

# 考研英语

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## 考研英语 及精析

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# 考研英语

## 最新模拟试卷

## 及精析

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## 内 容 提 要

本书共分两部分,第一部分针对全国硕士研究生入学考试英语试卷的考点、难点设置了8套在题型、题量、难易程度等方面均等同于真题的模拟题;第二部分则对模拟题进行了细致的讲解,对于考生熟悉题型、了解命题趋势、梳理考试重点和难点、增强应试能力等具有很好的指导作用。

本书适用于参加考研英语考试的读者。

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# 全国硕士研究生入学考试英语全真试卷 I

Simulated National Entrance Test of English for MA / MS Candidates

## 考生注意事项

1. 考生必须严格遵守各项考场规则。
2. 答题前, 考生应按准考证上的有关内容填写答题卡上的“考生姓名”、“报考单位”、“考生编号”等信息。
3. 答案必须按照要求填涂或写在指定的答题卡上。
  - (1) 英语知识运用、阅读理解 A 节、B 节的答案填涂在答题卡 1 上。填涂部分应该按照答题卡上的要求用 2B 铅笔完成。如要改动, 必须用橡皮擦干净。
  - (2) 阅读理解 C 节的答案和作文必须用(蓝)黑色字迹钢笔、圆珠笔或签字笔在答题卡 2 上作答。字迹要清楚。
4. 考试结束后, 将答题卡 1、答题卡 2 一并装入原试卷袋中, 试题交给监考人员。

考试时间 满 分	180 分钟	得 分	
	100 分		

## Section I 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)

There is nothing illogical or synthetic about the humility of great bookmen in calling attention to the limitations of the book. No book can 1 us to know everything that is to be known, or feel everything that is to be felt. A book is part of life, not a substitute 2 it. It is not a fit 3 for worship or enshrinement. It loses its charm and much of its value when accepted 4. No one would have been more 5 than Aristotle if he could have known of the excessive and 6 veneration that would be given to his ideas in centuries to 7. When his works became the 8 words of advance knowledge, 9 knowledge became neither advanced nor vital.

The particular occasion for these remarks is that there are 10 here and there that some of us in the book world may be 11 ourselves too seriously. In the effort to increase book reading some 12 things are being said about books. It is made to 13 that nothing is happening now that has not happened before, and that the only true approach to understanding is 14 books. We do neither service nor justice to books by 15 upon them such omnipotence and omniscience. Many of the answers we need today are not necessarily to be found between 16. There are elements of newness in the present 17 of man that will not readily be 18 of by required reading or ready reference. Books are not slide rules or blueprints for 19 automatic answers. What is needed is a mighty blend of the wisdom of the ages 20 fresh, razor-edged analytical thought.

- |                     |                  |                 |                  |
|---------------------|------------------|-----------------|------------------|
| 1. [A] inform       | [B] promise      | [C] enable      | [D] assure       |
| 2. [A] of           | [B] for          | [C] to          | [D] with         |
| 3. [A] subject      | [B] issue        | [C] matter      | [D] image        |
| 4. [A] unreasonably | [B] unprofitably | [C] unwillingly | [D] uncritically |
| 5. [A] disturbed    | [B] disguised    | [C] intervened  | [D] interrupted  |
| 6. [A] dreadful     | [B] respectful   | [C] harmful     | [D] faithful     |
| 7. [A] go           | [B] come         | [C] pass        | [D] emerge       |
| 8. [A] big          | [B] end          | [C] late        | [D] last         |
| 9. [A] such         | [B] much         | [C] most        | [D] this         |
| 10. [A] symbols     | [B] signs        | [C] marks       | [D] trails       |

- |                       |                 |                |                 |
|-----------------------|-----------------|----------------|-----------------|
| 11. [A] confining     | [B] demanding   | [C] taking     | [D] pushing     |
| 12. [A] extraordinary | [B] exceptional | [C] excessive  | [D] extravagant |
| 13. [A] show          | [B] appear      | [C] prove      | [D] indicate    |
| 14. [A] through       | [B] with        | [C] among      | [D] from        |
| 15. [A] focus         | [B] conferring  | [C] imposing   | [D] installing  |
| 16. [A] pages         | [B] covers      | [C] lines      | [D] words       |
| 17. [A] position      | [B] situation   | [C] status     | [D] dilemma     |
| 18. [A] disposed      | [B] discerned   | [C] discharged | [D] dispersed   |
| 19. [A] polishing     | [B] regulating  | [C] furnishing | [D] forwarding  |
| 20. [A] from          | [B] with        | [C] over       | [D] for         |

## Section II 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

Play is the principal business of childhood, and more and more in recent years' research has shown the great importance of play in the development of a human being. From earliest infancy, every child needs opportunity and the right material for play, and the main tools of play are toys. Their main function is to suggest, encourage and assist play. To succeed in this they must be good toys, which children will play with often, and will come back to again and again. Therefore it is important to choose suitable toys for different stages of a child's development.

In recent years' research on infant development has shown the standard a child is likely to reach, within the range of his inherited abilities, is largely determined in the first three years of his life. So a baby's ability to profit from the right play materials should not be underestimated. A baby who is encouraged and stimulated, talked to and shown things and played with, has the best chance of growing up successfully.

The next stage, from three to five years old, curiosity knows no bound. Every type of suitable toy should be made available to the child, for trying out, experimenting and learning, for discovering his own particular ability. Bricks and jigsaws and construction toys; painting, scribbling and making things; sand and water play; toys for imaginative and pretending play; the first social games for learning to play and get on with others.

By the third stage of play development—from five to seven or eight years—the child

is at school. But for a few more years play is still the best way of learning, at home or at school. It is easier now to see which type of toys the child most enjoys.

Until the age of seven or eight, play and work mean much the same thing to a child. But once reading has been mastered, the books and school become the main source of learning. Toys are still interesting and valuable, they lead on to new hobbies, but their significance has changed—to a child of nine or ten years, toys and games mean, as to adults, relaxation and fun.

21. The writer wants us to understand that a child \_\_\_\_\_.  
[A] cannot grow up without toys  
[B] matures through play  
[C] uses toys as friends  
[D] has to be taught how to play
22. Which of following roles do toys not play?  
[A] Helping children to play.  
[B] Recommending ways for children to play.  
[C] Persuading children to play.  
[D] Urging children to play.
23. The passage tells us that children are the most curious when they are about \_\_\_\_\_.  
[A] two years old  
[B] one year old  
[C] six years old  
[D] four years old
24. The article is about \_\_\_\_\_.  
[A] the importance of play  
[B] the importance of books  
[C] the relationship between play and work  
[D] children's speech development
25. Toys and games are considered only kinds of fun when the children are about \_\_\_\_\_.  
[A] three years old  
[B] five years old  
[C] six years old  
[D] nine years old

## Text 2

Navigation Acts were passed by the English Parliament in the 17<sup>th</sup> and 18<sup>th</sup> centuries to promote and protect English industry and commerce against foreign competition. The acts were sometimes called Acts of Trade and Navigation. The Navigation Act of 1651 ordered that goods imported or exported by English colonies in Africa, Asia, or America be shipped on vessels constructed by English shipbuilders and sailed by crews that were 75 percent English. Goods imported from the colonies into England also had to arrive on English vessels. Goods from foreign countries were restricted to vessels from the exporting nation or to English ships. The term English referred to individual nationality and not to place of residence, and the colonists and colonial shipping were considered English. The act of 1660 specified certain goods—principally tobacco, rice, and indigo—that the colonists could export only to another English colony or to England. Later laws such as the Woolens Act of 1699, the Hat Act of 1732, and the Iron Act of 1750 were attempts to prevent manufacturing in the British colonies that might threaten the industrial economy of England.

The acts were a development of the mercantilist system, an economic policy prevailing in Europe through the 16<sup>th</sup>, 17<sup>th</sup>, and 18<sup>th</sup> centuries. The regulations had clear advantages for British subjects in the American colonies. American shipbuilding prospered because of the requirement that all vessels be English-made. Producers of most of the named articles found a stable, protected market in England and in their sister colonies.

During the period of the French and Indian War (1754—1763), however, when Parliament was forced to seek increased revenues to pay the costs of defending the American colonies, British officials determined to impose heavier duties under the provisions of the Navigation Acts. American colonists found these duties heavy, and they are usually considered among the indirect causes of the American Revolution. The Navigation Acts were revoked in 1849.

26. The Navigation Act of 1651 ordered that \_\_\_\_\_.

- [A] foreign made goods must be carried into England on English ships
- [B] goods from British colonies should arrive on that colony's ships
- [C] the country selling its goods to England could use its own ship to carry them
- [D] the English people should not build ships in English colonies

27. Which of the following people was considered English in 1651?

- [A] Anyone who lived in England.
- [B] Anyone who was living in Britain.
- [C] Anyone who was living in the British colonies.
- [D] None of the above.



28. The woolen Act of 1699 \_\_\_\_\_.  
[A] prevented the manufacturing of woolen products in British colonies  
[B] prevented shipbuilding in the British colonies  
[C] prevented any production that threaten England's economy  
[D] prevented British colonies from threatening England's industry
29. One of the results of the series of acts in the 17<sup>th</sup> and 18<sup>th</sup> centuries was that \_\_\_\_\_.  
[A] American industry began to grow rapidly  
[B] American industry began to shrink rapidly  
[C] the colonies could produce only certain kinds of goods  
[D] more people in American acquired British citizenship
30. The navigation acts \_\_\_\_\_.  
[A] led directly to the French and Indian War  
[B] imposed heavy taxes on British colonies  
[C] came to its end because of the American Revolution  
[D] was considered responsible for the downfall of British Empire

### Text 3

Many people seem to think that science fiction is typified by the covers of some of the old pulp magazines, the Bug-Eyed Monster, embodying every trait and feature that most people find repulsive, is about to grab, and presumably ravish, a sweet, blonde, curvaceous, scantily clad Earth girl. This is unfortunate because it demeans and degrades a worthwhile and even important literary endeavor. In contrast to this unwarranted stereotype, science fiction rarely emphasizes sex, and when it does, it is more discreet than other contemporary fiction. Instead, the basic interest of science fiction lies in the relation between man and his technology and between man and the universe. Science fiction is a literature of change and a literature of the future, and while it would be foolish to claim that science fiction is a major literary genre at this time, the aspects of human life that it considers make it well worth reading and studying for no other literary form does quite the same things.

What is science fiction? To begin, the following definition should be helpful: science fiction is a literary subgenre which postulates a change (for human beings) from conditions as we know them and follows the implications of these changes to a conclusion. Although this definition will necessarily be modified and expanded, it covers much of the basic groundwork and provides a point of departure.

The first point—that science fiction is a literary subgenre—is a very important one, but one which is often overlooked or ignored in most discussions of science fiction. Spe-

cifically, science fiction is either a short story or a novel. There are only a few dramas which could be called science fiction, with Karel Capek's *RUR* (Rossum's Universal Robots) being the only one that is well known, the body of poetry that might be labeled science fiction is only slightly larger. To say that science fiction is a subgenre of prose fiction is to say that it has all the basic characteristics and serves the same basic functions in much the same way as prose fiction in general, that is, it shares a great deal with all other novels and short stories.

Every thing that can be said about prose fiction, in general, applies to science fiction. Every piece of science fiction, whether short story or novel, must have a narrator, a story, a plot, a setting, characters, language, and theme. And like any prose, the themes of science fiction are concerned with interpreting man's nature and experience in relation to the world around him. Themes in science fiction are constructed and presented in exactly the same ways that themes are dealt with in any other kind of fiction. They are the result of a particular combination of narrator, story, plot, character, setting, and language. In short, the reasons for reading and enjoying science fiction, and the ways of studying and analyzing it, are basically the same as they would be for any other story or novel.

31. Science fiction is called a literary subgenre because \_\_\_\_\_.

- [A] it is not important enough to be a literary genre
- [B] it cannot be made into a dramatic presentation
- [C] it shares characteristics with other types of prose fiction
- [D] to call it a "genre" would subject it to literary jargon

32. The final sentence in the passage implies that \_\_\_\_\_.

- [A] the reader should turn next to commentaries on general fiction
- [B] there is no reason for any reader not to like science fiction
- [C] the reader should compare other novels and stories to science fiction
- [D] those who can appreciate prose fiction can appreciate science fiction

33. From the last paragraph, we know that people read science fiction especially for \_\_\_\_\_.

- [A] the discovery of meaning
- [B] the beauty of language
- [C] the display of character
- [D] the psychological complexity

34. An appropriate title for this passage would be \_\_\_\_\_.

- [A] On the Inaccuracies of Pulp Magazines

- [B] Toward a Definition of Science Fiction
- [C] A Type of Prose Fiction
- [D] Beyond the Bug-Eyed Monster

35. According to the author, the popular image of science fiction is \_\_\_\_\_.

- [A] prejudiced
- [B] impartial
- [C] worthy
- [D] admiring

#### Text 4

Many objects in daily use have clearly been influenced by science, but their form and function, their dimensions and appearance were determined by technologists, artisans, designers, inventors, and engineers—using nonscientific modes of thought. Many features and qualities of the objects that a technologist thinks about cannot be reduced to unambiguous verbal descriptions; they are dealt with in the mind by a visual, nonverbal process. In the development of Western technology, it has been nonverbal thinking, by and large, that has fixed the outlines and filled in the details, and rockets exist not because of geometry or thermodynamics, but because they were first a picture in the minds of those who built them.

The creative shaping process of a technologist's mind can be seen in nearly every artifact that exists. For example, in designing a diesel engine, a technologist might impress individual ways of non verbal thinking on the machine by continually using an intuitive sense of rightness and fitness. What would be the shape of the combustion chamber? Swears should be the valves played? Should it have a long or short piston? Such questions have a range of answers that are supplied by experience, by physical requirements, by limitations of available space, and not least by a sense of form. Some decisions, such as wall thickness and pin diameter, may depend on scientific calculations, but the nonscientific component of design remains primary.

Design courses, then, should be an essential element in engineering curricula. Non-verbal thinking, a central mechanism in engineering design, involves perceptions, the stock in trade of the artist, not the scientist. Because perceptive processes are not assumed to entail "hard thinking", nonverbal thought is sometimes seen as a primitive stage in the development of cognitive processes and inferior to verbal or mathematical thought. But it is paradoxical that when the staff of the Historic American Engineering Record wished to have drawings made of machines and isometric views of industrial processes for its historical record of American engineering, the only college students with the requisite abilities were not engineering students, but rather students attending architectural schools.

If courses in design, which in a strongly analytical engineering curriculum provide the background required for practical problem solving, are not provided, we can expect to encounter silly but costly errors occurring in advanced engineering systems. For example, early models of high speed railroad cars loaded with sophisticated controls were unable to operate in a snowstorm because a fan sucked snow into the electrical system. Absurd random failures that plague automatic control systems are not merely trivial aberrations; they are a reflection of the chaos that results when design is assumed to be primarily a problem in mathematics.

36. In the passage, the author is primarily concerned with \_\_\_\_\_.  
[A] identifying the kinds of thinking that are used by technologists  
[B] stressing the importance of nonverbal thinking in engineering design  
[C] proposing a new role for nonscientific thinking in the development of technology  
[D] criticizing engineering schools for emphasizing science in engineering curricula
37. It can be inferred that the author thinks engineering curricula are \_\_\_\_\_.  
[A] strengthened when they include courses in design  
[B] strong because nonverbal thinking is still emphasized by most of the course  
[C] strong despite the errors that graduates of such curricula have made in the development of automatic control systems  
[D] strong despite the absence of nonscientific modes of thinking
38. The main point of the first two paragraphs can best be illustrated as \_\_\_\_\_.  
[A] when a machine like a rotary engine malfunctions, it is the technologist who is best equipped to repair it  
[B] a telephone is a complex instrument designed by technologists using only nonverbal thought  
[C] the designer of a new refrigerator should consider the designs of other refrigerators before deciding on its final form  
[D] the distinctive features of a suspension bridge reflect its designer's conceptualization as well as the physical requirements of its site
39. The example of the early models of high-speed railroad cars is used to \_\_\_\_\_.  
[A] weaken the point that math is a necessary part of the study of design  
[B] support the idea that errors in modern engineering systems are likely to increase  
[C] illustrate the topic that courses in design are the most effective cost-reducing means

[D] exemplify the thesis that inadequate attention to nonscientific design may result in poor design

40. The author seems to be in agreement of which of the following?

[A] Mathematical thinking is essential to any design course.

[B] Non-verbal thinking has its advantage over other perceptive processes.

[C] Engineering design demands scientific thought.

[D] Artists play a primitive role in engineering work.

## Part B

### Directions:

In the following article, some sentences have been removed. For Questions 41—45, choose the most suitable one from the list A—G to fit into each of the numbered blank. There are two extra choices, which do not fit in any of the gaps. Mark your answers on ANSWER SHEET 1. (10 points)

A great many articles and books discussing environmental and resource problems begin with the proposition that there is an environmental and resource crisis. If this means that the situation of humanity is worse now than in the past, then the idea of a crisis—and all that follows from it—is dead wrong. In almost every respect important to humanity, the trends have been improving, not deteriorating.

Our world now supports 5.6 billion people. In the nineteenth century, the earth could sustain only 1 billion. And 10,000 years ago, only 1 million people could keep themselves alive. People are now living more healthily than ever before.

One would expect lovers of humanity—people who hate war and worry about famine in Africa—to jump with joy at this extraordinary triumph of the human mind and human organization over the raw forces of nature. [41]\_\_\_\_\_ It is amazing but true that a resource shortage resulting from population or income growth usually leaves us better off than if the shortage had never arisen. [42]\_\_\_\_\_

The prices of food, metals, and other raw materials have been declining by every measure since the beginning of the nineteenth century, and as far back as we know; that is, raw materials have been getting less scarce throughout history, defying the common sense notion that if one begins with an inventory of a resource and uses some up, there will be less left. This is despite, and indirectly because of, increasing population.

[43]\_\_\_\_\_ Also, we do not say that a better future happens automatically or without effort. [44]\_\_\_\_\_ We are confident that the nature of the physical world permits continued improvement in humankind's economic lot in the long run, indefinitely. Of course, there are always newly arising local problems, shortages, and pollution, resulting from climate or increased population and income and new

technologies. Sometimes temporary large-scale problems arise. [ 45 ]

\_\_\_\_\_ That is the great lesson to be learned from human history.

[A] If firewood had not become scarce in seventeenth-century England, coal would not have been developed. If coal and whale oil shortages hadn't loomed, oil wells would not have been dug.

[B] But the world's physical conditions and the resilience (power of recovering quickly) of a well-functioning economic and social system enable us to overcome such problems, and the solutions usually leave us better off than if the problem had never arisen.

[C] The recent extraordinary decrease in the death rate—to my mind, the greatest miracle in history—accounts for the bumper crop of humanity. In the last 200 years, life expectancy in the advanced countries jumped from the mid-30's to 70's.

[D] Instead, they lament (feel sorrow) that there are so many human beings, and wring their hands (indicate despair) about the problems that more people inevitably bring, and resources will be further diminished.

[E] It will happen because men and women—sometimes as individuals, sometimes as enterprises working for profit, sometimes as voluntary nonprofit groups, and sometimes as governmental agencies—will address problems with muscle and mind, and will probably overcome, as has been usual through history.

[F] Statistic studies show that population growth doesn't lead to slower economic growth, though this defies common sense. Nor is high population density a drag on economic development.

[G] We don't say that all is well everywhere, and we don't predict that all will be rosy in the future. Children are hungry and sick; people live our lives of physical or intellectual poverty and lack of opportunity; war or some other pollution may do us in.

## Part C

### Directions:

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (10 points)

The initial fund of general scientific knowledge is an invaluable asset (财产), but the young research worker should have no illusion about how little it is compared with what he or she should acquire during succeeding years. As to the precise value of this initial fund of knowledge, this depends to a great degree on how it has been acquired and on who has been imparting it. (46) Young scientists cannot realize too soon that existing scientific knowledge is not nearly so complete, certain and unalterable as many textbooks seem to imply. The original papers of great scientists describing their discoveries

and explaining their theories and never as rigid and self-confident as the résumés of these discoveries and theories in textbook by other men often suggest. Young scientists consulting these original works will find in them “it appears that”, “it probably means”, “it seems likely that”, more than once, as expressions of elements of doubt which great men felt and honestly put on record. (47)Many statements which have appeared in textbooks as universal and absolute truths have, in their original form, been put forward as only approximately true, or true only in certain circumstances.

Immediately upon starting on the first serious piece of research, a young scientist must therefore do two things. (48)The first of these should be a careful reading of original papers or books relating to the problem, written by investigators whose technique and judgment he can trust. While reading these publications in a most attentive and receptive manner, the young scientist must not fall into the error of placing in them a greater confidence than their author would wish him to do. (49)No great scientist ever wants his pupils to be mere gramophone records, faithfully reproducing his remarks, never questioning anything, never wanting to add to or subtract from what he has given them.

The second thing a young scientist must do, almost but not quite simultaneously with the first, is to proceed with observations and experiments. (50)The initial observations and experiments will be failures, but they will help the development of a appropriate experimental technique, and they will give a greater understanding of the literature the young scientist is studying.

## Section III Writing

### Part A

#### 51. Directions:

For this part, you are allowed thirty minutes to write a composition on the topic: A Letter to the Neighbors About the Problems. You should write at least 100 words, and base your composition on the outline given in Chinese below:

假设你对你的邻居的生活方式有些不满意,例如,私家车的噪音问题,宠物影响环境等问题,你可以提出批评建议,并以信件的形式表达给你的邻居。

### Part B

#### 52. Direction:

Write a paper with the title of “On University Tuition System in China”.

答题卡 1、答题卡 2 填涂样本

- 一、考生填涂考生信息时，必须按准考证上相应的信息进行填涂。
- 二、考生必须按照试卷封面注意事项的要求作答。

考生编号 \_\_\_\_\_

××××年报考攻读硕士学位研究生

准考证

考生姓名 × × ×

所在单位 ××公司

报考单位 ××大学

报考专业 ××××

黑白 照片	半身 一寸	正面 脱帽
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报考单位骑缝章
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考生姓名		报考单位		考生编号(左对齐)															
×××		××大学		1	0	0	5	5	9	0	4	2	1	0	5	0	2	8	
填 涂 说 明	1. 书写部分用蓝(黑)色字迹钢笔、圆珠笔或签字笔填写,信息点或选项用2B铅笔填涂,修改时用橡皮擦干净。 2. 此卡不准弄皱、弄脏或弄破,不准折叠。 3. 考试结束后,将此卡与答题卡2一起装入原试卷袋中,试卷交给监考人员。 填涂正确 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 填涂错误 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	[0]	■	■	[0]	[0]	[0]	■	[0]	[0]	[0]	■	[0]	■	[0]	■	[0]	[0]	
		■	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	■	[1]	[1]	[1]	[1]	[1]	[1]	
		[2]	[2]	[2]	[2]	[2]	[2]	[2]	■	[2]	[2]	[2]	[2]	[2]	[2]	■	[2]	[2]	
		[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	
		[4]	[4]	[4]	[4]	[4]	[4]	■	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	
		[5]	[5]	[5]	■	■	[5]	[5]	[5]	[5]	[5]	[5]	■	[5]	[5]	[5]	[5]	[5]	
		[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	
		[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	
		[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	
		[9]	[9]	[9]	[9]	[9]	■	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]

○全国硕士研究生入学 ○统一考试英语试卷 ○

答 题 卡 1

第一部分 英语知识运用		第二部分 阅读理解A节		阅读理解B节	
1 [A] [B] [C] [D]	21 [A] [B] [C] [D]	41 [A] [B] [C] [D] [E] [F] [G]	阅读理解C节在 答题卡2上作答		
2 [A] [B] [C] [D]	22 [A] [B] [C] [D]	42 [A] [B] [C] [D] [E] [F] [G]			
3 [A] [B] [C] [D]	23 [A] [B] [C] [D]	43 [A] [B] [C] [D] [E] [F] [G]			
4 [A] [B] [C] [D]	24 [A] [B] [C] [D]	44 [A] [B] [C] [D] [E] [F] [G]			
5 [A] [B] [C] [D]	25 [A] [B] [C] [D]	45 [A] [B] [C] [D] [E] [F] [G]			
6 [A] [B] [C] [D]	26 [A] [B] [C] [D]				
7 [A] [B] [C] [D]	27 [A] [B] [C] [D]				
8 [A] [B] [C] [D]	28 [A] [B] [C] [D]				
9 [A] [B] [C] [D]	29 [A] [B] [C] [D]				
10 [A] [B] [C] [D]	30 [A] [B] [C] [D]				
11 [A] [B] [C] [D]	31 [A] [B] [C] [D]				
12 [A] [B] [C] [D]	32 [A] [B] [C] [D]				
13 [A] [B] [C] [D]	33 [A] [B] [C] [D]				
14 [A] [B] [C] [D]	34 [A] [B] [C] [D]				
15 [A] [B] [C] [D]	35 [A] [B] [C] [D]				
16 [A] [B] [C] [D]	36 [A] [B] [C] [D]				
17 [A] [B] [C] [D]	37 [A] [B] [C] [D]				
18 [A] [B] [C] [D]	38 [A] [B] [C] [D]				
19 [A] [B] [C] [D]	39 [A] [B] [C] [D]				
20 [A] [B] [C] [D]	40 [A] [B] [C] [D]				

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