

研究生英语 资格式题集

《研究生系列英语》之三

GRADUATE
ENGLISH
QUALIFICATION
EXAMINATIONS

李佩 姜明山 编

中国科学技术大学出版社

GETTING THROUGH
GRADUATE SCHOOL ENGLISH
GRADUATE ENGLISH
QUALIFICATION EXAMINATIONS

(With Answer Key)

Edited by

LI PEI and JIANG MINGSHAN

Graduate School

University of Science and Technology of China

《研究生系列英语》之三

研究生英语资格试题集

(附 答 案)

李 佩 姜明山 编

China SciTech University Press

中国科学技术大学出版社

1 9 8 7

内 容 简 介

本试题汇集了二十份研究生英语资格考试历次试题,其中包括1979年至1986年1月中国科学技术大学研究生院的英语资格考试试题十五份;1984和1985年中国科学院京区各研究所博士研究生的入学英语试题与英语资格考试试题各二份;1985年中国科学院出国研究生英语水平测试试题一份。书后附有全部试题的答案及试题中的听力材料十五份。

本书可供各高等院校,各部、所的研究生院或研究生部的研究生、出国人员英语进修、有志于报考研究生或具有中等以上英语水平的读者自学使用。

90095/35

Getting Through Graduate School English Graduate English Qualification Examinations (With Answer Key)

Edited by Li Pei and Jiang Mingshan

研究生系列英语之三 研究生英语资格试题集 (附答案)

李 佩 姜明山 编

*

中国科学技术大学出版社出版
安徽省合肥市金寨路24号
国防科工委印刷厂印刷

新华书店北京发行所发行 各地新华书店经售

*

1987年8月第一版 开本: 787×1092 1/16
1987年8月第一次印刷 印张: 18 4/16
印数: 0001—15,000 字数: 440,000
统一书号: 9474·5

定价: 4.40元

序 言

本试题集汇集了中国科技大学研究生院自1979年春进行第一次研究生英语资格考试以来的历次试题15份(至1986年1月)。另有1985年中国科学院京区各研究所的博士研究生入学英语试题与英语资格考试试题各两份;1985年中国科学院出国研究生英语水平测试试题1份。共计试题20份,附有答案20份和试题中听力材料15份。

测试是为了检查学生在规定学时内的课堂学习或自学的效果是否达到了教学大纲的要求,也是对教师的教学效果以及对教学大纲中所提各项要求的实践性与指导性的检验。

自1978年以来,随着我们对学生实际英语水平的进一步了解,对教学规律认识的不断提高,我们曾多次修订了英语教学大纲。

本试题集中测试题的编制基本体现了我院英语教学大纲的要求。从1980年起,试题中增加了听力部分;测试写译能力的重点由译改为写,并逐步重视了对阅读能力(包括词汇)的测验。这体现了我们对现阶段研究生英语教学的指导思想:加强学生阅读能力的训练,尽快提高他们的听力水平。

随着中学、大学英语教学水平的提高,尤其在高校普遍实施新大学英语教学大纲后,研究生英语教学的任务、方向与教学方法将会不断进行调整与更新,测试内容与手段的设计也会随之不断改进。我们愿与各兄弟院校的同行们共同探讨,在我们各自的工作岗位上为祖国的四化建设做出新的贡献。

这本试题集是我院中、外英语教师的集体劳动成果,由我们汇编成册,以提供各招收研究生的兄弟院校参考。研究生和大学生也可用作自学练习材料。限于我们的水平,错误与不足之处在所难免。我们衷心希望得到各兄弟院校的同行们以及广大读者的批评与指正。

李 佩 姜明山

1986年5月

ACKNOWLEDGEMENTS

We would like to emphasize that this volume is so much the result of the joint efforts of a number of our colleagues in the Department of Foreign Languages of the Graduate School that it would be impossible to acknowledge all of those who deserve credit. However, we are especially grateful to Professor Yu Zhen-zhong for his encouragement and for generously contributing three test papers (two Ph.D. Entrance Examination papers and one Proficiency Test for Graduate Students Going Abroad) which he designed. Our deep appreciation is also extended to Ms. Deng Jie-zhen who, as a foreign expert on our staff during the academic years 1982—1984, graciously helped to design listening and reading comprehension questions for some of the test papers; to our colleagues Cai Su-wen, Xiao Chao-liang, Wu Gui-lin and Zhang Yi-zheng for their help in designing, proof-reading and preparing materials or answer keys; to Wu Ning, who helped in countless ways; and to many of our American teachers who prepared the tapes for testing listening comprehension.

Sources and references for some of the materials used in this collection of test papers include the following:

1. Margaret Archer and Enid Nolan-Woods, *Practice Tests for Proficiency* (the first and second series).
2. Meriel Bloor, Thomas Bloor, Ronald Forrest, Elizabeth Laird, and Hazel Belton, *Objective Tests in English as a Foreign Language* (Books 1, 2, and 3).
3. J.R. Ewer and G. Latorre, *A Course in Basic Scientific English*.
4. W.S. Fowler, *Proficiency English* (Books 2 and 3)
5. W.S. Fowler and Norman Coe, *Nelson English Language Tests* (Books 2 and 3).
6. Daniel Stephen Halacy, Jr., *Lucky Accidents in Science*.
7. Harriet N. Moreno, Edith H. Babin and Carol V. Cordes, *TOEFL (Test of English as a Foreign Language): The New Edition*.
8. Andrew Jenkins-Murphy, *How to Prepare for the TOEFL*.
9. Carol King and Nancy Stanley, *Building Skills for the TOEFL*.
10. Lionel Ruby, *The Art of Making Sense*.
11. Science Research Associates, Inc., *Reading Laboratory* (IIIb Books 1—9; IVa Books 1—7).
12. Pamela J. Sharpe, *How to Prepare for the Michigan Test Battery* (Barrons).
13. Pamela J. Sharpe, *Barron's How to Prepare for the TOEFL* (3rd Edition).
14. Ciroux Williston, *Comprehension Skills Series*.

CONTENTS

Part One

I. Graduate English Qualification Examinations

1. Test Booklet of January 13, 1986	1
2. Test Booklet of July 6, 1985	17
3. Test Booklet of January 19, 1985	32
4. Test Booklet of June 30, 1984	47
5. Test Booklet of January 14, 1984	61
6. Test Booklet of July 4, 1983	74
7. Test Booklet of January 17, 1983	85
8. Test Booklet of June 26, 1982	94
9. Test Booklet of January, 1982	107
10. Test Booklet of June, 1981	117
11. Test Booklet of February, 1981	127
12. Test Booklet of July 21, 1980	138
13. Test Booklet of January 12, 1980	148
14. Test Booklet of July 7, 1979	159
15. Test Booklet of March, 1979	173

II. Ph.D. Candidate Entrance Examinations

1. English Test Booklet of July, 1985	180
2. English Test Booklet of July, 1984	192

III. Ph.D. Candidate English Qualification Examinations

1. Test Booklet of July, 1985	204
2. Test Booklet of July, 1984	220

IV. English Proficiency Test for Graduate Students Going Abroad

Test Booklet of 1985	232
----------------------------	-----

Part Two

I. Key to Graduate English Qualification Examinations

1. Key to the Test of January 13, 1986	247
2. Key to the Test of July 6, 1985	248
3. Key to the Test of January 19, 1985	249

4. Key to the Test of June 30, 1984	250
5. Key to the Test of January 14, 1984	250
6. Key to the Test of July 4, 1983	251
7. Key to the Test of January 17, 1983	252
8. Key to the Test of June 26, 1982	252
9. Key to the Test of January, 1982	253
10. Key to the Test of June, 1981	254
11. Key to the Test of February, 1981	255
12. Key to the Test of July 21, 1980	255
13. Key to the Test of January 12, 1980	256
14. Key to the Test of July 7, 1979	257
15. Key to the Test of March, 1979	258
II. Key to Ph.D. Candidate Entrance Examinations	
1. Key to the English Test of 1985	260
2. Key to the English Test of 1984	261
III. Key to Ph.D. Candidate English Qualification Examinations	
1. Key to the Test of July, 1985	262
2. Key to the Test of July, 1984	263
IV. Key to English Proficiency Test for Graduate Students Going Abroad (1985)	264
V. Transcript for Listening Sections	
1. Test of January 13, 1986	265
2. Test of July 6, 1985	266
3. Test of January 19, 1985	268
4. Test of June 30, 1984	270
5. Test of January 14, 1984	271
6. Test of July 4, 1985	273
7. Test of January 17, 1983	274
8. Test of June 26, 1982	276
9. Test of January, 1982	277
10. Test of June, 1981	278
11. Test of February, 1981	279
12. Test of July 21, 1980	280
13. Test of January 12, 1980	280
14. July, 1984 Ph.D. English Qualification Exam	281
15. July, 1985 Ph.D. English Qualification Exam	282

Part One

I. Graduate English Qualification Examinations

1. Test Booklet of January 13, 1986

Please Note:

You are given 150 minutes to complete this test. All the answers must be written on your answer sheet. Please don't write anything in this booklet.

I. Listening (25ps*)

This section tests your ability to understand the English language when it is spoken.

- A. In this part, you will hear five short statements. The statements will be spoken only once. After hearing each statement, read the four sentences in your test booklet and decide which one is closest in meaning to the one you have heard. Circle the letter of your choice on your answer sheet.

1.

- a. Mary was late.
- b. Dick was late.
- c. John was late.
- d. Ed was late.

2.

- a. Bob will arrive on time
- b. Bob is not going to work.
- c. Bob expects to arrive at 8:45.
- d. Bob expects to arrive late at five.

* ps=points

3.

- a. Most people in the countryside can read and write.
- b. Literacy is of major importance in the countryside.
- c. The country folks are concerned with literacy.
- d. The majority of the people in the countryside are illiterate.

4.

- a. Progress should be made in developing our physical surroundings.
- b. Our physical environment can be understood through observation.
- c. Understanding our physical environment can be made progressively.
- d. Progress in observation and understanding has been made.

5.

- a. The future of biology is reasonable.
- b. The scope and future of biology must be predicted reasonably.
- c. Some aspects of biology can be reliably predicted.
- d. Reasonable assurance is necessary for the future direction of biology.

B. In this part of the test, you will hear two short passages. After each passage is read, you will hear some partial sentences. After each partial statement, look at the possible choices on your answer sheet. Select the best answer which completes the statement. The passages and the partial statements will be read twice.

Passage One

1.

- a. is provided by the educational system.
- b. should be provided through general education.
- c. is provided for all children.
- d. is provided as general education for children.

2.

- a. are tasks for the new generation.
- b. are abilities which must be provided by our schools.
- c. are the duties of school children.
- d. are abilities which schools should prepare children to develop.

3.

- a. is important.
- b. is questionable.
- c. should be different for urban and rural areas.
- d. should not necessarily be different for urban and rural areas.

4.

- a. may eventually live in urban areas.

- b. may have different instructions from those in the urban areas.
 - c. have different instructions from urban area school children.
 - d. are questionably different.
- 5.
- a. are formulated by urban schools.
 - b. should be formulated by rural schools.
 - c. may be affected by people in the urban areas.
 - d. should be affected by conditions in the rural areas.

Passage Two

1.
 - a. news for the years 1980 and 1981.
 - b. an index for contemporary events occurring in 1980 and 1981.
 - c. more historical articles than articles on contemporary events.
 - d. a glossy index.
2.
 - a. for articles written between 1980 and 1981.
 - b. for some space for historical articles.
 - c. why there are so many history articles.
 - d. why articles are on contemporary events.
3.
 - a. of information for contemporary events.
 - b. of information for events occurring in the past.
 - c. according to the reader.
 - d. because they do not provide objective reports.
4.
 - a. like newspapers are concerned with current events.
 - b. devote time to history.
 - c. provide for historical analysis.
 - d. lack reports of current events.
5.
 - a. information on humans.
 - b. information on the earth.
 - c. with countless number of happenings.
 - d. the ability to better understand current events.

C. Dictation: (10 ps)

A passage will be read to you three times. Listen carefully and put down what you have heard in readable handwriting on your answer sheet.

I. Structure. (20 ps)

A. Choose the answer that would be best used to complete the sentence. Circle the letter of your choice.

1. What was in the letter?

I don't know. I didn't like _____ it as it wasn't addressed to me.

- a. to open
- b. opening
- c. open
- d. opened

2. Excuse me, but it is time to have your temperature _____

- a. taking
- b. to take
- c. take
- d. taken

3. He went on foot, but he _____ by bus.

- a. might be gone
- b. could have gone
- c. should gone
- d. ought have gone

4. I didn't know _____ or stay at home.

- a. either to go
- b. whether to go
- c. if to go
- d. if that he should go

5. There is no point _____ with him any longer.

- a. arguing
- b. argued
- c. argue
- d. to argue

6. _____, a car knocked her down.

- a. Walking home
- b. Having walked home
- c. While walking home
- d. As she walked home

7. I feel awfully tired after _____. I think I'll go to bed early tonight.

- a. such long a day
- b. such a long day
- c. — a so long day
- d. so a long day

B. Choose the correct answer. Only one answer is correct.

"Slow down, darling. You're driving much too fast."

"I know. But by the time we get to the church, the marriage service _____ 8 _____ started. If you _____ 9 _____ such a long time to get dressed, we'd have been there by now. I finished _____ 10 _____ an hour before you did."

"It's not my fault. You _____ 11 _____. We were in a hurry."

"Now there's a police car behind us. It's signalling. I _____ 12 _____ stop."

"Would you _____ 13 _____ me your driving licence, sir. You realise that you were driving at a hundred miles an hour, don't you?"

"No, officer, I _____ 14 _____. Oh, well, I suppose I was. We're going to a wedding."

you see."

"Not now, sir, I'm afraid. You're coming to the police station."

8. a. shall have b. will have
c. has d. must have
9. a. hadn't taken b. wouldn't have taken
c. weren't taking d. wouldn't take
10. a. dressing b. to dress
c. being dressed d. my dressing
11. a. must have told me b. ought to tell me
c. had to tell me d. should have told me
12. a. had rather b. would rather
c. had better d. would better
13. a. mind to show b. mind showing
c. matter to show d. matter showing
14. a. didn't need to be b. may not have been
c. couldn't have been d. needn't have been

C. Circle the letter of the incorrect one out of the underlined parts in each of the following sentences, and write down the correct word or words on your answer sheet.

Example:

After he finished his duties at the farm, Peter often occupies his self by fishing.
a b c d

(c) occupies himself

15. The examination will test your ability to understand spoken English, to read non-technical language, and writing correctly.
a b c d
16. Having spent his childhood in France, John is able to converse in French rather good.
a b c d
17. The surgeon examined the patient quickly, and then the operation was begun in the
a b c

Emergency Room.
d

18. Sixty inches, according to John, are the average height in his family.
 $\frac{a}{\quad} \quad \frac{b}{\quad} \quad \frac{c}{\quad} \quad \frac{d}{\quad}$
19. The young students coming out of the high schools each year are affected by the
 $\frac{a}{\quad} \quad \frac{b}{\quad}$
 speech of the adult communities which they move in.
 $\frac{c}{\quad} \quad \frac{d}{\quad}$
20. He has no sooner finished his speech than he withdrew.
 $\frac{a}{\quad} \quad \frac{b}{\quad} \quad \frac{c}{\quad} \quad \frac{d}{\quad}$

III. Vocabulary: (32 ps)

A. From the four words or phrases that follow each of the sentences, choose the one which best completes the sentence. Circle the letter of your choice on the answer sheet.

1. Inflation is the first problem that the new Government will have _____.
a. to grip b. to grasp
c. to tackle d. to seize
2. The lecturer spoke so fast that I found it hard _____ what he was saying.
a. to take in b. to take over
c. to take up d. to take on
3. The completion of the new bridge has been _____ owing to the disastrous hurricane.
a. held in b. held up
c. held down d. held off
4. The high _____ of road accidents on the superhighway is giving cause for serious concern.
a. occurrence b. occasion
c. incidence d. coincidence
5. I don't know if the datum is right, but I'll try to _____ it.
a. verify b. identify
c. vary d. testify
6. The Housing Committee has decided to give _____ to the young married couple with only one child.
a. preferment b. priority
c. superiority d. prestige
7. The director had his secretary _____ a contract for negotiation with the other party.
a. draw up b. draw forth
c. draw out d. draw on

8. There were several explanations of the phenomenon. Nobody _____ the right one the first time.

- a. hit on
c. gets hold of

- b. hits upon
d. caught up with

B. Form a word from the word in capitals given at the end of each sentence to complete the sentence. Write the word you have formed in the proper place given on your answer sheet.

9. I am afraid the conventional teaching method still continues to _____ much of our classroom instruction. (DOMINANT)
10. The author believes that every person has the _____ to be a good writer. (POTENCY)
11. _____ elementary education has produced a rise in the literacy rate. (COMPEL)
12. Good readers choose a reading environment without _____ noises and sights. (DISTRACTION)
13. Community expectations often _____ students to work harder. (MOTIVE)
14. Some countries are getting more and more _____ superior in terms of electronic equipments. (TECHNOLOGY)
15. The herb treatment for cancer remains a _____ question in the medical circle. (CONTROVERT)
16. To curtail population growth in the shortest possible time is almost an _____ challenge to population experts. (SURMOUNT)

C. Fill each of the blanks in the following passage with one suitable word. Write the word in the proper place on your answer sheet.

The San Francisco Earthquake

On April the 18th, 1906, it was a few minutes after five o'clock in the morning. Most people in San Francisco were 1. At that moment the 2 suddenly moved. The vibrations were so strong that great buildings 3 down. Main 4 pipes burst. Cooking stoves were overturned 5 electric wires flashed. The fires which started 6 damage in large areas of the city.

The damage was greatest in San Francisco, which was near the 7 of the fault. Many buildings were destroyed by fire or by the 8 itself, and hundreds of people were 9. Many people also died from diseases which broke 10 in the dirty camps later occupied by homeless people. The fires got out of 11 and, before they died out, four square miles of the city were 12 out.

The Californian earthquake is remembered 13 it was so sudden and because

it 14 in a city, where the damage and 15 were plainly visible, and 16 many people were killed simultaneously. Actually, deaths on American roads from car accidents are now greater in almost any week of the year, but we are so accustomed to road accidents that we do not pay much attention to them.

IV. Reading Comprehension: (40 ps)

Read the following passages. After reading each passage, choose the best item to complete each of the incomplete statements. Circle the letter of the item of your choice in the proper place on your answer sheet.

Passage One

The author is an aggressive, brilliant and literate astronomer. This vastly entertaining book has a simple manner with complex ideas, without being patronising, and is often very funny.

In 274 pages Sagan deals with everything from the formation of the Earth to the puzzling possibilities of contact with extra-terrestrial life. This is the moment in history when man's stepping into the Universe has suddenly become conceivable. To Sagan this is more exciting and important than was the exploration of the New World in the sixteenth century. So expenditure on the space programme, pruned of recent excesses, ought to continue—it is, according to Sagan, no larger a part of America's gross national income than was the relative cost to England in the sixteenth century of exploration in sailing ships.

The book is not for scientific illiterates, nor is Sagan a pedestrian scientist. Although he makes short work of the unidentified foreign objects (UFO) spotters, he is unafraid to take us on a speculative journey to a black hole which, for all he knows, might be the quick route to somewhere else, not necessarily our universe.

Sagan exhibits a passionate interest in life in the cosmos, in which there are almost certainly civilisations much more advanced than our own. We are the result of a number of relatively recent cosmic accidents, but for all that, Sagan is no less excited about our future.

1. From the passage we understand that Carl Sagan writes
 - a. forcefully and complexly.
 - b. elaborately and literally.
 - c. simply and humorously.
 - d. snobbishly and cleverly.
2. Carl Sagan suggests that modern man
 - a. is very confused about the origin of the Earth.

- b. might possibly reach life outside the Earth.
 - c. believes it is possible to step off the Earth.
 - d. is historically incapable of exploring the universe.
3. How much does Sagan think America should spend on Space Exploration?
- a. more than she does at present.
 - b. less than she does at present.
 - c. as much as England did in the sixteenth century.
 - d. all of her gross national income.
4. It would appear that the public Sagan hopes to attract
- a. are interested in UFO spotting.
 - b. are only interested in science fiction.
 - c. are unable to write science fiction.
 - d. have a reasonable grounding in science.
5. The text seems to imply that other forms of life in the cosmos
- a. have never existed.
 - b. have all died out.
 - c. may exist in the future.
 - d. are in existence.

Passage Two

Grammarians have arrived at some basic principles of their science, three of which are fundamental to this discussion. The first is that a language constitutes a set of behavior patterns common to the members of a given community. It is a part of what the anthropologists call the culture of the community. Actually it has complex and intimate relationships with other phases of culture such as myth and ritual. But for purposes of study it may be dealt with as a separate set of phenomena that can be objectively described and analyzed like any other universe of facts. Specifically, its phenomena can be observed, recorded, classified, and compared; and general laws of their behavior can be made by the same inductive process that is used to produce the "laws" of physics, chemistry, and the other sciences.

A second important principle of linguistic science is that each language or dialect has its own unique system of behavior patterns. Parts of this system may show similarities to parts of the systems of other languages, particularly if those languages are genetically related. But different languages solve the problems of expression and communication in different ways, just as the problems of movement through water are solved in different ways by lobsters, fish, seals, and penguins. A couple of corollaries of this principle are important. The first is that there is no such thing as "universal grammar," or at least if there is, it is so general and abstract as to be of little use. The second corollary is that the grammar of each language must be made up on the basis of a study of that

particular language—a study that is free from preconceived notions of what a language should contain and how it should operate. The marine biologist does not criticize the octopus for using jet-propulsion to get him through the water instead of the methods of self-respecting fish. Neither does the linguistic scientist express alarm or distress when he finds a language that seems to get along quite well without any words that correspond to what in English we call verbs.

A third principle on which linguistic science is based is that the analysis and description of a given language must conform to the requirements laid down for any satisfactory scientific theory. These are (1) simplicity, (2) consistency, (3) completeness, and (4) usefulness for predicting the behavior of phenomena not brought under immediate observation when the theory was formed. Linguistic scientists who have recently turned their attention to English have found that, judged by these criteria, the traditional grammar of English is unsatisfactory. It falls down badly on the first two requirements, being unduly complex and glaringly inconsistent within itself. It can be made to work, just as the Ptolemaic earth-centered astronomy can be, but at the cost of great elaboration and complication. The new grammar, like the Copernican sun-centered astronomy, solves the same problems with greater elegance, which is the scientist's word for the simplicity, compactness, and tidiness that characterize a satisfactory theory.

1. For study, language
 - a. must be viewed in its relationship with other phases of culture.
 - b. can be viewed as a universe of facts, separate from its culture.
 - c. must show similarities to parts of the systems of other languages.
 - d. can be viewed as part of a community.
2. Linguistics is like physics or chemistry in that
 - a. one can induce general laws of behavior from observed phenomena.
 - b. general laws of behavior create observed phenomena.
 - c. both require good lab technique.
 - d. each contains many different unique systems.
3. The second principle of linguistic science is
 - a. not every language has verbs.
 - b. languages are like sea animals.
 - c. each dialect has its own particular system of behavior patterns.
 - d. a "universal grammar" exists.
4. Language does not
 - a. constitute a set of behavior patterns common to members of a given community.
 - b. have relationships with other phases of culture.
 - c. have a useful "universal grammar."