

# 在职人员申请硕士学位 英语统考模拟试题集

主编 折鸿雁 编者 朱立芸 禹丹 许恒



西安交通大学出版社

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## 内容简介

《在职人员申请硕士学位英语统考模拟试题集》依据国务院学位委员会 1998 年最新颁布的考试大纲编写而成,特别适合考生进行自测和实战准备,是考生极为实用的英语教材。本书所选试题既与新大纲密切保持一致,又充分吸取了往年试题的精华。全书共有 16 套仿真试题,并配有详细的解释及答案。

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## 前言

在职人员以同等学力申请硕士学位英语统考自 1995 年开始执行,至今已经四年。由于该考试为水平考试,无固定教材,参考书籍亦寥寥无几,而且考试大纲屡次修改,使考生不了解具体要求,考前难以进行有针对性的准备。

针对此情况,我们根据最新考试大纲要求,充分考虑在职研究生的特点,精心编写了这本《在职人员申请硕士学位英语统考模拟试题集》。本书共包含 16 套模拟题,每套题分为试卷一和试卷二,分别包括听力、词汇、阅读、完形填空、改错、翻译及写作 7 个部分。其中听力、词汇、完形填空及改错均结合考点而精心选材制作,题型全面,所选内容覆盖了大纲中所有语言重点、考点及难点;翻译与作文部分则根据往年试题的特点仔细编写。书中答案讲解详实,翻译及作文亦给出范文,特别适合考生进行自测和实战准备。

本书的编者们曾长期担任西安交通大学在职人员申请硕士学位英语统考辅导工作,每届考生通过率均在 80% 以上。书中大部分内容已在辅导班中使用,效果良好,具有较强的可信度。我们相信,考生按照要求做完本试题集后,一定能在英语语言及应试能力方面有所提高,从而在考试中取得满意成绩。

因时间及水平有限,疏漏及错误在所难免,欢迎广大读者批评指正。

编者

1999 年 7 月

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# 同等学力人员申请硕士学位 英语水平全国统一考试大纲

(国务院学位委员会 1998 年)

## 一、指导思想

为了客观地测试以同等学力申请硕士学位人员(以下简称同等学力人员)的英语水平,保证学位授予质量,根据《国务院学位委员会关于授予具有研究生毕业同等学力人员硕士、博士学位的规定》(1998 年 6 月 18 日国务院学位委员会第 16 次会议通过)和国务院学位委员会办公室 1994 年下达的《关于在职人员以同等学力申请硕士学位外国语课程水平统一考试的通知》的精神和要求,结合具有同等学力的在职人员学习英语的特点,在总结近几年来统一考试试点经验的基础上,特制订本大纲。

研究生英语教学的目的,旨在使学生既具有较好的用英语获取信息的能力,又具有一定的用英语传播信息的能力,这就要求考生具有较强的阅读理解能力和一定的听力理解能力,同时也应具有一定的英语写作和翻译能力,从而使考生达到教学大纲所规定的各项要求,掌握和学会运用各种相应的语言技能和技巧。

## 二、评价目标

本考试重点是考查学生的听、读、写、译的能力。考生在词汇量、语法知识、阅读理解、听力理解和汉译英等方面应分别达到以下要求:

### (一)词汇

应掌握 5000 个左右的英语词汇和 300 个左右的常用动词词组。对其中的 2500 个词(词汇表中带星号的词)要求熟练掌握,即能在语言交际、写作或翻译中准确运用;其余词语则要求能在阅读中识别和理解。

### (二)语法知识

应掌握英语的基本语法结构和常用句型,能正确理解运用这些句型结构写成的句子,并能识别和改正一般的语法错误。

### (三)阅读理解

能综合运用英语语言知识和阅读技能读懂一般性题材的文章及科技文献资料。要求能抓住大意,注意细节;既能理解上下文的逻辑关系,又能领会作者的意图和态度。阅读速度应达到每分钟 80~100 个词,答对率不低于 70%。

### (四)听力理解

能听懂一般对话、简单的故事和演说,能抓住其中心思想和主要细节,能判断一般对话的情景场合、人物关系、身份及会话意图等。语速为每分钟 140~160 个词,答对率不低于 70%。

### (五)汉译英

能把一般社会日常生活和科学常识性的句子或短文译成英语,文句通顺,用词基本正确,无重大语言错误。译速每小时应达到 250~300 个汉字。

## (六)英语写作

考生应具有用英语书面表达思想的基本能力。所写文字要切合主题,意义连贯,标点正确,无重大语法错误。每小时内能写出 250~300 个词的短文。

### 三、题型、题量和分值

在基本题型相对稳定的前提下(这里描写的题型不一定在每次考试中全部出现),每次考试都是不同题型的组合,每种题型的题量也会随之有所变化;但这种变化限定于一定的范围之内,而不致于使某一种题型的权重过大或过小。

本考试分试卷一和试卷二。试卷一以客观测试为主;试卷二以主观测试为主。两卷满分共为 100 分。试卷一占总分的 65%,试卷二占总分的 35%;达到总分的 60% 为及格。试卷二达不到 18 分者,不论试卷一得分多少,均按不及格处理。

试卷一包括听力理解、词汇选择、阅读理解和综合填空四个部分,考试时间为 90 分钟。试卷二包括辨错与改错、汉译英和写作三个部分,或只包括其中两个部分,考试时间为 60 分钟。试卷一和试卷二共用 150 分钟完成。

#### 第一部分 听力理解

本部分共设 15~20 题,每题 1 分,考试时间为 20~25 分钟。该部分包括以下两种或三种题型:

A 节包括 5~10 题,每题为一小段对话。要求考生针对对话之后的提问从所给的四个选择项中选出一个最佳答案。B 节包括 4~8 题,内容为一般性交际会话、讲演、故事或论述等,每篇长度约为 100~120 个词,要求考生在听完每个题目之后的 13~20 秒钟内从所给的四个选择项中选出一个最佳答案。C 节包括 4~6 题,内容为听一篇 100~120 个词的短文,听三遍,在未完成的句子中填上听到的词语或短语。录音材料的语速为每分钟 120~140 词。

#### 第二部分 词汇

本部分共设 20~25 题,每题 0.5 分。考试时间为 10~15 分钟。该项测试分为两节。A 节 10 题,要求对单句中划有底横线的词进行替换选择,即从句后所给四项选择中,选出一个最佳替换词来。B 节 10~15 题,为单句选择填空,要求考生根据句意选出最佳答案,填入空白处。词汇命题范围为本大纲所规定的 5000 词汇。

#### 第三部分 阅读理解

本部分共设 25~35 题,每题 1 分。考试时间为 45~50 分钟。阅读理解的短文为 5~6 篇,每篇 300~400 词左右,要求考生在理解短文的基础上从每题的四项选择中选出最佳答案。

#### 第四部分 综合填空

本部分共设 20 题,每题 0.5 分。考试时间为 10~15 分钟。题型为在一篇难度适中的短文(约 250~300 个词)中设置 20 个空白,每个空白为一题,要求考生从所给出的四项选择中选出一个最佳答案;选择项可以是一个单词,也可以是短语。

### **第五部分 辨错与改错**

本部分共设 10~15 题,每题 1 分。考试时间为 10~15 分钟。题型为单句改错或短文改错。单句改错中,每题标出四个单词或短语,要求考生先找出其中的错误来,再进行改正。短文改错要求学生根据上下文辨认出错误,并改正错误。

### **第六部分 汉译英**

本部分设单句翻译或短文翻译两种题型。共 15~20 分。单句翻译设 5 个单句,短文翻译为一篇长度约 80~100 个汉字的常识性短文。要求英文译意准确,文字通顺。

### **第七部分 写作**

本部分设 1 题,15~20 分。考试时间为 25~35 分钟。要求考生在规定的时间内,按照本题说明中的要求写出一篇约 120~150 个词的英语短文,形式可为按所给提纲进行写作,或看图作文、描述图表、写内容提要等。



# TEST ONE

(Time Limit: 150 minutes)

## Paper One

Part I	Listening Comprehension	(20 minutes, 15 points)
Part II	Vocabulary	(10 minutes, 10 points)
Part III	Reading Comprehension	(50 minutes, 30 points)
Part IV	Cloze Test	(15 minutes, 10 points)

## Paper Two

Part I	Error Detection and Correction	(10 minutes, 10 points)
Part II	Translation	(15 minutes, 10 points)
Part III	Guided Writing	(30 minutes, 15 points)

## Paper One 试卷一

### Part I Listening Comprehension (20 minutes, 15 points)

#### Section A

Directions: In this section, you will hear 10 short conversations. At the end of each conversation, there will be a question. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four suggested answers marked A, B, C and D and decide which is the best answer. Then mark the corresponding letter on the ANSWER SHEET with a single line through the center.

Example: You will hear

You will read:

- A. At the office.
- B. In the waiting room.
- C. At the airport.
- D. In a restaurant.

Sample Answer [~~A~~][B][C][D]

From the conversation we know that the two were talking about some work they have to finish in the evening. This is most likely to have taken place at the office. Therefore, "A. At the office" is the best answer. You should choose on the ANSWER SHEET and mark it with a single line through the center.

1. A. Three.                      B. Five.                      C. Two.                      D. Four.
2. A. At a house.              B. At a palace.              C. At a bar.                      D. At a hotel.
3. A. Monday, Wednesday, and Friday.  
    B. Tuesday and Saturday.  
    C. Saturday and Sunday.  
    D. Tuesday and Thursday.
4. A. It's out of tune.  
    B. He doesn't know how.  
    C. He wants the woman to play.  
    D. He is going to tune it himself.
5. A. \$ 150.                      B. \$ 175.                      C. \$ 200.                      D. \$ 225.
6. A. To have an X-ray.  
    B. To go to the hospital.  
    C. To slip downstairs.  
    D. To help the wounded man.
7. A. Jack is dependable.  
    B. Tom always tells the truth.  
    C. Jack is wealthy.  
    D. Tom is sometimes more foolish than Jack.
8. A. To a cafeteria.              B. To a health spa.  
    C. To the beach.                      D. To a pharmacy.
9. A. Help herself to some food in the kitchen.  
    B. Call the office.  
    C. Help the man check the phone.  
    D. Get to the office.
10. A. The pebble drops faster.  
    B. The brick drops faster.  
    C. The brick drops as fast as the pebble.  
    D. The brick drops as fast in water as in a vacuum.

Section B

Directions: In this section, you will hear 2 short passages. At the end of each passage, you will hear some questions. Both the passage and the question will be spoken only once. After you hear one question, you must choose the best answer from the four choices marked A, B, C and D.

Then mark the corresponding letter on the ANSWER SHEET with a single line through the center.

**Questions 11 – 12 are based on the following passage.**

11. A. New York.                      B. France.                      C. India.                      D. England.
12. A. Travel to England and France.  
    B. Rewards for Iroquois help.  
    C. The settling of boundaries.  
    D. The trading of fur.

**Questions 13 – 15 are based on the following passage.**

13. A. Aluminum.                      B. Steel.                      C. Aging.                      D. Burnable.
14. A. It would burn on reentry to the earth's atmosphere.  
    B. It would collide with aircraft on reentry.  
    C. It might cause considerable damage.  
    D. It will not survive its atmospheric descent.
15. A. The pieces would be concentrated in one area.  
    B. The Skylab would not completely burn before reentry.  
    C. There could be considerable property damage.  
    D. Some 400 to 500 pieces might survive reentry.

## Part II Vocabulary (10 points)

### Section A

Directions: In each item, choose one word that best keeps the meaning of the sentence if it is substituted for the underlined word. Mark out your choice on the ANSWER SHEET with a single line through the center.

16. Protests died down when they realized that the new tax was equal to only 50 p a week.  
    A. added                      B. reached                      C. approached                      D. amounted
17. For my birthday, I was given a writing set consisting of two pens, envelopes and notepaper.  
    A. involving                      B. comprising                      C. composing                      D. holding
18. Even allowing for inflation he thought it was a good investment.  
    A. considering                      B. taking                      C. computing                      D. calculating
19. A feeling of faintness and sickness came over me, so I had to lie down.  
    A. came to                      B. went up  
    C. took possession of                      D. lost control of
20. She brought forth her children to be considerate of others.



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

**Questions 36 – 40 are based on the following passage.**

Peasants should also be encouraged to save money, to tide them over the difficult period between harvests. If necessary they should be forced to do so, by having the payments for cotton

given to them in instalments. The last payment would be made after proof that the peasant has planted before the deadline, the date being advanced to the end of June. Those who have done so would receive a bonus, whereas the last planters would not receive their last payment until later.

Only the first steps are hard, because once work has started the peasants continue willingly on their way. Educational campaigns among the peasants will play an essential role in this basic advance, early sowing, on which all the others depend. It is not a matter of regimenting the peasants. Each peasant will remain master of his fields. One could, however, suggest the need for the time being of benevolent but firm rule, which, as long as it cannot be realized "by the people", should at least be "for the people".

36. 1960-1961 was a good year for cotton in Chad because \_\_\_\_\_.  
A. everybody worked harder as soon as Independence came  
B. of government encouragement  
C. of the Independence celebrations held in the previous year  
D. of favourable rains and government encouragement
37. The writer thinks cotton should be sown \_\_\_\_\_.  
A. on July 1st  
B. sometime between July 15th and 20th  
C. on May 1st  
D. 2-3 weeks earlier than July 1st
38. The peasants in Chad tend to sow their cotton later because \_\_\_\_\_.  
A. they usually sow their millet first  
B. they think millet is more important than a cash crop  
C. with money in their pockets and millet to be sown, the cash crop seems unimportant  
D. they have enough money already
39. The writer thinks the date of cotton sales should be moved forward in order \_\_\_\_\_.  
A. to help the peasants during the difficult time between harvests  
B. to encourage the peasants to save money  
C. to make it less likely that the peasants still have large sums of money by the time the cotton should be sown  
D. that equipment and draught animals may be bought
40. All the advances the writer hopes for depend mainly on \_\_\_\_\_.  
A. the early sowing of cotton  
B. educational campaigns  
C. regimenting the peasants  
D. the peasants controlling their own fields

**Questions 41 – 45 are based on the following passage.**

Antibiotics are drugs, sometimes called wonder drugs, which we use in the prevention and treatment of infection. Strangely enough, the word antibiotic means "against life". These drugs do



destroy a certain kind of life; living bacteria that cause disease. All antibiotics are made from some kind of living matter. This includes molds(霉菌), bacteria, and plants.

The discovery of antibiotics occurred accidentally in 1928. While studying a harmful bacteria called staphylococcus, a British bacteriologist named Fleming found that one culture of the bacteria was not growing properly. Some common bread mold had accidentally grown on the same plate. One helpful living organism, which Fleming later called penicillin, was killing another harmful living organism. At the time no one realized how important this discovery was.

During World War II countless soldiers were wounded. Scientists worked long hours trying to find a drug that would fight infections among these injured soldiers. They took a closer look at penicillin and soon learned that this substance stopped many harmful bacteria. Before long United States drug companies found ways to mass-produce penicillin and thus save thousands of lives.

As antibiotic research continued, it was found that different kinds of molds were effective against different kinds of harmful bacteria. Besides penicillin, antibiotics such as streptomycin and other mycins became part of medical weaponry. These wonder drugs helped doctors greatly reduce the number of cases of pneumonia, tuberculosis, diphtheria, and meningitis. These once-dreaded diseases were finally under control.

Besides curing much human disease, antibiotics have proven themselves effective in other ways. They often preserve the lives of pets and valuable livestock. The discovery of antibiotics has greatly enhanced the quality of life throughout much of the world.

41. The meaning of the word "antibiotic" implies that \_\_\_\_\_.  
A. it can treat or prevent infectious disease  
B. it can kill bacteria  
C. it is made from some kind of living matter  
D. it can kill people or animals sometimes
42. Which of the following statements is true?  
A. Antibiotics were discovered by chance.  
B. Fleming did various experiments on antibiotics in 1928.  
C. Penicillin was killed by another harmful living organism.  
D. Staphylococcus grew together with antibiotics.
43. It can be inferred from the passage that \_\_\_\_\_.  
A. countless soldiers died in the war  
B. the research on penicillin went on rapidly during World War II  
C. Americans found a new way to make penicillin  
D. only penicillin was used during the war
44. One of the new discoveries in antibiotic research was that \_\_\_\_\_.  
A. different kinds of molds were contradictory  
B. penicillin became part to medical weaponry  
C. new kinds of antibiotics were found and used successfully in medicine  
D. some dreaded diseases were finally put out

45. The discovery of antibiotics has a great influence on human beings because \_\_\_\_\_.

- A. antibiotics can cure much human disease
- B. antibiotics can save the lives of animals
- C. it greatly improves the quality of life
- D. it is very effective in other ways

**Questions 46 – 50 are based on the following passage.**

Shaka's particular genius lay in his great personal attention to detail and in his capacity for hard work. If at all possible, he always insisted on inspecting everything himself, and he invariably checked all reports by getting evidence from as many sources as possible. He was a firm believer in the saying: "It is the master's eye which makes the cow grow fat."

Two months after becoming king, Shaka called all his "regiments" together. His combined fighting forces totalled only about 500 men. He told them of the virtues of the short, heavy stabbing spear of assegai which he himself had designed to replace the light throwing one used in the past by the Zulu fighters. As he expected, the younger soldiers took up the new assegai with enthusiasm, soon to be followed by the older men.

Next Shaka ordered all his regiments to throw away their sandals. There was considerable protest at this, especially from the older groups, but he pointed to his own bare feet and even ran a race to prove that he was faster than any of his men wearing sandals.

A month later, Shaka noticed that there was still a lot of dissatisfaction and grumbling about his order that sandals should no longer be worn. So, he told one of his regiments to collect many basketsful of the sharp "devil thorns". These thorns have three spikes, one of which always points upwards when they lie on the ground.

When enough of these thorns had been collected, Shaka ordered them to be spread over the parade ground. All his regiments were then ordered to parade a little to the side of the ground covered with thorns. Shaka then addressed them: "It had come to my ears", he said, "that some of you have soft feet, and this had made me very sad. So I have decided to help you harden them"!

Shaka then ordered his men to stamp the thorns into the ground with their bare feet. Anyone who hesitated or did not stamp hard enough was to be killed at once by his "slayers".

The regiments gritted their teeth and, led by Shaka himself, spread over the parade ground. Shaka turned to face them and the stamping began. Shaka's feet, however, were horny and impervious. He felt nothing; but his eagle eye at once picked out those who were hesitant. These men were told to stand forward and were then clubbed to death by the slayers. And so he went on, searching up and down the lines, but after half a dozen examples had been made all the soldiers stamped as hard as they could.

When Shaka was satisfied that the thorns had been stamped out of sight he told his men they could go. That evening they were given a great feast at which they could eat and drink as much as they liked.

46. The saying "It is the master's eye which makes the cow grow fat", means \_\_\_\_\_.

- A. one should always be on one's guard
  - B. one should always mind one's own business
  - C. one should not leave one's own work to others
  - D. he suffered from a mental illness
47. Shaka's new assegai was \_\_\_\_\_.  
A. easier to throw than the old one  
B. not designed for throwing  
C. was not as strong as the old one  
D. designed after a spear one used by the Zulus
48. Shaka's soldiers \_\_\_\_\_.  
A. welcomed the idea of going barefoot  
B. refused absolutely to go barefoot  
C. were unwilling to go barefoot  
D. did not believe that Shaka seriously wanted them to go barefoot
49. Shaka wanted his men to harden their feet because \_\_\_\_\_.  
A. he knew it would make them quicker in battle  
B. he wanted to prove how tough he was  
C. he wanted an excuse for killing some of his men  
D. he was a kind and helpful leader
50. During the stamping \_\_\_\_\_ by the slayers.  
A. half of Shaka's regiment were killed  
B. half of the men in the front rank were killed  
C. only six men were killed  
D. six men from each rank were killed

**Questions 51 – 55 are based on the following passage.**

Tomorrow evening about 20 million Americans will be shown, on their television screens, how easy it is to steal plutonium and produce “the most terrifying blackmail weapon ever devised”—a home-made atomic bomb.

They will be told that no commercial nuclear plant in the United States – and probably in the world – is adequately protected against a well planned armed attack by terrorists, and that there is enough information on public record to guide a nuclear thief not only to the vaults of nuclear plants where plutonium is stored, but also to tell him how the doors of those vaults are designed.

The hour-long television programme, “The Plutonium Connection” makes its point by showing how a 20-year-old student of the Massachusetts Institute of Technology in five weeks designed an atomic bomb composed of plutonium and parts from a hardware store.

The young man, whose identity is being kept secret for fear he may be kidnapped by terrorists, is quoted as saying: “was pretty surprised about how easy it is to design a bomb. When I was working on my design, I kept thinking there's got to be more to it than this, but actually