



1999年—2003年考研命题专家
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考研英语 第一时间

全国硕士研究生入学
考试英语辅导用书

历年试题卷

(配3盘磁带)



- ▶ 张剑教授亲自执笔，分析10年考研真题
- ▶ 倾注多年命题经验，精心编写5套模拟题

张 剑 编
石同云

外语教学与研究出版社

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张剑 石同云 编

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前言

全国硕士研究生入学英语考试的历史、现状与趋势

在全国(非英语专业)硕士研究生入学考试中,英语一直占有非常重要的位置。它与政治和数学一样,一直是全国统一出题、所有相关考生必须参加的考试。

随着我国经济的发展和对外高层次人才的需求,大学本科教育逐渐显得匮乏。大学毕业生就业竞争的加剧更使越来越多的人谋求研究生层次的教育。从1989年开始,报考研究生的人数逐年大幅上升,当时的八九万人已增至目前的八九十万人。

英语的及格与否直接影响考生的录取,英语已成为入围的基本要求。如果英语不及格,即使总分上线,也不会被录取。激烈的竞争对考生提出了相对更高的要求。对于考生来说,熟悉考试的形式和题型无疑会增加获胜的机会。本书第一部分收集了从1995年至2004年的英语考试试题,并对其进行了精辟透彻的分析和讲解,为考生了解此项考试的形式、内容、要求、题型和难度提供了有益的帮助。

在过去的十年中,硕士研究生入学英语考试基本形式和要求大致如下:它曾经使用过的题型主要有以下几种:“听力”、“结构与词汇”、“完形填空”、“阅读理解”、“英译汉”和“写作”。考试时间为180分钟,分“客观题”和“主观题”两大类。它要求考生:(1)掌握所有语法现象和语法结构;(2)掌握至少5,300个基本词汇;(3)具有综合运用英语语言知识和阅读理解技能来理解英语的能力;(4)具有将英语翻译成汉语的能力;(5)具有运用英语进行写作、表达思想与观点、阐述事实的能力。这些要求都是最基本的要求,真正的考题有可能会适当超出这些范围。比如,5,300的词汇量不包括由它们派生出来的词汇。另外,“阅读理解”部分的材料允许含有3%的超出大纲的词汇。因此,掌握英语词汇和技能越多就越有利。

在这十年期间,此项考试经过了几次重大的改革:

1991年取消了“汉译英”,增加了“写作”,合并了几项“填空”,同时将整体的题量从68题增加到76题。

1994年又对试卷进行了调整,增加了两篇“阅读理解”,同时将“填空”与“改错”合并,组成“结构与词汇”,整体题量没有变化。

从1994年到2000年,题型基本稳定,除1997年对《全国硕士研究生入学考试·英语考试大纲》(以下称《大纲》)所规定的词汇表进行了修订外,试题没有变动。特别是在1996—2000年间,英语考试的难度、信度和效度几乎都保持了一致,每年及格的考生均在15%—18%之间,考生得分也集中在40—60分之间。

从2001年开始,试卷又开始进行调整。去掉了“结构与词汇”中的“改错”题(Section B)。在“完形填空”中增加10个空格,使这部分的题量增为20题。同时将“改错”的分数转移到“写作”,从而增加“写作”的权重。这次试卷改造虽然动作并不大,但是可以看出,它的基本思路是将重要性从“语法结构”转移到“写作”,将权重和分数从“客观题”转移到“主观题”。

2002 年版《大纲》对硕士研究生入学英语考试作了重大调整。这次调整的内容可以通过以下试题结构图的对比看出：

2001 年				2002 年			
部 分	题数	分数	时间	部 分	题数	分数	时间
1. 结构与词汇 (Sections A, B)	30	15	25	1. 听力 (Parts A, B, C)	20	20	30
2. 完形填空	20	10	25	2. 英语知识运用	20	10	25
3. 阅读理解	20	40	60	3. 阅读理解 (Parts A, B)	25	50	85
4. 英译汉	5	15	30				
5. 写作	1	20	40	4. 写作	1	20	40

从这个对比图中,我们可以看出,试卷去掉了“结构与词汇”,增加了“听力”。将“完形填空”改为“英语知识运用”,在题型基本不变的同时融入了“结构与词汇”的测试内容。“阅读理解”和“翻译”被合并,分为 A (阅读)和 B (翻译)两节。“阅读理解”的篇目从五篇减至四篇。“翻译”同以前基本一样,但侧重点有所区别。现在它主要是通过翻译来测试考生对文章的理解。它的分值也由以前的每题 3 分下调至每题 2 分。

在这些改动中,最重要的改动是“听力”部分。以下是详细的“听力”部分试卷结构图：

部分	节	听力材料形式	指导语言	测试要点	题型	题数	分数
听力 (20 分)	A	1 段对话或独白 (180—320 词) (放两遍录音)	英语	特定和具体信息	填充表格	5	5
	B	1 段对话或独白 (280—200 词) (放两遍录音)	英语	特定和具体信息	补全句子 或简答题	5	5
	C	3 段对话或独白 (200—300 词) (放一遍录音)	英语	理解大意/细节,推断 词义,判断态度/意图	多项选择 (四选一)		

2002 年的试卷中,由于各种原因听力部分的分数(20 分)不记入成绩,只作为参考。其余部分共 80 分,考试后进行加权处理,转换为 100 分。即:成绩 = 考生得分 ÷ 80 × 100。2003 年,“听力部分”正式成为试卷的一部分,得分将记入考生成绩。

2000 年的试卷调整符合大学英语教学的总体趋势,也符合国家对高等教育的整体要求,那就是从要求学生死记硬背语法规则转向强调能力的培养。一句话,推动素质教育。它旨在解决大学生只能用英语阅读但“听不懂、说不出”的问题。听力的加入将推进大学英语教学中听说能力的培养。

根据以上变化,本书在第二部分为考生提供了五套模拟题,以供自测练习。这些题目都是根据 2004 年新《大纲》的要求精心设计出来的,与即将进行的“2005 年全国硕士研究生入学英语考试”的形式完全一致,可以为考生提供实战演习的机会。

对历年试卷的研究和分析能够揭示英语考试出题的基本思路和测试的基本规则,从而为考生提供一种技能和心理的准备,使他们能够在临场快速进入角色。试题的形式可能有千变万化,但是其范围与难度基本稳定。“听力部分”的测试重点主要是听数字,听具体信息,具体信息的辨认,理解材料的中心思想,理解作者的态度;“英语知识运用”的测试重点基本上集中在习惯用法、固定搭配、单复数、倒装句、指代内容、虚拟语气上;“阅读理解”部分的测试重点基本集中在逻辑关系、事实辨认、例证内容、作者观点、中心思想上;“翻译”部分的测试重点主要是复杂句式的理解,词义的转移,句子的拆分,句序的调整;“写作”部分的测试题目主要是人们普遍关心的话题,如环境保护、资源的合理使用、可持续发展、健康、教育、传媒、计算机等等。本书对以上这些内容和答题的技巧作了详细的分析,考生在阅读历年试卷的分析之后,会渐渐对它的基本规律有一种具体的、真实的了解,对基本的考点有一个直观的掌握。这对参加研究生入学考试的考生来说都是非常重要的。只有知己知彼、准备充分,才能临场不乱、稳操胜券。

最后祝考生在 2005 年全国硕士研究生入学考试英语考试中获得成功。希望本书能够在您备考的过程中为您提供帮助和指导。

张 剑

北京外国语大学英语学院

2004. 2

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第一部分 试题分析

2004 年全国硕士研究生入学考试英语试题

Section I Listening Comprehension

Directions:

This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are three parts in this section, Part A, Part B and Part C.

Remember, while you are doing the test, you should first put down your answers in your test booklet. At the end of the listening comprehension section, you will have 5 minutes to transfer all your answers from your test booklet to ANSWER SHEET 1.

Now look at Part A in your test booklet.

Part A

Directions:

For Questions 1-5, you will hear a talk about the geography of Belgium. While you listen, fill out 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)

Geography of Belgium			
Three main regions	coastal plain		
	central plateau		
			1
Highest altitude of the coastal plain	m		2
Climate near the sea	humid		
			3
Particularly rainy months of the years	April		
			4
Average temperatures in July in Brussels	low	13 °C	
	high	°C	5

Part B

Directions:

For Questions 6-10, you will hear an interview with Mr. Saffo from the Institute for the Future. 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 the questions below. (5 points)

What is Saffo according to himself?

6

The Institute for the Future provides services to private companies and

7

The Institute believes that to think systematically about the long-range future is

8

To succeed in anything, one should be flexible, curious and

9

What does Saffo consider to be essential to the work of a team?

10

Part C

Directions:

You will hear 3 pieces of recorded material. Before listening to each one, you will have time to read the questions related to it. While listening, answer each question by choosing A, B, C or D. After listening, you will have time to check your answers. You will hear each piece **once only**. (10 points)

Questions 11-13 are based on the following talk about naming newborns. You now have 15 seconds to read Questions 11-13.

11. What do we often do with the things we love?

[A] Ask for their names.

[B] Name babies after them.

[C] Put down their names.

[D] Choose names for them.

12. The unpleasant meaning of an old family name is often overlooked if

[A] the family tree is fairly limited.

[B] the family tie is strong enough.

[C] the name is commonly used.

[D] nobody in the family complains.

13. Several months after a baby's birth, its name will

[A] show the beauty of its own.

- [B] develop more associations.
- [C] lose the original meaning.
- [D] help form the baby's personality.

Questions 14-16 are based on the biography of Bobby Moore, an English soccer player. You now have 15 seconds to read Questions 14-16.

14. How many matches did Moore play during his professional career?

- [A] 90.
- [B] 108.
- [C] 180.
- [D] 668.

15. In 1964, Bobby Moore was made

- [A] England's footballer of the year.
- [B] a soccer coach in West Germany.
- [C] a medalist for his sportsmanship.
- [D] a member of the Order of the British Empire.

16. After Moore retired from playing, the first thing he did was

- [A] editing Sunday Sport.
- [B] working for Capital Radio.
- [C] managing professional soccer teams.
- [D] developing a sports marketing company.

Questions 17-20 are based on the following talk on the city of Belfast. You now have 20 seconds to read Questions 17-20.

17. Belfast has long been famous for its

- [A] oil refinery.
- [B] linen textiles.
- [C] food products.
- [D] deepwater port.

18. Which of the following does Belfast chiefly export?

- [A] Soap.
- [B] Grain.
- [C] Steel.
- [D] Tobacco.

19. When was Belfast founded?

- [A] In 1177.
- [B] In 1315.

[C] In the 16th century.

[D] In the 17th century.

20. What happened in Belfast in the late 18th century?

[A] French refugees arrived.

[B] The harbor was destroyed.

[C] Ship-building began to flourish.

[D] The city was taken by the English.

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

Section II Use of English

Directions:

Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

Many theories concerning the causes of juvenile delinquency (crimes committed by young people) focus either on the individual or on society as the major contributing influence. Theories 21 on the individual suggest that children engage in criminal behavior 22 they were not sufficiently penalized for previous misdeeds or that they have learned criminal behavior through 23 with others. Theories focusing on the role of society suggest that children commit crimes in 24 to their failure to rise above their socioeconomic status 25 as a rejection of middle-class values.

Most theories of juvenile delinquency have focused on children from disadvantaged families, 26 the fact that children from wealthy homes also commit crimes. The latter may commit crimes 27 lack of adequate parental control. All theories, however, are tentative and are 28 to criticism.

Changes in the social structure may indirectly 29 juvenile crime rates. For example, changes in the economy that 30 to fewer job opportunities for youth and rising unemployment 31 make gainful employment increasingly difficult to obtain. The resulting discontent may in 32 lead more youths into criminal behavior.

Families have also 33 changes these years. More families consist of one parent households or two working parents; 34, children are likely to have less supervision at home 35 was common in the traditional family 36. This lack of parental supervision is thought to be an influence on juvenile crime rates. Other 37 causes of offensive acts include frustration or failure in school, the increased 38 of drugs and alcohol, and the growing 39 of child abuse and child neglect. All these conditions tend to increase the probability of a child committing a criminal act, 40 a direct causal relationship has not yet been established.

21. [A] acting

[B] relying

[C] centering

[D] cementing

22. [A] before

[B] unless

[C] until

[D] because

- | | | | |
|---------------------|------------------|------------------|--------------------|
| 23. [A] interaction | [B] assimilation | [C] cooperation | [D] consultation |
| 24. [A] return | [B] reply | [C] reference | [D] response |
| 25. [A] or | [B] but rather | [C] but | [D] or else |
| 26. [A] considering | [B] ignoring | [C] highlighting | [D] discarding |
| 27. [A] on | [B] in | [C] for | [D] with |
| 28. [A] immune | [B] resistant | [C] sensitive | [D] subject |
| 29. [A] affect | [B] reduce | [C] shock | [D] reflect |
| 30. [A] point | [B] lead | [C] come | [D] amount |
| 31. [A] in general | [B] on average | [C] by contrast | [D] at length |
| 32. [A] case | [B] short | [C] turn | [D] essence |
| 33. [A] survived | [B] noticed | [C] undertaken | [D] experienced |
| 34. [A] contrarily | [B] consequently | [C] similarly | [D] simultaneously |
| 35. [A] than | [B] that | [C] which | [D] as |
| 36. [A] system | [B] structure | [C] concept | [D] heritage |
| 37. [A] assessable | [B] identifiable | [C] negligible | [D] incredible |
| 38. [A] expense | [B] restriction | [C] allocation | [D] availability |
| 39. [A] incidence | [B] awareness | [C] exposure | [D] popularity |
| 40. [A] provided | [B] since | [C] although | [D] supposing |

Section III Reading Comprehension

Part A

Directions:

Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

Hunting for a job late last year, lawyer Gant Redmon stumbled across CareerBuilder, a job database on the Internet. He searched it with no success but was attracted by the site's "personal search agent". It's an interactive feature that lets visitors key in job criteria such as location, title, and salary, then E-mails them when a matching position is posted in the database. Redmon chose the keywords legal, intellectual property, and Washington, D. C.. Three weeks later, he got his first notification of an opening. "I struck gold," says Redmon, who E-mailed his resume to the employer and won a position as in-house counsel for a company.

With thousands of career-related sites on the Internet, finding promising openings can be time-consuming and inefficient. Search agents reduce the need for repeated visits to the databases. But although a

search agent worked for Redmon, career experts see drawbacks. Narrowing your criteria, for example, may work against you: "Every time you answer a question you eliminate a possibility," says one expert.

For any job search, you should start with a narrow concept—what you think you want to do—then broaden it. "None of these programs do that," says another expert. "There's no career counseling implicit in all of this." Instead, the best strategy is to use the agent as a kind of tip service to keep abreast of jobs in a particular database; when you get E-mail, consider it a reminder to check the database again. "I would not rely on agents for finding everything that is added to a database that might interest me," says the author of a job-searching guide.

Some sites design their agents to tempt job hunters to return. When CareerSite's agent sends out messages to those who have signed up for its service, for example, it includes only three potential jobs—those it considers the best matches. There may be more matches in the database; job hunters will have to visit the site again to find them—and they do. "On the day after we send our messages, we see a sharp increase in our traffic," says Seth Peets, vice president of marketing for CareerSite.

Even those who aren't hunting for jobs may find search agents worthwhile. Some use them to keep a close watch on the demand for their line of work or gather information on compensation to arm themselves when negotiating for a raise. Although happily employed, Redmon maintains his agent at CareerBuilder. "You always keep your eyes open," he says. "Working with a personal search agent means having another set of eyes looking out for you."

41. How did Redmon find his job?

- [A] By searching openings in a job database.
- [B] By posting a matching position in a database.
- [C] By using a special service of a database.
- [D] By E-mailing his resume to a database.

42. Which of the following can be a disadvantage of search agents?

- [A] Lack of counseling.
- [B] Limited number of visits.
- [C] Lower efficiency.
- [D] Fewer successful matches.

43. The expression "tip service" (L. 3, Para. 3) most probably means

- [A] advisory.
- [B] compensation.
- [C] interaction.
- [D] reminder.

44. Why does CareerSite's agent offer each job hunter only three job options?

- [A] To focus on better job matches.
- [B] To attract more returning visits.
- [C] To reserve space for more messages.
- [D] To increase the rate of success.

45. Which of the following is true according to the text?

- [A] Personal search agents are indispensable to job-hunters.
- [B] Some sites keep E-mailing job seekers to trace their demands.
- [C] Personal search agents are also helpful to those already employed.
- [D] Some agents stop sending information to people once they are employed.

Text 2

Over the past century, all kinds of unfairness and discrimination have been condemned or made illegal. But one insidious form continues to thrive: alphabetism. This, for those as yet unaware of such a disadvantage, refers to discrimination against those whose surnames begin with a letter in the lower half of the alphabet.

It has long been known that a taxi firm called AAAA cars has a big advantage over Zodiac cars when customers thumb through their phone directories. Less well known is the advantage that Adam Abbott has in life over Zoë Zysman. English names are fairly evenly spread between the halves of the alphabet. Yet a suspiciously large number of top people have surnames beginning with letters between A and K.

Thus the American president and vice-president have surnames starting with B and C respectively; and 26 of George Bush's predecessors (including his father) had surnames in the first half of the alphabet against just 16 in the second half. Even more striking, six of the seven heads of government of the G7 rich countries are alphabetically advantaged (Berlusconi, Blair, Bush, Chirac, Chrétien and Koizumi). The world's three top central bankers (Greenspan, Duisenberg and Hayami) are all close to the top of the alphabet, even if one of them really uses Japanese characters. As are the world's five richest men (Gates, Buffett, Allen, Ellison and Albrecht).

Can this merely be coincidence? One theory, dreamt up in all the spare time enjoyed by the alphabetically disadvantaged, is that the rot sets in early. At the start of the first year in infant school, teachers seat pupils alphabetically from the front, to make it easier to remember their names. So short-sighted Zysman junior gets stuck in the back row, and is rarely asked the improving questions posed by those insensitive teachers. At the time the alphabetically disadvantaged may think they have had a lucky escape. Yet the result may be worse qualifications, because they get less individual attention, as well as less confidence in speaking publicly.

The humiliation continues. At university graduation ceremonies, the ABCs proudly get their awards first; by the time they reach the Zysmans most people are literally having a ZZZ. Shortlists for job interviews, election ballot papers, lists of conference speakers and attendees: all tend to be drawn up alphabetically, and their recipients lose interest as they plough through them.

46. What does the author intend to illustrate with AAAA cars and Zodiac cars?

- [A] A kind of overlooked inequality.
- [B] A type of conspicuous bias.
- [C] A type of personal prejudice.
- [D] A kind of brand discrimination.

47. What can we infer from the first three paragraphs?
- [A] In both East and West, names are essential to success.
 - [B] The alphabet is to blame for the failure of Zoë Zysman.
 - [C] Customers often pay a lot of attention to companies' names.
 - [D] Some form of discrimination is too subtle to recognize.
48. The 4th paragraph suggests that
- [A] questions are often put to the more intelligent students.
 - [B] alphabetically disadvantaged students often escape from class.
 - [C] teachers should pay attention to all of their students.
 - [D] students should be seated according to their eyesight.
49. What does the author mean by "most people are literally having a ZZZ" (L.2, Para.5)?
- [A] They are getting impatient.
 - [B] They are noisily dozing off.
 - [C] They are feeling humiliated.
 - [D] They are busy with word puzzles.
50. Which of the following is true according to the text?
- [A] People with surnames beginning with N to Z are often ill-treated.
 - [B] VIPs in the Western world gain a great deal from alphabetism.
 - [C] The campaign to eliminate alphabetism still has a long way to go.
 - [D] Putting things alphabetically may lead to unintentional bias.

Text 3

When it comes to the slowing economy, Ellen Spero isn't biting her nails just yet. But the 47-year-old manicurist isn't cutting, filling or polishing as many nails as she'd like to, either. Most of her clients spend \$ 12 to \$ 50 weekly, but last month two longtime customers suddenly stopped showing up. Spero blames the softening economy. "I'm a good economic indicator," she says. "I provide a service that people can do without when they're concerned about saving some dollars." So Spero is downscaling, shopping at middle-brow Dillard's department store near her suburban Cleveland home, instead of Neiman Marcus. "I don't know if other clients are going to abandon me, too," she says.

Even before Alan Greenspan's admission that America's red-hot economy is cooling, lots of working folks had already seen signs of the slowdown themselves. From car dealerships to Gap outlets, sales have been lagging for months as shoppers temper their spending. For retailers, who last year took in 24 percent of their revenue between Thanksgiving and Christmas, the cautious approach is coming at a crucial time. Already, experts say, holiday sales are off 7 percent from last year's pace. But don't sound any alarms just yet. Consumers seem only concerned, not panicked, and many say they remain optimistic about the economy's long-term prospects, even as they do some modest belt-tightening.

Consumers say they're not in despair because, despite the dreadful headlines, their own fortunes still feel pretty good. Home prices are holding steady in most regions. In Manhattan, "there's a new gold rush happening in the \$ 4 million to \$ 10 million range, predominantly fed by Wall Street bonuses," says