

外教社

总主编 刘鸿章 施骏

**全国硕士研究生入学考试**  
英语备考丛书

**模拟试题集**

主编 罗 鹏



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# 模拟试题集

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近年来,我国研究生教育得到了蓬勃的发展,投考研究生各专业的考生也越来越多。作为大多数考生的必考科目,英语入学考试受到了广泛的重视。考生希望能在在这方面得到一些指导,以便有针对性地进行迎考复习,考出好的成绩,这种愿望应该说是合理的。

无可讳言,要考出好的成绩,主要是靠平时努力学习。大学阶段的英语学得扎实,掌握得好,研究生入学考试也一定考得好。突击的效果是不会理想的。不过,熟悉这门考试的目的、要求和内容,特别是它的题型,也会有助于更好地发挥自己的水平,何况研究生入学考试是选拔性的水平考试,与在校期间的学业考试是有所区别的。因此可以说,考生在考前熟悉考试的难度和范围以及试题的类型,做一些适应性的练习显然是有益的。参加研究生考试的不仅有刚毕业的大学生,还有许多已经工作一段时间、希望进一步提高学历的在职考生,他们更有必要进行考前复习。问题在于考生是否能够获得合适的资料来备考。没有针对性的材料,自然会徒然浪费时间,达不到复习的目的。近年来,英国的 IELTS(雅思)有为考生编写的培训教材,就是出于这种考虑。

作为一门统考,研究生入学英语考试有统一的考试大纲,这是考生必须认真学习的重要资料。考试大纲对考试的目的、要求和考试范围都有具体的规定,它也规定了考试的题目类型。英语考试大纲曾几经修订,在 2002 年公布的大纲中开始加入了听力部分,这就包括了一般英语笔试所可能检测到的各个方面,即:在语言知识方面考核了语法和词汇,在语言技能方面考核了读、听、译、写 4 种技能;在理解和运用这两种能力方面,更强调了语言的运用。口语能力一般是无法在笔试中检测的,因此在复试时才考口语。

就题型来说,目前在各类英语考试中大都采用混合题型,即既有客观题也有主观题。研究生入学英语考试也是如此。所谓客观题,是指只有一个正确答案的试题。是非题和多项选择题(两个或多个选择项中只有一个选择项是正确的)是典型的客观题。理解类考试(例如:听力理解和阅读理解)一般只能有一种理解是准确全面的,因此可以用客观题来考。客观题的答案既是惟一的,便不存在阅卷时的分歧,可以用机器阅卷。机器阅卷准确而且高效,因此采用机器阅卷的客观题是大规模考试常用的试题形式。研究生英语入学考试中的听力理解和阅读理解的部分试题以及测试英语知识运用的题目(完形填空)就采用了多项选择题。

所谓主观题,是指试题没有现成的答案,考生要根据自己的理解来回答,因此需要由阅卷人按照评分标准或评分原则给分。例如作文就是典型的主观题。考生写出的作文是各种各样的,阅卷人的评分准确与否同阅卷人的主观判断有密切关系。虽然主观题的评分要达到十分准确有一定的难度,但是由于这种题型有利于考生发挥自己的真实水平,因此这类试题适用于表达类的试题(例如:作文、翻译和回答问题)。在研究生入学英语考试中,写作和翻译试题用的就是主观题。

还有一些试题要求考生自己写出答案,但答案却是单一的。这种试题有评分准确的优点又有利于考生充分发挥自己的语言能力。例如有的填充题和简答题要求考生写出惟一的正确答案(包括拼写无误),就是这类试题。究其实质,它们还是客观题。如果允许考生回答时在语言上有一定变化而不必完全按照惟一的答案回答,比如可以使用同义词或不同的句式表达,这就又是要求阅卷人判断正误的主观题了。为了有利于测出考生运用语言的能力,又达到评分可靠的要求,目前在很多考试中都采用这类试题。研究生入学英语考试的听力理解部分,有一些试题便是这种类型的题目。

目前人们对多项选择题有一些不正确的看法。一是认为这种题目是将正确的答案和不正确的答案都放在选择项中,考生答题时只要打勾,因此即使随意打勾,也有机会做对。事实上,由于各题的正确答案是分布在不同的选择项中,胡乱猜测的答对率是很低的,即使猜对几道题也不可能达到及格要求。二是认为选择项有蛛丝马迹可寻,只要掌握了“窍门”,就可以找出正确答案,于是各种所谓的“应试技巧”便应运而生,许多辅导材料也是以此为标榜。可是高质量的多项选择题是只有真正听懂或看懂原文才能答对的。例如研究生英语入学考试样题中的听力C部分给出了一篇独白,讲述的是著名的美国诗人 Emily Dickinson 的生平,其中有一道理解题是这样出的:

Which of the following is true of Emily Dickinson?

- [A] She was not a productive poet.
- [B] She saw many of her poems published.
- [C] She was not a sociable person.
- [D] She had contact only with a few poets.

以上四个选项均为对细节的描述,没有可以推理或可以任意猜测的内容,因此需要通过仔细听懂独白中的信息并排除干扰方能确定哪个选项是正确的。现在来看一下该独白的文字稿:

Emily Dickinson is one of the greatest American poets. She was born in a typical New England village in Massachusetts on December 10, 1830. She was the second child of the family. She died in the same house fifty-six years later. During her lifetime she never left her native land. She left her home state only once. She left her village very few times. And after 1872 she rarely left her house and yard. In the last years of her life, she retreated to a smaller and smaller circle of family and friends. In those later years she dressed in white, avoided strangers, and communicated chiefly through notes and poems even with intimates. When she died on May 15, 1886, she was unknown to the rest of the world. Only seven of her poems had appeared in print.

从上述的独白中我们获得的信息是:她极少外出,在最后几年的生活里,社交圈子越来越小,而且主要通过书信来交往,因而我们就有充分的理由选择[C],即 She was not a sociable person. 听懂独白的最后一句 Only seven of her poems had appeared in print, 选择项[B]自

然会被否定。选择项[A]的内容在独白中也无法推导出来。尽管她的社交圈很小,但也主要是和家族成员与好友来往。独白中并未提到与其他诗人的联系,因此选择项[D]也不能成立。由此可见,这道题只有靠“真本事”才能做对。

又如,在考题的阅读理解部分,我们见到这样一道题:

According to the text, making monetary policy changes \_\_\_\_\_.

[A] is comparable to driving a car

[B] is similar to carrying out scientific work

[C] will not influence the economy immediately

[D] will have an immediate impact on the inflation rate

此题出自文章的第一段:

Much of the language used to describe monetary policy, such as “steering the economy to a soft landing” or “a touch on the brakes”, makes it sound like a precise science. Nothing could be further from the truth. The link between interest rates and inflation is uncertain. And there are long, variable lags before policy changes have any effect on the economy. Hence the analogy that likens the conduct of monetary policy to driving a car with a blackened windscreen, a cracked rear view mirror and a faulty steering wheel.

如果单从常识判断,尤其是近来美联储连续降息以刺激经济的消息仍声声在耳,考生就会选择[D]项。实际上文中早已指出,利率和通货膨胀之间的联系并不肯定,而且在政策出台和产生影响之间常有“时间差”,即“The link between interest rates and inflation is uncertain. And there are long, variable lags before policy changes have any effect on the economy”。因此,[D]不是正确答案,[C]才是正确答案。如果考生只是抓住文中的细枝末节或个别句子的片段,会从“Hence the analogy that likens the conduct of monetary policy to driving a car...”一句的上半句误认为[A]项为正确选项,可是他忘了此句中所讲的汽车是“玻璃窗涂黑”和“后视镜破碎”的,在这两个特殊条件下开车和一般的开车不可同日而语,因此选择[A]也不当。如果考生只看到“... makes it sound like a precise science”而对“sound(听起来似乎)”这种内含否定意义的用词不敏感,尤其是不理解“Nothing could be further from the truth”一句的否定含义,便会做出选择[B]项的决定,那就和原文的意思背道而驰了。

由此可见,所谓“解题技巧”在编写粗糙的模拟题集内可能会大放光彩,而在正规的考试中则常会误人子弟。因此,考生应当在提高语言能力上下工夫,不要寄希望于“应试技巧”,更不要大量宝贵的时间花在如何进行猜题上。

从考试大纲和大纲所附样题可以知道,全国硕士研究生入学考试英语考试包括4个部分(Sections),即1)听力理解,2)英语知识运用,3)阅读理解和4)写作。它们代表了对听力、阅读和写作3种语言技能(第1、3、4部分)以及语言知识(第2部分)的测试。与有些英语考试不同,本门考试各部门测试的内容都是以完整的会话或篇章段落的形式出现,不考孤立的句子。这就意味着考生对测试内容的理解或表达都要从一定的上下文和情景出发,不应只注意个别

句子。

听力理解和阅读理解两部分还根据测试重点或题型分成数节(Parts)。听力理解部分包括3节,即(1)填写表格。它要求考生在听懂一则独白、短文或一段会话以后,根据表格左栏的提示将关键内容填入右栏,只允许填一个词或一个数字。所考的技能是考生记录关键词或数字的能力,因此考生在听内容时应该善于抓住关键的词语,即 key words,次要的地方可以忽视。例如在考卷上印着如下表格,要求在右栏填空:

| Information about Sudeley Castle |         |   |
|----------------------------------|---------|---|
| Opening hour                     | a. m.   | 1 |
| Closing hour                     | 5 p. m. |   |
| Cost for adults                  | £       | 2 |
| ...                              | ...     |   |

考生将听到下面一段对话:

...

W: Can you tell me when Sudeley Castle is open? We want to go there this morning.

M: Yes, of course. Sudeley Castle, Sudeley, I think it's open all day, someone asked me this a week or so ago. Here we are. I've got the guide, yes, it's open from 11 in the morning until 5 in the afternoon ...

从表格左边一栏我们已经了解到,第一行要求填写的重点是 Sudeley Castle 的开放时间,因此在听录音时,我们的注意力应当集中在具体的时间(from 11 in the morning until 5 in the afternoon)上,不必关注其他信息,如“all day”,“a week or so ago”等。此外,该部分的指令(Directions)中规定只能填一个词或一个数字,所以只要给出阿拉伯数字即可,即第一个空格应填5。写出英文有时反而会产生拼写错误。

(2) 简要回答,也叫“简答题”。就是给出问题,要求考生用一个短语甚至是一个词来回答。这种题目的变换形式是不给出问题,而是给出一个句子的前半部分,要求考生补入后半部分。前半部分即起着提问的作用。在本门考试中,这两种形式都可能。例如:在听完一段天气预报后,要求考生回答以下问题:“On what day of the week was this weather forecast given?”,要求给出最简单的回答。

在录音中可听到“And now, Let's move on to the weather forecast for Friday and the weekend”这句话。由于前几段内容谈论的是前一天夜里的天气预测,可以肯定这份天气预报是周四发出的,所以在给出的答题空格中应填入“Thursday”。这是一般的问答形式。

又如:在试卷上印着 By early morning showers will reach ,要求在方框中填入3个词以内的答案。

从录音中可以听到这样一句话:“... during the night showers will slowly move in from the Atlantic to reach south-west England by early morning”。因而填入方框的词应是 south-west England。这就是问答题的变换形式。

(3) 多项选择题。要求考生在听懂对话、独白或短文后,根据问题从4个选择项中选出正确的答案。这是大家所熟悉的题型。本门考试把问题印在试卷上,但是录音中不放送,因此考生最好在听音前很快地将问题看一下,以便在听录音时能抓住重点。选择项则要在听完内容后再看,以免受到干扰。

从上面的分析可以看出,听力部分3节的考试目的实际上是一样的,都是理解对话、独白或短文,只是答题方式有所不同而已。第1、2节考的是理解并写出具体细节或情节,第3大项则既考对具体事件的理解也考对全篇的总体理解,如短文的大意或说话人的态度等。

阅读理解部分则分为两节,即(1)多项选择题。在样卷中给出4篇文章,每篇文章后面有5道多项选择题。大学生对这种考试方式应当是熟悉的,只是本门考试中的文章比较长,要求有较快的阅读速度;文章也有较高的难度。(2)英译汉。本门考试将英译汉放在测试阅读理解的部分,说明考试的要求是以考核理解英语原文的能力为主,不是以考翻译技巧为主,因此对译文的要求首先是准确。当然,很不通顺的译文也是不可取的。本节中给出的不是几个单句而是一篇文章,其中划出5个句子,要求考生将其译成汉语。这表明考生虽然不必译出全文,但是在翻译划线的句子时要考虑到句子所在的上下文。只顾及所译的句子就会译得不准确。例如在一篇文章中要求翻译这样一句话:

“But that, Pearson points out, is only the start of man-machine integration ...”。句中的代词 that 指代什么?必须从上文中去找。在本段开始时有这样一个句子:“Pearson also predicts a breakthrough in computer-human links ...”,只有将代词 that 译成名词,即“这个突破”或“人类与计算机关系的突破”,句义才更清楚。

第2部分“英语知识运用”和第4部分“写作”不分节。对英语知识的测试使用的题型是完形填空。这也是考生所熟知的考试形式。完形填空可以有不同的变体。本门考试是在一篇短文中抽去20个词或词组,即留出20个空格,每个空格备有4个选择项,要求考生从选择项中找出可以填入短文的正确答案。这种考试是测试考生在理解短文的基础上能否正确选出可以使文章恢复原义的单词(包括实义词,即名词、动词、形容词或副词和虚词,即介词、构成动词短语的小品词、代词、关联词等)或词组,因此考的是对语言知识——词汇、语法——的掌握和运用。考生必须先看懂短文才能对选择项作出正确判断,例如只有转折句才可以使用连词 but, however 或 nevertheless,选择形容词时既要考虑它能否与所修饰的名词搭配也要符合上下文的情景,等等。

第4部分“写作”是给出一个提纲、一个情景、一张表格或一两幅图画,要求考生就此写一篇200词左右的短文。从样卷和最近几次公布的试卷来看,看图/漫画写作在本门考试里用得最多,而考生在大学阶段遇到的作文题却多数是根据题目和提纲写作,或是按照指定的内容写作,对于看图写作也许比较陌生,为此《写作套路与精练》在这方面给出的练习较多。



考生了解了各种类型试题的特征,就能更好地答题。但是,形式决定于内容,题型只是考试的形式,要回答得好,还是要靠对所考内容——本门考试即对话、独白和短文——的理解,而要正确理解内容,就必须具有扎实的语言知识和语言技能。这里还必须指出的是:虽然考试大纲附有词汇表,然而就大纲的样题和公布的试卷看,其中也有超出大纲的词汇和短语,因此考生应尽可能地扩大词汇量 and 多记短语,特别是要注意它们的用法,不能局限于背诵词汇表。此外,还必须注意每一项考试的指令(Directions),严格按照指示来答题,例如听力部分的第1节只允许填1个词,第2节最多可以填3个词,等等。

为了使考生对全国硕士生入学英语考试有具体的了解,我们编写了一整套参考书,希望能有助于考生复习备考。这套书包括6个分册,即:《英语总复习与应试指南》、《模拟试题集》、《听力理解详析与精练》、《英语知识运用、英译汉详析与精练》、《阅读理解详析与精练》、《写作套路与精练》。各个分册既相互补充又独立成册。

我们相信,考生通过这套书的学习和操练,会有效地提高应试能力,尤其是增强应试的自信心,在研究生入学考试中取得好成绩。

本套书邀请了各院校在研究生英语教学和测试中具有丰富经验的十余位教师编写,由刘鸿章和施骏总主编。各分册的主编和副主编为王墨希,吴稚倩,王屏,罗鹏,陈永捷,裘雯,叶春阳,张鲲。

本套书在编写中引用了研究生英语入学考试大纲、样题和已公布的个别试卷以及有些试卷的部分内容,还选用了一些书刊的书面和录音材料,在此谨表示衷心的感谢。本书编者还感谢上海外语教育出版社对本书的编写和出版给予的大力支持。

编 者

2003年6月

# 前 言

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为了帮助参加全国研究生入学英语考试的考生通过自我检测,熟悉考试的题型,找出差距,弥补不足,我们编写了这本《模拟试题集》,供考生在备考复习期间练习使用。

中国有一句成语,叫做“熟能生巧”。作为交际工具的英语,不仅在学习时要大量训练,在使用时也要通过“练”才能得心应手。考生备考时除了熟悉考试大纲,了解这门考试考什么和怎么考以外,还有必要做一定量的针对性练习,才能真正掌握考试的要求和方法。本书编者就是基于这样的考虑,编写了 10 份模拟试卷,作为适应性的强化练习。

在编写这本试题集时,编者尽可能紧扣考试大纲,其考试范围、题型和难易程度都力求适应考试的实际需要。每套试卷包括试卷本身、答题卡、录音文字材料、参考答案和录音 CD。考虑到一套试卷只可能覆盖考试范围的一小部分,编者在选题时尽量做到题材和内容的多样化,使试卷的总体能最大限度地覆盖考试的各个方面。

根据大纲规定,考试时间为 150 分钟,考生必须按时完成。因此编者建议,考生在做模拟试卷时要按照规定的时间完成每套考卷。在答卷过程中不要反复对照答案,应该在全部试题完成后,再仔细对照答案,统计答对率。对照答案的目的不仅是为了了解自己有多大的答对把握,更重要的是要研究自己答错的试题错在什么地方?为什么会错?只有明白出错的原因和找出答对的方法才能在正式考试时做到举一反三。即使是答对的试题,也要研究自己是怎么答对的:是有把握地答对,还是“猜”对的。我们在总序中已经谈到,猜测因素在答对率中所占的比重是很小的,更不应当依靠所谓的“应试技巧”来求取好成绩。特别要指出的是,做多项选择题时,不应当满足于只看是否选对了哪个选项,还应当找出答案在文章中的出处,多问几个“为什么这才是正确答案?”“不正确的选项为什么不对?”这样才真正有收获。

有人认为,题目做得越多越好。其实不然,我们认为适当地做一些练习性的题目是有益的,但是题海战术并不可取。这本练习册是全套研究生入学英语考试参考书中的一个组成部分。我们在使用本书时,考生能够同时花一些时间学习这套参考书中的《总复习与应试指南》以及其他几本参考书,以便对本门考试有更深入的理解。

为了使用方便,我们将每套试卷各订成独立的一份,并在每套试卷后附答题纸,使试卷在形式上尽量与正式考试一样。这些试题考生可以全部使用,也可以根据复习时间的长短有选择地使用。本书可以用于强化班,也可以用于自我检测。

本书由罗鹏主编,参加编写的有王墨希、卫华、王屏、叶春阳、陈希茹、吴稚倩、邹瑶美、张鲲和裘雯等。

编 者

2003 年 6 月

## 目 录

|                   |      |
|-------------------|------|
| 听力文字材料及参考答案 ..... | 1    |
| 模拟试题第一套 .....     | 1-1  |
| 模拟试题第二套 .....     | 2-1  |
| 模拟试题第三套 .....     | 3-1  |
| 模拟试题第四套 .....     | 4-1  |
| 模拟试题第五套 .....     | 5-1  |
| 模拟试题第六套 .....     | 6-1  |
| 模拟试题第七套 .....     | 7-1  |
| 模拟试题第八套 .....     | 8-1  |
| 模拟试题第九套 .....     | 9-1  |
| 模拟试题第十套 .....     | 10-1 |

# 听力文字材料及参考答案

## Tapescripts and Key

### 模拟试题第一套

#### 听力文字材料

#### Section I Listening Comprehension

##### Part A

##### Directions:

For Questions 1 – 5, you will hear a talk of a self-governing dependency of Denmark — Greenland. While you listen, fill out the table with the information you have 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.

Denmark has two self-governing dependencies — Greenland and the Faeroe Islands. Greenland has an area four times as large as France or the state of Texas, and is situated between 60° and 83° N so that three-quarters of the country lies within the Arctic Circle. Only about 16% of its area is free from permanent snow and ice. These ice-free areas consist of high mountains around the coast through which great glaciers descend to deposit masses of ice in the surrounding seas. They are main source of icebergs in the North Atlantic. The northern shores are permanently blocked by sea ice. Baffin Bay on the west of Greenland has more open water in winter than the Greenland Sea to the east.

The interior of the country consists of a great icecap up to 3,000 m/10,000 ft thick; it is the largest accumulation of snow and ice in the northern hemisphere.

Conditions are most hazardous when there is a combination of low temperature and strong wind and, consequently, a high wind chill. Strong winds are often a feature of the winter weather on the coast as very cold air from the interior is funnelled down the glaciated valleys when a North Atlantic depression passes near the coast. The Greenland icecap is the source of some of the coldest air to affect northwest Europe.

##### Part B

##### Directions:

For Questions 6 – 10, you will hear an interview about teaching English in the States vs. in Hong Kong. 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.

- Interviewer: What kind of differences have you noticed in teaching between the United States and Hong Kong?
- John Smith: There are many common points, but there are some important differences. The main difference is when I am teaching English in the US, I am teaching what's called "teaching as a second language", "ESL". This means that the students are living in an environment where English is spoken. In Hong Kong, we're working in what's largely referred to as English as a foreign language, "EFL" environment. This means that English is not predominately the medium of communication.
- Interviewer: What are the implications of this major difference?
- John Smith: There are two important offshoots of this. One is that, in the US, my English students have to use English to buy groceries, to get their flats, to survive on their daily basis, and they have a great deal of English input in their daily lives. In Hong Kong, my students can predominately survive in Cantonese. There is not much motivation to use English outside of the classroom. Certainly a number of them do. The second difference is that in Hong Kong, virtually all of my students are native speakers of Cantonese, whereas in the US, in any given class, I might have students from 8, 10, 15 different language backgrounds. Therefore when I'm teaching in California, the students must use English to communicate with one another in the classroom; when I'm teaching in Hong Kong, they can easily communicate in Cantonese. So there is less of a motivation to speak English here. It's my responsibility therefore, to create activities where the students are really motivated to use English in the classroom.
- Interviewer: Are there any other differences that you've noticed?
- John Smith: Yes. In Hong Kong, most of the teachers of English are themselves not native speakers of English. And this is a common complaint you hear that English teachers, their standard of English is not really adequate, especially in spoken conversation.

### 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**.

Questions 11 – 13 are based on the following conversation that took place at the library. You now have 15 seconds to read Questions 11 – 13.

- Librarian: Can I help you?
- Natalie: Yes. I am a bit confused. My sociology class is supposed to read a chapter in a book called *Sociology and the Modern Age*. According to the syllabus, the book is in the library, but I haven't been able to find it.
- Librarian: Do you have your syllabus with you? May I see it?
- Natalie: Yes, uh... I put it in the front of my sociology notebook. Oh, here it is.
- Librarian: Let me see. Oh yes. Your professor has placed this book on reserve. That means you cannot find it on the shelves in its usual place. You need to go to a special room called the reserve room. It's down the hall and to the right.



Natalie: I'm sorry -- I still don't understand what you mean by on reserve.

Librarian: You see, your professor wants every one in the class to read the chapter. If one student removes the book from the library, it is likely that none of the other students will have the opportunity to read it. So, your professor has ensured that all students have the opportunity to read it by placing it on reserve.

Natalie: So, will I be able to find this book?

Librarian: Yes, when a book is on reserve, a student can go to the reserve room and ask the reserve librarian for the book. The student can have the book for a few hours, and he or she **MUST** read it in the library during that time. That way, the book stays in the library, and all students have a chance to read it.

Natalie: Okay. Thank you. I understand now.

Librarian: Will there be anything else?

Natalie: No! I am on my way to the reserve room. Thanks again!

Questions 14 – 16 are based on the following talk about bonding with a baby. You now have 15 seconds to read Questions 14 – 16.

Communication is very useful for a baby's psychological and intellectual development, and is an important part of bonding — the process where mother and baby develop love between each other.

Right from the beginning, a baby tries to say things — not with words, but with crying, facial expressions, by looking at you, touch, movement and so on. The best way to communicate with a baby is to just be natural: one of you does something and the other one responds. It doesn't matter if it's only making "baby noises"!

Research suggests that one-to-one communication, especially with its mother, is uniquely good for a baby's intelligence and especially its language skills. Try to spend some time every day just talking with your baby about things that keep his or her attention, even if the baby does not reply! By helping a baby to feel confident and wanted in our eyes, we can help to build a person that will later feel wanted, confident and strong in the world.

All babies cry. It's normal, and it's a baby's number one way of saying anything. But it can make mothers very stressed!

Research shows that the best thing to do with crying babies is always to comfort them quickly. It is not "spoiling" a baby and it will not make a baby weak. A baby who is not left to cry alone knows it is wanted and this will help the baby to be confident as it grows up. Usually a healthy baby will stop crying if it is given what it asks for. Research suggests that a baby who is regularly left crying may grow up with emotional problems.

Questions 17 – 20 are based on the following talk about the possible cause of lead poisoning to Beethoven's health problems. You now have 20 seconds to read Questions 17 – 20.

Scientists near Chicago, Illinois, say the great German music composer, Ludwig van Beethoven, may have suffered from lead poisoning. They say this may have caused Beethoven's many sicknesses. The scientists say high levels of lead also may have caused Beethoven to act in unusual ways. He died in 1827 at age fifty-six in Vienna, Austria.

The scientists tested pieces of Beethoven's hair. They used equipment that creates the most detailed X-

rays possible. They were searching for evidence of mercury. Mercury was commonly used to treat the disease syphilis. No mercury was found in Beethoven's hair, however. This supports the belief of most historians that Beethoven did not have syphilis.

However, the scientists did find lead in Beethoven's hair. The levels of lead were more than one-hundred times higher than levels found in most people today. Scientists say this much lead could easily have caused the stomach pains Beethoven suffered for more than thirty years. Lead is also linked to the mental sickness of depression. And, high amounts of lead can cause people to become unreasonably and easily angry. It is believed Beethoven experienced these conditions.

Beethoven began to lose the ability to hear at age thirty-one. Ten years later, he was almost completely deaf. Mr. Walsh says lead poisoning rarely causes deafness. But he says scientists will continue to study the possibility. Mr. Walsh also says his researchers are not trying to learn how Beethoven became poisoned by lead. He says historians can research that.

Lead was produced in great amounts in Europe during Beethoven's lifetime. Historians say Beethoven visited health centers called spas. At the spas, he drank and swam in mineral water that could have contained lead. Mr. Walsh says the lead also may have come from the wine that Beethoven drank. Experts say lead has been found in the wine containers that Beethoven used.

## 参考答案

### Section I Listening Comprehension

#### Part A

1. 83°N      2. 3/4      3. 3000      4. winds      5. northwest

#### Part B

6. ESL vs. EFL      7. daily basis.      8. outside the classroom.  
9. Different language background.      10. not really adequate.

#### Part C

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

### Section II Use of English

21. B    22. D    23. C    24. A    25. A    26. C    27. B    28. D    29. A    30. C  
31. B    32. D    33. C    34. A    35. D    36. B    37. A    38. B    39. C    40. D

### Section III Reading Comprehension

#### Part A

41. A    42. C    43. B    44. D    45. B    46. B    47. B    48. A    49. D    50. A  
51. C    52. C    53. C    54. A    55. B    56. A    57. A    58. C    59. D    60. B

## Part B

- (61) 不仅如此,它还提醒人们,在一个并非十全十美、充满争议的世界里,必要的目的经常是通过并非十全十美的手段来实现的。
- (62) 鉴于公众的漠然和敌意,以及法律的惰性,答案就是斗争的第一阶段要在法庭里进行。
- (63) 为给她提供有利的论据,国家有色人种发展委员会的律师特别强调了肯尼斯·克拉克的心理学研究,其研究表明种族隔离的学校会损害黑人孩子的心智以及他们学习的动力。
- (64) 华伦法官主持的法庭以一致意见达成了对琳达·布朗有利的判决,这是华伦法庭得以声名远扬或臭名昭著的“司法激进主义”的早期例证之一。
- (65) 结果是一个相当漫长、极为困难的时期。在这个时期中,立法机关、下层法院、学校体系和家长们就如何执行法律展开了争论。

## Section IV Writing

The White House has launched a war against Iraq. Yet there has been no convincing explanation of why a war is needed, and the international community is strongly opposed to a US attack on Iraq. As can be seen in the picture, some students are holding banners during a protest against the war with Iraq. They are shouting “No Blood for Oil”. In my opinion, US should not invade Iraq due to the following reasons.

First, there is no justification for going to war. There has been no attack on the US, no Iraqi threat of war, no Iraqi connection to September 11. War should be the last means of self-defense, a step to be taken only when all other alternatives have been exhausted. What the Bush Administration is planning is an act of aggression, not self-defense.

In addition, when it comes to invading Iraq, the US has few allies. The international community supports sending weapons inspectors to Iraq to disarm Saddam Hussein’s regime, but it does not support the White House’s goal of “regime change”. An invasion of Iraq would isolate the US and shatter the principles of international cooperation that are key to US and global security.

Finally, US should not wage a war for oil. The Bush Administration says they must invade Iraq because Saddam Hussein is abusing his own people and pursuing weapons of mass destruction. Yet at the same time the US supports the nuclear-armed dictator of Pakistan. The double standard makes one wonder: What is this war really about? The short answer is oil.

All in all, it is wrong to wage a war against Iraq. Those who love peace should stand up to stop the war.

## 模拟试题第二套

### 听力文字材料

#### Section I Listening Comprehension

##### Part A

###### Directions:

For Questions 1 - 5, you will hear a talk about Mars. While you listen, fill out the table with the information you have 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.

Of the six outer planets, Mars, commonly called the Red Planet, is the closest to Earth. Mars, 4,200 miles in diameter and 55% of the size of Earth, is 34,600,000 miles from Earth, and 141,000,000 miles from the Sun. It takes this planet, along with its two moons, Phobos and Deimos, 1.88 years to circle the Sun, compared to 365 days for Earth.

For many years, Mars had been thought of as the planet with the man-made canals, supposedly discovered by an Italian astronomer, Schiaparelli, in 1877. With the United States spacecraft Viking 1's landing on Mars in 1976, the man-made canal theory was proven to be only a myth.

Viking 1, after landing on the soil of Mars, performed many scientific experiments and took numerous pictures. The pictures showed that the red color of the planet is due to the reddish, rocky Martian soil. No biological life was found, though it had been speculated by many scientists. The Viking also monitored many weather changes including violent dust storms. Some water vapor, polar ice and permafrost (frost below the surface) were found, indicating that at one time there were significant quantities of water on this distant planet. Evidence collected by the space craft shows some present volcanic action, though the volcanoes are believed to be dormant, if not extinct.

##### Part B

###### Directions:

For Questions 6 - 10, you will hear a talk by Monica Maxwell introducing one of the spices — ginger. 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.

Hello and welcome to *Cooking Capers*. And this week we are looking at the most versatile and aromatic of plants; a fairly recent addition to the list of Australian agricultural produce, but nevertheless, a great favorite today — ginger. And in the studio to tell us all about it is Monica Maxwell.

Monica: Ginger is one of my personal favorite spices and I've got a number of wonderful recipes to share with you later on in the program. So what is ginger? Well, actually it's a spicy-tasting root with an aromatic flavor; it's related to the bamboo family and has a hundred different uses in the kitchen. The Chinese have cultivated it for years, particularly to use in medicine, though you are probably more familiar with its