题与1994年数学三的第九大题,2003年数学一的第十一大题与1992年数学三的第十三大题,2003年数学二的第七大题与1997年数学二的第八大题,2003年数学二的第十一大题与1999年数学四的第九大题,2003年数学三第九大题与2002年数学三的第九大题,2003年数学四的第七大题与1998年数学三的第八大题,2003年数学四的第十大题与1999年数学三的第九大题;2002年数学一的第一大题第(4)小题与1993年数学一的第一大题,2002年数学一的第一大题与1995年数学三的第六大

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本丛书是各位编者、专家从事考研命题研究的结晶,具有极高的权威性。

本丛书英语、数学的编者均曾是考研命题组成员,是考研阅卷组的专家,并且一直参与考研阅卷工作。政治理论的六位作者中,有三位曾是教育部原政治理论命题组组长或命题组成员,一位是长期阅卷,并一直担任政治理论阅卷组组长。他们现在都是北京市和全国各大城市举办的大型考研辅导班和串讲班的主讲教授。所以,他们对历届考题的解析的权威性强,可信度高。

由于时间比较仓促,难免还有不当之处,恳请广大读者朋友批评指正,以使本系列丛书能不断完善。

全国硕士研究生入学考试试题研究组

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2003 年全国硕士研究生入学统一考试英语试题
National Entrance Test of English for MA/MS Candidates

考生注意事项

1. 考生必须严格遵守各项考场规则。
2. 答题前,考生应按准考证上的有关内容填写答题卡上的“报考单位”、“考生姓名”、“考试语种”、“考生编号”等信息。
3. 答案必须按要求填涂或写在指定的答题卡上。
 - (1)听力、英语知识运用、阅读理解 A 节的答案写或填涂在答题卡 1 上,阅读理解 B 节的答案和作文写在答题卡 2 上。
 - (2)听力考试进行时,考生先将答案写或标在试题册上,然后在听力部分结束前专门留出的 5 分钟内,将试题册上的全部答案誊写、转涂到答题卡 1 上。
 - (3)填涂部分应该按照答题卡上的要求用 2B 铅笔完成。如要改动,必须用橡皮擦干净。书写部分(听力 A、B 两节、阅读理解 B 节、写作)必须用蓝(黑)圆珠笔在指定的答题卡上作答。
4. 考试结束后,将答题卡 1、答题卡 2 一并装入原试卷袋中,试题交给监考人员。

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

Directions:

For Questions 1—5, you will hear a talk about Boston Museum of Fine Arts. While you listen, fill out the table with the information you have heard. Some of the information has been given to you in the table. Write **only 1 word or number** in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

Boston Museum of Fine Arts	
Founded (year)	1870
Opened to the public (year)	1
Moved to the current location (year)	1909
The west wing completed (year)	2
Number of departments	9
The most remarkable department	3
Exhibition space (m ²)	4
Approximate number of visitors/year	800,000
Programs provided	classes
	lectures
	5
	films

Part B

Directions:

For Questions 6—10, you will hear an interview with an expert on marriage problems. While you listen, complete the sentences or answer the questions. 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 questions below. (5 points)

What should be the primary source of help for a troubled couple?

	6
--	---

Writing down a list of problems in the marriage may help a troubled couple discuss them

	7
--	---

Who should a couple consider seriously turning to if they can't talk with each other?

	8
--	---

Priests are usually unsuccessful in counseling troubled couples despite their

	9
--	---

According to the old notion, what will make hearts grow fonder?

	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 napping. You now have 15 seconds to read Questions 11—13.

11. Children under five have abundant energy partly because they

- [A] sleep in three distinct parts.
- [B] have many five-minute naps.
- [C] sleep in one long block.
- [D] take one or two naps daily.

12. According to the speaker, the sleep pattern of a baby is determined by

- [A] its genes.
- [B] its habit.
- [C] its mental state.
- [D] its physical condition.

13. The talk suggests that, if you feel sleepy through the day, you should

- [A] take some refreshments.
- [B] go to bed early.
- [C] have a long rest.
- [D] give in to sleep.

Questions 14—16 are based on the following interview with Sherman Alexie, an American Indian poet. You now have 15 seconds to read Questions 14—16.

14. Why did Sherman Alexie only take day jobs?

- [A] He could bring unfinished work home.
- [B] He might have time to pursue his interests.
- [C] He might do some evening teaching.
- [D] He could invest more emotion in his family.

15. What was his original goal at college?

- [A] To teach in high school.
- [B] To write his own books.
- [C] To be a medical doctor.
- [D] To be a mathematician.

16. Why did he take the poetry-writing class?

- [A] To follow his father.
- [B] For an easy grade.
- [C] To change his specialty.
- [D] For knowledge of poetry.

Questions 17—20 are based on the following talk about public speaking. You now have 20 seconds to read Questions 17—20.

17. What is the most important thing in public speaking?

- [A] Confidence.
- [B] Preparation.
- [C] Informativeness.
- [D] Organization.

18. What does the speaker advise us to do to capture the audience's attention?

- [A] Gather abundant data.
- [B] Organize the ideas logically.
- [C] Develop a great opening.
- [D] Select appropriate materials.

19. If you don't start working for the presentation until the day before, you will feel

- [A] uneasy.
- [B] uncertain.
- [C] frustrated.
- [D] depressed.

20. Who is this speech most probably meant for?

- [A] Those interested in the power of persuasion.
- [B] Those trying to improve their public images.
- [C] Those planning to take up some public work.
- [D] Those eager to become effective speakers.

You now have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

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)

Teachers need to be aware of the emotional, intellectual, and physical changes that young adults experience. And they also need to give serious 21 to how they can best 22 such changes. Growing bodies need movement and 23, but not just in ways that emphasize competition. 24 they are adjusting to their new bodies and a whole host of new intellectual and emotional challenges, teenagers are especially self-conscious and need the 25 that comes from achieving success and knowing that their accomplishments are 26 by others. However, the typical teenage lifestyle is already filled with so much competition that it would be 27 to plan activities in which there are more winners than losers, 28, publishing newsletters with many student-written book reviews, 29 student artwork, and sponsoring book discussion clubs. A variety of small clubs can provide 30 opportunities for leadership, as well as for practice in successful 31 dynamics. Making friends is extremely important to teenagers, and many shy students need the 32 of some kind of organization with a supportive adult 33 visible in the background.

In these activities, it is important to remember that young teens have 34 attention spans. A variety of activities should be organized 35 participants can remain active as long as they want

and then go on to 36 else without feeling guilty and without letting the other participants 37 _____. This does not mean that adults must accept irresponsibility. 38 _____, they can help students acquire a sense of commitment by 39 _____ for roles that are within their 40 _____ and their attention spans and by having clearly stated rules.

- | | | | |
|------------------------|---------------------|-----------------|----------------------|
| 21. [A]thought | [B]idea | [C]opinion | [D]advice |
| 22. [A]strengthen | [B]accommodate | [C]stimulate | [D]enhance |
| 23. [A]care | [B]nutrition | [C]exercise | [D]leisure |
| 24. [A]If | [B]Although | [C]Whereas | [D]Because |
| 25. [A]assistance | [B]guidance | [C]confidence | [D]tolerance |
| 26. [A]claimed | [B]admired | [C]ignored | [D]surpassed |
| 27. [A]improper | [B]risky | [C]fair | [D]wise |
| 28. [A]in effect | [B]as a result | [C]for example | [D]in a sense |
| 29. [A]displaying | [B]describing | [C]creating | [D]exchanging |
| 30. [A]durable | [B]excessive | [C]surplus | [D]multiple |
| 31. [A]group | [B]individual | [C]personnel | [D]corporation |
| 32. [A]consent | [B]insurance | [C]admission | [D]security |
| 33. [A]particularly | [B]barely | [C]definitely | [D]rarely |
| 34. [A]similar | [B]long | [C]different | [D]short |
| 35. [A]if only | [B]now that | [C]so that | [D]even if |
| 36. [A]everything | [B]anything | [C]nothing | [D]something |
| 37. [A]off | [B]down | [C]out | [D]alone |
| 38. [A]On the contrary | [B]On the average | [C]On the whole | [D]On the other hand |
| 39. [A]Making | [B]standing | [C]planning | [D]taking |
| 40. [A]capabilities | [B]responsibilities | [C]proficiency | [D]efficiency |

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

Wild Bill Donovan would have loved the Internet. The American spymaster who built the Office of Strategic Services in World War II and later laid the roots for the (CIA) was fascinated with information. Donovan believed in using whatever tools came to hand in the "great game" of espionage—spying as a "profession." these days the Net, which has already re-made such everyday pastimes as buying books and sending mail, is reshaping Donovan's vocation as well.

The latest revolution isn't simply a matter of gentlemen reading other gentlemen's e-mail.

That kind of electronic spying has been going on for decades. In the past three or four years, the World Wide Web has given birth to a whole industry of point-and-click spying. The spooks call it "open-source intelligence," and as the Net grows, it is becoming increasingly influential. In 1995 the CIA held a contest to see who could compile the most data about Burundi. The winner, by a large margin, was a tiny Virginia company called Open Source Solutions, whose clear advantage was its mastery of the electronic world.

Among the firms making the biggest splash in this new world is Straitford, Inc., a private intelligence-analysis firm based in Austin, Texas. Straitford makes money by selling the results of spying (covering nations from Chile to Russia) to corporations like energy-services firm McDermott International. Many of its predictions are available online at www.straitford.com.

Straitford president George Friedman says he sees the online world as a kind of mutually reinforcing tool for both information collection and distribution, a spymaster's dream. Last week his firm was busy vacuuming up data bits from the far corners of the world and predicting a crisis in Ukraine. "As soon as that report runs, we'll suddenly get 500 new Internet singe-ups from Ukraine," says Friedman, a former political science professor. "And we'll hear back from some of them." Open-source spying does have its risks, of course, since it can be difficult to tell good information from bad. That's where Straitford earns its keep.

Fridman relies on a lean staff of 20 in Austin. Several of his staff members have military-intelligence backgrounds. He sees the firm's outsider status as the key to its success. Straitford's briefs don't sound like the usual Washington back-and-forthing, whereby agencies avoid dramatic declarations on the chance they might be wrong. Straitford, says Friedman, takes pride in its independent voice.

41. The emergence of the Net has
 - [A]received support from fans like Donovan.
 - [B]remolded the intelligence services.
 - [C]restored many common pastimes.
 - [D]revived spying as a profession.
42. Donovan's story is mentioned in the text to
 - [A]introduce the topic of online spying.
 - [B]show how he fought for the U.S.
 - [C]give an episode of the information war.
 - [D]honor his unique services to the CIA.
43. The phrase "making the biggest splash" (line 1, paragraph 3) most probably means
 - [A]causing the biggest trouble.
 - [B]exerting the greatest effort.
 - [C]achieving the greatest success.
 - [D]enjoying the widest popularity.
44. It can be learned from paragraph 4 that
 - [A]Straitford's prediction about Ukraine has proved true.
 - [B]Straitford guarantees the truthfulness of its information.
 - [C]Straitford's business is characterized by unpredictability.

[D]Straitford is able to provide fairly reliable information.

45. Straitford is most proud of its

[A]official status.

[B]nonconformist image.

[C]efficient staff.

[D]military background.

Text 2

To paraphrase 18th-century statesman Edmund Burke, "all that is needed for the triumph of a misguided cause is that good people do nothing." One such cause now seeks to end biomedical research because of the theory that animals have rights ruling out their use in research. Scientists need to respond forcefully to animal rights advocates, whose arguments are confusing the public and thereby threatening advances in health knowledge and care. Leaders of the animal rights movement target biomedical research because it depends on public funding, and few people understand the process of health care research. Hearing allegations of cruelty to animals in research settings, many are perplexed that anyone would deliberately harm an animal.

For example, a grandmotherly woman staffing an animal rights booth at a recent street fair was distributing a brochure that encouraged readers not to use anything that comes from or is tested in animals—no meat, no fur, no medicines. Asked if she opposed immunizations, she wanted to know if vaccines come from animal research. When assured that they do, she replied, "Then I would have to say yes." Asked what will happen when epidemics return, she said, "Don't worry, scientists will find some way of using computers." Such well-meaning people just don't understand.

Scientists must communicate their message to the public in a compassionate, understandable way—in human terms, not in the language of molecular biology. We need to make clear the connection between animal research and a grandmother's hip replacement, a father's bypass operation, a baby's vaccinations, and even a pet's shots. To those who are unaware that animal research was needed to produce these treatments, as well as new treatments and vaccines, animal research seems wasteful at best and cruel at worst.

Much can be done. Scientists could "adopt" middle school classes and present their own research. They should be quick to respond to letters to the editor, lest animal rights misinformation go unchallenged and acquire a deceptive appearance of truth. Research institutions could be opened to tours, to show that laboratory animals receive humane care. Finally, because the ultimate stakeholders are patients, the health research community should actively recruit to its cause not only well-known personalities such as Stephen Cooper, who has made courageous statements about the value of animal research, but all who receive medical treatment. If good people do nothing, there is a real possibility that an uninformed citizenry will extinguish the precious embers of medical progress.

46. The author begins his article with Edmund Burke's words to

[A]call on scientists to take some actions.

[B]criticize the misguided cause of animal rights.

[C]warn of the doom of biomedical research.

- [D]show the triumph of the animal rights movement.
47. Misled people tend to think that using an animal in research is
- [A]cruel but natural.
 - [B]inhuman and unacceptable.
 - [C]inevitable but vicious.
 - [D]pointless and wasteful.
48. The example of the grandmotherly woman is used to show the public's
- [A]discontent with animal research.
 - [B]ignorance about medical science.
 - [C]indifference to epidemics.
 - [D]anxiety about animal rights.
49. The author believes that, in face of the challenge from animal rights advocates, scientists should
- [A]communicate more with the public
 - [B]employ hi-tech means in research.
 - [C]feel no shame for their cause.
 - [D]strive to develop new cures.
50. From the text we learn that Stephen Cooper is
- [A]a well-known humanist.
 - [B]a medical practitioner.
 - [C]an enthusiast in animal rights.
 - [D]a supporter of animal research.

Text 3

In recent years, railroads have been combining with each other, merging into supersystems, causing heightened concerns about monopoly. As recently as 1995, the top four railroads accounted for under 70 percent of the total ton-miles moved by rails. Next year, after a series of mergers is completed, just four railroads will control well over 90 percent of all the freight moved by major rail carriers.

Supporters of the new supersystems argue that these mergers will allow for substantial cost reductions and better coordinated service. Any threat of monopoly, they argue, is removed by fierce competition from trucks. But many shippers complain that for heavy bulk commodities traveling long distances, such as coal, chemicals, and grain, trucking is too costly and the railroads therefore have them by the throat.

The vast consolidation within the rail industry means that most shippers are served by only one rail company. Railroads typically charge such "captive" shippers 20 to 30 percent more than they do when another railroad is competing for the business. Shippers who feel they are being overcharged have the right to appeal to the federal government's Surface Transportation Board for rate relief, but the process is expensive, time consuming, and will work only in truly extreme cases.

Railroads justify rate discrimination against captive shippers on the grounds that in the long run it reduces everyone's cost. If railroads charged all customers the same average rate, they argue, shippers who have the option of switching to trucks or other forms of transportation would do so, leaving remaining customers to shoulder the cost of keeping up the line. It's a theory to which many

economists subscribe, but in practice it often leaves railroads in the position of determining which companies will flourish and which will fail. "Do we really want railroads to be the arbiters of who wins and who loses in the marketplace?" asks Martin Bercovici, a Washington lawyer who frequently represents shippers.

Many captive shippers also worry they will soon be hit with a round of huge rate increases. The railroad industry as a whole, despite its brightening fortunes, still does not earn enough to cover the cost of the capital it must invest to keep up with its surging traffic. Yet railroads continue to borrow billions to acquire one another, with Wall Street cheering them on. Consider the \$10.2 billion bid by Norfolk Southern and CSX to acquire Conrail this year. Conrail's net railway operating income in 1996 was just \$427 million, less than half of the carrying costs of the transaction. Who's going to pay for the rest of the bill? Many captive shippers fear that they will, as Norfolk Southern and CSX increase their grip on the market.

51. According to those who support mergers, railway monopoly is unlikely because
- [A] cost reduction is based on competition.
 - [B] services call for cross-trade coordination.
 - [C] outside competitors will continue to exist.
 - [D] shippers will have the railway by the throat.
52. What is many captive shippers' attitude towards the consolidation in the rail industry?
- [A] Indifferent.
 - [B] Supportive.
 - [C] Indignant.
 - [D] Apprehensive.
53. It can be inferred from paragraph 3 that
- [A] shippers will be charged less without a rival railroad.
 - [B] there will soon be only one railroad company nationwide.
 - [C] overcharged shippers are unlikely to appeal for rate relief.
 - [D] a government board ensures fair play in railway business.
54. The word "arbiters" (line 7, paragraph 4) most probably refers to those
- [A] who work as coordinators.
 - [B] who function as judges.
 - [C] who supervise transactions.
 - [D] who determine the price.
55. According to the text, the cost increase in the rail industry is mainly caused by
- [A] the continuing acquisition.
 - [B] the growing traffic.
 - [C] the cheering Wall Street.
 - [D] the shrinking market.

Text 4

It is said that in England death is pressing, in Canada inevitable and in California optional. Small wonder. Americans' life expectancy has nearly doubled over the past century. Failing hips can

be replaced, clinical depression controlled, cataracts removed in a 30-minute surgical procedure. Such advances offer the aging population a quality of life that was unimaginable when I entered medicine 50 years ago. But not even a great health-care system can cure death—and our failure to confront that reality now threatens this greatness of ours.

Death is normal; we are genetically programmed to disintegrate and perish, even under ideal conditions. We all understand that at some level, yet as medical consumers we treat death as a problem to be solved. Shielded by third-party payers from the cost of our care, we demand everything that can possibly be done for us, even if it's useless. The most obvious example is late-stage cancer care. Physicians—frustrated by their inability to cure the disease and fearing loss of hope in the patient—too often offer aggressive treatment far beyond what is scientifically justified.

In 1950, the U. S. spent \$12.7 billion on health care. In 2002, the cost will be \$1,540 billion. Anyone can see this trend is unsustainable. Yet few seem willing to try to reverse it. Some scholars conclude that a government with finite resources should simply stop paying for medical care that sustains life beyond a certain age—say 83 or so. Former Colorado governor Richard Lamm has been quoted as saying that the old and infirm “have a duty to die and get out of the way” so that younger, healthier people can realize their potential.

I would not go that far. Energetic people now routinely work through their 60s and beyond, and remain dazzlingly productive. At 78, Viacom chairman Sumner Redstone jokingly claims to be 53. Supreme Court Justice Sandra Day O'Connor is in her 70s, and former surgeon general C. Everett Koop chairs an Internet start-up in his 80s. These leaders are living proof that prevention works and that we can manage the health problems that come naturally with age. As a mere 68-year-old, I wish to age as productively as they have.

Yet there are limits to what a society can spend in this pursuit. As a physician, I know the most costly and dramatic measures may be ineffective and painful. I also know that people in Japan and Sweden, countries that spend far less on medical care, have achieved longer, healthier lives than we have. As a nation, we may be overfunding the quest for unlikely cures while underfunding research on humbler therapies that could improve people's lives.

56. What is implied in the first sentence?
- [A] Americans are better prepared for death than other people.
 - [B] Americans enjoy a higher life quality than ever before.
 - [C] Americans are over-confident of their medical technology.
 - [D] Americans take a vain pride in their long life expectancy.
57. The author uses the example of cancer patients to show that
- [A] medical resources are often wasted.
 - [B] doctors are helpless against fatal diseases.
 - [C] some treatments are too aggressive.
 - [D] medical costs are becoming unaffordable.
58. The author's attitude toward Richard Lamm's remark is one of
- [A] strong disapproval.
 - [B] reserved consent.
 - [C] slight contempt.