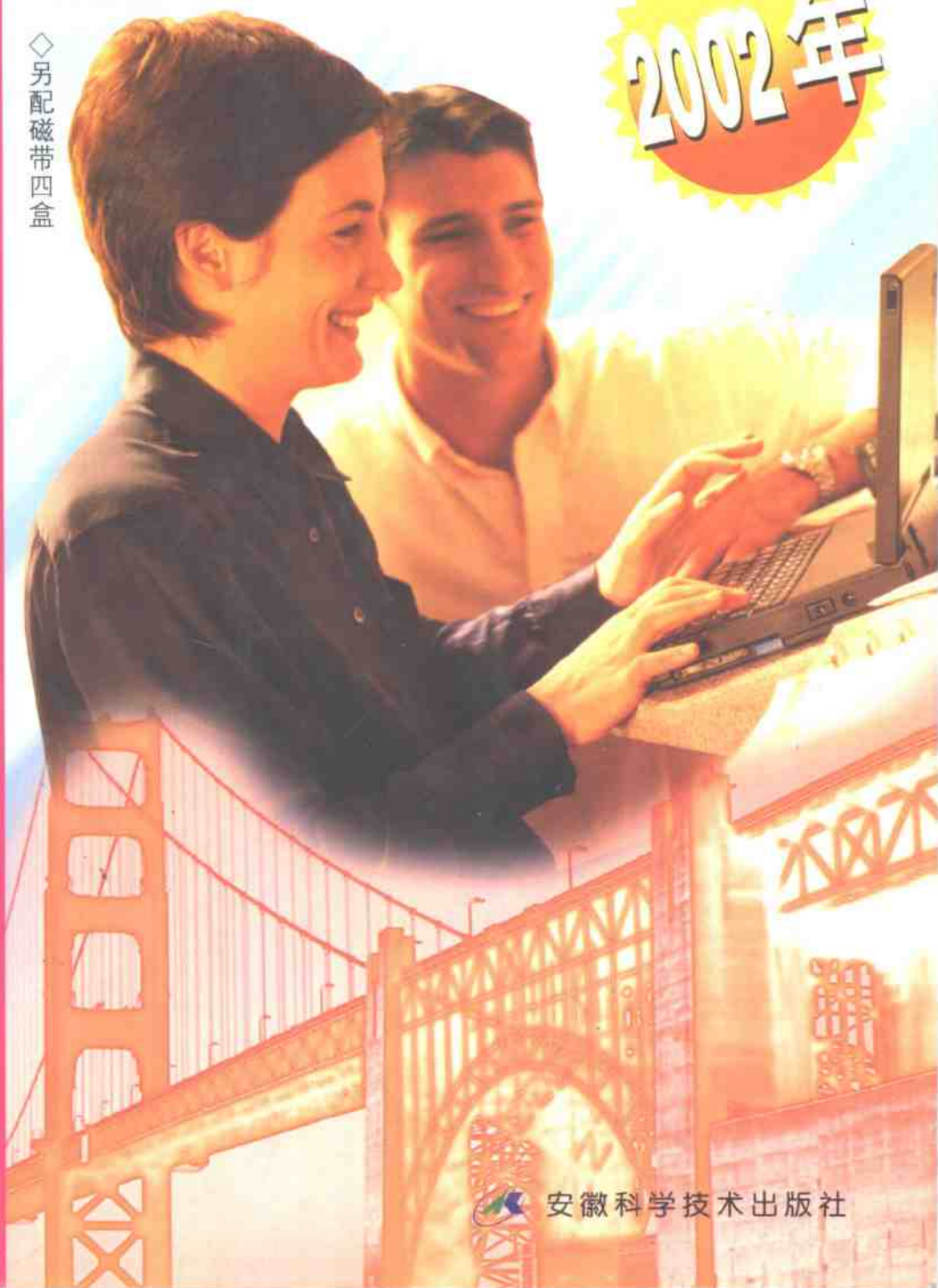




# 全国硕士研究生入学考试 英语新样题模拟测试及解析

2002年

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新增听力测试：

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展示分析NOON年全国硕士研究生  
入学英语考试大纲及样题，引领考  
生把握试卷内容结构及出题方向

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# 全国硕士研究生入学考试 英语新样题模拟测试及解析 (2002 年)

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# 前 言

随着国家改革开放步伐的加快，有志考研的学生越来越多。作者从事大学本科英语教学与硕士研究生英语教学工作多年，发现很多学生把硕士研究生入学英语考试看作为不易攻克的一关。作为教师——本书作者真诚地希望能稍尽绵薄，帮助考生在短时间内把握考研要点，进行强化训练，快速提高成绩。为此，根据国家教育部新颁发的2002年全国硕士研究生入学英语考试大纲，我们编写了这本《全国硕士研究生入学考试英语新样题模拟测试及解析》。本书的编写紧紧围绕新的考试大纲规定的考试形式与试卷结构：Ⅰ. 听力理解，Ⅱ. 英语知识运用，Ⅲ. 阅读理解，Ⅳ. 写作。愿广大考生在学习本书之后，能够知晓新的教学大纲的要求，有的放矢地进行复习迎考，从而顺利地通过考试，得以实现自己的抱负。

本书共精选了十套模拟试卷，每套试题解析中均提供了优秀作文范文，可供考生参考学习。书后附有听力录音文字材料，并有配套听力磁带。对试题的每个答案与解析，作者力求做到认真细致、准确无误。但疏漏之处在所难免，请广大同学批评指正。

作者

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# 全国硕士研究生入学考试英语模拟试题 (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 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.*

*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 conversation in which a man is at the check-in counter of an airport, talking with a woman about seat, luggage and boarding gate. Listen to it and fill out the table with the information you've heard for questions 1~5. Some of the information has been given to you in the table. Write *only 1 word* in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below. (5 points)

|                                                |        |   |
|------------------------------------------------|--------|---|
| The passenger's preferred seat: a              | seat   | 1 |
| The purpose to check the luggage: see if it is |        | 2 |
| The weight limit for each passenger            | pounds | 3 |
| The thing attached to a shoulder bag: a        | tag    | 4 |
| Gate number                                    |        | 5 |

### Part B

#### Directions:

You will hear a small talk on mineral dissolution in water. For questions 6~10, complete the sentences and answer the question 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)

What was rock affected by?

|  |   |
|--|---|
|  | 6 |
|--|---|

Water with mineral dissolved in it is called

|  |   |
|--|---|
|  | 7 |
|--|---|

What is pure water or water with little minerals called?

|  |   |
|--|---|
|  | 8 |
|--|---|

The dissolution of materials contribute to the ground water's

|  |   |
|--|---|
|  | 9 |
|--|---|

Quartz sand is so insoluble that it is not active and adds to the water

|  |    |
|--|----|
|  | 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 to 13 are based on the following passage about the history of cotton. You now have 15 seconds to read questions 11 ~ 13.

11. Which country first made cotton into cloth according to this passage?  
(A) India. (B) Greece. (C) Spain. (D) America.
12. When was cotton exported to Europe?  
(A) 1,500 BC. (B) 500 BC. (C) 800 AD. (D) 1,500 AD.
13. Who was Herodotus?  
(A) An Indian textile expert. (B) An European trader.  
(C) A Greek historian. (D) A seaman from North Africa.

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

Questions 14 to 16 are based on the following passage introducing the centre of the British arts. You now have 15 seconds to read questions 14 ~ 16.

14. Where is the center of the British arts?  
(A) Wales. (B) London. (C) Scotland. (D) Ireland.
15. How many professional arts festivals do we have in Britain each year?

- (A) 200                      (B) 1,000                      (C) 1,200                      (D) 20

16. How many galleries and museums do we have in Britain?

- (A) 1,000.                      (B) Under 1,000.  
(C) About 1,000.                      (D) Over 1,000.

*You now have 30 seconds to check your answers to questions 14 ~ 16.*

*Questions 17 to 20 are based on the following passage talking about the New York public library. You now have 20 seconds to read questions 17 ~ 20.*

17. According to the speech, what is the most uncommon feature of the New York public library?

- (A) Its spacious rooms.                      (B) Its unusual location.  
(C) Its comfortable chairs.                      (D) The number of its readers.

18. Which of the following is mentioned in the talk?

- (A) The latest version of the Bible.  
(B) A book written by Columbus.  
(C) A map of the New World.  
(D) One of the earliest copies of Shakespeare's work.

19. What is the main problem of the New York public library?

- (A) It has too few employees.                      (B) It is growing too rapidly.  
(C) It is over-crowded.                      (D) It lacks money to cover its expenses.

20. On what days is the library open?

- (A) Every day.                      (B) From Monday to Saturday.  
(C) From Monday to Friday.                      (D) On Saturdays and Sundays.

*You now have 40 seconds to check your answers to questions 17 ~ 20.*

*You now have 5 minutes to transfer all your answers from your test booklet to Answer Sheet 1. That is the end of Listening Comprehension.*

## **Section II Use of English**

### **Directions:**

**Read the following passage, Choose the best word(s) for each numbered blank and marked (A), (B), (C) or (D) on Answer Sheet I. (10 points)**

One of the most interesting of all studies is the study of words and word origins. Each language is 21 of several earlier languages, and the words of a language can sometimes to

be traced 22 through two or three different languages to their 23. Again, a word from one language may pass into other languages and 24 a new meaning. The word 'etiquette' which is 25 French origin and originally meant a label, 26 a sign, passed into Spanish and kept its original meaning. So in Spanish the word Etiquette today is used to 27 the small tags which a store 28 to a suit, a dress or a bottle. The word "etiquette" in French, 29, gradually developed a different meaning. It 30 became the custom to write directions on small cards or 'etiquette' as to how visitor should dress themselves and 31 during an important ceremony at the royal court. 32, the word etiquette began to indicate a system of correct manners for people to follow. 33 this meaning, the word passed into English.

Consider the word "breakfast". "To fast" is to go for some period of time without 34. Thus, in the morning, after many hours 35 the night without food, one 36 one's fast.

Consider the everyday English 37 "Good-bye." Many many years ago, people would say to each 38 on parting: "God be with you." As this was 39 over and over millions of times, it gradually became 40 to "Good-bye".

- |   |                      |              |                 |                  |
|---|----------------------|--------------|-----------------|------------------|
| 0 | 21. (A) collected    | (B) made     | (C) contained   | (D) composed     |
|   | 22. (A) to           | (B) back     | (C) down        | (D) on           |
|   | 23. (A) ends         | (B) origins  | (C) backgrounds | (D) bases        |
|   | 24. (A) develop      | (B) pick     | (C) change      | (D) choose       |
|   | 25. (A) on           | (B) with     | (C) of          | (D) by           |
| A | 26. (A) or           | (B) and      | (C) with        | (D) for          |
|   | 27. (A) show         | (B) indicate | (C) hold        | (D) design       |
|   | 28. (A) lags         | (B) gives    | (C) binds       | (D) attached     |
|   | 29. (A) moreover     | (B) however  | (C) therefore   | (D) furthermore  |
|   | 30. (A) late         | (B) latter   | (C) latest      | (D) later        |
|   | 31. (A) act          | (B) prepare  | (C) respond     | (D) follow       |
|   | 32. (A) Nevertheless | (B) Yet      | (C) Also        | (D) Thus         |
|   | 33. (A) After        | (B) Of       | (C) With        | (D) For          |
|   | 34. (A) sleeping     | (B) eating   | (C) drinking    | (D) talking      |
|   | 35. (A) for          | (B) on       | (C) at          | (D) during       |
| b | 36. (A) continues    | (B) breaks   | (C) remembers   | (D) forgets      |
|   | 37. (A) expression   | (B) proverb  | (C) statement   | (D) conversation |
|   | 38. (A) one          | (B) person   | (C) other       | (D) member       |
|   | 39. (A) repeated     | (B) revised  | (C) reviewed    | (D) reproduced   |
| c | 40. (A) combined     | (B) accepted | (C) shortened   | (D) reformed     |

### Section III Reading Comprehension

#### Part A

##### Directions:

Read the following five texts. Answer the questions below each text by choosing (A), (B), (C) or (D). Mark your answer on Answer Sheet I. (40 points)

#### Passage 1

Today's trumpet is one of the world's oldest instruments. It is the result of many centuries of development. Although it looks nothing like its ancestors, there are many similarities. All trumpets are hollow tubes. They are all blown. And they all use the player's lips to produce the basic sound.

The trumpet developed as players and makers worked to improve its design, size, shape, material, and method of construction. They wanted to create an instrument that would produce a beautiful and attractive tone, enable the performer to play all the notes of the scale, extend the range higher and lower, make it possible to play more difficult music, and, in general, be easier to play well. The remarkable way in which the modern trumpet achieves these goals is a measure of the success of all those who struggled to perfect this glorious instrument.

The trumpet is actually the leading member of an entire family of related instruments. There are trumpets of several different sizes, and in several different keys. There are cornets, bugles, flugelhorn, and a number of others that are all similar to the trumpet in the way they are made and played.

The trumpet family is much more than a group of related instruments that can stir one with their sound, or narrow tubes of metal capable of producing a variety of musical sounds. It is a link to many different periods of history and to people of many cultures. From the use of trumpets in ancient religious ceremonies to the part they play in modern rock bands, the trumpet family of instruments has much to tell about civilization and its developments.

41. What is the best title for the passage?

- |                                  |                               |
|----------------------------------|-------------------------------|
| (A) Science and the Trumpet      | (B) Recordings of the Trumpet |
| (C) The Trumpet and Its Ancestry | (D) How the Trumpet is Made   |

42. It can be inferred from the passage that which of the following is needed to make the trumpet work?

- |                     |                    |
|---------------------|--------------------|
| (A) Air pressure.   | (B) Keen eyesight. |
| (C) Daily cleaning. | (D) Long fingers.  |

43. Which of the following can be inferred about the first trumpet players?

- |                                                     |
|-----------------------------------------------------|
| (A) They could not play all the notes of the scale. |
| (B) They were not able to pick up the trumpet.      |

- (C) They could not play simple tunes.  
 (D) They had difficulty improving upon the trumpet.
44. In line 15, the word "one" could best be replaced by  
 (A) the listener (B) a family (C) the composer (D) an instrument

## Passage 2

It is often claimed that nuclear energy is something we cannot do without. We live in a consumer society where there is an enormous demand for commercial products of all kinds. Moreover, an increase in industrial production is considered to be one solution to the problem of mass unemployment. Such an increase presumes an abundant and cheap energy supply. Many people believe that nuclear energy provides an inexhaustible and economical source of power and that it is therefore essential for an industrially developing society. There are a number of other advantages in the use of nuclear energy. Firstly, nuclear power, except for accidents, is clean. A further advantage is that a nuclear power station can be run and maintained by relatively few technical and administrative staff. The nuclear reactor represents an enormous step in our scientific evolution and, whatever the anti-nuclear group says, it is wrong to expect a return to more primitive sources of fuel. However, opponents of nuclear energy point out that nuclear power stations bring a direct threat not only to the environment but also to civil liberties.

Furthermore, it is questionable whether ultimately nuclear power is a cheap source of energy. There have, for example, been very costly accidents in America, in Britain and, of course, in Russia. The possibility of increases in the cost of uranium (铀) in addition to the cost of greater safety provisions could price nuclear power out of the market. In the long run, environmentalists argue, nuclear energy wastes valuable resources and disturbs the ecology to an extent which could bring about the destruction of the human race. Thus, if we wish to survive, we cannot afford nuclear energy. In spite of the case against nuclear energy outlined above, nuclear energy programs are expanding. Such an expansion assumes a continual growth in industrial production and consumer demands. However, it is doubtful whether this growth will or can continue. Having weighed up the arguments on both sides, it seems there are good economic and ecological reasons for sources of energy other than nuclear power.

45. The writer's attitude toward nuclear energy is \_\_\_\_\_.  
 (A) indifferent (B) favorable (C) tolerant (D) negative
46. According to the opponents of nuclear energy, which of the following is true of nuclear energy?  
 (A) Primitive. ~~原始的~~ (B) Exhaustible. (C) Cheap. (D) Unsafe.
47. Some people claim that nuclear energy is essential because \_\_\_\_\_.  
 (A) it provides a perfect solution to mass unemployment  
 (B) it represents an enormous step forward in our scientific evolution  
 (C) it can meet the growing demand of an industrially developing society

- (D) nuclear power stations can be run and maintained by relatively few technical and administrative staff
48. Which of the following statements does the writer support?
- (A) The demand for commercial products will not necessarily keep increasing.
- (B) Nuclear energy is something we cannot do without.
- (C) Uranium is a good source of energy for economic and ecological reasons.
- (D) Greater safety provisions can bring about the expansion of nuclear energy programs.
- 准备供应

### Passage 3

Lucinda Childs's spare and orderly dances have both mystified and mesmerized audiences for more than a decade. Like other so-called "postmodern" choreographers, Childs sees dance as pure form. Her dances are mathematical explorations of geometric shapes and her dancer are expressionless, genderless instruments who etch intricate patterns on the floor in precisely timed, repetitive sequences of relatively simple steps. The development of Childs's career, from its beginning in the now legendary Judson Dance Theater, paralleled the development of minimalist art, although the choreographer herself has taken issue with those critics who describe her work as minimalist. In her view, each of her dances is simply "an intense experience of intense looking and listening." In addition to performing with her troupe, the Lucinda Childs Dance Company, Childs has appeared in the avant-garde opera *Einstein on the Beach*, in two off-Broadway plays, and in the films *Jeanne d'Arc* by Marie Jimenez and *21:12 Piano Bar*.

As a little girl, Childs had dreamed of becoming an actress. She appeared regularly in student productions throughout her school years, and when she was about eleven she began to take drama lessons. It was at the suggestion of her acting coach that the youngster was taught by her early teachers Hanya Holm, the dancer and choreographer who introduced the Wigman system of modern dance instruction to the United States, and Helen Tamiris, the Broadway choreographer. Pleased with her pupil's progress, Ms. Tamiris eventually asked the girl to perform onstage. After that exhilarating experience, Lucinda Childs "wasn't sure (she) even wanted to be an actress anymore."

49. What is the passage mainly about?
- (A) Minimalist art. (B) Mathematical forms.
- (C) A choreographer. (D) Broadway plays.
50. The word "its" in line 6 refers to \_\_\_\_.
- (A) career (B) development
- (C) steps (D) the Judson Dance Theater
51. The work of Lucinda Childs has been compared to which of the following?
- (A) Avant-garde opera. (B) The Wigman system.
- (C) Realistic drama. (D) Minimalist art.
52. In which artistic field did Childs first study ?

(A) Painting.

(B) Dance.

(C) Drama.

(D) Film.

#### Passage 4

The most exciting kind of education is also the most personal. Nothing can exceed the joy of discovering for yourself something that is important to you! It may be an idea or a bit of information you come across accidentally or a sudden insight, fitting together pieces of information or working through a problem. Such personal encounters are the "payoff" in education. A teacher may direct you to learning and even encourage you in it, but no teacher can make the excitement or the joy happen. That's up to you.

A research paper, assigned in a course and perhaps checked at various stages by an instructor, leads you beyond classrooms, beyond the texts for classes and into a process where the joy of discovery and learning can come to you many times. Preparing the research paper is an active and individual process, and ideal learning process. It provides a structure within which you can make exciting discoveries, of knowledge and of self, that are basic to education. But the research paper also gives you a chance to individualize a school assignment, to suit a piece of work to your own interests and abilities, to show others what you can do. Writing a research paper is more than just a classroom exercise. It is an experience in searching out, understanding and synthesizing, which forms the basis of many skills applicable to both academic and non-academic tasks. It is, in the fullest sense, a discovering, an education. So, to produce a good research paper is both a useful and a thoroughly satisfying experience!

To some, the thought of having to write an assigned number of pages, often more than ever produced before, is disconcerting. To others, the very idea of having to work independently is threatening. But there is no need to approach the research paper assignment with anxiety, and nobody should view the research paper as an obstacle to overcome. Instead, consider it a goal to accomplish, a goal within reach if you use the help this book can give you.

53. According to the writer, personal discoveries \_\_\_\_\_.

- (A) will give one encouragement and direction
- (B) are helpful in finding the right information
- (C) are the most valuable part of one's personal education
- (D) will help one to successfully complete school assignments

54. It can be inferred from the passage that writing a research paper gives one chances \_\_\_\_\_.

- (A) to fully develop one's personal abilities
- (B) to use the skills learnt in the classroom
- (C) to prove that one is a productive writer
- (D) to demonstrate how well one can accomplish school assignment

55. From the context, the word "disconcerting" (para.3, Line 2) most probably means \_\_\_\_\_.

- (A) misleading      (B) stimulating      (C) embarrassing      (D) upsetting

56. The writer argues in the passage that \_\_\_\_\_.

- (A) one should explore new areas in research  
(B) one should trust one's own ability to meet course requirements  
(C) one should consider research paper writing a pleasure, not a burden  
(D) one should use all one's knowledge and skills when doing research

### Passage 5

There were two widely divergent influences on the early development of statistical methods. Statistics had a mother who was dedicated to keeping orderly records of governmental units (state and statistics come from the same Latin root, *status*) and a gentlemanly gambling father who relied on mathematics to increase his skill at playing the odds in games of chance. The influence of the mother on the offspring, statistics, is represented by counting, measuring, describing, tabulating, ordering, and the taking of censuses—all of which led to modern descriptive statistics. From the influence of the father came modern inferential statistics, which is based squarely on theories of probability.

Descriptive statistics involves tabulating, depicting, and describing collections of data. These data may be either quantitative, such as measures of height, intelligence, or grade level—variables that are characterized by an underlying continuum—or the data may represent qualitative variables, such as sex, college major, or personality type. Large masses of data must generally undergo a process of summarization or reduction before they are comprehensible. Descriptive statistics is a tool for describing or summarizing or reducing to comprehensible form the properties of an otherwise unwieldy mass of data.

Inferential statistics is a formalized body of methods for solving another class of problems that present great difficulties for the unaided human mind. This general class of problems characteristically involves attempts to make predictions using a sample of observations. For example, a school superintendent wishes to determine the proportion of children in a large school system who come to school without breakfast, have been vaccinated for flu, or whatever. Having a little knowledge of statistics, the superintendent would know that it is unnecessary and inefficient to question each child; the proportion for the entire district could be estimated fairly accurately from a sample of as few as 100 children. Thus, the purpose of inferential statistics is to predict or estimate characteristics of a population from a knowledge of the characteristics of only a sample of the population.

57. Why does the author mention the "mother" and "father" in the first paragraph?

- (A) To point out that parents can teach their children statistics  
(B) To introduce inferential statistics  
(C) To explain that there are different kinds of variables  
(D) To present the background of statistics in a humorous and understandable way

58. The word "squarely" in line 8 could best be replaced by which of the following?  
(A) solidly (B) geometrically (C) rectangularly (D) haphazardly
59. Which of the following is NOT given as an example of a qualitative variable?  
(A) Gender. (B) Height.  
(C) College major. (D) Type of personality.
60. Which of the following statements about descriptive statistics is best supported by the passage?  
(A) It simplifies unwieldy masses of data.  
(B) It leads to increased variability.  
(C) It solves all numerical problems.  
(D) It changes qualitative variables to quantitative variables.

### Part B

**Directions:** Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on Answer Sheet 2. (10 points)

In mediaeval times rivers were the veins of the body politic as well as economic. (61) Boundaries between states or shires, they were crossed by fords which became the sites of towns, or by bridges which were often points of battle. Upon rivers the people of that time depended for food, power and transport.

In our day fish are caught in the sea and brought to us by rail and lorry; (62) only the angler still thinks fresh-water fish important, and pollution of rivers drive him into smaller and smaller reaches in which to practise his sport. But in earlier times, when sea fish were eaten only by those who lived on the sea coast, when meat was obtainable only for part of the year, and when fasts were frequent and universally practised, river fish played an important part in the national life.

(63) Every abbey and great man's house had its fish pond, and across the rivers great and small stretched the fish weirs, usually made of stakes and nets or basket work. Between the owners of the fisheries and the bargemaster who needed an unimpeded passage continuous war was fought, till the importance of fresh water fish lessened as the practice of fasting ceased to be universal, as meat became available all the year round, and as the transport of sea fish inland became practicable.

Rivers were also the most important source of power. (64) Every stream had its mills, not only for grinding corn, but for all the other industrial processes of the time, such as fulling cloth or driving the hammers of ironworks. Placed down the bank wherever a head of water could be got, these mills were to be found on the tiny stream that ran through a village, or on the bigger river that was also used for navigation. (65) An artificial cut was made from the river to bring the water at proper height to the water-wheel, and, in order to make sure of a supply of water at all seasons, the mill-owner usually built a weir across the river to hold back

the water and so form an artificial reservoir. If the river were navigable, the centre of such a weir was made of planks held vertically by cross beams so that they could be removed when it was necessary to pass a barge, or was fitted with a single pair of gates. Such weirs were called staunches or flash-locks; they did not disappear from the bigger rivers till present times, and may still be seen in the Fens.

#### Part IV Writing

**Directions:**

**A. Title:** *Television.*

**B. Time limit:** *40 minutes.*

**C. Word limit:** *120 ~ 150 words.*

**D. Your composition should be based on the OUTLINE below.**

**E. Your composition must be written clearly on the Answer Sheet 2.**

**OUTLINE:**

- 1) *presenting a vivid picture.*
- 2) *Playing an educational role.*
- 3) *also being harmful.*

# 全国硕士研究生入学考试英语模拟试题（一）详解

## Section I Listening Comprehension

### Part A

1. window    2. overweight    3. 44    4. claim    5. 12

### Part B

6. rain water    7. hard water    8. soft water  
9. taste and hardness    10. no dissolved substances

### Part C

11. A    12. C    13. C    14. B    15. A    16. D    17. A    18. D  
19. D    20. C

## Section II Use of English

21. (D). 根据上下文的意思及语法要求, 此处应填 (be) composed (of) (由……组成 (构成)), 而其他三个选择项用在这里均不能成立。
22. (B). trace back to 是一种习惯搭配, 意思是“可追溯到……”。
23. (B). 根据句意, 此处讲的是语言的“起源”, 故选 (B) origins。
24. (A). 这道题可以说是一道常识题, 因为语言在其发展过程中, 不断 (从其他方面, 包括其他语言) 得到充实, 故选 (A) develop。
25. (C). 这是一种习惯用法, (be) of French origin (源自法语)。
26. (A). 依据上下文, 此处选 or, 表示选择, 意为“或 (或是)”。
27. (B). 依据本句意思, etiquette 一词如今在西班牙语中, 所指的是系在商品上的小标签。故选 (B) indicate, 其他三个选项用在这里均不切题意。
28. (D). attach ... to ... (把……系在……) 为一种固定搭配形式。
29. (B). 根据上下文的意思, 此处在上文意思上需要转折, 故填入 however 一词。
30. (D). 根据句意和句子结构, 此处需填入一个副词, 因此选 later (迟, 晚)。latter 为形容词, 应当排除。
31. (A). 根据句子结构, 此处应选 act. respond (对……作出反应) 显然讲不通, 因为这里无介词 to. prepare 和 follow 均为及物动词, 应跟宾语。用在这里也不符合句子结构的要求, 因为此处需用一个不及物动词。
32. (D). 根据上下文, 应选 thus, 表示因果关系。
33. (C). 依据句意, 这里需填入一个意为“带有, 含有”的介词, 故选 with; 其他三个选择项的词用在此处均不符合题意。
34. (B). 句中的 breakfast 一词提示我们, 应选 eating 一词。
35. (D). 依据空格前的 after many hours, 此处填 during 表示“期间”, 同时, 也是一种习惯用法。
36. (B). 参照全句的意思, 应选择 break。因为 fast 意为“禁食, 斋戒”, 一夜没吃东西, 早晨起来后吃早饭, 当然就是破禁开斋了。
37. (A). 本题涉及习惯用法, everyday English expression (日常英语表示方式)。其他三