

最逼真、最权威、最实用的英语模拟题



新大纲

# 2007年考研 英语 模拟考场

主 编 张锦芯

- 名师专家精编
- 全真模拟训练
- 附送6重好礼

- 全书包括精心编制的15套模拟试题，以文章难度和命题思路逼近真题而著称
- 选材广泛，关注历年真题常涉及领域
- 帮助考生模拟演练，检查复习效果，发现问题与不足，在最后阶段进行针对性地提高



中国人民大学出版社



国内同类最畅销图书

2007 年考研

# 英语模拟考场

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# 2007

## 图书在版编目(CIP)数据

2007 年考研英语模拟考场/张锦芯主编. 8 版

北京:中国人民大学出版社,2006

ISBN 7-300-03909-X

I. 2...

II. 张...

III. 英语-研究生-入学考试-自学参考资料

IV. H31

中国版本图书馆 CIP 数据核字(2006)第 098250 号

## 2007 年考研英语模拟考场

主编 张锦芯

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出版发行 中国人民大学出版社

社 址 北京中关村大街 31 号

邮政编码 100080

电 话 010-62511242(总编室)

010-62511398(质管部)

010-82501766(邮购部)

010-62514148(门市部)

010-62515195(发行公司)

010-62515275(盗版举报)

网 址 <http://www.crup.com.cn>

<http://www.1kao.net>(中国 1 考网)

经 销 新华书店

印 刷 北京鑫丰华彩印有限公司

开 本 210 mm×285 mm 16 开本

版 次 1999 年 3 月第 1 版

2006 年 8 月第 8 版

印 张 23

印 次 2006 年 8 月第 1 次印刷

字 数 693 000

定 价 35.00 元

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## 郑重声明

张锦芯教授主编的《2007年考研英语模拟考场》一书，是广大考生首选的英语模拟试题类考研书，该书以其名师的底蕴、逼近真题的难度、精到的解析等，深受广大考生的欢迎，成为全国考研的畅销书。

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中国人民大学出版社

授权律师 徐波

2006 年 8 月

# 难度接近 真题

# 模拟训练 提高

考研英语复习进行到后期，做模拟题是不可或缺的一种重要复习方法。考生通过**做好的模拟题**，不仅可以起到实战演练的作用，更重要的是还可以检查复习效果，发现自身的问题与不足，在后期复习中有针对性地加以提高。

张锦芯教授主编的这本《考研英语模拟考场》是集作者多年教学、研究与考研辅导的经验编写而成的，书中 15 套模拟题前半部分略易，后半部分略难，整体难度适中，在题材和体裁的选择上都注重覆盖面广泛，关注真题近年涉及的较多的领域。本书以难度和命题思路接近真题著称，多年来考生给予广誉。

考研是一项系统工程，在做英语模拟试题的同时，考生还需要在其他方面下工夫。相关图书如下：

**考研英语** 《2007 年考研英语活学活用 2000 难点词》《2007 年考研英语新教程》《历年考研英语真题名家详解》《2007 年考研英语阅读 200 篇》《2007 年考研英语阅读新题型专项突破》

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**考研数学** 《2007 年考研数学最新经典讲义》《考研数学最新历年真题 200 题型解析》《2007 年考研数学最新精选 600 题》

经过认真复习，我们相信您定可以轻松上阵，考取高分，圆考研名校梦。



# 前言

2006年7月教育部考试中心公布了2007年考研英语大纲,我们根据新大纲的考试要求和2006年试题的最新命题方向,编写了这15套模拟题,目的是帮助考生在夯实基础、强化提高的基础上检查复习效果,体验临场实战的感觉。

本书特点一:**针对性强**。考虑到经过相当一段时间的复习,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,全真模拟考场的氛围,为考生提供15套全真的模拟题进行训练,以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、知识面,增强语感,使自己学得更扎实;同时有利于考生提前进入考试状态,做到临场不乱,应对自如,提高应试能力。

本书特点二:**内容新**。本书是根据考试大纲的要求,结合作者十余年考研辅导和命题研究的经验,在分析2006年考试情况的基础上,命制的15套与大纲要求完全一致的模拟试题。在编写这15套题时,既注重文章内容的深度和广度,使其覆盖更广的知识面,又注重了考题难度的要求,力求接近考题。

我们建议考生在做题时:

1. **把15套题分几个阶段做**,开始阶段可先做1套至3套题,做题的时候,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,题做完后再对照题解,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,以便在做下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都翻译出来。**

我们相信,在考前的五个月内,只要考生能勤奋学习、方法得当,一定能取得好成绩。本书的主编是中国人民大学外国语学院张锦芯教授,参加编写工作的编者都是多年从事考研辅导的教师,他们对历年试题的命题特点和学生存在的问题都有明确的认识。这些老师是张锦芯、李守京、田育英教授,白洁、郭庆民、王敏、赵艳萍、韩满玲、王红、陈丽丽副教授。在编写过程中,新华社译审陈金岚同志参加了部分审订工作,郝彩虹、张锦和翟崇生等同志协助编写了其中一部分,陶灿梅、武敏、汪明等同志承担了部分资料整理和打印等工作。在本书的策划上,中国人民大学出版社马胜利同志提出了不少宝贵意见,这里一并表示感谢。

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相关事宜。

预祝大家顺利通过考试。

编者

2006年8月

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# 全国硕士研究生入学统一考试英语

## 全真模拟试题一

### Section I 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)

Emerging technologies are prompting fundamental changes in education. The static, sequential presentation of books has been the 1 for learning since Gutenberg. Now, 2, we are beginning to see 3, linked and interactive technology-based resources in virtually every 4. When 5 with online distance learning and personal interaction of the traditional classroom environment, such resources 6 a richer learning environment. We need to 7 that computer-based education will not 8 the classroom or teacher anytime soon, but those who have tried it agree that CBT (computer-based training) will have a dramatic 9 on the way we learn.

Educational software is experiencing an explosion of 10 in our homes and schools. Computer-based educational resources take many 11 and are being embraced by young and old 12. Students can learn anatomy by taking 13 tours of the body. Students can travel through the Milky Way to Cassiopeia and other constellations 14 an electronic teacher explains the 15 of the universe. Millions of elementary age students are getting one-on-one instructions 16 keyboarding skills. Chemistry students are doing lab exercises with bits and bytes 17 dangerous chemicals. Some innovative software packages 18 the mind by inviting students to learn the power of logic and creativity. We all have learned at one time or another that learning can, and should be, fun. It didn't take long for education software developers to 19 education and entertainment into a single learning resource. This edutainment software gives students an opportunity to play 20 learning.

1. [A] axis [B] impetus [C] medium [D] foundation
2. [A] moreover [B] however [C] incidentally [D] consequently
3. [A] spontaneous [B] lively [C] dynamic [D] robust
4. [A] discipline [B] domain [C] scope [D] realm
5. [A] coupled [B] compared [C] aligned [D] identified
6. [A] suffice [B] grant [C] boost [D] offer
7. [A] denounce [B] disclaim [C] restate [D] retort
8. [A] discharge [B] replace [C] dislocate [D] retrieve



- |                    |                  |                     |                    |
|--------------------|------------------|---------------------|--------------------|
| 9. [A] autonomy    | [B] impact       | [C] incentive       | [D] affection      |
| 10. [A] admission  | [B] reception    | [C] acknowledgement | [D] acceptance     |
| 11. [A] shapes     | [B] options      | [C] forms           | [D] alternatives   |
| 12. [A] alike      | [B] likely       | [C] invariably      | [D] individually   |
| 13. [A] ritual     | [B] rigorous     | [C] virtual         | [D] authentic      |
| 14. [A] while      | [B] where        | [C] whereas         | [D] since          |
| 15. [A] fantasies  | [B] mysteries    | [C] momentum        | [D] myths          |
| 16. [A] on         | [B] with         | [C] for             | [D] at             |
| 17. [A] other than | [B] according to | [C] rather than     | [D] in contrast to |
| 18. [A] tease      | [B] evoke        | [C] abound          | [D] disrupt        |
| 19. [A] merge      | [B] connect      | [C] immerse         | [D] combine        |
| 20. [A] as         | [B] by           | [C] with            | [D] while          |

## Section II 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

Judge Kleinberg got it right when he made it clear that there weren't separate rules for bloggers and journalists.

That's not to say bloggers are or aren't journalists—just that there shouldn't be a distinction. In other words, the same rules apply to everyone. But—and here's the tricky part—although the rules apply to people equally, we can, do, and should apply them differently to different acts. Asking whether bloggers are journalists is meaningless. What's important isn't the person but the product. If a snoopy 12-year-old girl find evidence that her town's mayor is taking bribes, then collects it, verifies it, and publishes it on her blog, that's journalism. If Walter Cronkite writes in his diary that he planted daisies and washed the dishes that afternoon, that's not. It's what's done, not who's doing it.

This isn't something that always needed to be pointed out. In the old days, you could draw a line between journalists and everyone else, just as you could draw a line between any other profession. What you did is what you were: reporter, barber, grocer, tailor, whatever. Journalists were usually hired by newspapers, magazines and radio stations. And they followed certain rules, respecting off-the-record comments, being accurate and not misquoting.

Today, the Web is an essentially way to get news, and, while journalism is pretty much the same, the term "journalist" is getting a bit cloudy. That's why the question of whether bloggers are journalists keeps coming up. When anyone can publish, anyone can be a journalist. So the questions the courts need to an-

swer is not, “Who is a journalist?” but rather, “Who is doing journalism?” That 12-year-old girl was doing it, even if she isn’t in high school yet—even if she wasn’t a journalist.

Not being a journalist doesn’t necessarily reduce the quality of the work, nor should it reduce the protections it receives. So when a question of journalists’ rights comes up, we need to ask two questions. First, “What protections should journalism receive under the First Amendment?” And second, “Was the person in question performing an act of journalism?” If she is—if the work she was doing involves gathering and publishing information of legitimate public interest—then her profession doesn’t matter.

The idea that the line between amateurs and professionals is blurring is something we need to get used to. The Web gives the little guy the same publishing tools as the big guy. Video-editing software is inexpensive enough that the quality of amateurs equals that of many pros. But while our technology is removing age-old distinctions, our perceptions and our laws haven’t quite embraced the new reality. It’s time to shift our thinking.

21. When the author says “What’s important isn’t the person but the product” (in the second paragraph), he means
  - [A] rules should not be set to regulate people’s behaviour.
  - [B] what is published determines whether the writer is a journalist.
  - [C] the quality of news stories determines the quality of a journalist.
  - [D] a blogger is a better journalist if he can produce newsworthy stories.
22. It can be inferred that traditional journalists differ from online “journalists” in that, in the former case,
  - [A] what they did determines their occupations.
  - [B] they had to collect and publish secret stories.
  - [C] they could not publish anywhere other than in the media.
  - [D] they had to respect other comments than their own.
23. People continue debating the status of the bloggers because
  - [A] the bloggers get no pay for publishing anything online.
  - [B] the bloggers throw up too many sensational news stories.
  - [C] no proper laws have been made to protect the bloggers.
  - [D] people’s idea about what a journalist is is changing.
24. The “new reality” (in the last paragraph) refers to the fact that
  - [A] bloggers as amateurs are as good as professionals.
  - [B] professionals haven’t done anything worth their salt.
  - [C] the distinction between journalists and non-journalists is disappearing.
  - [D] no rules have been made about the kind of materials published online.
25. The author advises that we should focus on
 

[A] what journalism is.	[B] who a journalist is.
[C] how a journalist does his work.	[D] what news can be published online.



## Text 2

"Heaven is where the police are English, the cooks are French, the mechanics are German, the lovers are Italian and everything is organized by the Swiss. Hell is where the police are German, the cooks are English, the mechanics are French, the lovers are Swiss, and everything is organized by the Italians." Obviously the national stereotypes in this old joke are generalizations, but such stereotypes are often said to "exist for a reason." Is there actually a sliver of truth in them? Not likely, an international research team now says. The study, which compares "typical" personalities in many cultures with the personalities of real individuals from those cultures, appears in Friday's issue of the journal *Science*.

Generalizations about cultures or nationalities can be a source of identity, pride . . . and bad jokes. But they can also cause a great deal of harm. Both history and current events are full of examples in which unfavorable stereotypes contribute to prejudice, discrimination, persecution or even genocide. "National and cultural stereotypes do play an important role in how people perceive themselves and others, and being aware that these are not trustworthy is a useful thing," said study author Robert McCrae of the National Institute on Aging.

In the study, McCrae's team began with two groups of surveys they had previously collected in a wide variety of countries. They averaged the profiles in each of the two sets, producing one profile that reflected how volunteers rated their own personalities and another profile that reflected how they rated the personalities of other individuals they knew. The researchers also conducted a third survey in about 50 countries, using questions about the same 30 characteristics—but in this survey, they asked the volunteers to describe a typical person from their culture. They averaged these results, so that they had a third personality profile for each country, reflecting the national stereotype.

The authors found that in most of the countries, the two personality profiles that were based on information from real people matched each other reasonably well. But they were significantly different from the stereotype profile. "There was essentially no agreement between people's perceptions of the typical personality (in their culture) and what we actually measured," McCrae said.

The one exception was Poland, where the ratings from volunteers provided a better-than-usual match between typical and real personalities, suggesting the volunteers were better at seeing past stereotypes to perceive people as they really are. Perhaps in heaven, the therapists are Polish.

26. The word "stereotype" in this passage probably refers to
- [A] formulaic image of a people.
  - [B] traditional habit of a nationality.
  - [C] national characteristic.
  - [D] discrimination held against a people.
27. The recently published study shows that
- [A] stereotypes can be a source of identity and national pride.
  - [B] discrimination based on national stereotypes is still rampant.
  - [C] there is a scientific basis for national stereotypes.
  - [D] real personalities don't match national stereotypes.

28. It can be inferred from the text that one of the purposes of the study is to
- [A] show generalizations about nationalities are not jokes.
  - [B] find out the area in which the nationality is the best.
  - [C] identify the reasons behind national stereotypes.
  - [D] make people aware of harms of stereotypes.
29. The main comparison made in the study is between the results of
- [A] the first survey and the second one.
  - [B] the first survey and the third one.
  - [C] the second survey and the third one.
  - [D] the first two surveys and the third one.
30. The Polish people are found to
- [A] be better at identifying people.
  - [B] impose stereotypes on people.
  - [C] have an unpleasant national character.
  - [D] be the best as therapists.

### Text 3

If I could guarantee one thing in life it would be change—the fact that it will happen even when we resist it. It is the constant motion in our lives and its power should not be taken lightly or underestimated.

Change is personal, change is powerful. Think about the magnitude of the word when we talk about changing ourselves. Your desire to change may come from wanting to improve yourself in some way from the inside out. I am certainly glad when I hear this from people, because at our very core there is always work to be done. Maybe it's about healing ourselves from a broken heart or replenishing our soul when a painful situation has left us feeling mentally, physically or spiritually depleted. Maybe it's just that deep-down desire to be kinder to ourselves, for ourselves—to treat ourselves better.

Things that sound easy to change can actually be the hardest things we've ever done, and because of this it's important to internalize the changes we want to make by journaling and writing down our goals. We say we're going to be more in touch with family or be more positive, but how many times have these regular conversations remained just that—conversations, insignificant words that could have been powerful if we had backed up our talk with a timeline for change? I'm talking about living a life where our words become the framework for positive actions—a life in which we stop wishing for a better job or more time with our children or better bodies, and instead think about what we must do to spur the change for ourselves.

The impact that change has on each of us is incredible. The mere one-syllable word causes many of us to become fearful—at just the thought of doing something differently, trying something new or challenging ourselves in ways we never have before. The prospect of changing behaviors and thoughts that have stifled our progress should be something that we welcome. In casual conversations many people tell me they welcome change—but behind closed doors they admit they're terrified. They are afraid of the realization that what they are doing today could be altered dramatically in a mere twenty-four hours.

I can say with confidence that change has such an impact on our lives simply because it is a universal element that we must all confront. Each moment of the day we are consciously and subconsciously taking

in new information and reprocessing old information in our brains. This constant influx and exchange has the ability to alter the way we view situations in our lives. Perhaps we have changed a belief or come to terms with something, or maybe we now disagree with someone because, as they tell us, we've "changed." The transformation is brought on by something that resonates with us or encourages us to consider a new perspective. When this happens it's a real breakthrough, isn't it!

31. The text is mainly about
  - [A] what impact changes can have on us.
  - [B] why it is difficult to change ourselves in life.
  - [C] how to create successful changes in life.
  - [D] where we can find confidence in life.
  
32. The author suggests that it is time to seek a change when
  - [A] we find ourselves stuck in a situation.
  - [B] we realize the magnitude of the word.
  - [C] there is a constant motion in our life.
  - [D] there are too many difficulties ahead of us.
  
33. In advocating changes, the author attaches more importance to
 

[A] words.	[B] action.
[C] goals.	[D] feelings.
  
34. It is implied that one of the inherent characteristics of change is the
  - [A] inconsistency in attitude towards life.
  - [B] progress towards a better life.
  - [C] fear for the unknown.
  - [D] transformation of an undesirable habit.
  
35. We change ourselves primarily because we are able to
  - [A] think clearly about past things.
  - [B] answer an innate call to go ahead.
  - [C] receive and reprocess information.
  - [D] endure and then get rid of pains.

#### Text 4

If the Federal Reserve raises interest rates at the end of June, as seems probable, it will likely be criticized for making a fetish of inflation and, in the process, risking an American or global recession. There are already signs that the U. S. economy is slowing. Stock markets around the world have recently declined sharply. Why should the Fed make matters worse by nudging up rates? This is a sensible-sounding complaint. Based on what we now know, it's also wrong.

We have an inflation problem that we need to cure before it gets worse. A central lesson of the past half century is that inflationary psychology is stubborn and destructive. It leads to frequent recessions. It

stunts the rise in living standards. People detest it. They're frightened by rapid and unpredictable price changes. We learned these lessons the hard way. From 1960 to 1979, inflation rose from 1.4 percent to 13.3 percent. Only the horrific 1980~1982 slump repressed it.

The job of the Federal Reserve is "to take away the punch bowl just when the party gets going," William McChesney Martin Jr., the Fed chairman from 1951 to 1970, once famously said. As business cycles mature, inflationary and speculative pressures build. Demand begins to overtake supply. Companies find it easier to raise prices. Workers find it easier to win bigger wage increases. Greater optimism encourages riskier, often foolhardy, investments. The present economic expansion began in December 2001. It's now showing many telltale danger signs.

Inflation, though nowhere near double digits, is clearly rising. The government last week released the consumer price index for May. It was up 4.2 percent from a year earlier. The obvious remedy is to slow the economy's growth—make it harder for companies, workers and landlords to raise prices, wages and rents.

But some economists contend that the Fed should discount the latest inflation reports and suspend any further interest-rate increases. All their arguments aim to minimize the inflation threat. To anyone who knows the history, this is eerily reminiscent of the 1960s and 1970s. Then, economists underestimated inflation. They argued that a bit more wouldn't hurt or that increases reflected "temporary" pressures. In the resulting political and intellectual climate, the Fed pursued easy money and credit policies for too long. It tried to drive economic growth up and unemployment down. The results were perverse: double-digit inflation, four recessions from 1969 to 1982 and higher unemployment.

Since 1982 there have been only two mild recessions. The lesson is that low inflation promotes more stable economic growth. The Fed should heed that. True, it could trip into a recession. But without dramatic evidence of a weakening economy, the greater danger is a renewal of inflationary psychology. It's time for the punch bowl to go.

36. The word "it" in the last sentence of the first paragraph probably refers to

- [A] the Federal Reserve's attempt to raise interest rates.
- [B] the complaint about the raising of interest rates.
- [C] the anxiety over the decline in the stock markets.
- [D] the speculation about a likely global economic recession.

37. The author is \_\_\_\_\_ that there is a forthcoming inflation.

- [A] ignorant
- [B] suspicious
- [C] positive
- [D] uncertain

38. All of the following may lead to an inflation except

- [A] rapid economic expansion.
- [B] lowered living standards.
- [C] overzealous investments.
- [D] unrestrained consumer spending.

39. We learn from the fifth paragraph that some economists

- [A] ignore the seriousness of the present situation.



- [B] refuse to acknowledge that inflation is rising.
- [C] try to minimize the destructive force of inflation.
- [D] warn the Fed not to underestimate inflation.

40. When the author says "it's time for the punch bowl to go" (last sentence of the text), he means that
- [A] it is time to heed the dangerous signs of a disastrous economic recession.
  - [B] the Federal Reserve should not interfere with natural course of economic growth.
  - [C] something should be done now to bring rising inflation under control.
  - [D] one should not be overoptimistic although there is no inflation in sight.

## Part B

### Directions:

*In the following article, some sentences have been removed. For Questions 41~45, choose the most suitable one from the list A~G to fit into each of the numbered blanks. There are two extra choices which do not fit in any of the gaps. Mark your answers on ANSWER SHEET 1. (10 points)*

From its headwaters (源头, 上游) at San Ygnacio, Texas, to its giant hydroelectric dam 50 miles downstream, Falcon Lake covers some 87 000 acres across the U. S. -Mexican border. (41) \_\_\_\_\_.

On the Texas side of the lake, drowned border towns like Zapata and Lopeno, relocated when the dam was built, are reemerging from the flood. (42) \_\_\_\_\_.

The two-year drawdown (水位降低) of Falcon Lake is only one symptom of the Drought of 1996—a slowly gathering crisis that is putting a huge strain on the water supplies of the fast-growing cities of the Southwest and on the farm-and-cattle regions of the southern Plains as well. From Los Angeles to Corpus Christi, from Brownsville to Nebraska, the drought pits (使对抗) state against state, city dwellers against farmers and farmers against a global weather system that has turned suddenly hostile toward man. Severe drought conditions now prevail across the whole southwestern part of the United States.

(43) \_\_\_\_\_. "The expectation is that this thing is going to continue through the summer and into the fall," says Dr. Don Wilhite of the National Drought Mitigation Center in Lincoln, Neb. "Beyond that, it's anybody's guess."

(44) \_\_\_\_\_. When El Nino does not appear—and last year he didn't—the result is even less rainfall in a region that is naturally among the driest in the world. From August 1995 to May of this year, much of the Southwest and the southern Plains region recorded virtually no rainfall or snow. That dried out the soil and set the stage for a deepening drought.

(45) \_\_\_\_\_. "Cattle is a U. S. \$5 billion-a-year industry in Texas," says Texas agriculture commissioner, the damage to Texas agribusiness has already reached U. S. \$2.4 billion and could rise to U. S. \$6.5 billion—which would make the '96 drought the most costly natural disaster in the state's history.

[A] The drought has afflicted some parts of the region for up to five years and other areas for as little as 10 months. But whatever its duration, climatologists agree there is no end in sight.

[B] Created in the 1950's to improve flood control and irrigation, the lake is a water monument to the era of gigantic public works. But the worst drought since the Eisenhower years has lowered the water level by nearly 50 feet and bit by bit, Falcon Lake is revealing the secrets of its long-submerged past.