

根据2004年研究生入学考试英语考试大纲编写

清华  
考研英语

模拟题集

许建平 主编

清华大学出版社

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# 清华考研英语模拟题集

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清华大学出版社  
北 京

## 内 容 简 介

《清华考研英语应试教程》及《清华考研英语模拟题集》是根据新考试大纲(2004年版)的要求编写的。本教程的编者为英语考试命题、阅卷专家及大学英语、研究生英语教学一线的骨干教师,具有丰富的英语教学经验和娴熟的研究生考试指导水平。《清华考研英语应试教程》以考试大纲为依据,以考点为切入点,通过考试实例分析,详尽地讲解分析相关考试项目的命题要求、解题方法和解题步骤。单项讲解内容与研究生入学考试的形式内容完全保持一致,技巧讲解分析与训练同步进行,使读者既能学到应试技巧又能切实提高英语阅读水平;《清华考研英语模拟题集》所提供的模拟试题和近几年的曝光题大致相符。所选材料有较强的针对性、代表性和规范性。

读者对象:参加2004年全国硕士研究生入学考试的考生。

### 图书在版编目(CIP)数据

清华考研英语模拟题集/许建平主编. —北京:清华大学出版社,2003

(清华考研英语)

ISBN 7-302-07047-4

I. 清… II. 许… III. 英语—研究生—入学考试—习题 IV. H319.6

中国版本图书馆CIP数据核字(2003)第071067号

出 版 者: 清华大学出版社

<http://www.tup.com.cn>

社 总 机: 010-62770175

地 址: 北京清华大学学研大厦

邮 编: 100084

客户服务: 010-62776969

责任编辑: 徐梦非

版式设计: 刘伟森

印 刷 者: 北京鑫海金澳胶印有限公司

发 行 者: 新华书店总店北京发行所

开 本: 185×230 印张: 16 字数: 323千字

版 次: 2003年9月第1版 2003年9月第1次印刷

书 号: ISBN 7-302-07047-4/H·498

印 数: 1~5000

定 价: 25.00元

# 前言

自 1980 年研究生入学实行全国统一考试以来, 我国的考研人数一直呈稳步增长之势。尤其是近几年随着高校扩大招生规模, 毕业生人数的急剧增加, 全国性的考研热再度升温。据有关数字显示, 2002 年全国研究生考试报名人数达 62 万, 比 2001 年增加了 30%, 而 2003 年全国报考研究生的人数总计已近 80 万。

清华大学作为全国研究生招生的大户之一, 2001 年共招收研究生两千多人, 首次超过本科生招生人数。在许多重点院校, 硕士研究生教育已从高层次精英群体教育逐渐转为教学的主流。新世纪的中国高等院校学生结构的变化无论对研究生招生还是教学都提出了新的挑战。从每年的研究生招生录取情况来看, 相当大一部分考生因外语过不了关而被拒之门外。因此, 从某种意义上讲, 研究生入学考试中的外语成绩往往是考研成败的一大关键。

大学英语一般学习到 4 级为止, 与研究生入学考试大纲规定的要求尚有一定差距, 也就是说, 大学英语与研究生英语之间存在着一个明显的空档。此外, 四六级考试和研究生入学考试性质不同, 考试方式和内容也不一样, 因此, 即便是少部分英语程度好的同学通过了 6 级考试, 也不能确保考研万无一失, 尚需经过系统训练或复习准备, 方可顺利通过研究生入学考试。

目前有关考研英语应试辅导书已经出版了很多, 这在很大程度上满足了广大考生的实际需要。但是由于考生人数增长迅猛, 特别是 2002 年题型做了重大调整, 增设了听力项目, 取消了语法结构与词汇, 因此, 相关英语辅导教材无论从题型还是内容上都急需做出相应的调整和改进。应广大读者的要求, 我们组织编写了《清华考研英语应试教程》及配套练习

《清华考研英语模拟题集》，旨在为考生提供必要的、有针对性的考前训练素材。

《清华考研英语应试教程》及《清华考研英语模拟题集》是根据新考试大纲（2003年版）的要求编写的。其主要特点如下：

1. 本教程的编者均为英语考试命题、阅卷专家及大学英语、研究生英语教学一线的骨干教师，具有丰富的英语教学经验和娴熟的研究生考试指导技巧；
2. 《清华考研英语应试教程》以考试大纲为依据，以考点为切入点，通过考试实例分析，详尽地讲解分析相关考试项目的命题要求、解题方法和解题步骤。单项讲解内容与研究生入学考试的形式内容完全一致，技巧讲解分析与训练同步进行，使读者既能学到应试技巧又能确实提高英语阅读水平；
3. 《清华考研英语模拟题集》所提供的模拟试题和近几年的曝光题大致相符，在编写过程中突出了所选材料的针对性、代表性和规范性。所用材料大都选自新近的国内外各种图书和报刊，并根据考研的要求进行了必要的修改和加工。

《清华考研英语应试教程》和《清华考研英语模拟题集》由清华大学外语系多年从事英语教学与考试研究的教师精心编写、通力协作完成。我们希望本教程的出版能帮助考生有效地进行考前复习准备，并取得满意的考试成绩。

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2003 年 5 月于清华园



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## 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 a science museum in Washington, D. C. . 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. (5 points)

Smithsonian Institution in Washington, D. C.	
The Smithsonian consists of 16 _____.	1
Founded ( year)	1846
The Institution's collections are more than _____.	2



(续表)

The Smithsonian museums share these collections with the public through exhibitions, lectures, symposiums, concerts and _____.	3
Collier's Year Book	1997
James Smithson was a British _____.	4
A few years ago, Smithsonian Institution celebrated its _____ birthday.	5

## Part B

### Directions:

For Questions 6 ~ 10, you will hear a lecture on balloon voyage. 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)

The first balloon voyage in the United States

6

According to the original records of the flight, the voyage lasted

7

What determines the original landing site of a balloon pilot?

8

The yellow balloon directly behind me is

9

Gas filled models are pretty uncommon now because of the

10

## Part C

### Directions:

You will hear three pieces of recorded materials. 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 the syllabus. You now have 15 seconds to read Questions 11 ~ 13.

11. What suggestion does the professor make about the reading assignments?

[A] Read them before class.

- [ B ] Read them after the discussion.
- [ C ] Read them following the lecture.
- [ D ] Read them before the midterm.

12. Which of the following is true of the course requirements?

- [ A ] The final examination is worth 20 points.
- [ B ] The final examination is worth 30 points.
- [ C ] The project is worth 50 points.
- [ D ] The midterm examination is worth 30 points.

13. According to the professor, what should students do if they must be absent?

- [ A ] Call or send an e-mail to the professor.
- [ B ] Let the secretary know.
- [ C ] Do extra assignments.
- [ D ] Come in during office hours to make up the class.

Questions 14 ~ 16 are based on the following conversation between two students. You now have 15 seconds to read Questions 14 ~ 16.

14. What's the main purpose of the man's trip?

- [ A ] He needs a change.
- [ B ] To visit New Mexico.
- [ C ] Get into Albuquerque.
- [ D ] Go skiing.

15. Why does the woman know so much about Albuquerque?

- [ A ] Because she was born there.
- [ B ] Because she worked there last year.
- [ C ] Because her sister vacationed there last year.
- [ D ] Because she and her sister vacationed there last year.

16. According to the woman, what may cause the man the most problems in the Albuquerque?

- [ A ] No humidity.
- [ B ] Moderate temperatures.
- [ C ] High altitude.
- [ D ] Half an hour away from the city.

Questions 17 ~ 20 are based on the following talk about Bill Gates. You now have 15

seconds to read Questions 17 ~ 20.

17. Gates was fascinated by computers \_\_\_\_\_.  
[A] at the age of 20.  
[B] by the age of 12.  
[C] when he was at high school.  
[D] when he studied in Harvard University.
18. The first personal computer is called \_\_\_\_\_.  
[A] the Altair.  
[B] the BASIC.  
[C] IBM PC.  
[D] the Apple Macintosh.
19. \_\_\_\_\_ Gates' software company produced operating systems and applications software as well as programming tools.  
[A] In 1977  
[B] In the early 1980s  
[C] In 1980  
[D] In 1985
20. Much of Gates' success rests on \_\_\_\_\_.  
[A] the technical side of the PC industry.  
[B] his ability to translate technical visions into market strategy.  
[C] his ability to blend creativity with technical acumen.  
[D] both B and C.



## 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)

It is an astonishing fact that there are laws of nature, rules that summarize conveniently—21 qualitatively but quantitatively—how the world works. We might

22 a universe in which there are no such laws, in which the  $10^{80}$  elementary particles that 23 a universe like our own behave with utter and uncompromising abandon. To understand such a universe we would need a brain 24 as massive as the universe. It seems 25 that such a universe could have life and intelligence, because beings and brains 26 some degree of internal stability and order. But 27 in a much more random universe there were such beings with an intelligence much 28 than our own, there could not be much knowledge, passion or joy.

29 for us, we live in a universe that has at least important parts that are knowable. Our common-sense experience and our evolutionary history have 30 us to understand something of the workaday world. When we go into other realms, however, common sense and ordinary intuition 31 highly unreliable guides. It is stunning that as we go close to the speed of light our mass 32 indefinitely, we shrink toward zero thickness 33 the direction of motion, and time for us comes as near to stopping as we would like. Many people think that this is silly, and every week 34 I get a letter from someone who complains to me about it. But it is virtually certain consequence not just of experiment but also of Albert Einstein's 35 analysis of space and time called the Special Theory of Relativity. It does not matter that these effects seem unreasonable to us. We are not 36 the habit of traveling close to the speed of light. The testimony of our common sense is suspect at high velocities.

The idea that the world places restrictions on 37 humans might do is frustrating. Why shouldn't we be able to have intermediate rotational positions? Why can't we 38 faster than the speed of light? But 39 we can tell, this is the way the universe is constructed. Such prohibitions not only 40 us toward a little humility; they also make the world more knowable.

- |                     |                   |              |                 |
|---------------------|-------------------|--------------|-----------------|
| 21. [A] just        | [B] very          | [C] just not | [D] not just    |
| 22. [A] see         | [B] think         | [C] imagine  | [D] image       |
| 23. [A] make        | [B] make to       | [C] make up  | [D] make from   |
| 24. [A] at least    | [B] at most       | [C] at last  | [D] at the cost |
| 25. [A] likely      | [B] unlikely      | [C] really   | [D] unreal      |
| 26. [A] want        | [B] need          | [C] require  | [D] acquire     |
| 27. [A] unless      | [B] until         | [C] if       | [D] even if     |
| 28. [A] more        | [B] larger        | [C] bigger   | [D] greater     |
| 29. [A] Fortunately | [B] Unfortunately | [C] Happily  | [D] Unhappily   |
| 30. [A] provided    | [B] prepared      | [C] armed    | [D] got ready   |

- |                  |               |                    |                    |
|------------------|---------------|--------------------|--------------------|
| 31. [A] turn to  | [B] turn on   | [C] turn out to be | [D] turn away from |
| 32. [A] decrease | [B] increases | [C] reduce to      | [D] become         |
| 33. [A] in       | [B] at        | [C] with           | [D] from           |
| 34. [A] or two   | [B] and two   | [C] even two       | [D] of two         |
| 35. [A] clever   | [B] wise      | [C] brilliant      | [D] intelligent    |
| 36. [A] of       | [B] in        | [C] with           | [D] at             |
| 37. [A] that     | [B] which     | [C] matter         | [D] what           |
| 38. [A] go       | [B] walk      | [C] travel         | [D] run            |
| 39. [A] if       | [B] unless    | [C] so far         | [D] so far as      |
| 40. [A] press    | [B] have      | [C] make           | [D] entail         |

## 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

Education is an absolute imperative in the emerging global knowledge society, so new ways of providing access to education for a much higher percentage of the population are now being devised.

The most dramatic examples of access to education are found in the 11 distance-education mega-universities found around the world. In “distance education” the student is separated in time or space from the teacher or professor. The largest of these high enrollment universities is in China, the China Central Radio and Television University, with more than 3 million students. The English-speaking world has the British Open University, with 215,000 students, and the University of South Africa, with 120,000 students. In addition to the mega-universities, dozens of other national and regional systems are providing education at all levels to students.

The base delivery system for the distance-education mega-universities is television,

supplemented by other technologies or even some onsite instruction in more developed countries. Some distance-education systems use two-way interactive video connections to particular locations where students gather; others supplement with the Internet, and still others deliver only by Internet. With video-and-audio streaming now available, the Internet appears to be the technology of choice for systems where students have access to computers. Of course, these technologies merely add to the radio-delivered courses that have been offered for years in many countries around the world.

The programs and courses offered vary from basic literacy courses to the highest graduate-level programming. Hundreds of university degrees are now available through distance education, where 90% or more of the required credits are given at a distance, as are dozens of master's degrees and a small number of accredited doctoral degrees. One estimate suggests that 50,000 university-level courses are now available through distance-education delivery systems.

There will be two main types of educational institutions; those that add value in coursework and those that are certifying agencies. The certifying colleges and universities are those that act as educational bankers for students. Students will earn credits from many places and have the credits or certifications of completion sent to the certifying university, then that certifying university will award the degree when enough credits of the right type have been accumulated. Regent's College of the University of the State of New York and Thomas Edison College of New Jersey are public certifying institutions that give accredited degrees.

One vision for some of the remaining residential colleges in the United States, now serving mainly the 18-to-23-year-old population, is that many will become certifying colleges. Students will come to the colleges for their social, artistic, athletic, and spiritual programs. The basic commodity these colleges will sell is membership in the college community. Students will access their courses from colleges and universities around the world, transfer the credits to the college, then gain a degree. Faculty members will serve as tutors and advisers and may provide some courses live.

41. What is the passage mainly about?

- [A] The emerging global knowledge society.
- [B] Distance-education mega-universities.
- [C] The largest of these high enrollment universities.
- [D] Two main types of educational institutions.

42. It may be inferred that the Internet could be the technology of choice in

- [A] the China Central Radio and Television University.
  - [B] the University of South Africa.
  - [C] the British Open University.
  - [D] the English-speaking world.
43. We learn from the passage that the distance-education delivery systems may offer
- [A] virtually all the basic literacy courses and the highest graduate-level programming.
  - [B] nearly 90% of the required credits.
  - [C] dozens of master's degrees and accredited doctoral degrees.
  - [D] 50,000 university-level courses.
44. The residential colleges in the United States
- [A] serve only the 18-to-23-year-old population.
  - [B] provide students with social, artistic, athletic, and spiritual programs.
  - [C] provide courses from colleges and universities around the world.
  - [D] may provide a lot of faculty members to conduct courses lively.
45. Judging from the context we know that a mega-university is
- [A] the largest of these high enrollment universities.
  - [B] the China Central Radio and Television University.
  - [C] the British Open University.
  - [D] a university with over one hundred thousand students.

## Text 2

Scientists have known since 1952 that DNA is the basic stuff of heredity. They've known its chemical structure since 1953. They know that human DNA acts like a biological computer program some 3 billion bits long that spells out the instructions for making proteins, the basic building blocks of life.

But everything the genetic engineers have accomplished during the past half-century is just a preamble to the work that Collins and Anderson and legions of colleagues are doing now. Collins leads the Human Genome Project, a 15-year effort to draw the first detailed map of every nook and cranny of gene in human DNA. Anderson, who pioneered the first successful human gene-therapy operations, is leading the campaign to put information about DNA to use as quickly as possible in the treatment and prevention of human diseases.

What they and other researchers are plotting is nothing less than a biomedical revolution. Like Silicon Valley pirates reverse-engineering a computer chip to steal a competitor's

secrets, genetic engineers are decoding life's molecular secrets and trying to use that knowledge to reverse the natural course of disease. DNA in their hands has become both a blueprint and a drug, a pharmacological substance of extraordinary potency that can treat not just symptoms or the diseases that cause them but also the imperfections in DNA that make people susceptible to a disease.

And that's just the beginning. For all the fevered work being done, however, science is still far away from the Brave New World vision of engineering a perfect human—or even a perfect tomato. Much more research is needed before gene therapy becomes commonplace, and many diseases will take decades to conquer, if they can be conquered at all.

In the short run, the most practical way to use the new technology will be in genetic screening. Doctors will be able to detect all sorts of flaws in DNA long before they can be fixed. In some cases the knowledge may lead to treatments that delay the onset of the disease or soften its effects. Someone with a genetic predisposition to heart disease, for example, could follow a low-fat diet. And if scientists determine that a vital protein is missing because the gene that was supposed to make it is defective, they might be able to give the patient an artificial version of the protein. But in other instances, almost nothing can be done to stop the ravages brought on by genetic mutations.

46. It can be inferred from the text that Collins and Anderson and legions of colleagues
- [A] know that human DNA acts like a biological computer program.
  - [B] have found the basic building blocks of life.
  - [C] have accomplished some genetic discovery during the past half-century.
  - [D] are making a breakthrough in DNA.
47. Collins and Anderson are cited in the text to indicate all the following EXCEPT that
- [A] time-consuming effort is needed to accomplish the detailed map of gene in human DNA.
  - [B] human gene-therapy operations may be applied to the patients.
  - [C] gene-therapy now is already generally used to the treatment and prevention of human diseases.
  - [D] information about DNA may be used in the treatment and prevention of human diseases.
48. The word "pirate" (line 2, paragraph 3) means
- [A] one who robs at sea or plunders the land from the sea.
  - [B] one who makes use of or reproduces the work of another without authorization.



- [C] to take (something) by piracy.
  - [D] to make use of or reproduce (another's work) without authorization.
49. We can draw a conclusion from the text that
- [A] engineering a perfect human is not feasible for the time being.
  - [B] it's impossible for scientists to engineer a perfect tomato.
  - [C] many diseases will never be conquered by human beings.
  - [D] doctors will be able to cure all sorts of flaws in DNA in the long run.
50. The best title for the text may be
- [A] DNA and Heredity.
  - [B] The Genetic Revolution.
  - [C] A Biomedical Revolution.
  - [D] How to Apply Genetic Technology.

### Text 3

If your health is in question, you go to the doctor. When the entire planet's well-being is at issue, it's the World Health Organization that you consult. The group's recently released World Health Report focuses on the future—and the prognosis is excellent. If WHO experts are right, the 21<sup>st</sup> century will be peopled by healthy senior citizens, not only in the more developed nations of the West but throughout the world.

That rosy forecast comes from gains made during the past half century. Infant-and-child-mortality rates have dropped dramatically, major infectious diseases such as yellow fever and plague are under control and average life expectancy worldwide has shot up from 48 in 1955 to 66 today. Coming decades will bring more of the same, the WHO predicts. Average life expectancy is expected to hit 73 years by 2025—and that's only an average. Thousands of babies born at the end of the 20<sup>th</sup> century will stick around to see the dawn of the 22nd, predicts Muthu, director of the Office of World Health Reporting.

Of course, there are a few red flags on the world's health chart, among them a significant gap in life expectancy between the richest and the poorest countries. In 1996, for example, 76 percent of the deaths reported to WHO from Africa were of people under 50. In Europe, only 15 percent of those who died were that young. By 2025, WHO predicts, 57 percent of the African deaths will be under 50, versus 7 percent in Europe—a marked improvement but still a gap. Then there are the costs of progress. More people around the world have access to safe water and sanitation than ever before, and most children are now