

全国**硕士**研究生入学考试 模拟试题与**历年真题**精解 (1997-2009)

英 语

清华大学 张一平 万 敏 主 编
北京大学 张艳霜 薛美玲

- 原命题组成员亲自编写，一线专家联袂推出2010年考研整体解决方案
- 深入剖析历年真题命题思路，把握命题脉搏，阐释命题原则
- 以题型为核心，详尽解答、举一反三，规避误区，全面展现题型变换
- 注重模拟实战演练，提高综合应试能力



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前 言

根据最新考试大纲的要求,我们组织部分多年来参加考试大纲制订和修订工作及参加考前辅导的教授、专家编写了这本《全国硕士研究生入学考试历年真题精解 英语》,以供广大考生复习使用。

历年的考题是标准的复习题。自从实行研究生入学考试以来,也时有真题重现的现象发生,如2006年数学一的第一大题第(3)小题与1993年数学一第四大题、2003年数学一的第一大题第(3)小题与1993年数学一的第一大题第(3)小题、2003年数学一的第一大题第(5)小题与1996年数学三的第一大题第(5)小题、2003年数学一的第三大题与2001年数学三的第六大题、2003年数学四的第四大题与2001年数学一的第五大题是基本雷同的。英语与政治也有真题重复出现的情况,2003年英语第36题与1996年英语第43题,2003年英语第37题与1995年英语第34题,2003年英语第26题与1995年英语第21题,2003年英语第29题与1996年英语第42题,2003年英语第24题与1997年英语第42题,1996年英语第46题与1995年英语第6题等等,都是非常相似的。2003年政治理论第21题与2000年文科政治第31题和1993年理科政治第6题,2003年政治理论第31题与1993年理科政治第32题,2003年政治理论第36题与1995年文科政治第28题和1994年文科政治第29题等等,都是相同或非常相似的。所以,对往年真题的研究是最有帮助的。循着命题人的思路,我们就可以把握考试的脉搏,明确考试的重点和难点所在。

研究生入学考试是选拔性考试,当然重在考查考生的能力高低。能力是建立在基础之上的,基本功不扎实,一切无从谈起。从考试大纲来看,要求考生对基本知识、基本概念的掌握理解要深要透、要准,尽管大学期间的期中期末考试基本反映了这一要求,但从程度上讲,远没有考研的要求高。相信大家都有同感,通过大学的期末考试其实不难,甚至基本概念不甚清晰,知识点掌握不够通透也有可能取得较不错的成绩。这是由于大学考试有其固定套路,即便考查相同的知识点,其题目的迷惑性、技巧性都远逊于研究生入学考试的题目。因此,狠抓基础是一项必要的工作,虽然很多考生可能会认为基础的东西学起来有点费力不讨好,短期收效不明显,但笔者再三强调,不可轻视基础,必须夯实到理解得入木三分的程度。

本书是北大清华英语辅导教师及原考研命题组的专家、教授智慧和劳动的结晶,



是一份宝贵的资料。其中的每一道试题,既反映了考研英语考试大纲对考生基础知识、能力和水平的要求,又蕴涵着命题的指导思想、基本原则和趋势。因此,对照考试大纲分析、研究这些试题,考生不仅可以了解考研以来英语考试的全貌,而且可以方便地了解有关试题和信息,从中发现规律,归纳出各部分内容的重点、难点,以及常考的题型,进一步把握考试的特点及命题的思路和规律,从而从容应考,轻取高分。

编者 于清华园

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◀ Part one ▶
第一部分



模拟题





全国硕士研究生入学统一考试英语模拟试卷一

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)

It is natural for young people to be critical of their parents at times and to blame them for most of the misunderstandings between them. They have always complained, more or less 1 justly, that their parents are out of touch 2 modern ways; that they are possessive and dominant; 3 they do not trust their children to deal with crises; that they 4 too much about certain problems—and that they have no 5 of humor, at least in parent-child relationships.

I think it is true that parents often 6 their teenage children and also forget how they themselves felt 7 young.

Young people often irritate their parents with their 8 if clothes and hairstyles, in entertainers and music. This is not their 9. They feel cut off from the adult world into which they have not 10 been accepted. So they create a culture and society of their own. 11, if it turns out that their music or entertainers or vocabulary or clothes or hairstyles 12 their parents, this gives them additional enjoyment. They feel they are 13, at least in a small way, and that they are leaders in style and 14. Sometimes you are resistant, and proud because you do not want your parents to 15 of what you do. If they did approve, it looks as if you are 16 your own age group. But in that case, you are 17 that you are the underdog (失败者): you can't win but at least you can keep your honor. This is a 18 way of looking at things. It is natural enough after long years of childhood, 19 you were completely under your parents' control. But it 20 the fact that you are now beginning to be responsible for yourself. So if you plan to control your life, cooperation can be part of that plan.

- | | | | |
|-------------|---------|---------|-----------|
| 1. A. more | B. much | C. less | D. lesser |
| 2. A. with | B. in | C. from | D. for |
| 3. A. which | B. and | C. for | D. that |



- | | | | |
|---------------------|----------------|------------------|---------------|
| 4. A. say | B. talk | C. tell | D. speak |
| 5. A. feeling | B. sense | C. touches | D. sensing |
| 6. A. fail | B. mistake | C. underestimate | D. understand |
| 7. A. if | B. being | C. like | D. when |
| 8. A. choices | B. hobbies | C. likes | D. dislikes |
| 9. A. reason | B. motive | C. incentive | D. ambition |
| 10. A. already | B. still | C. yet | D. ever |
| 11. A. However | B. Furthermore | C. Besides | D. Then |
| 12. A. tease | B. irritate | C. please | D. hurt |
| 13. A. superior | B. good | C. beautiful | D. attractive |
| 14. A. appreciation | B. fondness | C. taste | D. tendency |
| 15. A. agree | B. praise | C. consent | D. approve |
| 16. A. fooling | B. betraying | C. deceiving | D. cheating |
| 17. A. assuming | B. believing | C. guessing | D. imagining |
| 18. A. active | B. effective | C. passive | D. efficient |
| 19. A. which | B. what | C. where | D. when |
| 20. A. ignores | B. proves | C. shows | D. provides |

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

When an invention is made, the inventor has three possible courses of action open to him; he can give the invention to the whole world by publishing it, keep the idea secret, or patent it.

A granted patent is the result of a bargain struck between an inventor and the state, by which the inventor gets a limited period of monopoly and publishes full details of his invention to the public after that period terminates.

Only in the most exceptional circumstances is the life-span of a patent extended to alter this normal process of events.

The longest extension ever granted was to Georges Valensi; his 1939 patent for color TV receiver circuitry was extended until 1971 because for most of the patent's normal life there was no colour TV to receive and thus no hope of reward for the invention.



Because a patent remains permanently public after it has terminated, the shelves of the library attached to the patent office contain details of literally millions of ideas that are free for anyone to use and, if older than half a century, sometimes even re-patent. Indeed, patent experts often advise any other inventor's right is to plagiarize a dead patent. Likewise, because publication of an idea in any other form permanently invalidates further patents on that idea, it is traditionally safe to take ideas from other areas of print. Much modern technological advance is based on these presumptions of legal security.

Anyone closely involved in patents and inventions soon learns that most "new" ideas are, in fact, as old as the hills. It is their reduction to commercial practice, either through necessity or dedication, or through the availability of new technology, that makes news and money. The basic patent for the theory of magnetic recording dates back to 1886. Many of the original ideas behind television originate from the late 19th and early 20th century. Even the Volkswagen rear engine car was anticipated by a 1904 patent for a cart with the horse at the rear.

21. Which of the following is TRUE according to the passage?

- A. It is necessary for an inventor to apply for a patent before he makes his invention public.
- B. A patent holder must publicize the details of his invention when its legal period is over.
- C. One can get all the details of a patented invention from a library attached to the patent.
- D. When a patent becomes out of effect, it can be re-patented or extended if necessary.

22. Georges Valensi's patent lasted until 1971 because _____.

- A. there were not enough TV stations to provide color programmers
- B. his patent could not be put to use for an unusually long time
- C. nobody would offer any reward for his patent prior to that time
- D. the color TV receiver was not available until that time

23. The word "plagiarize" (para. 5) most probably means _____.

- A. make public.
- B. give reward to
- C. steal and use
- D. take and change

24. What is the passage mainly about?

- A. An approach to patents.
- B. The use of patents.
- C. The access to patents.
- D. The application for patents.

25. From the passage we learn that _____.

- A. an invention will not benefit the inventor unless it is reduced to commercial practice
- B. it is much cheaper to buy an old patent than a new one



- C. patent experts often recommend patents to others
D. products are actually inventions which were made a long time ago

Text 2

Before the mid-nineteenth century, people in the United State eat most foods only in season. Drying, smoking, and salting could preserve meat for a short time, but the availability of fresh meat, like that of fresh milk, was very limited. There was no way to prevent spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all kinds of food could be preserved and bought at all times of the year.

Other trends and inventions had also helped make it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerator car enabled growers and meat packers to ship perishables great distance and to preserve them for longer periods. Thus, by the 1890's, northern city dwellers could enjoy southern and western strawberries, grapes and tomatoes, previously available for a month at most, for up to six month of the year. In addition, increased use of iceboxes enabled families to store perishables. An easy means of producing ice commercially had been invented in the 1870's, and by 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a fixture in most homes and remained so until the mechanized refrigerator replaced it in the 1920's and 1930's.

Almost every one now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables, and dairy products to achieve more varied fare.

26. During the 1860's canned food products were _____.

- A. shipped in refrigerator cars
B. a staple part of the American diet
C. available in limited quantities
D. unavailable in rural areas

27. It can be inferred that railroad refrigerator cars came into use _____.

- A. before 1860 B. after 1900 C. before 1890 D. after 1920

28. The author implies that in the 1920's and 1930's home deliveries of ice _____.



- A. were on an irregular schedule
 - B. decreased in number
 - C. increased in cost
 - D. occurred only in the summer
29. What does the passage talk about mainly?
- A. Commercial production of ice.
 - B. Inventions that led to changes in the American diet.
 - C. Causes of food spoilage.
 - D. Population movements in the 19th century.
30. Which of the following statements is supported by the passage?
- A. Tin cans and iceboxes helped to make many foods more widely available.
 - B. City people demanded home delivery of foods.
 - C. Most American farmers raised only fruits and vegetables.
 - D. Commercial ice factories were developed by railway owners.

Text 3

There are some earth phenomena you can count on, but the magnetic field, someday is not of them. It fluctuates in strength, drifts from its axis, and every few 100,000 years undergo a dramatic polarity reversal - a period when north pole becomes south pole and south pole becomes north pole. But how is the field generated, and why is it so unstable?

Groundbreaking research by two French geophysicists promises to shed some light on the mystery. Using 80 meters of deep sea sediment core, they have obtained measurements of magnetic-field intensity that span 11 polarity reversals and four million years. The analysis reveals that intensity appears to fluctuate with a clear, well-defined rhythm. Although the strength of the magnetic field varies irregularly during the short term, there seems to be an inevitable long term decline preceding each polarity reversal. When the poles flip-a process that takes several hundred thousand years - the magnetic field rapidly regains its strength and the cycle is repeated.

The results have caused a stir among geophysicists. The magnetic field is thought to originate from molten iron in the outer core, 3,000 kilometers beneath the earth's surface. By studying mineral grains found in material ranging from rocks to clay articles, previous researchers have already been able to identify reversals dating back 170 million years, including the most recent switch 730,000 years ago. How and why they occur, however, has been widely debated. Several theories link polarity flips to external disasters such as meteor impacts. But Peter Olson, a geophysicist at the Johns Hopkins University in Baltimore, says this is unlikely if the French researchers are right. In fact, Olson says intensity that predictably declines from one reversal to the next contradicts 90 percent of the models cur-



rently under study. If the results prove to be valid, geophysicists will have a new theory to guide them in their quest to understand the earth's inner physics. It certainly points the direction for future research.

31. Which of the following titles is most appropriate to the passage?

- A. Polarity Reversal: A Fantastic Phenomenon of Nature
- B. Measurement of the Earth's Magnetic-Field Intensity
- C. Formation of the Two Poles of the Earth
- D. A New Approach to the Study of Geophysics

32. The word "flip" (Para. 2) most probably means "_____".

- A. decline
- B. intensify
- C. fluctuate
- D. reverse

33. What have the two French geophysicists discovered in their research?

- A. Some regularity in the changes of the earth's magnetic field.
- B. Some causes of the fluctuation of the earth's magnetic field.
- C. The origin of the earth's magnetic field.
- D. The frequency of polarity reversals.

34. The French geophysicists' study is different from currently prevailing theories in _____.

- A. the identification of the origin of the earth's magnetic field
- B. the way the earth's magnetic intensity is measured
- C. the explanation of the shift in the earth's polarity
- D. the way the earth's fluctuation rhythm is defined

35. In Peter Oslo's opinion the French experiment _____.

- A. is likely to direct further research in the inner physics of the earth
- B. has successfully solved the mystery of polarity reversals
- C. is certain to help predict external disasters
- D. has caused great confusion among the world's geophysicists

Text 4

Watch a baby between six and nine months old, and you will observe the basic concepts of geometry being learned. Once the baby has mastered the idea that space is three-dimensional, it reached out and begins grasping various kinds of objects. It is then, from perhaps nine to fifteen months, that the concepts of sets and numbers are formed. So far, so good. But now an ominous development takes place. The nerve fibers in the brain insulate themselves in such a way that the baby begins to hear sounds very precisely. Soon it picks up language, and it is then brought into direct communication with adults. From this point on, it is usually downhill all the way for mathematics, because the child now becomes ex-



posed to all the nonsense words and beliefs of the community into which it has been so unfortunate as to have been born. Nature having done very well by the child to this point, having permitted it the luxury of thinking for itself for eighteen months, now abandons it to the arbitrary conventions and beliefs of society. But at least the child knows something of geometry and numbers, and it will always retain some memory of the early happy days, no matter what vicissitudes it may suffer later on. The main reservoir of mathematical talent in any society is thus possessed by children who are about two years old, children who have just learned to speak fluently.

36. Which of the following activities would teach a baby about geometry?

- A Picking up language.
- B Communicating with others.
- C Recognizing numbers.
- D Catching different objects.

37. At what age does a child probably begin to learn about sets and numbers?

- A Six months
- B Eighteen months.
- C Fifteen months
- D Nine months

38. Which of the following conclusions is supported by the passage?

- A Preschool education should stress society's beliefs and conventions.
- B The language concepts used in early education interfere with mathematical reasoning.
- C Language teaching should incorporate some mathematical formulas.
- D It is hopeless to try to teach children mathematics after the age of two.

39. The author's attitude toward early childhood education can best be described as a sort of _____.

- A Indifference
- B Suspicious
- C Compromising
- D Surprising

40. The best title for the passage may be "_____".

- A The Impact of Language on Mathematics
- B How Basic Concept of Mathematics Formed
- C How to learn Mathematics for babies
- D Children's Ability to learn Languages.



Part B

Directions: In the following article, some sentences have been removed. For Questions 1 ~ 5, 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)

Long before Man lived on the Earth, there were fishes, reptiles, birds, insects, and some mammals. Although some of these animals were ancestors of kinds living today, others are now extinct, that is, they have no descendants alive now.

41. _____. Very occasionally the rocks show impression of skin, so that, apart from color, we can build up a reasonably accurate picture of an animal that died millions of years ago. The kind of rock in which the remains are found tells us much about the nature of the original land, often of the plants that grew on it, and even of its climate.

42. _____. Nearly all of the fossils that we know were preserved in rocks formed by water action, and most of these are of animals that lived in or near water. Thus it follows that there must be many kinds of mammals, birds, and insects of which we know nothing.

43. _____. There were also crab-like creatures, whose bodies were covered with a horny substance. The body segments each had two pairs of legs, one pair for walking on the sandy bottom, the other for swimming. The head was a kind of shield with a pair of compound eyes, often with thousands of lenses. They were usually an inch or two long but some were 2 feet.

44. _____. Of these, the ammonites are very interesting and important. They have a shell composed of many chambers, each representing a temporary home of the animal. As the young grew larger it grew a new chamber and sealed off the previous one. Thousands of these can be seen in the rocks on the Dorset Coast.

45. _____.

About 75 million years ago the Age of Reptiles was over and most of the groups died out. The mammals quickly developed, and we can trace the evolution of many familiar animals such as the elephant and horse. Many of the later mammals, though now extinct, were known to primitive man and were featured by him in cave paintings and on bone carvings.

[A] The shell fish have a long history in the rock and many different kinds are known.

[B] Nevertheless, we know a great deal about many of them because their bones and shells have been preserved in the rocks as fossils. From them we can tell their size and shape, how they walked, the kind of food they ate.

[C] The first animals with true backbones were the fishes, first known in the rocks of 375 million years ago. About 300 million years ago the amphibians, the animals able to live