



本书附光盘

博士研究生入学考试 英语试题及详解

Entrance Test of English for PHD
Candidates (Second Edition)

第 二 版

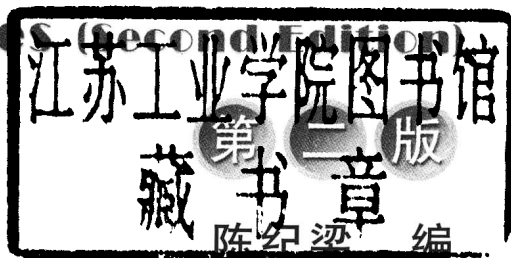
陈纪梁 编

中国科学技术大学出版社



博士研究生入学考试 英语试题及详解

Entrance Test of English for PHD
Candidates (Second Edition)



中国科学技术大学出版社

内 容 简 介

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。

本书汇编了八套中国科学技术大学和中国科学院部分院所博士研究生入学考试英语试题, 同时附有相应的参考答案, 并对前六套试题做了详细的注解, 以使广大考生进一步了解博士研究生英语入学考试的有关内容和题型。本书配有相应的听力光盘。

本书可供报考博士研究生的考生参考。

图书在版编目(CIP)数据

博士研究生入学考试英语试题及详解 / 陈纪梁编. —2 版. —合肥: 中国科学技术大学出版社, 2007.9

ISBN 978-7-312-02184-8

I. 博… II. 陈… III. 英语—研究生—入学考试—题解 IV. H319.6

中国版本图书馆 CIP 数据核字 (2007) 第 128413 号

出版发行 中国科学技术大学出版社

(安徽省合肥市金寨路 96 号, 邮政编码: 230026)

网 址 <http://press.ustc.edu.cn>

电 话 发行科 0551-3602905 编辑部 0551-3602900

印 刷 合肥现代印务有限公司

经 销 全国新华书店

开 本 787×960/16

印 张 15.625

字 数 320 千

版 次 2006 年 3 月第 1 版 2007 年 9 月第 2 版

印 次 2007 年 9 月第 2 次印刷

印 数 4001~7000 册

定 价 35.00 元

前 言

博士研究生教育是我国高等教育的最高层次。根据《中华人民共和国学位条例暂行办法》规定,外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。

为了满足广大考生的要求,本书汇编了八套中国科学技术大学以及中国科学院部分院所博士研究生入学考试英语试题,以使考生对博士研究生英语入学考试的内容和形式有进一步的了解。本书主要包括:

一、八套近三年春、秋季博士研究生入学考试英语试题。

二、上述八套试题的答案、详解及听力原文。

本书可与中国科学技术大学出版社出版的《博士研究生英语入学考试纲要》配套使用,并配有相应的听力光盘。

作者在编写此书的过程中得到了中国科学技术大学研究生院招生办公室、中国科学院研究生考试中心的支持和帮助,在此表示由衷的感谢。

此外,王蔷、赵华树、王祖鑫、陈君等同志做了大量的打印和校对工作,作者在此表示诚挚的谢意。

由于编者水平有限,错误和疏漏之处在所难免,热忱欢迎广大读者批评指正。

编 者

2007年8月于中国科学技术大学

目 录

前 言	(I)
2003 年秋季博士研究生入学考试英语试题	(1)
2003 年春季博士研究生入学考试英语试题答案及详解	(22)
2004 年春季博士研究生入学考试英语试题	(34)
2004 年春季博士研究生入学考试英语试题答案及详解	(55)
2004 年秋季博士研究生入学考试英语试题	(66)
2004 年秋季博士研究生入学考试英语试题答案及详解	(88)
2005 年春季博士研究生入学考试英语试题	(99)
2005 年春季博士研究生入学考试英语试题答案及详解	(120)
2005 年秋季博士研究生入学考试英语试题	(130)
2005 年秋季博士研究生入学考试英语试题答案及详解	(151)
2006 年春季博士研究生入学考试英语试题	(162)
2006 年春季博士研究生入学考试英语试题答案及详解	(183)
2006 年秋季博士研究生入学考试英语试题	(193)
2006 年秋季博士研究生入学考试英语试题参考答案	(215)
2007 年秋季博士研究生入学考试英语试题	(222)
2007 年秋季博士研究生入学考试英语试题参考答案	(242)

2003 年秋季博士研究生入学考试英语试题

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 blacken the corresponding letter on the Answer Sheet.

1. A. He already bought a car.
B. He didn't mean to bother the woman.
C. He didn't say he would call the woman.
D. He forgot to call the woman.
2. A. The man should bring his cousin to the barbecue.
B. The barbecue is going to be very crowded.
C. She's sorry the man can't come to the barbecue.
D. Her cousin is coming to the barbecue, too.
3. A. The woman should avoid reading about electronics.
B. The electronics field doesn't interest him.
C. The article has technical errors.

- D. The woman should improve her writing.
4. A. She would collect the exams.
B. Her teaching assistant would correct the exams.
C. She would correct the exams.
D. She would not give her students a final exam.
5. A. It looks exactly like Susan.
B. It makes Susan look younger than she really is.
C. It makes Susan look older than she really is.
D. It makes Susan look better than she looks in person.
6. A. He relaxes.
B. He goes fishing.
C. He goes to work.
D. He works at home.
7. A. She won't be able to go to the lab today.
B. She thinks the man is being unfair.
C. She agrees that the workload is heavy.
D. She feels the assignment is reasonable.
8. A. July 27.
B. July 11.
C. August 10.
D. August 24.
9. A. She forgot to send a gift to Janet.
B. They aren't obligated to buy a gift.
C. She prefers to go shopping in a store.
D. They should select an inexpensive gift.

10. A. At home.
B. In the car.
C. On the counter.
D. In the auditorium.

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 blacken the corresponding letter on the Answer Sheet.

11. A. A lot of beautiful flowers and lovely music.
B. A large gathering of his close friends.
C. The unexpected appearance of his parents.
D. The display of his photographs.
12. A. Because he had not intended to attend the wedding.
B. Because he inquired about what kind of gift his friend liked.
C. Because he would like to confirm the exact time of the wedding.
D. Because his parents were coming on the day of his friend's wedding.
13. A. One's high sense of responsibility.
B. Presence, the best gift we can give.
C. One's attitude toward friendship.
D. How to show one's gentle love.
14. A. It is a sign of serious disease.
B. It is a rare problem today.
C. It is a common trouble.
D. It is a disease people suffer most.

15. A. Reading too much at night.
B. Drinking too much for supper.
C. Watching too much television.
D. Getting too anxious about sleeping.
16. A. Eating shortly before sleeping.
B. Warm milk drinking.
C. Excessive tiredness.
D. Eating biscuits during the night.
17. A. Watch television.
B. Drink warm milk.
C. Take a warm bath.
D. Take an eye mask and an ear-plug while sleeping.
18. A. Because the Moldovan government had sold some fighter planes to the dangerous countries.
B. Because they were much cheaper than on the open market.
C. Because they were capable of carrying nuclear weapons.
D. Because the United States desperately needed them to train its air forces.
19. A. Kuwait.
B. Iran.
C. Israel.
D. Iraq.
20. A. To send surplus military supplies to Moldova.
B. To help to suppress the political turmoil in Moldova.
C. To help to rebuild Moldova.
D. To help to strengthen the Moldovan air forces.

SECTION II READING COMPREHENSION (30 points)

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 blacken the corresponding letter on the Answer Sheet.

Passage One

Questions 21 to 24 are based on the following passage:

Geologists have been studying volcanoes for a long time. Though they have learned a great deal, they still have not discovered the causes of volcanic action. They know that the inside of the earth is very hot, but they are not sure exactly what causes the great heat. Some geologists have thought that the heat is caused by the great pressure of the earth's outer layers. Or the heat may be left from the time when the earth was formed. During the last sixty years scientists have learned about radium, uranium, and other radioactive elements. These give out heat all the time as they change into other elements. Many scientists now believe that much of the heat inside the earth is produced by radioactive elements.

Whatever the cause of the heat may be, we do know that the earth gets hotter the farther down we dig. In deep mines and oil wells the temperature rises about 1 °F for each 50 feet. At this rate the temperature 40 miles below the earth's surface would be over 4,000 °F. This is much hotter than necessary to melt rock. However, the pressure of the rock above keeps most materials from melting at their usual melting points. Geologists believe that the rock deep in the earth may be plastic, or putty-like. In other words, the rock yields slowly to pressure but is not liquid. But if some change in the earth's crust releases the pressure, the rock melts. Then the hot, liquid rock can move up toward the surface.

When the melted rock works its way close to the earth's crust, a volcano may be formed. The melted rock often contains steam and other gases under great pressure. If the rock above gives way, the pressure is released. Then the sudden expansion of the gases causes explosions. These

blow the melted rock into pieces of different sizes and shoot them high in the air. Here they cool and harden into volcanic ash and cinders. Some of this material falls around the hole made in the earth's surface. The melted rock may keep on rising and pour out as lava. In this way, volcanic ash, cinders, and lava build up the cone-shaped mountains that we call volcanoes.

21. The main idea of this passage is _____.
A. the formation of volcanoes
B. the results of volcanic action
C. the interior of the earth
D. the causes of the earth's internal heat
22. The cause for the heat in the interior of the earth is _____.
A. radioactive elements
B. volcanic action in the interior of the earth
C. not determined
D. the heat remaining from the formation of the earth
23. From the information given in the passage, most minerals would melt fastest _____.
A. at 4,000 °F at sea level
B. at 4,000 °F 5,000 feet below sea level
C. at the exact center of the earth at 4,000 °F
D. at 4,000 °F 5,000 feet above sea level
24. If the temperature at the earth's surface is 20 °F, the temperature in a coal mine 500 feet below the surface would be _____.
A. 30 °F
B. 40 °F
C. 50 °F
D. 120 °F

Passage Two

Questions 25 to 28 are based on the following passage:

Large animals that inhabit the desert have evolved a number of adaptations for reducing the effects of extreme heat. One adaptation is to be light in color, and to reflect rather than absorb the Sun's rays. Desert mammals also depart from the normal mammalian practice of maintaining a constant body temperature. Instead of trying to keep down the body temperature deep inside the body, which would involve the expenditure of water and energy, desert mammals allow their temperatures to rise to what would normally be fever height, and temperatures as high as 46 degrees Celsius have been measured in Grant's gazelles. The overheated body then cools down during the cold desert night, and indeed the temperature may fall unusually low by dawn, as low as 34 degrees Celsius in the camel. This is an advantage since the heat of the first few hours of daylight is absorbed in warming up the body, and an excessive buildup of heat does not begin until well into the day.

Another strategy of large desert animals is to tolerate the loss of body water to a point that would be fatal for nonadapted animals. The camel can lose up to 30 percent of its body weight as water without harm to itself, whereas human beings die after losing only 12 to 13 percent of their body weight. An equally important adaptation is the ability to replenish this water loss at one drink. Desert animals can drink prodigious volumes in a short time, and camels have been known to imbibe over 100 liters in a few minutes. A very dehydrated person, on the other hand, cannot drink enough water to dehydrate at one session, because the human stomach is not sufficiently big and because a too rapid dilution of the body fluids causes death from water intoxication. The tolerance of water loss is of obvious advantage in the desert, as animals do not have to remain near a water hole but can obtain food from grazing sparse and far-flung pastures. Desert-adapted mammals have the further ability to feed normally when extremely dehydrated; it is a common experience in people that appetite is lost even under conditions of moderate thirst.

25. The author uses Grant's gazelle as an example of _____.

A. an animal with a low average temperature

- B. an animal that is not as well adapted as the camel
 - C. a desert animal that can withstand high body temperatures
 - D. a desert animal with a constant body temperature
26. What causes water intoxication?
- A. Drinking too much water very quickly.
 - B. Drinking polluted water.
 - C. Bacteria in water.
 - D. Lack of water.
27. What does the author imply about desert-adapted mammals?
- A. They do not need to eat much food.
 - B. They can eat large quantities quickly.
 - C. They easily lose their appetites.
 - D. They can travel long distances looking for food.
28. Which of the following is NOT mentioned as an adaptation of large desert animals?
- A. Variation in body temperatures.
 - B. Being active at night.
 - C. Eating while dehydrated.
 - D. Drinking water quickly.

Passage Three

Questions 29 to 32 are based on the following passage:

The age at which young children begin to make moral discriminations about harmful actions committed against themselves or others has been the focus of recent research into the moral development of children. Until recently, child psychologists supported pioneer developmentalist Jean Piaget in his hypothesis that because of their immaturity, children under age seven do not take into account the intentions of a person committing accidental or deliberate

harm, but rather simply assign punishment for transgressions on the basis of the magnitude of the negative consequences caused. According to Piaget, children under age seven occupy the first stage of moral development, which is characterized by moral absolutism (rules made by authorities must be obeyed) and imminent justice (if rules are broken, punishment will be administered). Until young children mature, their moral judgments are based entirely on the effect rather than the cause of a transgression. However, in recent research, Keasey found that six-year-old children not only distinguish between accidental and intentional harm, but also judge intentional harm as naughtier, regardless of the amount of damage produced. Both of these findings seem to indicate that children, at an earlier age than Piaget claimed, advance into the second stage of moral development, moral autonomy, in which they accept social rules but view them as more arbitrary than do children in the first stage.

Keasey's research raises two key questions for developmental psychologists about children under age seven: do they recognize justifications for harmful actions, and do they make distinctions between harmful acts that are preventable and those acts that have unforeseen harmful consequences? Studies indicate that justifications excusing harmful actions might include public duty, self-defense, and provocation. For example, Nesdale and Rule concluded that children were capable of considering whether or not an aggressor's action was justified by public duty: five year olds reacted very differently to "Bonnie wrecks Ann's pretend house" depending on whether Bonnie did it "so somebody won't fall over it" or because Bonnie wanted "to make Ann feel bad." Thus, a child of five begins to understand that certain harmful actions, though intentional, can be justified; the constraints of moral absolutism no longer solely guide their judgments.

Psychologists have determined that during kindergarten children learn to make subtle distinctions involving harm. Darley observed that among acts involving unintentional harm, six-year-old children just entering kindergarten could not differentiate between foreseeable, and thus preventable, harm and unforeseeable harm for which the perpetrator cannot be blamed. Seven months later, however, Darley found that these same children could make both distinctions thus demonstrating that they had become morally autonomous.

29. Which of the following best describes the passage as a whole?
- A. An outline for future research.
 - B. An analysis of a dispute between two theories.
 - C. A discussion of research findings in an ongoing inquiry.
 - D. A confirmation of an established authority's theory.
30. According to the passage, Piaget and Keasey would not have agreed on which of the following points?
- A. The kinds of excuses children give for harmful acts they commit.
 - B. The age at which children begin to discriminate between intentional and unintentional harm.
 - C. The intentions children have in doing harm.
 - D. The circumstances under which children punish harmful acts.
31. Keasey's findings support which of the following conclusions about six-year-old children?
- A. They have the ability to make autonomous moral judgments.
 - B. They regard moral absolutism as a threat to their moral autonomy.
 - C. They do not understand the concept of public duty.
 - D. They make arbitrary moral judgments.
32. The research of Nesdale and Rule suggests which of the following about five-year-old children?
- A. Their reactions to intentional and accidental harm determine the severity of the punishments they assign.
 - B. They justify any action that protects them from harm.
 - C. They view public duty as a justification for accidental, but not intentional, harm.
 - D. They take into account the motivations of actions when judging the behavior of other children.

Passage Four**Questions 33 to 36 are based on the following passage:**

How many really suffer as a result of labor market problems? This is one of the most critical yet contentious social policy questions. In many ways, our social statistics exaggerate the degree of hardship. Unemployment does not have the same dire consequences today as it did in the 1930s when most of the unemployed were primary breadwinners, when income and earnings were usually much closer to the margin of subsistence, and when there were no compensating social programs for those failing in the labor market. Increasing affluence, the rise of families with more than one wage earner, the growing predominance of secondary earners among the unemployed, and improved social welfare protection have unquestionably lessened the consequences of joblessness. Earnings and income data also overstate the dimensions of hardship. Among the millions with hourly earnings at or below the minimum wage level, the overwhelming majority are from multiple-earner, relatively affluent families. Most of those counted by the poverty statistics are elderly or handicapped or have family responsibilities which keep them out of the labor force, so the poverty statistics are by no means an accurate indicator of labor market pathologies.

Yet there are also many ways our social statistics underestimate the degree of labor-market-related hardship. The unemployment counts exclude the millions of fully employed workers whose wages are so low that their families remain in poverty. Low wages and repeated or prolonged unemployment frequently interact to undermine the capacity for self-support. Since the number experiencing joblessness at some time during the year is several times the number unemployed in any month, those who suffer as a result of forced idleness can equal or exceed average annual unemployment, even though only a minority of the jobless in any month really suffer. Finally, income transfers in our country have always focused on the elderly, disabled, and dependent, neglecting the needs of the working poor, so that the dramatic expansion of cash does not necessarily mean that those failing in the labor market are adequately protected.

As a result of such contradictory evidence, it is uncertain whether high levels of joblessness can be tolerated or must be countered by job creation and economic stimulus. There is only one area of agreement in this debate—that the existing poverty, employment, and earnings statistics

are inadequate for one of their primary applications, measuring the consequences of labor market problems.

33. Which of the following is the main topic of the passage?
- A. Social statistics give an unclear picture of the degree of hardship caused by low wages and unemployment.
 - B. Which of the currently used statistical procedures is the best for estimating the incidence of hardship.
 - C. What causes labor market pathologies that result in suffering.
 - D. Why income measures are imprecise in measuring degrees of poverty.
34. The author contrasts the 1930s with the present in order to show that _____.
- A. more people were unemployed in the 1930s
 - B. unemployment now has less severe effects
 - C. social programs are more needed now
 - D. poverty has increased since 1930s
35. The author's purpose in citing those who are repeatedly unemployed during a twelve-month period is most probably to show _____.
- A. there are several factors that cause the payment of low wages to some members of the labor force
 - B. recurrent inadequacies in the labor market can exist and can cause hardships for individual workers
 - C. a majority of those who are jobless at any one time do not suffer severe hardship
 - D. unemployment statistics can underestimate the hardship resulting from joblessness
36. Which of the following proposals best responds to the issues raised by the author?
- A. Innovative programs using multiple approaches should be set up to reduce the level of unemployment.