

考博英语辅导系列



清华大学

金圣才 主编

# 考博英语

## 真题解析与专项练习

中国石化出版社  
[HTTP://WWW.SINOPEC-PRESS.COM](http://www.sinopec-press.com)



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# 清 华 大 学

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## 内 容 提 要

本书是专门为提高清华大学考博英语水平而编著的复习资料。它在认真研究了清华大学历年考博英语试题的基础上总结了清华大学考博英语的出题规律,并对清华大学历年考博英语试题进行详细的分析和整理。本书根据试题的题型设置章节,并精选了有相当难度的专项练习以帮助考生突破英语知识难点。

本书特别适用于参加清华大学博士研究生入学考试的考生,对于参加其他院校博士入学考试、博士学位英语、职称英语等其他考试的考生而言,本书也具较高的参考价值。

## 图书在版编目(CIP)数据

清华大学考博英语真题解析与专项练习/金圣才主编.  
—北京:中国石化出版社,2007  
ISBN 978-7-80229-229-1

I. 清… II. 金… III. 英语-研究生-入学考试-解题  
IV. H319.6

中国版本图书馆 CIP 数据核字(2006)第 143096 号

## 中国石化出版社出版发行

地址:北京市东城区安定门外大街 58 号

邮编:100011 电话:(010)84271850

读者服务部电话:(010)84289974

<http://www.sinopec-press.com>

E-mail:press@sinopec.com.cn

金圣才文化发展(北京)有限公司排版

北京大地印刷厂印刷

全国各地新华书店经销

\*

787×1092 毫米 16 开本 19.25 印张 478 千字

2007 年 1 月第 1 版 2007 年 1 月第 1 次印刷

定价:38.00 元

(购买时请认准封面防伪标识)

# 《考博英语辅导系列》

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# 序 言

目前我国博士研究生入学英语考试没有采取全国统考的方式,没有统一的考试大纲,而是采取各招生院校自行命题、自行组织考试的办法,但是各校的考试要求、命题特点大同小异,一些学校的试题类型、内容难易程度都非常相似,因此,研究一些学校的考博试题非常有价值。我们参照一些名校博士生入学英语考试大纲,认真研究了30多所高校100多份历年考博英语真题,精心挑选部分试题和相关资料,编著了考博英语辅导系列。

本书是专门为提高清华大学考博英语水平而编著的一本复习资料。它在认真研究了清华大学历年考博英语试题的基础上总结了清华大学考博英语的出题规律,并对清华大学历年考博英语试题进行详细的分析和整理。本书具有如下特点:

1. 总结大纲,把握规律。清华大学近年来一向不对外公布考博英语大纲,为了便于考生复习,本书通过分析历年博士研究生入学英语试题,并结合其他同类高校大纲和教育部颁发的《硕士、博士研究生英语教学大纲》,总结出清华大学的考博英语大纲,使考生熟悉命题特点和出题规律。

2. 分析特点,指引技巧。对于真题的每一种题型,复习指南部分从题量、选材、难易程度等全方位分析了试题特点,并给出有针对性的解题技巧和应试策略,便于考生在复习备考时能够事半功倍。

3. 解答详尽,突破疑难。对于清华大学历年考博英语真题均给出参考答案及解析,方便读者在复习时能够更好地把握清华大学考博英语的难点、重点以及答题思路。

4. 专项练习,全真模拟。在参考了大量考博和其他考试(包括GRE、GMAT、专8等)试题以及相关英语资料的基础上,按照清华大学考博英语最新题型及难易程度精心设计出专项练习题和全真模拟题,具有很强的针对性。

需要特别说明的是:各高校考博真题的收集和参考答案,得到清华、北大、人大、武大、复旦、中科院等校师生的协助,并参考了众多考博复习材料(特别是一些名校内部考博英语讲义、试题等),在此深表感谢。如有不妥,敬请指正。由于水平有限,错误不可避免,不妥之处和建议可与编者联系,不甚感激。

为了帮助读者更好地学习考博英语和各门考博专业课,圣才考研网开设了考博英语和各门考博专业课的论坛及专栏,还提供各个高校最新考博英语真题、考博专业试题库、笔记、讲义及大量专业课复习资料。

读者如有建议或需要其他资料,请登录网站:

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金圣才

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# 第1章 清华大学考博英语指导

## 1.1 大纲要求

清华大学博士研究生入学考试的英语科目为全校统一命题的考试, 一般没有正式公布的考试大纲, 通过分析 1998 年到 2006 年清华大学考博英语试题, 并结合其他同类高校和教育部颁发的最新非英语专业考博英语大纲, 可以总结出清华大学博士研究生入学考试的英语考试要求及特点, 以供读者参考。

博士生入学英语考试的性质是一种水平考试, 主要考核考生实际掌握和运用英语的能力。教育部《非英语专业研究生英语教学大纲》明确提出“博士生入学时, 其英语水平原则上应达到或略高于硕士生的水平”。应具有“熟练的阅读能力”、“较好的写作能力”和“一定的听说能力”。

因此, 博士生入学前应具有相应的外语水平, 以适应博士生阶段的学习及研究工作的需要。清华大学博士研究生入学考试主要是测试考生在英语听力、语法、词汇、阅读及写作等方面的语言应用能力, 择优选拔, 以保证被录取者具有一定的英语水平和应用能力。

## 1.2 试题分析

清华大学博士生英语入学考试试题题型每隔几年就会做些局部调整, 没有固定的模式。但总的趋势是在 2002 年出现完型填空这一新题型的同时, 听力及写作的比重均加大, 而词汇和阅读的比重则相应减少。近三年的试题结构是: 听力理解 (Part I: Listening Comprehension) (20%) 共 20 题, 词汇 (Part II: Vocabulary) (10%) 共 20 题, 阅读理解 (Part III: Reading Comprehension) (40%) 共 20 题, 完型填空 (Part IV: Cloze) (10%) 共 20 题, 写作 (Part V: Writing) (20%)。具体情况如下:

### 第一部分 听力

这部分主要测试考生的英语听力水平, 一般包括会话和短文两个部分, 由 A、B 两节组成 (2006 年短文分为两部分, 一篇为讲演, 一篇为讲座, 会话为采访形式)。会话部分主要测试考生听懂并理解日常对话中包含的特定或具体信息的能力, 以及在不同情景下选择正确交际语言的能力; 短文部分主要测试考生获取特定信息、理解主旨、推断说话者意图、观点或态度的能力。短文内容涵盖科技、教育、人文科学等。该部分多为主观题, 采取书面表达和填表格的形式。

### 第二部分 词汇

该部分测试重点是考查考生能否按照句意及内在的逻辑准确选词; 能否在句子特定的语境中对选项所提供的形容词短语、动词短语和介词短语以及惯用的固定搭配和词组有正确的理解和判断; 能否在准确辨析词义的基础上, 根据上下文为题干句子选择能起到特定语法功能的某个词性的词; 能否为题中的划线词 (组) 提供在该语境中的同义、近义或反义词; 能否根据选项的一词多义, 为句子选择合适的、具有引申意义的词。句子结构题旨在考查考生对一些特殊结构句子的理解和掌握。该部分主要有两类题型: 一是要求考生从给出的四个选

项中选出最佳词替换单句中划线的词语；二是要求考生根据句意从给出的四个选项中选出最佳词汇答案。

### **第三部分 阅读理解**

该部分共包括四篇短文，每篇短文之后有若干个问题。考生应根据文章内容从每题四个选项中选出一个最佳答案。本部分主要测试考生理解具体信息、掌握文章主旨大意、推测生词含义及进行推断的能力。

### **第四部分 完型填空**

这部分主要测试考生在语篇水平上的理解能力和实际运用语言的能力，测试内容可以是句型、结构、词汇、词组和习惯用语。测试形式是选取一篇长度为 350 词左右，难度略低于阅读理解的文章，文章中有 20 处空白。每个空白为一题，要求考生从所给出的四个选项中选出一个正确答案，使短文的意思和结构恢复完整。

### **第五部分 写作**

考查考生的书面表达能力，以及对社会重大事件的关注程度、敏感性和分析、评论的能力。要求考生根据所规定的情景或给定的题目，完成 250 个词左右的作文。要求切题，观点正确，内容翔实，言之有物，有说服力。语言通顺，句式有变化，无重大语言错误。



## 第2章 听 力

### 2.1 听力复习指南

#### 一、听力部分考试要求

清华大学对博士研究生入学英语考试中的听力部分没有给出明确的说明和要求。通过分析清华大学历年考博英语听力部分的试题,结合教育部颁发的《研究生外语学习与考试的规定》、《非英语专业研究生英语教学大纲》、《非英语专业研究生英语学位课程考试大纲》和其他同类高校博士研究生入学英语考试大纲,可以归纳出清华大学考博英语听力部分对考生的能力要求如下:

该部分主要考查考生对一般性听力材料的理解与判断能力。考生应能听懂日常生活中不同情景的对话、一般性的谈话和讨论。要求能够理解其主旨要义,获取真实信息;理解明确表达或隐含其中的意义;进行合理判断、推理和引申;理解说话人意图及观点倾向。

#### 二、试题结构、内容及特点

清华大学在2001年将考博英语试题听力部分的比重由原来的15%提高到20%,并延续至今。由于其所占比重较大,考生应给予足够的重视,要想在该部分取得高分,平时还应加强练习。自2003年以来,清华大学考博英语试题听力部分通常包括会话和短文两个部分,由A、B节组成。2006年短文分讲演和讲座两部分,会话为采访形式,题量没变。会话部分主要测试考生听懂并理解日常对话中包含的特定或具体信息的能力,以及在不同情景下选择正确交际语言的能力;短文部分主要测试考生获取特定信息、理解主旨、推断说话者意图、观点或态度的能力。短文内容涵盖科技、教育、人文科学等。该部分多为主观题,较少涉及选择题。但题型及相应的题量都不固定。

清华大学考博英语试题听力测试一般采取两种形式:书面表达和笔记与填表。书面表达分为两类:一是要求考生听若干篇200个单词至300个单词的短文,正常语速朗读一遍或两遍。同时,考生将在答卷纸上看到若干问题,最后要求考生根据所听内容,将答案写在答卷纸的空白处;二是要求考生听若干篇200个单词至300个单词的短文,正常语速朗读一遍或两遍,要求考生根据所听材料,在答卷纸空白处用汉语或英语写出100个字至150个字的摘要。书面表达第一种题型——回答问题比较常见,第二种题型——写摘要几乎已不再涉及,这种题型清华大学曾于1998年、1999年和2000年考到。笔记与填表部分则是要求考生听若干篇200个单词至300个单词的材料,正常语速一遍或两遍。同时,考生将在答卷纸上看到一个未完成的笔记或表格。考生必须根据所听到的内容按项目要求完成笔记或填写表格。这种考试形式对考生要求也较高,它不仅要求考生能真正听懂听力材料的大致内容,还要求考生能抓住听力材料的要点,并用笔记或表格形式表达出来。

#### 三、复习建议

根据以上特点,考生在准备听力部分的试题时应该注意以下几点:

1. 听力题型不固定,不要忽略以前的听力题型,不要把近些年的题型作为惟一的标准。在平时的练习中,应尽可能熟悉各种听力题型,不妨多了解其他英语考试(专四、专八和托

福等考试)的听力试题题型,为不断变化的听力题型作好准备。

2. 由于清华大学考博英语试题对听力的要求较高,且大部分为主观题型,故考生平时可以重点选择一些难度较大的听力材料或收听英语广播,采取边听边记的方式有针对性地进行训练。

3. 在内容上,要注意报刊、杂志、电影、电视的英语对话,特别是一些比较热门的话题都是听力出题的常用材料。多扩充自己的知识面,因为有时候即便听懂了句子中的每个词,但对整句话却还是云里雾里,弄不明白,这是由于缺乏相关的文化背景知识。因此对一些西方的风俗习惯和各种文化的了解将有助于对某些听力材料的理解。

## 2.2 历年听力真题解析

### 一、清华大学 2006 年考博英语听力试题及解析

#### Part One Listening Comprehension (20 points)

##### Section One

**Directions:** In this section you will hear a talk about dictionaries. The speaker will mainly talk about some uses of dictionaries. Listen to the recording and write down five uses that are given in the talk. Use only a phrase for each answer. You will hear the recording only once.

Topic: Uses of dictionaries	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

##### Section Two

**Directions:** In this section you will hear an interview with a time management consultant. Listen to the recording and answer the questions with what you hear from the consultant. You will hear the recording twice.

Interview Questionnaire: time management	
6. What exactly do time management consultants do?	_____
7. Who are their clients?	_____
8. What sort of things help people to organize their time?	_____
9. How can you control what other people do?	_____
10. What can people do with interruptions?	_____
11. Does everything depend on culture?	_____
12. What, for you, is a hard-working person?	_____

##### Section Three

**Directions:** In this section you will hear a lecture about food around the world. Listen to the lec-

ture and complete the notes below about the lecture. Write no more than 5 words for each blank. You will hear the recording only once.

Lecture Notes: Food around the world
Diet in Europe 500 years ago
—Meat: e. g. (13) _____
—Dairy: e. g. milk, cheese
—Grains: e. g. (14) _____
Diet in the Americas 500 years ago
—Vegetables: e. g. (15) _____
—Grains: e. g. corn
—Meat: e. g. turkey
—Spices: e. g. (16) _____
Diet in the Americas now
—Diet today very different
e. g. (17) _____
Diet in Europe/ World now
—The food Europeans brought back from America:
e. g. (18) _____
—(19) _____ spread quickly
—(20) _____ spread slowly

**【 参考答案及解析 】**

**Section One**

1. To find the meaning of a word.
2. To tell how to pronounce a word.
3. To tell where each syllable of a word begins and ends.
4. To tell the part of a speech of a word.
5. To increase your vocabulary.

**Section Two**

6. Helping people to organize their work in an effective way, maximum efficiency, and minimum stress.
7. Mainly business people, also politicians, civil servants and university lectures.
8. Be aware of cultural differences and be punctual.
9. You can set limits.
10. For important things, you can make an appointment for another time, for unimportant things, just let it go away.
11. No, attitudes of time are one of the big differences between cultures, but how you organize your own work is up to you.
12. I'm not very interested in hard-working people; I'm interested in productive and happy people.

**Section Three**

13. beef, lamb, goat and pork
14. wheat, rice.

15. potatoes, tomatoes.
16. chocolate and hot chili peppers.
17. beef, pork, cheese, wheat, rice.
18. corn, potatoes, chili peppers
19. chili pepper
20. potatoes

清华大学 2006 年考博英语听力录音原文

**Part One Listening Comprehension (20 points)**

**Section One**

**Directions:** *In this section you will hear a talk about dictionaries. The speaker will mainly talk about some uses of dictionaries. Listen to the recording and write down five uses that are given in the talk. Use only a phrase for each answer. You will hear the recording only once.*

Today I'd like to talk to you about dictionaries, because most of you have them, em, but don't use them very often. Whenever I ask people what a dictionary is for, they almost say that is to find the meaning of a word. Well, but that's really only a small part of the answer. Sure a dictionary will tell you the meaning of a word, and it will also give you examples to show you how the word is used in a sentence, but it will also tell you how to pronounce a word you already know the meaning of. And and this is very important, because if you can't say a word correctly, then no one will understand you. Of course, learning the pronunciation symbols your dictionary uses will take a little time. But it's worth it, believe me.

Now think about when you're writing something, are you always sure of the spelling of every word? If not, what do you do? Do you just write it the way you think it's spelt and hope it's correct? Or do you wait around for someone who can tell you the spelling? Or, do you look for another word to use instead? What you should do is open your dictionary and check to see that your spelling is correct. If it isn't, think of another way the word might be spelt and check that out. Through guessing and checking, you are sure to find the right spelling.

Another thing to help you when you're writing—the dictionary will tell you where each syllable of a word begins and ends. This is important information. Because when you write in English, when you come to the end of a line on a piece of paper, you cannot separate words where you want to, but only between syllables. So you can use your dictionary to find out if you're separating the word in the right place.

There is other information the dictionary has, too. It tells you the part of a speech of a word, if it's an adjective, adverb, verb or noun. You need to know this, because you don't want to sound funny and use a noun form when you should be using a verb. You may not only sound funny, people may not be able to understand you.

A dictionary has other grammar information, too. Like the past, past participle forms of a verb. For example, if you look up the word "write", you will see "wrote" and "written" near it. So the dictionary tells you the past of "write" and past participle. It will also tell you the plural of noun when they are not regular. And a lot of other grammar information, too.

I could go on and on. Em, but, there is one other thing I want to mention today. And that using your dictionary to increase your vocabulary. By that, I mean the dictionaries always include the derive forms of words. A derive form is, for example, the noun form of a verb or the adjective form of a noun. Let's take for example, the word "study". If you look it up in a dictionary, you will find that the derive noun form and you already know this, it's "student". But you also find that the adjective form of study is "studious", which means studying hard. So when we talk of someone being studious, this person, like all of you, studies hard. This example should show you that when you look up a new word, you should make a note of its derive forms, too. In this way, you can learn more than one new word at the same time.

## Section Two

**Directions:** *In this section you will hear an interview with a time management consultant. Listen to the recording and answer the questions with what you hear from the consultant. You will hear the recording twice.*

Edwards' sunny best with midnight in Vermont.

Now, do you make the best of your time? In the studio, we've got Roberta Wilson who's a time management consultant.

Paul: Good, morning, Roberta.

Roberta: Good morning, Paul.

Paul: Roberta, what exactly do time management consultants do?

Roberta: Well, Paul. It's all about helping people to organize the work in an effective way, maximum efficiency, minimum stress.

Paul: Sounds like something I need. Who are your clients?

Roberta: Em, mainly business people, but I've also worked with politicians, civil servants and university lectures.

Paul: Em, quite a range that. Then what sorts of things help people to organize their time? I suppose punctuality is important?

Roberta: Em, yes and no. It's easier to finish a meeting on time if it starts on time. But in international context, so you do have to be aware of cultural differences.

Paul: For example?

Roberta: Well, in Britain, big formal meetings usually start on time, but less formal meetings often begin a few minutes late. In Germany, on the other hand, people expect all meetings to begin on time. In some countries, em, for example, Latin American, there is a more relaxed attitude, so you do have to adapt to circumstances.

Paul: One in Rome?

Roberta: Yes, to some extent, yes.

Paul: It sounds like even if you manage your own time very well, you still can't control what other people do.

Roberta: Well, you can set limits. If you're meeting a friend who always arrives late, you can say 'Well, I'm going to wait for 15 minutes.' If they aren't there by then, I'll leave.

- Paul: Em, I've got one friend who's always late. I don't think I'll ever see her if I did that.
- Roberta: But people who are always late are the ones you need to set limits with. If they know that you would go away, then perhaps, they would make an effort.
- Paul: Isn't that rather hard?
- Roberta: No, not really. Someone who comes eternally late is putting a low value on your time. Let them know you've got other things to do and I'm not suggesting you do that with everyone, just the persistent latecomers. Though again, different cultures do have different viewpoints on what constitute serious lateness.
- Paul: What about interruptions? I often come into the studio with something important I need to do. Then the phone rings or someone comes to see me. Before I note it, the days over and I haven't done my plan.
- Roberta: Em, you need to defend your time. If you're looking on something important, someone drops in to see you, get your diary out, politely tell them you're busy and make an appointment for another time. If it isn't important anyway, well, just go way. If it is, go and make an appointment you can deal with properly.
- Paul: Sounds practical.
- Roberta: Again, you do have to be careful. In some cultures, particularly Latin ones, this technique can upset people. But here in the United States, almost no one will be offended.
- Paul: So, does everything depend on culture?
- Roberta: No, attitudes of time are one of the big differences between culture, but how you organize your own work is up to you. And there are a lot of techniques here. For example, imagine you've got two important things to do. One of them is pleasant and the other isn't. Always try to do the unpleasant task first. That way, the pleasant task is a reward for finishing. If you do it the other way round, you tend to slow down the pleasant task. Because you don't want to do the unpleasant one.
- Paul: I'll remember that. Finally, what, for you, is a hard-working person?
- Roberta: Em, I'm not very interested in hard-working people. You can spend 12 hours a day at the office without doing very much. I'm interested in productive and happy people.
- Paul: And another note, I have to say we've run out of time. Thank you Roberta, and over to Jazzmen to hire the news.
- Now you'll hear the reporting again.

### Section Three

**Directions:** *In this section you will hear a lecture about food around the world. Listen to the lecture and complete the notes below about the lecture. Write no more than 5 words for each blank. You will hear the recording only once.*

As you know, many big changes happened after Christopher Columbus and other Europeans came to America 500 years ago. Today, I'm going to talk about the change in the world diet. The way people cooked and ate 500 years ago, there was a big change in the diet of people all over the

world. Let's talk about the diet in Europe 500 years ago. Now look at picture one to see the food that was common in Europe. One important food was meat. Europeans ate many kinds of meat, including beef, lamb, goat and pork. Europeans also ate dairy products—milk and cheese made from the milk of cows and goats. Europeans ate several different grains, most people ate wheat and some people ate rice, which came first from Asia.

Now let's look at the diet in America, em, about 500 years ago. In picture 2, you can see the food that existed in the America. The diet of native Americans was very different from the diet of the Europeans. This is because the European made dairy products, grains didn't exist in America. However, the meat Americans ate some food that didn't exist in Europe. The native Americans ate different vegetables, such as potatoes and tomatoes; they ate different grains such as corn; they ate different meat such as turkey and other wild birds; they also used spices such as chocolate and hot chilly peppers. None of these foods existed in Europe 500 years ago.

Now, let's talk about the big change in the world diet 500 years ago after Clumbers and the Europeans went to America. After Europeans went to America, the diet of native Americans changed a lot. When the Europeans went to the Americas, they took many new kinds of food with them. Europeans gave some of the food—the meat, dairy products and grains to the native Americas and native Americans started to use the Europeans food in their cooking. As a result, the diet in America began to change. And now the diet of people in America today is very different from their diet 500 years ago. For example, if you go to a country such as Mexico, you can see that the traditional Mexican food uses a lot of beef, pork, cheese, wheat and rice—all food that came from Europe with Clumbers.

After the Europeans returned to Europe from America, there were also big changes in the diet of people in Europe and the rest of the world. When the Europeans returned to Europe, they took many new kinds of food back from America. They took back vegetables, grains and spices that they found in America. Little by little, people all over Europe started using the new food in their cooking. And then the food spread around the world to Africa, the Middle East and Asia.

Picture two shows how the food spread around the world. Some of the new food spread very quickly around the world. One example is the chili pepper. You may be surprised to know that 500 years ago, the chili pepper didn't exist in many countries that are famous today for their hot and spicy food made with chilies. Actually, we think the first chili pepper was taken to Span by Clumbers in 1493, when he returned from America. After only 100 years, the chili pepper has spread all around the world. They primarily spread quickly because of their wonderful hot flavor, and because they grew easily in warm weather. The only place that the chili pepper did not become popular was northern Europe. Probably because it's too cold to grow chili pepper easily there. Although chili pepper spread quickly, other foods from America spread very slowly. Our potatoes are a good example. It took about 250 years for the potato to spread around the world. And the reason it took so long is the Europeans thought potatoes were poisonous. The potato looked a lot like a very poisonous plant that grew in Europe. People were afraid to eat potatoes. For a long time, people only use potatoes to feed their pigs. But slowly, people started using potatoes as food for themselves. Today, of course, potatoes are a very popular food in many diets, especially in northern Europe and northern America.

So the next time you sit down for dinner, think about the history of the food you're eating. Maybe it was a part of the big change of the diet of people all over the world.

二、清华大学 2003 年考博英语听力试题及解析

Part I Listening Comprehension (20%)

Section A

**Directions:** In this section you will hear three people discussing university life. Listen to the discussion about reading assignments, essays, lectures and seminars. Complete the table by writing in the difficulties they have with reading, writing essays, listening to lectures and having seminars. Write no more than three words for each answer in the **Answer Sheet**. Circle the letters of your choices for questions 9 and 10, and then blacken the corresponding letter on the **Answer Sheet**. You will hear the recording twice.

	Lisa	Sasha	Olaf
Reading	too interesting	1.	2.
Essays	hand writing word limit	3.	Plagiarism
Lectures	4.	5.	×
Seminars	6.	7.	8.

9. Who are Lisa, Olaf and Sasha?
- A. Lisa is a lecturer. Olaf and Sasha are students.  
B. They are all lecturers.  
C. Olaf and Lisa are first year students. Sasha is their tutor.  
D. They are all college students.
10. What does Lisa think of Sasha's last seminar paper?
- A. It was like a lecture.  
B. It was professional.  
C. It was rather boring.  
D. She couldn't believe it.

Section B

**Directions:** In this section you will hear a passage about non-verbal communication. As you listen to the passage you should take brief notes to answer the five questions below, and then put your answers on the **Answer Sheet**. Try to answer the questions as clearly as possible. You will hear the recording twice.

11. What is kinesics?

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12. Raymond Birdwhistle said that the meaning of non-verbal behavior depends on the context. Give two examples of the meaning of smile.

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13. Give two examples of universal emotions.

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14. Give two examples of how non-verbal communication can differ from one culture to another.

15. List two ways in which verbal and non-verbal communication differ.

【参考答案及解析】

Section A

	Lisa	Sasha	Olaf
Reading	too interesting	1. too much	2. new words
Essays	hand writing word limit	3. getting own ideas	Plagiarism
Lectures	4. too early/not enough time	5. boring/not interesting	×
Seminars	6. interesting/get(s) (most) benefits	7. giving presentations/reading seminar papers	8. people argue/disagree

9. D 从三人谈话中涉及到的内容“it's great studying here”, “attending lectures”, “assignments”, “an undergraduate essay”处可推断三人均为大学生。

10. B 对话中 Lisa 对 Sasha 的论文评价是 That last paper you gave was so professional, 选项 B 正确。

Section B

- Scientific study of body movements used in communication/Non-verbal communication.
- I like you. /I am just trying to make you feel comfortable. /You said something silly or funny.
- Happiness/sadness/fear/anger.
- At their first meeting, people shake hands/bow/hug.
- Non-verbal communication more natural; No “grammar” for non-verbal communication; No dictionaries to explain the meaning of non-verbals; More difficult/impossible to ask someone to repeat/clarify a gesture or facial expression; Non-verbal communication more honest. (2 of these)

清华大学 2003 年考博英语听力录音原文

Section A

**Directions:** In this section, you will hear three people discussing university life. Listen to the discussion about reading assignments, essays, lectures, and seminars. Complete the table by writing in the difficulties they have with reading, writing essays, listening to lectures and having seminars. Write no more than three words for each answer. Circle the letters of your choices for questions 9 and 10. You will hear the recording twice.

Lisa: Oh, hello, Olaf. I haven't seen you for ages. How are things going?

Olaf: Hello, Lisa. Hi, Sasha. Well, it's great studying here, but some things take quite a bit of getting used to. It's not like studying in my country.