

# 研究生英语

## 综合能力测试

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# 前 言

随着我国改革开放的逐步深化，经济发展速度不断加快，社会对科学技术、文化教育的需求也在不断增加，同时社会对于学历愈加重视，使得攻读硕士、博士学位的人数逐年增多，高层次人才不断涌现，这些都极大地促进了高校研究生教育的迅速发展。

研究生教育是高等教育的最高层次，是培养高素质人才的重要途径。因此，攻读硕士、博士学位的学生一方面要具备坚实的专业理论基础和熟练的实际操作能力；另一方面还要具备较高的外语水平，能够阅读英语文献，撰写英语报告和英语论文。

本书的编写旨在帮助那些处于研究生阶段的学生提高英语水平，加强应试能力，使他们能够有重点、分步骤地进行英语学习。本书的特点是目的明确、实用性强，重视学生的英语实际应用能力，难度水平相当于公共英语六级（但试题的实际难度要高于六级水平）。本书选材主要参照了国内部分高校的考博英语试题、国外报刊文章和其他参考资料，具有很强的实用性。编者精心设计了十二套研究生英语能力测试题，共包括词汇与结构、完型填空、阅读、翻译和作文五种题型。词汇与结构和完型填空这两种题型旨在考查研究生的英语基础词汇和语法，帮助他们巩固英

语基础知识，扩充词汇量，明确短语和句型的表意，为他们日后熟练阅读英语文献打下坚实的基础。而阅读题在此基础上对研究生的阅读速度、理解能力起到锻炼作用，增强他们对于篇幅长、专业性强的英语材料的把握能力，并能高效率、有重点地吸取文献内容，培养他们根据文献内容作出理性思考和归纳总结的综合能力。翻译和写作这两部分内容会极大地提高研究生的英语书面表达能力，使他们在今后的研究和学习中能游刃有余地用英文阐述自己的观点。本书中的作文试题覆盖面广、内容丰富生动，包含了图片、图表、命题作文等多种形式，并在答案中一一附上范文供读者参考。我们坚信，只要大家认真做好本书中的每套试题，深化理解、熟悉各类题型，并熟练运用各种解题技巧，就一定能在英语学习中取得进步。

由于编者水平有限，疏漏和不妥之处在所难免，期望广大读者和同行不吝赐教，提出宝贵意见，以备修订时改正。

**编 者**

2008年8月

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# Test 1

## Part I Vocabulary & Structure (15 points)

Directions: In each sentence decide which of the four choices given best completes the sentence. Mark your choices on the ANSWER SHEET.

1. If the revolutionary situation changes, revolutionary tactics must change \_\_\_\_\_.  
A) accordingly                      B) similarly  
C) feasibly                          D) consequently
2. In order to \_\_\_\_\_ the agreement between the employee and the employer, both sides must sign it.  
A) extract                            B) endorse  
C) notify                             D) validate
3. The student jotted down some notes, and later \_\_\_\_\_ them into an exercise book.  
A) transcended                      B) trampled  
C) transfigured                      D) transcribed
4. No words will \_\_\_\_\_ to convey his grief.  
A) suckle                             B) suck  
C) suffice                             D) suppress
5. The temperature outside was over 30°C , so people entered the \_\_\_\_\_ of air-conditioned rooms.  
A) cover                               B) filter  
C) refuge                              D) range
6. A committee met to try to discover what could have \_\_\_\_\_ such action after the attacks on civilians by army troops.  
A) commanded                      B) provoked

- C) expedited D) defied
7. She \_\_\_\_\_ a dress with beautiful lace imported from France.  
A) ornaments B) decorates  
C) adorns D) ornates
8. The heavy rain \_\_\_\_\_ all footprints on the bench in the park.  
A) canceled B) obliterated  
C) deleted D) expunged
9. The university \_\_\_\_\_ him that he was awarded a scholarship.  
A) noticed B) enlightened  
C) advised D) notified
10. The student's written work is a \_\_\_\_\_ of care and neatness.  
A) mode B) modal  
C) model D) medal
11. Modern people seldom set aside enough time to \_\_\_\_\_.  
A) consider B) brood  
C) mediate D) meditate
12. A good rider should \_\_\_\_\_ the wheels of his or her bicycle once a month.  
A) lubricate B) demonstrate  
C) reverse D) accelerate
13. She gave us \_\_\_\_\_ consent to enter the classroom by nodding.  
A) elicit B) implicit  
C) illicit D) explicit
14. He \_\_\_\_\_ about taking the position when his parents quarreled.  
A) hesitated B) faltered  
C) vacillated D) wavered
15. The old man who was injured in the accident lay \_\_\_\_\_ beside the road.  
A) grinding B) groaning  
C) grieving D) weeping
16. The young man's future seems \_\_\_\_\_ if he doesn't work hard at



school.

A) dark

B) dreary

C) murky

D) gloomy

17. It makes the teacher \_\_\_\_\_ when the students don't listen but ask silly questions.

A) furnace

B) hectic

C) furious

D) delirious

18. The government must be \_\_\_\_\_ in its handling of this dangerous situation.

A) changeable

B) available

C) flexible

D) adjustable

19. The trade agreement between the two companies will \_\_\_\_\_ next year.

A) exile

B) expire

C) exert

D) expel

20. We have to \_\_\_\_\_ with the car, because we can't afford it.

A) disperse

B) dispel

C) dismiss

D) dispense

21. Her heart was broken, but she didn't have anyone to \_\_\_\_\_ in.

A) entrust

B) consign

C) commit

D) confide

22. The criminal was \_\_\_\_\_ for a three-year period for stealing.

A) comprehended

B) apprehended

C) conceived

D) perceived

23. An iron and steel works, with some satellite factories, \_\_\_\_\_ to be built here.

A) is

B) are

C) was

D) were

24. It is suggested that such a regulation \_\_\_\_\_ by the school board.

A) needn't be passed

B) mustn't be passed

C) not be passed

D) will be passed

25. It is reported that the United States uses \_\_\_\_\_ energy as the whole of Europe.  
A) as twice B) twice much  
C) twice much as D) twice as much
26. He came back to the village \_\_\_\_\_ he spent years in his childhood.  
A) that B) in which  
C) which D) of which
27. I \_\_\_\_\_ while reading the English textbook. Luckily, my roommate woke me up in time!  
A) had fallen asleep B) have fallen asleep  
C) fell asleep D) fall asleep
28. My sister met him at the Grand Theater yesterday afternoon, so he \_\_\_\_\_ your lecture.  
A) couldn't have attended B) needn't have attended  
C) mustn't have attended D) shouldn't have attended
29. \_\_\_\_\_ enough love, the young man could have grown into a psychologically healthy man.  
A) Given B) To give  
C) Giving D) Having given
30. \_\_\_\_\_, they will go and visit the zoo.  
A) Weather having permitted B) Weather permitted  
C) Weather being permitted D) Weather permitting

### Part II Cloze (15 points)

Directions: Read the following text. Choose the best answer for each blank and mark your answers on the ANSWER SHEET.

We might marvel at the progress made in every 31 of study, but the methods of testing a person's knowledge and ability remain as 32 as ever they were. It is really extraordinary that after all these

years, educationists have still failed to 33 anything more efficient and reliable than examinations. For all the pious claim that examinations test what you know, it is common knowledge that they more often do the exact 34 . They may be a good 35 of testing memory, or the knack of working rapidly under extreme pressure, but they can tell you nothing about a person's true ability and 36 .

As anxiety-makers, examinations are second to 37 . That is because so much depends on them. They are the mark of success or failure in our society. Your whole future may be decided in one fateful day. 38 doesn't matter that you weren't feeling very well, or that your mother died. Little things like that don't 39 : the exam goes on. No one can give of his best when he is in mortal terror, or after a sleepless night, yet this is precisely 40 the examination system expects him to do. The moment a child begins school, he enters a world of vicious competition 41 success and failure are clearly defined and measured. Can we wonder at the 42 number of "drop-outs": young people who are written off as utter failures before they have even 43 on a career? Can we be surprised at the suicide 44 among students?

A good education should, among other things, train you to think for yourself. The examination system does anything but that. What has to be learnt is rigidly 45 by a syllabus, so the student is encouraged to memorize. Examinations do not 46 a student to read widely, but to restrict his reading; they do not enable him to seek more and more knowledge, but induce cramming. They lower the standards of teaching, for they 47 the teacher of all freedom. Teachers themselves are often judged by examination results and instead of teaching their subjects, they are reduced 48 their students in exam techniques which they despise. The most successful 49 are not always the best educated; they are the best trained in the 50 of working under duress.

The results on which so much depends are often nothing 51 a

subjective assessment by some anonymous examiner. Examiners are only human. They get tired and hungry; they make mistakes. Yet they have to mark stacks of hastily scrawled scripts in a 52 amount of time. They work under the same sort of pressure 53 the candidates. And their word carries 54. After a judge's decision you have the right of 55, but not after an examiner's. There 56 surely be many simpler and more 57 ways of assessing a person's true abilities. Is it cynical to suggest that examinations are 58 a profitable business for the institutions that run them? This is what it boils down in the last analysis. The best 59 on the system is this illiterate message recently 60 on a wall: "I were a teenage drop-out and now I am a teenage millionaire."

- |                   |                  |              |                  |
|-------------------|------------------|--------------|------------------|
| 31. A) area       | B) field         | C) region    | D) discipline    |
| 32. A) principal  | B) perpetual     | C) primitive | D) practical     |
| 33. A) invent     | B) explore       | C) modify    | D) devise        |
| 34. A) opposite   | B) contrary      | C) reverse   | D) conflict      |
| 35. A) means      | B) way           | C) path      | D) access        |
| 36. A) intellect  | B) qualification | C) aptitude  | D) genius        |
| 37. A) nothing    | B) none          | C) no one    | D) any one       |
| 38. A) There      | B) What          | C) This      | D) It            |
| 39. A) count      | B) include       | C) embrace   | D) matter        |
| 40. A) that       | B) what          | C) those     | D) how           |
| 41. A) when       | B) which         | C) where     | D) what          |
| 42. A) increasing | B) increased     | C) increase  | D) increaser     |
| 43. A) commenced  | B) embarked      | C) set       | D) proceeded     |
| 44. A) proportion | B) percentage    | C) ratio     | D) rate          |
| 45. A) laid off   | B) laid in       | C) laid down | D) laid aside    |
| 46. A) arouse     | B) invite        | C) exalt     | D) motivate      |
| 47. A) exclude    | B) deprive       | C) remove    | D) abstain       |
| 48. A) trained    | B) to training   | C) to train  | D) to be trained |

49. A) applicants      B) trainees      C) candidates      D) novices  
50. A) technique      B) system      C) technology      D) approaches  
51. A) other than      B) less than      C) rather than      D) more than  
52. A) limited      B) limit      C) limiting      D) limitless  
53. A) as      B) such      C) with      D) like  
54. A) stress      B) weight      C) value      D) tension  
55. A) appeal      B) reject      C) transfer      D) delete  
56. A) should      B) might      C) must      D) would  
57. A) capable      B) ideal      C) impressive      D) effective  
58. A) virtually      B) merely      C) scarcely      D) hardly  
59. A) comment      B) statement      C) review      D) announce  
60. A) inscribed      B) drawn      C) scrawled      D) painted

### **Part III Reading Comprehension (30 points)**

**Directions:** There are six passages in this part. Each passage is followed by some questions or unfinished sentences. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark it on the ANSWER SHEET.

#### **Passage One**

Questions 61 to 65 are based on the following passage:

Can electricity cause cancer? In a society that literally runs on electric power, the very idea seems preposterous. But for more than a decade, a growing band of scientists and journalists has pointed to studies that seem to link exposure to electromagnetic fields with increased risk of leukemia and other malignancies. The implications are unsettling, to say the least, since everyone comes into contact with such fields, which are generated by everything electrical, from power lines and antennas to personal computers and micro-wave ovens. Because evidence on the subject is inconclusive and often contradictory, it has been hard to decide whether concern about the health effects of

electricity is legitimate — or the worst kind of paranoia.

Now the alarmists have gained some qualified support from the U.S. Environmental Protection Agency. In the executive summary of a new scientific review, released in draft form late last week, the EPA has put forward what amounts to the most serious government warning to date. The agency tentatively concludes that scientific evidence “suggests a casual link” between extremely low-frequency electromagnetic fields — those having very longwave-lengths — and leukemia, lymphoma and brain cancer. While the report falls short of classifying ELF fields as probable carcinogens, it does identify the common 60-hertz magnetic field as “a possible, but not proven, cause of cancer in humans.”

The report is no reason to panic — or even to lose sleep. If there is a cancer risk, it is a small one. The evidence is still so controversial that the draft stirred a great deal of debate within the Bush Administration, and the EPA released it over strong objections from the Pentagon and the White House. But now no one can deny that the issue must be taken seriously and that much more research is needed.

At the heart of the debate is a simple and well-understood physical phenomenon: when an electric current passes through a wire, it generates an electromagnetic field that exerts forces on surrounding objects. For many years, scientists dismissed any suggestion that such forces might be harmful, primarily because they are so extraordinarily weak. The ELF magnetic field generated by a video terminal measures only a few milligauss, or about one-hundredth the strength of the earth's own magnetic field. The electric fields surrounding a power line can be as high as 10 kilovolts per meter, but the corresponding field induced in human cells will be only about 1 millivolt per meter. This is far less than the electric fields that the cells themselves generate.

How could such minuscule forces pose a health danger? The consensus used to be that they could not, and for decades scientists concentrated on more powerful kinds of radiation, like X-rays, that pack

sufficient wallop to knock electrons out of the molecules that make up the human body. Such “ionizing” radiations have been clearly linked to increased cancer risks and there are regulations to control emissions.

But epidemiological studies, which find statistical associations between sets of data, do not prove cause and effect. Though there is a body of laboratory work showing that exposure to ELF fields can have biological effects on animal tissues, a mechanism by which those effects could lead to cancerous growths has never been found.

The Pentagon is far from persuaded. In a blistering 33-page critique of the EPA report, Air Force scientists charge its authors with having “biased the entire document” toward proving a link. “Our reviewers are convinced that there is no suggestion that (electromagnetic fields) present in the environment induce or promote cancer,” the Air Force concludes. “It is astonishing that the EPA would lend its imprimatur on this report.” The Pentagon’s concern is understandable. There is hardly a unit of the modern military that does not depend on the heavy use of some kind of electronic equipment, from huge ground-based radar towers to the defense systems built into every warship and plane.

61. This passage is mainly about \_\_\_\_\_ .
- A) studies on the cause of cancer
  - B) controversial view-points in the cause of cancer
  - C) the relationship between electricity and cancer
  - D) different ideas about the effect of electricity on cancer
62. The viewpoint of the EPA is \_\_\_\_\_ .
- A) there is casual link between electricity and cancer
  - B) electricity really affects cancer
  - C) controversial
  - D) low frequency electromagnetic field is a possible cause of cancer
63. Why did the Pentagon and White House object to the release of the report?

- A) It may stir a great deal of debate among the Bush Administration.
  - B) Every unit of the modern military has depended on the heavy use of some kind of electronic equipment.
  - C) The Pentagon's concern was understandable.
  - D) They had different arguments.
64. It can be inferred from physical phenomenon that \_\_\_\_\_ .
- A) the force of the electromagnetic field is too weak to be harmful
  - B) the force of the electromagnetic field is weaker than the electric field that the cells generate
  - C) electromagnetic field may affect health
  - D) only more powerful radiation can knock electron out of human body
65. What do you think ordinary citizens' reaction to those different arguments?
- A) They are indifferent.
  - B) They are worried very much.
  - C) They may exercise prudent avoidance.
  - D) They are shocked.

## Passage Two

Questions 66 to 70 are based on the following passage:

The function of religion and that of reason coincide. This function is performed in the two cases by very different organs. Religions are many, reason one. Religion consists of conscious ideas, hopes, enthusiasms, and objects of worship; it operates by grace and flourishes by prayer. Reason, on the other hand, is a mere principle or potential order, on which indeed we may come to reflect but which exists in us ideally only, without variation or stress of any kind. We conform or do not conform to it; it does not urge or chide us, nor call for any emotions on our part other than those naturally aroused by the various objects



which it unfolds in their true nature and proportion. Religion brings some order into life by weighing it with new materials. Reason adds to the natural materials only the perfect order which it introduces into them. Rationality is nothing but a form, an ideal constitution which experience may more or less embody. Religion is a part of experience itself, a mass of sentiments and ideas. The one is an inviolate principle, the other a changing and struggling force. And yet this struggling and changing force of religion seems to direct man toward something eternal. It seems to make for an ultimate harmony within the soul and for an ultimate harmony between the soul and all that the soul depends upon. Religion, in its intent, is a more conscious and direct pursuit of the Life of Reason than is society, science, or art, for these approaches and fill out the ideal life tentatively and piecemeal, hardly regarding the goal or caring for the ultimate justification of the instinctive aims. Religion also has an instinctive and blind side and bubbles up in all manner of chance practices and intuitions; soon, however, it feels its way toward the heart of things, and from whatever quarter it may come, veers in the direction of the ultimate.

Nevertheless, we must confess that this religious pursuit of the Life of Reason has been singularly abortive. Those within the pale of each religion may prevail upon themselves, to express satisfaction with its results, thanks to a fond partiality in reading the past and generous draughts of hope for the future; but anyone regarding the various religions at once and comparing their achievements with what reason requires, must feel how terrible is the disappointment which they have one and all prepared for mankind. Their chief anxiety has been to offer imaginary remedies for mortal ills, some of which are incurable essentially, while others might have been really cured by well-directed effort. The Greek oracles, for instance, pretended to heal our natural ignorance, which has its appropriate though difficult cure, while the Christian vision of heaven pretended to be an antidote to our natural