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2003年硕士研究生入学考试专用

# 历年考研英语 全真试题详细解答

总主编 王迈迈  
主 编 姚振平

在线课堂  
**e讲e练**

十二套历年全真试题  
十二分详尽周密解答  
一律给出参考答案  
重点考题认真分析  
听力提供文字材料  
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# 前言

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2003 年考研大战的鼓角已经吹响!

旧战场的痕迹历历在目——参战人员之众,竞争程度之烈,前所未有。昨天的硝烟还未散去,今天的勇士又将前行。

对于备战新一轮考研的广大考生而言,要想打赢自己的这场战争,就必须从现在起,争取每一个日日夜夜,把握每一个分分秒秒,洞察全局,运筹帷幄,决不贻误任何战机。

摸一摸家底,估一估实力,专业课——经过几年的练兵演习,自觉不逊于人,但也很难超越竞争对手一截。唯有公共课——英语,只要从现在抓紧操练,就能扩大自己的优势,使之成为打赢这场考研战争的决定性筹码。

从 2003 年开始,考研对英语的要求,有了重大而深刻的变化。试卷增加了听力,因此,考生必须具备听、读、译、写的良好技能。为了给各位参战的考生助一臂之力,我们精心编写了这套考研丛书。本套丛书的每套考题在题型、容量、难易度方面都力求与考研真题一致;每一道考题都有参考答案,每一道难题都有详尽的解答,所有的听力都配有高质量的磁带,所有的录音均有录音文字材料,所有的作文都附有范文,以供同学们参考借鉴。

我们真诚地希望这套丛书能为同学们走向成功,带来好运。

王迈迈

2002 年 3 月

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# PART ONE 历年试卷部分

## 全国硕士研究生入学考试 2002年英语试卷

### 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 an introduction about the life of Margaret Welch. While you listen, fill in the table with the information you've 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)*



Welch's Personal Information	
Place of Birth	Philadelphia
Year of Birth	1901
Transfer to Barnard University (Year)	1920
Major at University	1 _____
Final Degree	PhD
Year of Marriage	1928
Growing Up In New Guinea Published (Year)	2 _____
Field Study in the South Pacific (Age)	3 _____
Main Interest	4 _____
Professorship at Columbia Started (Year)	5 _____
Death (Age)	77

**Part B****Directions:**

For questions 6 - 10, you will hear a talk by a well-known U. S. journalist. 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)

Besides reporters, who else were camped out for days outside the speaker's home?	6. _____
One reporter got to the speaker's apartment pretending to pay	7. _____
The speaker believed the reporter wanted a picture of her looking	8. _____
Where is a correction to a false story usually placed?	9. _____
According to the speaker, the press will lose readers unless the editors and the news directors	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 a report about children's healthy development. You now have 15 seconds to read Questions 11 – 13.**

11. What unusual question may doctors ask when giving kids a checkup next time?

- [A] How much exercise they get every day.
- [B] What they are most worried about.
- [C] How long their parents accompany them daily.
- [D] What entertainment they are interested in.

12. The academy suggests that children under age two \_\_\_\_\_.

- [A] get enough entertainment
- [B] have more activities
- [C] receive early education
- [D] have regular checkups

13. According to the report, children's bedrooms should \_\_\_\_\_.

- [A] be no place for play.
- [B] be near a common area.
- [C] have no TV sets.
- [D] have a computer for study.

**Questions 14 – 16 are based on the following talk about how to save money.**

**You now have 15 seconds to read Questions 14 – 16.**

14. According to the speaker, what should one pay special attention to if he wants to save up?

- [A] Family debts.
- [B] Bank savings.
- [C] Monthly bills.
- [D] Spending habits.

15. How much can a person save by retirement if he gives up his pack – a – day habit?

- [A] \$ 190,000.
- [B] \$ 330,000.
- [C] \$ 500,000.
- [D] \$ 1,000,000.

16. What should one do before paying monthly bills, if he wants to accumulate wealth?

- [A] Invest into a mutual fund.
- [B] Use the discount tickets.
- [C] Quit his eating – out habit.



[D] Use only paper bills and save coins.

Questions 17 – 20 are based on an interview with Herbert A. Gliberman, a domestic – relations lawyer. You now have 20 seconds to read Questions 17 – 20.

17. Which word best describes the lawyer's prediction of the change in divorce rate?

[A] Fall [B] Rise [C] V – shape [D] T – shape

18. What do people nowadays desire to do concerning their marriage?

[A] To embrace changes of thought.  
[B] To adapt to the disintegrated family life.  
[C] To return to the practice in the 60s and 70s.  
[D] To create stability in their lives.

19. Why did some people choose not to divorce 20 years ago?

[A] They feared the complicated procedures.  
[B] They wanted to go against the trend.  
[C] They were afraid of losing face.  
[D] they were willing to stay together.

20. Years ago a divorced man in a company would have \_\_\_\_\_.

[A] been shifted around the country.  
[B] had difficulty being promoted.  
[C] enjoyed a happier life.  
[D] tasted little bitterness of disgrace.

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

## 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 I. (10 points)

Comparisons were drawn between the development of television in the 20th century and the diffusion of printing in the 15th and 16th centuries. Yet much had happened 21. As was discussed before, it was not 22 the 19th century that the newspaper became the dominant pre – electronic 23, following in the wake of the pamphlet and the book and in the 24 of the periodical. It was

during the same time that the communications revolution 25 up, beginning with transport, the railway, and leading 26 through the telegraph, the telephone, radio, and motion pictures 27 the 20th - century world of the motor car and the air plane. Not everyone sees that process in 28. It is important to do so. It is generally recognized, 29, that the introduction of the computer in the early 20th century, 30 by the invention of the integrated circuit during the 1960s, radically changed the process, 31 its impact on the media was not immediately 32. As time went by, computers became smaller and more powerful, and they became "personal" too, as well as 33, with display becoming sharper and storage 34 increasing. They were thought of, like people, 35 generations, with the distance between generations much 36. It was within the computer age that the term "information society" began to be widely used to describe the 37 within which we now live. The communications revolution has 38 both work and leisure and how we think and feel both about place and time, but there have been 39 view about its economic, political, social and cultural implications. "Benefits" have been weighed 40 "harmful" outcomes.

And generalizations have proved difficult.

- |                       |                   |                 |                     |
|-----------------------|-------------------|-----------------|---------------------|
| 21. [ A ] between     | [ B ] before      | [ C ] since     | [ D ] later         |
| 22. [ A ] after       | [ B ] by          | [ C ] during    | [ D ] until         |
| 23. [ A ] means       | [ B ] method      | [ C ] medium    | [ D ] measure       |
| 24. [ A ] process     | [ B ] company     | [ C ] light     | [ D ] form          |
| 25. [ A ] gathered    | [ B ] speeded     | [ C ] worked    | [ D ] picked        |
| 26. [ A ] on          | [ B ] out         | [ C ] over      | [ D ] off           |
| 27. [ A ] of          | [ B ] for         | [ C ] beyond    | [ D ] into          |
| 28. [ A ] concept     |                   | [ B ] dimension |                     |
|                       | [ C ] effect      |                 | [ D ] perspective   |
| 29. [ A ] indeed      | [ B ] hence       | [ C ] however   | [ D ] therefore     |
| 30. [ A ] brought     |                   | [ B ] followed  |                     |
|                       | [ C ] stimulated  |                 | [ D ] characterized |
| 31. [ A ] unless      | [ B ] since       | [ C ] lest      | [ D ] although      |
| 32. [ A ] apparent    | [ B ] desirable   | [ C ] negative  | [ D ] plausible     |
| 33. [ A ] institution |                   | [ B ] universal |                     |
|                       | [ C ] fundamental |                 | [ D ] instrumental  |
| 34. [ A ] ability     | [ B ] capability  | [ C ] capacity  | [ D ] faculty       |



35. [A] by means of [B] in terms of  
[C] with regard to [D] in line with
36. [A] deeper [B] fewer [C] nearer [D] smaller
37. [A] context [B] range [C] scope [D] territory
38. [A] regarded [B] impressed [C] influenced [D] effected
39. [A] competitive [B] controversial [C] distracting [D] irrational
40. [A] above [B] upon [C] against [D] with

### 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 I. (40 points)

##### Text 1

If you intend using humor in your talk to make people smile, you must know how to identify shared experiences and problems. Your humor must be relevant to the audience and should help to show them that you are one of them or that you understand their situation and are in sympathy with their point of view. Depending on whom you are addressing, the problems will be different. If you are talking to a group of managers, you may refer to the disorganized methods of their secretaries; alternatively if you are addressing secretaries, you may want to comment on their disorganized bosses.

Here is an example, which I heard at a nurses' convention, of a story which works well because the audience all shared the same view of doctors. A man arrives in heaven and is being shown around by St. Peter. He sees wonderful accommodations, beautiful gardens, sunny weather, and so on. Everyone is very peaceful, polite and friendly until, waiting in a line for lunch, the new arrival is suddenly pushed aside by a man in a white coat, who rushes to the head of the line, grabs his food and stomps over to a table by himself. "Who is that?" the new arrival asked St. Peter. "Oh, that's God," came the reply, "but sometimes he thinks he's a doctor." If you are part of the group which you are addressing, you will be in a position to know the experiences and problems which are common to all of you and it'll be appropriate for you to make a passing remark about the inedible canteen food or the chairman's notorious bad taste in ties. With other audiences you mustn



1 attempt to cut in with humor as they will resent an outsider making disparaging remarks about their canteen or their chairman. You will be on safer ground if you stick to scapegoats like the Post Office or the telephone system. If you feel awkward being humorous, you must practice so that it becomes more natural. Include a few casual and apparently off-the-cuff remarks which you can deliver in a relaxed and unforced manner. Often it's the delivery which causes the audience to smile, so speak slowly and remember that a raised eyebrow or an unbelieving look may help to show that you are making a light-hearted remark. Look for the humor. It often comes from the unexpected. A twist on a familiar quote "If at first you don't succeed, give up" or a play on words or on a situation. Search for exaggeration and understatements. Look at your talk and pick out a few words or sentences which you can turn about and inject with humor. (447 words)

41. To make your humor work, you should \_\_\_\_\_.
  - [ A ] take advantage of different kinds of audience
  - [ B ] make fun of the disorganized people
  - [ C ] address different problems to different people
  - [ D ] show sympathy for your listeners
42. The joke about doctors implies that, in the eyes of nurses, they are \_\_\_\_\_.
  - [ A ] impolite to new arrivals
  - [ B ] very conscious of their godlike role
  - [ C ] entitled to some privileges
  - [ D ] very busy even during lunch hours
43. It can be inferred from the text that public services \_\_\_\_\_.
  - [ A ] have benefited many people
  - [ B ] are the focus of public attention
  - [ C ] are an inappropriate subject for humor
  - [ D ] have often been the laughing stock
44. To achieve the desired result, humorous stories should be delivered \_\_\_\_\_.
  - [ A ] in well-worded language
  - [ B ] as awkwardly as possible
  - [ C ] in exaggerated statements
  - [ D ] as casually as possible
45. The best title for the text may be \_\_\_\_\_.
  - [ A ] Use Humor Effectively
  - [ B ] Various Kinds of Humor
  - [ C ] Add Humor to Speech
  - [ D ] Different Humor Strategies





Since the dawn of human ingenuity, people have devised ever more cunning tools to cope with work that is dangerous, boring, burdensome, or just plain nasty. That compulsion has resulted in robotics – the science of conferring various human capabilities on machines. And if scientists have yet to create the mechanical version of science fiction, they have begun to come close.

As a result, the modern world is increasingly populated by intelligent gizmos whose presence we barely notice but whose universal existence has removed much human labor. Our factories hum to the rhythm of robot assembly arms. Our banking is done at automated teller terminals that thank us with mechanical politeness for the transaction. Our subway trains are controlled by tireless robo – drivers. And thanks to the continual miniaturization of electronics and micro – mechanics, there are already robot systems that can perform some kinds of brain and bone surgery with submillimeter accuracy – far greater precision than highly skilled physicians can achieve with their hands alone.

But if robots are to reach the next stage of laborsaving utility, they will have to operate with less human supervision and be able to make at least a few decisions for themselves – goals that pose a real challenge. “While we know how to tell a robot to handle a specific error,” says Dave Lavery, manager of a robotics program at NASA, “we can’t yet give a robot enough ‘common sense’ to reliably interact with a dynamic world.”

Indeed the quest for true artificial intelligence has produced very mixed results. Despite a spell of initial optimism in the 1960s and 1970s when it appeared that transistor circuits and microprocessors might be able to copy the action of the human brain by the year 2010, researchers lately have begun to extend that forecast by decades if not centuries.

What they found, in attempting to model thought, is that the human brain’s roughly one hundred billion nerve cells are much more talented – and human perception far more complicated – than previously imagined. They have built robots that can recognize the error of a machine panel by a fraction of a millimeter in a controlled factory environment. But the human mind can glimpse a rapidly changing scene and immediately disregard the 98 percent that is irrelevant, instantaneously focusing on the monkey at the side of a winding forest road or the single suspicious face in a big crowd. The most advanced computer systems on Earth can’t approach that kind of ability, and neuroscientists still don’t know quite how we do





it.

46. Human ingenuity was initially demonstrated in \_\_\_\_\_.  
 [A] the use of machines to produce science fiction  
 [B] the wide use of machines in manufacturing industry  
 [C] the invention of tools for difficult and dangerous work  
 [D] the elite's cunning tackling of dangerous and boring work
47. The word "gizmos" (line 1, paragraph 2) most probably means \_\_\_\_\_.  
 [A] programs [B] experts [C] devices [D] creatures
48. According to the text, what is beyond man's ability now is to design a robot that can \_\_\_\_\_.  
 [A] fulfill delicate tasks like performing brain surgery  
 [B] interact with human beings verbally  
 [C] have a little common sense  
 [D] respond independently to a changing world
49. Besides reducing human labor, robots can also \_\_\_\_\_.  
 [A] make a few decisions for themselves  
 [B] deal with some errors with human intervention  
 [C] improve factory environments  
 [D] cultivate human creativity
50. The author uses the example of a monkey to argue that robots are \_\_\_\_\_.  
 [A] expected to copy human brain in internal structure  
 [B] able to perceive abnormalities immediately  
 [C] far less able than human brain in focusing on relevant information  
 [D] best used in a controlled environment

### Text 3

Could the bad old days of economic decline be about to return? Since OPEC agreed to supply - cuts in March, the price of crude oil has jumped to almost \$ 26 a barrel, up from less than \$ 10 last December. This near - tripling of oil prices calls up scary memories of the 1973 oil shock, when prices quadrupled, and 1979 - 80, when they also almost tripled. Both previous shocks resulted in double - digit inflation and global economic decline. So where are the headlines warning of gloom and doom this time?

The oil price was given another push up this week when Iraq suspended oil exports. Strengthening economic growth, at the same time as winter grips the







northern hemisphere, could push the price higher still in the short term.

Yet there are good reasons to expect the economic consequences now to be less severe than in the 1970s. In most countries the cost of crude oil now accounts for a smaller share of the price of petrol than it did in the 1970s. In Europe, taxes account for up to four-fifths of the retail price, so even quite big changes in the price of crude have a more muted effect on pump prices than in the past.

Rich economies are also less dependent on oil than they were, and so less sensitive to swings in the oil price. Energy conservation, a shift to other fuels and a decline in the importance of heavy, energy-intensive industries have reduced oil consumption. Software, consultancy and mobile telephones use far less oil than steel or car production. For each dollar of GDP (in constant prices) rich economies now use nearly 50% less oil than in 1973. The OECD estimates in its latest Economic Outlook that, if oil prices averaged \$22 a barrel for a full year, compared with \$13 in 1998, this would increase the oil import bill in rich economies by only 0.25–0.5% of GDP. That is less than one-quarter of the income loss in 1974 or 1980. On the other hand, oil-importing emerging economies – to which heavy industry has shifted – have become more energy-intensive, and so could be more seriously squeezed.

One more reason not to lose sleep over the rise in oil prices is that, unlike the rises in the 1970s, it has not occurred against the background of general commodity-price inflation and global excess demand. A sizable portion of the world is only just emerging from economic decline. The Economist's commodity price index is broadly unchanging from a year ago. In 1973 commodity prices jumped by 70%, and in 1979 by almost 30%.

51. The main reason for the latest rise of oil price is \_\_\_\_\_.

- |                            |                                  |
|----------------------------|----------------------------------|
| [A] global inflation       | [B] reduction in supply          |
| [C] fast growth in economy | [D] Iraq's suspension of exports |

52. It can be inferred from the text that the retail price of petrol will go up dramatically if \_\_\_\_\_.

- |                          |                           |
|--------------------------|---------------------------|
| [A] price of crude rises | [B] commodity prices rise |
| [C] consumption rises    | [D] oil taxes rise        |

53. The estimates in Economic Outlook show that in rich countries \_\_\_\_\_.

- |  |
|--|
| [A] heavy industry becomes more energy-intensive                 |
| [B] income loss mainly results from fluctuating crude oil prices |



- [ C ] manufacturing industry has been seriously squeezed  
 [ D ] oil price changes have no significant impact on GDP
54. We can draw a conclusion from the text that \_\_\_\_\_.  
 [ A ] oil - price shocks are less shocking now  
 [ B ] inflation seems irrelevant to oil - price shocks  
 [ C ] energy conservation can keep down the oil prices  
 [ D ] the price rise of crude leads to the shrinking of heavy industry
55. From the text we can see that the writer seems \_\_\_\_\_.  
 [ A ] optimistic      [ B ] sensitive      [ C ] gloomy      [ D ] scared

#### Text 4

The Supreme Court's decisions on physician - assisted suicide carry important implications for how medicine seeks to relieve dying patients of pain and suffering. Although it ruled that there is no constitutional right to physician - assisted suicide, the Court in effect supported the medical principle of "double effect," a centuries - old moral principle holding that an action having two effects - a good one that is intended and a harmful one that is foreseen - is permissible if the actor intends only the good effect.

Doctors have used that principle in recent years to justify using high doses of morphine to control terminally ill patients' pain, even though increasing dosages will eventually kill the patient.

Nancy Dubler, director of Montefiore Medical Center, contends that the principle will shield doctors who "until now have very, very strongly insisted that they could not give patients sufficient medication to control their pain if that might hasten death."

George Annas, chair of the health law department at Boston University, maintains that, as long as a doctor prescribes a drug for a legitimate medical purpose, the doctor has done nothing illegal even if the patient uses the drug to hasten death. "It's like surgery," he says. "We don't call those deaths homicides because the doctors didn't intend to kill their patients, although they risked their death. If you're a physician, you can risk your patient's suicide as long as you don't intend their suicide." On another level, many in the medical community acknowledge that the assisted - suicide debate has been fueled in part by the despair of patients for whom modern medicine has prolonged the physical agony of dying. Just three weeks before the Court's ruling on physician - assisted suicide, the National Acad-