



中国科学院研究生考试中心 审订
中国科学技术大学研究生院

博士研究生 英语入学考试纲要

修订版

陈纪梁 编

中国科学技术大学出版社

中国科学院研究生考试中心
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前言

博士研究生教育是我国高等教育的最高层次。面对竞争日益激烈的国际社会和飞速发展的新技术革命的挑战,全面提高高层次人才的外语素质,已成为我国高等教育改革和发展的重要任务之一。根据《中华人民共和国学位条例暂行实施办法》规定,外国语是获得博士学位的考试科目,外语水平是博士学位授予的重要依据条件。

本书编写的目的是为了满足不同有志报考中国科学技术大学和中国科学院部分院所攻读博士学位的广大考生的要求,以使他们对博士研究生英语入学考试的内容和形式有个全面的了解。本书主要包括四个部分:

一、博士研究生英语入学考试大纲。本纲要是在参照了国家教委 1992 年颁布的《非英语专业研究生英语教学大纲》和《非英语专业研究生英语学位课程考试大纲》有关要求的基础上制定的,同时融入了作者多年从事博士研究生英语教学和命题经验。本纲要详细介绍了博士研究生英语入学考试的内容、时间和计分。

二、博士研究生英语入学考试题 3 套与全真题 1 套及其参考答案和听力原文。

三、博士研究生英语入学考试词汇表(供参考)。词表总量为 6654 个单词,中学已学的 1800 个单词未列入表中。词条的选择原则是:4 级词汇和 5—6 级词汇依据《大学英语教学大纲词汇表》;新增的 6 级后词汇及一些复合词和派生词依据《大学英语教学大纲词汇表》、《全国硕士研究生入学考试英语考试大纲词汇表》、《硕士/博士学位研究生英语教学大纲词汇表》和“*Collins Cobuild Learner's Dictionary*”。词义的选择主要依据“*Oxford Advanced Learner's English—Chinese Dictionary*”和“*Longman Dictionary of American English*”。

四、英语常用前缀、后缀。

此外,本书配有磁带 1 盒。

本书是在中国科学技术大学研究生院的积极鼓励下编写的。值此书出版之际,作者对中国科学技术大学研究生院招生办公室主任陈宇老师和陈琳老师、培养处副处长高为民老师和林红老师多年来的关心和支持表示由衷的感谢。本书在编写过程中,王蔷、赵华树、陈珺、王祖鑫、陶红、邹彤等同志做了大量的打印和校对工作,在此谨向他们表示诚挚的谢意。由于作者水平有限,错误和不妥之处在所难免,敬请同行专家和广大读者给予批评和指正。

作者

2003 年 3 月于中国科学技术大学

目 次

前 言	I
博士研究生英语入学考试大纲	1
考试内容	1
考试时间及计分	3
Sample Test 1	3
Paper One	4
Paper Two	22
Key to Sample Test 1	24
Transcripts for Listening Comprehension	25
Sample Test 2	29
Paper One	29
Paper Two	46
Key to Sample Test 2	49
Transcripts for Listening Comprehension	50
Sample Test 3	55
Paper One	55
Paper Two	73
Key to Sample Test 3	75
Transcripts for Listening Comprehension	76
词汇表	81
常用前缀、后缀	324
中国科学技术大学 2003 年春季博士学位研究生入学考试英语试题	337
Paper One	337
Paper Two	356
Reference Key to the Test	358
Transcripts for Listening Comprehension	359

博士研究生英语入学考试大纲

《博士研究生英语入学考试大纲》是根据国家教育部 1998 年博士研究生入学考试的有关文件精神,并参照了国家教委 1992 年颁布的《非英语专业研究生英语教学大纲》而制定的。本纲要规定了中国科学技术大学以及中国科学院部分院、所博士研究生英语入学考试的内容、时间和计分。考试目的在于考核已修完硕士生英语学位课程的考生英语水平是否具备攻读博士学位资格。该考试着重测试考生掌握和实际运用英语的能力。

考 试 内 容

本考试包括七个部分:听力理解、阅读理解、词汇、辨错、构词、英译汉和写作。试卷由试卷一(Paper One)和试卷二(Paper Two)两部分组成。试卷一为客观题部分,占总分的 70%,包括听力、阅读理解、词汇和辨错四个部分;试卷二为主观题部分,占总分的 30%,包括构词、英译汉和写作三个部分。

第一部分 听力理解

听力理解主要测试考生获取口头信息的能力,如掌握所听材料的中心思想和主要内容,判断对话情景、场合、人物关系、身份和说话人的意图及话语含义等。该部分共 20 题,由 A、B 两节组成,考试时间约 25 分钟。

A 节(Part A):共 10 题,每题含一组对话,对话后有一个问句。每个问句后有 12—13 秒的间隙,要求考生从每题四个选择项中选出一个最佳答案。

B 节(Part B):共 10 题,分别安排在 3 篇听力材料之后,每篇后有 3—4 道题,每题为一个问句。每个问句后有 12—13 秒的间隙,要求考生在听完每个提问后根据所听的内容从四个选择项中选出一个最佳答案。录音的语速为每分钟约 140 词。

听力部分选材的原则是:

1. 对话部分为交际场合中的日常对话;
2. 短篇听力材料为新闻报道、科普知识及其它一些题材较为熟悉的讲话、叙述、解说等。

第二部分 阅读理解

阅读理解主要测试考生通过阅读获取信息的能力,既要求准确,也要求有一定的速度。

该部分共 20 题,考试时间为 55 分钟。要求考生阅读 5 篇 350—450 字左右的文章,每篇文章后有 4 个问题。考生应根据文章内容从每题所给的四个选项中选出一个最佳答案。

阅读理解主要测试以下阅读能力:

1. 掌握所读材料的中心思想、主要内容和细节;
2. 对所读材料的内容进行一定的判断和推理;
3. 理解某些词或句子的意义及上下文之间的逻辑关系;
4. 领会作者的观点和判断作者的态度。

阅读部分选材的原则是:

1. 题材广泛,包括科技、社会、文化、史地、日常生活、人物介绍等;
2. 体裁多样,包括叙事、议论、描述、说明、应用文等。

第三部分 词汇

词汇部分主要考查考生词汇和短语知识及其运用能力。共 20 题,考试时间为 20 分钟。要求考生对每题句中划有横线的词或短语进行替换选择,即从所给的四个选项中选出该划线词或短语的最佳词义或释义。词汇测试范围包括本纲要词汇表中的全部内容。

第四部分 辨错

辨错主要测试考生语法知识和词汇知识的认知能力以及英语的实际运用能力。共 10 题,考试时间为 15 分钟。每题为一个句子,每句中有四个下面划有横线的词或短语,其中有一处语言表达是错误的,要求考生将错误的选出。

第五部分 构词

构词是考查考生实际运用词汇知识的能力。共 5 题,考试时间为 5 分钟。每题为一个句子,句中留出一个空白,句末给出一个词,要求考生运用构词法或语法、词汇知识根据句义构造出一个正确的词。

第六部分 英译汉

该部分要求考生将一篇约 150 字的英文译成汉语。考试时间为 20 分钟。要求译文忠实原文,表达正确。

第七部分 写作

写作部分主要考查考生用英语书面表达思想的能力。共 1 题,考试时间为 40 分钟。要求考生写出一篇 200—250 字的短文。写作要求切题,能正确表达思想,意义连贯,无较为严重的语言错误。写作的文体以议论文和说明文为主。

考试时间及计分

试卷七个部分的题数、计分和考试时间列表如下：

卷别	序号	题号	各部分名称	题数	计分	考试时间
试 卷 一	I	1—20	听力理解	20	20 分	25 分钟
	II	21—40	阅读理解	20	30 分	55 分钟
	III	41—60	词汇	20	10 分	20 分钟
	IV	61—70	辨错	10	10 分	15 分钟
试 卷 二	V	71—75	构词	5	5 分	5 分钟
	VI		英译 汉	1	10 分	20 分钟
	VII		写作	1	15 分	40 分钟
合计				77	100 分	180 分钟

SAMPLE TEST 1



PAPER ONE

SECTION I LISTENING COMPREHENSION (20 points)

Part A

Directions: In this part, you will hear 10 short conversations between two people. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A, B, C and D, and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a line through the center.

1. A. He will miss Professor Johnson.
B. He's surprised to hear the woman's news.
C. Professor Johnson will continue to work part-time.
D. Professor Johnson has found a new job.
2. A. The man was excited about winning.
B. The man felt bad about losing.
C. The man is very lucky.
D. The man is feeling better now.
3. A. His paper will be given last.
B. He wasn't present at the conference.
C. The conference was called off.

- D. He didn't submit his paper.
4. A. She received a traffic ticket.
B. She was offered a driving license.
C. She worked very carefully.
D. She drove through a lot of traffic.
5. A. He uses a newer machine.
B. His union went on strike.
C. His job was given to another worker.
D. His job is now done by a machine.
6. A. She hasn't been well lately.
B. She feels unhappy without TV.
C. She wants an expert to repair it.
D. She wants him to fix it at once.
7. A. Before dinner.
B. During dinner.
C. Right after dinner.
D. The next day.
8. A. He is likely to help.
B. He doesn't know a lot about computers.
C. He has already asked for help.
D. He was the last one to use the computer.
9. A. He can't find the meeting either.
B. He has changed his mind about attending the meeting.
C. The meeting was in room 206 the year before.
D. The meeting is likely to be well attended.
10. A. The man should have used different film.
B. The man should buy a new camera.

- C. It's easier to take pictures outdoors.
- D. Taking pictures of faces is difficult.

Part B

Directions: In this part, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on the Answer Sheet with a line through the center.

- 11. A. Global economics.
 - B. International crime.
 - C. Foreign policy.
 - D. Political crises.
- 12. A. A nuclear arms race between India and Pakistan.
 - B. Political crises in India and Indonesia.
 - C. A global attack on the Indian nuclear tests.
 - D. A worldwide discussion of issues facing global community.
- 13. A. On May 11.
 - B. Preceding the summit.
 - C. On May 13.
 - D. On the opening evening of the summit.
- 14. A. The cloning technique.
 - B. The invention of specialized devices.
 - C. The heart-lung machine.
 - D. Artificial-insemination experiments.
- 15. A. 1936.
 - B. 1955.
 - C. 1967.
 - D. 1978.

-
16. A. Cats.
B. Horses.
C. Cattle.
D. Dogs.
17. A. By the nature of products.
B. By the price of products.
C. By the styles of products.
D. By the way products are purchased.
18. A. Automobiles.
B. Wine.
C. Ice cream.
D. Groceries.
19. A. The quality of specialty goods.
B. The characteristics of specialty goods.
C. The price of specialty goods.
D. The customer's needs for specialty goods.
20. A. The favorable price.
B. A standard service.
C. Promotion.
D. The consumer's wants.

SECTION II READING COMPREHENSION (30 points)

9:40

Directions: There are 5 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and then mark the corresponding letter on the Answer Sheet with a line through the center.

Passage One

Questions 21 to 24 are based on the following passage

When the television is good, nothing—not the theatre, not the magazines, or newspapers—nothing is better. But when television is bad, nothing is worse. I invite you to sit down in front of your television set when your station goes on the air and stay there without a book, magazine, newspaper, or anything else to distract you and keep your eyes glued to that set until the station signs off. I can assure you that you will observe a vast wasteland. You will see a procession of game shows, violence, audience-participation shows, formula comedies about totally unbelievable families, blood and thunder, more violence, murder, Western badmen, Western goodmen, gangsters, still more violence, and cartoons. And, endlessly, commercials that scream and cajole and offend. And most of all, boredom. True, you will see a few things you will enjoy. But they will be very, very few. And if you think I exaggerate, try it.

Is there no room on television to teach, to inform, to uplift, to stretch, to enlarge the capacities of our children? Is there no room for programs to deepen the children's understanding of children in other lands? Is there no room for a children's news show explaining something about the world for them at their level of understanding? Is there no room for reading the great literature of the past, teaching them the great traditions of freedom? There are some fine children's shows, but they are drowned out in the massive doses of cartoons, violence, and more violence. Must these be your trademarks? Search your conscience and see whether you cannot offer more to your young beneficiaries whose future you guard so many hours each and every day.

There are many people in this great country, and you must serve all of us. You will get no argument from me if you say that, given a choice between a Western and a symphony, more people will watch the Western. I like Westerns and private eyes too—but a steady diet for the whole country is obviously not in the public interest. We all know that people would often prefer to be entertained than stimulated or informed. But your obligations are not satisfied if you look only to popularity as a test of what to broadcast. You are not only in show business; you are free to communicate ideas as well as to give relaxation. You must provide a wider range of choices, more diversity, more alternatives. It is not enough to cater to the nation's whims—you must also serve the nation's needs. The people own the air. They own it as much in prime evening time as they do at six o'clock in the morning. For every hour that the people give you—you owe them something, I intend to see that your debt is

paid with service.

21. The author is primarily concerned to tell broadcasters that _____.
A. listeners, not broadcasters, should make decisions about which programs are aired .
B. all children's shows are worthless
C. mystery programs should be banned .
D. they had better mend their ways
22. Concerning programs for children, it may be inferred that the speaker believes that such programs should _____.
A. include no cartoons at all
B. include ones which provide culture
C. be presented only during the morning hours
D. not deal with the Old West
23. The statement that " the people own the air " implies that _____.
A. citizens have the right to insist on worthwhile television programs
B. television should be socialized
C. since air is worthless, the people own nothing
D. broadcasters have no right to commercialize on television
24. It can be inferred from the passage in regard to television programming that the speaker believes _____.
A. broadcasters are trying to do the right thing but are failing
B. foreign countries are going to pattern their programs after ours
C. listeners do not necessarily know what is good for them
D. there is a great deal that is worthwhile in present programs

Passage Two

Questions 25 to 28 are based on the following passage

Coincident with concerns about the accelerating loss of species and habitats has been a growing appreciation of the importance of biological diversity, the number of species in a particular ecosystem, to the health of the Earth and human being. Much has been written

about the diversity of terrestrial organisms, particularly the exceptionally rich life associated with tropical rain-forest habitats. Relatively little has been said, however, about diversity of life in the sea even though coral reef systems are comparable to rain forests in terms of richness of life.

An alien exploring Earth would probably give priority to the planet's dominant, most distinctive feature—the ocean. Humans have a bias toward land that sometimes gets in the way of truly examining global issues. Seen from far away, it is easy to realize that land-masses occupy one-third of the Earth's surface. Given that two-thirds of the Earth's surface is water and that marine life lives at all levels of the ocean, the total three-dimensional living space of the ocean is perhaps 100 times greater than that of land and contains more than 90 percent of all life on Earth even though the ocean has fewer distinct species.

The fact that half of the known species are thought to inhabit the world's rain forests does not seem surprising, considering the huge numbers of insects that comprise the bulk of the species. One scientist found many different species of ants in just one tree from a rain forest. While every species is different from every other species, their genetic makeup constrains them to be insects and to share similar characteristics with 750,000 species of insects. If basic, broad categories such as phyla and classes are given more emphasis than differentiating between species, then the greatest diversity of life is unquestionably the sea. Nearly every major type of plant and animal has some representation there.

To appreciate fully the diversity and abundance of life in the sea, it helps to think small. Every spoonful of ocean water contains life on the order of 100 to 100,000 bacterial cells plus assorted microscopic plants and animals, including larvae of organisms ranging from sponges and corals to starfish and clams and much more.

25. What is the main point of the passage?
- A. Humans are destroying thousands of species.
 - B. There are thousands of insect species.
 - C. The sea is even richer in life than the rain forests.
 - D. Coral reefs are similar to rain forests.
26. Why does the author compare rain forests and coral reefs?
- A. They are approximately of the same size.
 - B. They share many similar species.
 - C. Most of their inhabitants require water.

- D. Both have many different forms of life.
27. The author argues that there is more diversity of life in the sea than in the rain forests because _____.
- A. there are too many insects to make meaningful distinctions
 - B. more phyla and classes of life are represented in the sea
 - C. many insect species are too small to divide into categories
 - D. marine life-forms reproduce at a faster rate
28. Which of the following conclusions is supported by the passage?
- A. Ocean life is highly adaptive.
 - B. More attention needs to be paid to preserving ocean species and habitats.
 - C. Ocean life is primarily composed of plants.
 - D. The sea is highly resistant to the damage done by pollutants.

Passage Three

Questions 29 to 32 are based on the following passage

Not long ago, it seemed that there would come a day quite soon when science would reveal that every food would be toxic. Or, at any rate, that is how things appeared to many ordinary people.

The supposition was based on half-digested and partially understood scientific reports. Only the other day I found myself sitting at dinner between women who, to hear them talk, seemed to imagine that every article in the supermarket was deadly. But I am pleased to report that my fellow citizens are beginning to emerge from this feeling of hopelessness.

There are now some daring souls who are prepared once again to eat the odd spoonful of strawberry jam and take the consequences. They have noticed that the strawberry death rate is somewhat lower than they had previously been led to expect.

The loss of nerve, from which the ordinary person seems to be recovering, was caused by several factors. First, he was told that it would be a good thing if he knew the contents of all the foods he bought. But when he saw the lists of ingredients printed on the sides of packers and bottles, he trembled and feared for his safety.

The second thing which once frightened some people but which, I do believe, is now frightening them less, was the remarkable scientific advance which has been revolutionizing

analytical chemistry. Scientists can now isolate the tiniest amounts of harmful substances in foods which, hitherto, have always been considered safe, or in some cases beneficial.

Now there are sophisticated tests which can detect poisons in the tiniest amount—not even enough to kill a mouse. Over the years the general public has been worried by half-correct newspaper reports of the increasing number of foods which detailed investigation has proved contain harmful substances in some degree.

Gradually, I do believe, a still small voice has come to be heard—the voice of common sense. Tests on mice had shown that saccharin tended—even to a very small degree—to produce cancer. Instead of being greatly frightened, the general public paused for reflection. If even a huge intake of saccharin could only be expected to give you cancer 70 or 80 years hence, did it really matter? I salute the dawn of common sense.

29. It now appears that _____.
 A. for a long time we have all been eating the wrong things
 B. reports about certain harmful substances in food have been greatly exaggerated
 C. people have lost their nerve when it comes to exercising their own judgment
 D. only a few people are eating food suitable for them
30. The strong fear of food from which the ordinary person suffered was caused by _____.
 A. an official insistence that people should be careful as to what they were consuming
 B. an awareness that all foods contain substantial amounts of harmful substances
 C. an inability of scientists to identify which substances were harmful and which were not
 D. ignorance of the general public as to the real nature of toxic ingredients
31. It is a scientific fact that _____.
 A. safe foods can contain minute amounts of toxic substances
 B. foods hitherto considered safe are in fact toxic
 C. even the smallest amount of poison can kill an animal
 D. sophisticated tests prove that we should no longer eat food containing toxic substances
32. According to the author, we are now beginning to realize that _____.