

毕金献 主编

# 英语试题 集萃

大学生 研究生 留学生  
入学考试英语试题解析

工人出版社

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——大学生、研究生、留学生入学考试  
英语试题解析

毕金献 主编

陈雨 碧云 编  
纪云 肖梅

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### 三 CUSPEA考试

## 英语试题解析

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## 出版附记

为了使报考年攻读硕士学位研究生的考生和参加全国高考的考生、参加留学生招生考试的考生以及参加英语各类考试的考生及早读到本书，作者，编者、校对者及协办本书印制工作的宝黛科圖分公司的同志紧张地工作了几个月，付出了辛勤的劳动，当这本书出版之际，谨向他们及为本书问世而操劳的苏勇、兰微、陈中海、王培立等同志致以衷心的感谢！

由于这本书成书时间比较紧迫，疏漏不足之处，恳望广大读者不吝指教。

责任编辑 樊 竞

一九八五年十月二十六日

## CUSPEA 考试简介

CUSPEA 是 China United States Physics Examination Application 的缩写，意为“中美联合招考赴美物理研究生计划”。这项计划的倡导者是美国哥伦比亚大学物理学讲座教授、诺贝尔奖学金获得者李政道博士。在他的组织安排下，美国参加此项招生计划的大学迄今已超过百所。

CUSPEA 开始于1979年，当年只是小范围地进行了两次考试。自1980年起，在我国教育部和中国科学院的共同领导下，组成 CUSPEA 执行委员会，负责执行这项已成为全国性的物理研究生出国考试。委员会由高等学校和科研机构的有关专家学者组成，首席委员是中国科学院主席团主席，中国科技大学研究生院院长、著名物理学家严济慈教授。具体组织工作由北京大学和科大研究生院承担。此项计划的宗旨是为选拔和培养我国社会主义四化建设所需要的高级人才服务。

CUSPEA 招考的对象是即将毕业的大学本科理工科在校生及当年考取国内研究生的学生。所有考生必须经过所在院校或单位的推荐，方能参加这项考试。

CUSPEA 考试科目有四门，其中三门是物理：普通物理、经典物理和近代物理；一门是英语。三门物理试卷都用英语命题，并需用英语答题，用中文答题无效。

英语试题内容有四大部分：I. Listening Compre-

hension and Dictation (听力和听写), II. Structure (语法结构), III. Reading Comprehension and Vocabulary (阅读理解和词汇), IV. Writing (写作)。试题要求考生有较高的听、说、读、写能力, 因为考取CUSPEA 赴美学习者必须能胜任美国大学的助教工作, 以获得资助来源。因此英语的实际运用能力是极为重要的。

根据过去几年的考试情况看, 英语的语音语调和连读, 常用词的拼写和应用, 基本语法结构的判断与应用等, 都是出错误较多的方面, 这说明考生仍需加强语言基本功的训练。考生掌握的词汇量小而窄, 辨析能力差是另一个主要问题。要解决这些问题, 就需要进行大量而广泛的阅读。大量阅读不仅能增加词汇量, 而且可以培养和提高英语语感, 从而全面提高英语水平。

# 一九八〇年CUSPEA考试

## 英语试题

### English Proficiency Test

#### (Written Part)

Part I (略)

Part II

#### Vocabulary (15%)

Instructions: Fill in each blank with a word of the same root as the one in parentheses.

Example,

(assist) Without your assistance, I could never have finished the work.

1. (absorb) The book was so \_\_\_\_\_ that I couldn't put it down until I had finished it.

2. (evident) He couldn't find any \_\_\_\_\_ to support his theory.

3. (arrange) \_\_\_\_\_ have been made to facilitate the work of the visiting delegation.
4. (construct) Everyone in town worked \_\_\_\_\_ to produce a better environment.
5. (intelligence) The lecturer spoke \_\_\_\_\_ about the problem of mass transportation.
6. (prevent) The \_\_\_\_\_ of fires is a very serious matter.
7. (expand) I have to buy a new bookcase every year because of my \_\_\_\_\_ book collection.
8. (benefit) When you are learning a foreign language, it is \_\_\_\_\_ to practise as much as possible.
9. (extend) Scientists are making \_\_\_\_\_ studies of the solar activity.
10. (variety) The weather \_\_\_\_\_ a lot in this part of the country.
11. (produce) How many \_\_\_\_\_ are made from nylon?
12. (basic) The book is \_\_\_\_\_ good, but there still is room for improvement.
13. (resist) The new material is water \_\_\_\_\_.



It won't absorb water.

14. (reliable) You can trust the thermometer's

\_\_\_\_\_.

15. (indicate) A dial \_\_\_\_\_ of this type is  
good enough for our experiment.

### Part III

#### Grammar (15%)

Instructions: Choose the answer that best completes each statement. Circle the letter of your choice.

Example: Did you hear her \_\_\_\_\_ a wrong  
note?

- |            |         |
|------------|---------|
| a. to sing | ⑥. sing |
| c. singing | d. sung |

Example: That book belongs \_\_\_\_\_ me.

- |         |       |
|---------|-------|
| a. with | b. on |
| ③. to   | d. of |

1. There was very little we could do \_\_\_\_\_ the  
circumstances.

- |          |         |
|----------|---------|
| a. on    | b. for  |
| c. under | d. from |

2. Look \_\_\_\_\_ the different meanings of these  
words in a dictionary.

- |        |          |
|--------|----------|
| a. out | 4. b. up |
| c. for | d. on    |

3. You may ask questions \_\_\_\_\_ points arising

from the talk.

- a. of
- b. with
- c. on
- d. in

4. There are footnotes written \_\_\_\_\_ the bottom of the page.

- a. on
- b. at
- c. in
- d. above

5. As soon as he had discovered his error, he made the necessary correction \_\_\_\_\_ his data.

- a. to
- b. of
- c. on
- d. for

6. When he \_\_\_\_\_ all the newspapers, he'll go home.

- a. sells
- b. has sold
- c. will have sold
- d. will be sold

7. How much longer \_\_\_\_\_ this dictionary?

- a. will you be needing
- b. have you needed
- c. will you have needed
- d. you are needing

8. The book \_\_\_\_\_ is not in the library

- a. that I need it
- b. I need it
- c. which I need it
- d. I need

9. I am thinking \_\_\_\_\_ I should do next.  
a. that                                  b. what  
c. of what                                d. in that
10. We have been studying German \_\_\_\_\_ we entered this school.  
a. as                                      b. since  
c. while                                  d. because
11. They found at last \_\_\_\_\_ they had been looking for.  
a. that                                    b. what  
c. where                                  d. which
12. It's true that I haven't many friends, but I do have \_\_\_\_\_.  
a. any                                     b. few  
c. some                                   d. a number of
13. Our plane reached \_\_\_\_\_ at six o'clock.  
a. in London                            b. London  
c. at London                            d. on London
14. I don't think you will have any difficulty \_\_\_\_\_ a driving license.  
a. to get                                  b. in getting  
c. for getting                            d. get
15. The elephants ought \_\_\_\_\_ hours ago by the keepers.  
a. to be fed                                b. to feed

- c. to being fed      d. to have been fed
16. \_\_\_\_\_ in the Academy for so many years,  
he knew the people there very well.
- a. Having worked      b. Working  
c. Worked      d. To have worked
17. I distinctly remember \_\_\_\_\_ him. I gave him  
2 yuan.
- a. to pay      b. to have paid  
c. paying      d. paid
18. I will do it myself \_\_\_\_\_ ask him to do it.
- a. than      b. instead of  
c. in place of      d. rather than
19. Let me know if you \_\_\_\_\_ anything.
- a. need of      b. are in need of  
c. are need of      d. are at need of
20. It was \_\_\_\_\_ a hundred people looked lost  
in it.
- a. so large a room that  
b. so a large room  
c. such large a room that  
d. a such large room
21. "Do you know how to work this radio?  
"Yes, it's very similar \_\_\_\_\_ mine."
- a. of      b. to  
c. from      d. with

22. "Let's get a cup of tea."  
"Not now, I don't want to stop \_\_\_\_\_ yet."  
a. study                      b. to study  
c. for studying              d. studying
23. "Here are the books you wanted."  
"Would you mind \_\_\_\_\_ on the desk,  
please? "  
a. to put them              b. putting them  
c. put them                  d. to them putting
24. "George has had a lot of teaching experience, hasn't he? "  
"Yes, indeed. \_\_\_\_\_ English since 1960. "  
a. He's taught              b. He's teaching  
c. He was teaching          d. He'd taught
25. "Have you heard from your brother recently? "  
"Yes, I got a letter yesterday, but there wasn't \_\_\_\_\_ news in it."  
a. some                      b. much  
c. many                      d. lots
26. "They are important men."  
"Which one's \_\_\_\_\_? "  
a. most important man  
b. the importantest man  
c. the most important of all

d. more important than him

27. "Do you work in the lab every afternoon? "

"No, but sometimes I wish I \_\_\_\_\_."

a. have time      b. had time to do

c. have time to      d. had time to

28. "May I see Mr. Smith? " "I'm sorry, but he \_\_\_\_\_."

a. any more doesn't live here

b. doesn't any more live here

c. doesn't live any more here

d. doesn't live here any more

29. "Will a bus stop here soon? "

"No, \_\_\_\_\_."

a. ten minutes ago just one went by

b. ten minutes ago one just went by

c. just one went by ten minutes ago

d. one just went by ten minutes ago

30. "Did you have trouble with your car this morning? "

"Yes, but I finally managed \_\_\_\_\_."

a. to get starting it

b. it to get started

c. to get it started

d. getting started it

## Part IV

### Reading (30%)

Instructions. First, read the passage. Then answer the questions or complete the statements according to the contents of the passage. Circle the letter of your choice.

#### Passage A

The standards of science teaching are set by the university professor who, in principle at least, divides his time equally between teaching and scientific research. The professor writes the textbooks, develops and directs the college science curriculum, and trains the elementary and high school teachers in science. Indirectly or directly the university professor is responsible for the quality of science teaching at every level from kindergarten through graduate school. If science curricula and teacher training are to be improved, the professor must lead the way, for only he has the necessary resources: the insight into the structure and content of science, control of teacher training in science, and the resources for instructional research and curriculum development. I am sorry to say that the professor has hardly recognized his responsibility, let alone fulfilled it with much distinction.

1. Who sets the standards of science teaching?

- (A) university professors
  - (B) the college science curriculum committee
  - (C) the textbook
  - (D) teacher training program
2. The professor can improve science curricula because he has a knowledge of
- (A) the structure of the school systems.
  - (B) the development of teacher training.
  - (C) the subject matter.
  - (D) structure and resources.
8. The professor has a great influence on
- (A) funds for scientific research.
  - (B) the responsibility of the teachers.
  - (C) the teaching quality in the schools.
  - (D) the necessary resources for the text-books.
4. The responsibility for the quality of science teaching has been acknowledged by
- \* (A) the author.
  - (B) the teacher.
  - (C) the professor.
  - (D) the curriculum.
5. The professor has developed the quality of teaching
- (A) responsibly.
  - (B) with much distinction.



(C) with great insight.

(D) in an inadequate manner.

### Passage B

Professor Kline concludes that competition with research in the universities is so detrimental to teaching that he recommends that the two functions be physically and financially separated by setting up research institutes. I suggest that the development of a sound program of educational research would be much more beneficial to teaching. Such a program would not only improve teaching theory and technique, it would make clear what competencies are required of a good teacher and help professors attain them. Educational research should be required to meet the same standards as scientific research, but it cannot be raised to those standards without comparable support and commitment. Competent educational research is no more a part-time activity than competent scientific research. The relatively trivial educational research so common in the universities is an inevitable consequence of trivial commitment by the universities. Rather than belittle such research, the professors have an obligation to see that it is upgraded. Let no one think that educational research is easy; it is concerned with