



中国科学技术大学研究生院 审订

硕士研究生学位课程 英语过关考试纲要

孙 蓝 / 编 龚 立 / 审



中国科学技术大学出版社

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前 言

在知识经济和经济全球化的新形势下,国际间的激烈竞争已突出表现为科技的竞争、人才的竞争。在现代化建设中,对人才这个“第一资源”的需求更为迫切。近年来,我国正以前所未有的力度加大对研究生教育的投入,因为发展研究生教育不仅能培养对国家发展至关重要的基础科学和高技术领域的高层次学术研究型人才,也能培养面向经济建设第一线的应用型和复合型人才。

研究生英语是教育部规定的研究生必修课,是研究生培养方案的重要组成部分之一。依据《中华人民共和国学位条例暂行实施办法》的规定,外国语是获得硕士学位的考试科目,外语水平是硕士学位授予的重要依据条件。为了适应新形势下对硕士研究生培养的要求,推动教学创新,实行差异教学,同时保证学位课程的教学质量,我们在我校研究生院的指导下,完成了本纲要的编写工作。本纲要主要包括以下内容:

● 硕士研究生学位课程英语过关考试大纲要

根据原国家教委研究生工作办公室 1992 年制定的《非英语专业硕士研究生英语学位课程考试大纲》及教育部关于研究生培养的有关文件精神,同时根据中国科学技术大学研究生院关于硕士研究生英语学位课程考试的有关规定而编写,目的在于考查考生实际掌握和运用英语语言的能力。本纲要规定了硕士研究生学位课程英语过关考试的形式、内容、时间和计分。

● 考试样卷、答案、听力文本和听力补充题例及其参考答案

● 词汇表

收词 5850 个(不包括 1800 个中学词汇)。本词表的选词原则为词的使用频率,主要参考上海外语教育出版社 2000 年出版的“*Collins COBUILD Learner's Dictionary*”;词表释义及注音主要参考商务印书馆 1997 年出版的“*Oxford Advanced Learner's English-Chinese Dictionary*”;词表单词拼写采用美国英语的拼写原则。

● 常用前缀、后缀

常用前缀编写以语义概念为单位,以列表形式分别列出表示“否定、数量、方位”等概念的常用前缀;常用后缀的编写原则为所构词汇的句法功能,如:常用动词、形容词、副词后缀等。

值此书出版之际,编者对中国科学技术大学研究生院副院长朱士尧老师、培养处副处长高卫民老师和林红老师多年来始终如一的鼓励、关心和支持表示由衷的感谢。由于作者水平有限,错误在所难免,恳请专家、读者批评指正。

编 者

2003 年 8 月于中国科学技术大学

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硕士研究生学位课程英语过关考试纲要

中国科学技术大学《硕士研究生学位课程英语过关考试纲要》是根据原国家教委研究生工作办公室 1992 年制定的《非英语专业硕士研究生英语学位课程考试大纲》及教育部关于研究生培养的有关文件精神,同时根据中国科学技术大学研究生院关于硕士研究生英语学位课程考试的有关规定而编写的,目的在于考查考生实际掌握和运用英语语言的能力。本纲要规定了硕士研究生学位课程英语过关考试的形式、内容、时间和计分。

硕士研究生学位课程英语过关考试为英语水平(Proficiency)和成就(Achievement)考试,分笔试和口试两种方式进行。笔试包括五个部分:听力理解、阅读理解、词汇、改错和写作。其中客观题部分占总分的 60%,包括听力理解(多项选择题)、阅读理解、词汇;主观题部分占 40%,包括听力理解(简答、填空题)、词形变化、改错及写作。考试时间为 150 分钟。试卷分试题册和答题纸两部分。答题纸由 Answer Sheet I 与 Answer Sheet II 组成。口试主要考察考生运用英语进行口头交际的能力,考生的口语水平由外籍教员进行考核。

笔 试

第一部分 听力理解 20%

听力理解主要考查考生获取英语口头信息的能力,包括理解特定信息,推测对话场景、人物关系、说话者意图、观点、态度及考生对所听材料中心思想和主要内容的掌握、概括能力。听力理解部分共 20 道题,由 A、B、C 三节组成。

- A 节(Part A)共 9 题,题型为多项选择题。每题为一段简短对话,对话结束后,针对所听对话内容有一个提问;提问后有一个 12 秒的间隙。要求考生在规定时间内从所给出的四个选项中选出一个最佳答案。录音材料只播放一遍。
- B 节(Part B)共 6 题,题型为多项选择题。本节为两篇分别为 250~280 字左右的短文,每篇短文后有三个问题,每一提问后有一个 12 秒的间隙。要求考生根据所听短文的内容在规定时间内从所给出的四个选项中选出一个最佳答案。录音材料只播放一遍。
- C 节(Part C)共 5 题,题型为填空或简答。本节为一篇 250~280 字左右的短文,要求考生根据所听短文的内容,在文中空白处填入所缺内容或简要回答所提出的问题。录音材料播放三遍(填空题)或二遍(简答题)。

第二部分 阅读理解 30%

阅读理解部分主要考查考生通过阅读来获取所需信息的能力。其中包括考查考生对阅读材料的中心思想、主要内容和细节的掌握能力;对所阅读材料的内容进行概括和推断能力;利用上下文推测词义的能力以及正确领会作者观点、判断作者态度的能力。阅读理解部分既考查考生的阅读理解的准确性,又考察考生的阅读速度。阅读理解部分共 30 道题,阅读量约为 2200 字(不包括题目及选择项)。

第三部分 词汇 20%

词汇部分主要考察考生对硕士研究生英语学习阶段所学词汇知识的掌握及运用能力。着重考查考生的词汇知识宽度、深度以及考生的构词能力。词汇考查内容覆盖《硕士研究生学位课程英语过关考试大纲》所附词汇表及常用前缀、后缀中的全部内容。词汇部分共 20 道题,分 A、B、C 三节。

- A 节(Part A)共 7 题。每题为一个完整的英文句子,句中在一个词或词组下划有横线,要求考生从所给出的四个选项中选出该划线词或词组的最佳同义词或最佳释义。
- B 节(Part B)共 8 题。每题为一个非完整的英文句子,句中有一处空白,要求考生从所给出的四个选项中选出最恰当的词或词组填在句中空白处,使该句成为逻辑合理、表达正确的英文句子。
- C 节(Part C)共 5 题。每题为一个非完整的英文句子,句中有一处空白,要求考生用该题中所给根词的适当词形填入句中空白处,使该句成为逻辑合理、表达正确的英文句子。

第四部分 改错 15%

改错部分主要考查考生英语词法知识和句法知识的实际运用能力。共 15 道题。每题为一个完整英文句子,句中有四个下面划有横线的词或短语,其中有一处存在语言表达错误,要求考生首先选出该错误,并在不改变句子意义的前提下改正其语言错误。

第五部分 写作 15%

写作部分主要考查考生用英语书面表达思想的能力和综合运用语言的能力。考生须完成一篇不少于 150 字的命题作文。要求考生作文内容切题、条理清晰、语句连贯;语言规范、无重大语言错误。

口 试

口语考试主要考查考生运用英语进行口头交际的能力。要求考生能进行简单日常对话；稍加准备，就能对所讨论的问题进行 2 分钟左右的连续发言，能基本正确地表达思想。

笔试试卷结构表

部分	节	考核类型	考查要点	题型	题量	计分	答题纸种类
听力理解	A	9 段对话	推断能力 概括能力 细节辨别能力	选择题	9	9	答题纸(一)
	B	2 篇短文		选择题	6	6	答题纸(一)
	C	1 篇短文		填空或简答	5 空或 5 题	5	答题纸(二)
阅读理解		5~6 篇文章 (约 2200 字)	阅读理解的准确 性和阅读速度	选择题	30	30	答题纸(一)
词汇	A	单句	词汇知识宽度	选择题	7	7	答题纸(一)
	B	单句	词汇知识深度	选择题	8	8	答题纸(一)
	C	单句	构词知识	写词形	5	5	答题纸(二)
改错		单句	词法知识 句法知识	判断选择改错	15	15	答题纸(二)
作文		命题作文	内容切题 语言规范	写作	不少于 150 字 作文一篇	15	答题纸(二)
总计						100	

SAMPLE TEST

SECTION I LISTENING COMPREHENSION (20 points)

Part A (9 points)

Directions: In part A you will hear 9 conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and the questions will not be repeated. After you hear a question, read the four choices given and choose the best one by marking the corresponding letter A, B, C, or D on your Answer Sheet I.

1. A. In a museum.
B. In a park.
C. In a library.
D. In an art store.
2. A. Hotel manager.
B. Steward on a plane.
C. Travel agent.
D. Librarian.
3. A. He went directly to the boss with his problem.
B. He decided to keep his problem to himself.
C. He let his mother speak to the boss about the problem.
D. He told his boss's mother about the problem.
4. A. The woman buys all her clothes in Chicago.
B. The woman bought no dresses in Chicago.
C. The woman can sew.
D. The woman bought one dress in Chicago.
5. A. Leave work early.
B. Call the telephone company at noon.
C. Go to work during the afternoon.

-
- D. Go to the telephone company between one and three.
6. A. John should not talk to Bill anymore.
B. John should tell Bill not to think negatively.
C. John should take Bill's remarks seriously.
D. John should pay little attention to what Bill says.
7. A. She did not understand what Allen was saying.
B. Allen didn't seem to be nervous at all during her presentation.
C. Allen needs training in public speaking lessons.
D. Allen should have been more attractive.
8. A. The man thinks the woman can earn the credits.
B. The woman is going to graduate from a university.
C. The woman has to attend a course to graduate.
D. The woman is begging the man to let her pass the exam.
9. A. The man went to visit his grandparents.
B. The man worked part-time.
C. The man changed his mind and went to visit his parents.
D. The man just stayed at home.

Part B (6 points)

Directions: In part B, you will hear two passages. After each passage, you will be asked some questions. The passages and questions will be spoken just one time. They will not be written out for you, so you will have to listen carefully to understand what the speaker says. After you hear a question, read the four choices given and choose the best one by marking the corresponding letter A, B, C, or D on your Answer Sheet I.

Questions 10 to 12 are based on the passage you have just heard.

10. A. The fact that your mother has made a greater impact on who you are.
B. The fact that your mother has always cheered your efforts at whatever you do.
C. The fact that a woman has different personal needs.
D. The fact that a woman has different responsibilities.
11. A. To show her our different personal needs.

- B. To give her a little mothering in return.
- C. To appreciate her influence in our life.
- D. To develop our own preferences.

12. A. One.
B. Two.
C. Three.
D. Four.

Questions 13 to 15 are based on the passage you have just heard.

13. A. Mental health is nothing but the absence of mental illness.
B. Mental health is anything but the absence of mental illness.
C. Mental health is less than the absence of mental illness.
D. Mental health is more than the absence of mental illness.
14. A. Balance in life.
B. Self-actualization.
C. Ability to enjoy life.
D. Flexibility in holding one's ideas.
15. A. Characteristics of mental health.
B. Methods to maintain mental health.
C. Differences between mental health and mental disorder.
D. Ways to diagnose mental illness.

Part C (5 points)

Directions: In part C, you are going to hear a short passage. The passage will be read twice. After you hear the passage, you are expected to answer the following questions as briefly as you can on your Answer Sheet II.

Questions 16 to 20 are based on the passage you have just heard.

16. What is foodborne illness also known as?
17. When do foodborne illnesses increase?
18. What are the natural causes of the illness according to the passage?
19. What are the other causes for the increase during the summer?

20. Why do most people seldom get sick from impure food according to the speaker?

SECTION II Reading Comprehension (30 points)

Directions: In this section, you will read six passages. Each one is followed by several questions about it. For questions you are to choose the one best answer, A, B, C or D to each question. Then, on your Answer Sheet I, find the number of the question and mark out the corresponding letter of the answer you have chosen.

Passage One

Certain animals have an intuitive awareness of quantities. They know without analysis the difference between a number of objects and a smaller number. In his book *The Natural History of Selbourne* (1786), the naturalist Gilbert White tells how he surreptitiously removed one egg a day from a plover's nest, and how the mother laid another egg each day to make up for the missing one. He noted that other species of birds ignore the absence of a single egg but abandon their nests if more than one egg has been removed. It has also been noted by naturalists that a certain type of wasps always provides five — never four, never six — caterpillars for each of their eggs so that their young have something to eat when the eggs hatch. Research has also shown that both mice and pigeons can be taught to distinguish between odd and even numbers of food pieces.

These and similar accounts have led some people to infer that creatures other than humans can actually count. They also point to dogs that have been taught to respond to numerical questions with the correct number of barks, or to horses that seem to solve arithmetic problems by stomping their hooves the proper number of times.

Animals respond to quantities only when they are connected to survival as a species — as in the case of eggs — or survival as individuals — as in the case of food. There is no transfer to other situations or from concrete reality to the abstract notion of numbers. Animals can “count” only when the objects are present and only when the numbers involved are small — no more than seven or eight. In lab experiments, animals trained to “count” one kind of object were unable to count any other type. The objects, not the numbers, are what interest them. Animals' admittedly remarkable achievements simply do not amount to evidence of counting, nor do they reveal more than innate instincts, refined by the genes of

successive generations or the results of clever, careful conditioning of trainers.

21. What is the main idea of the passage?
- A. Careful training is required to teach animals to perform tricks involving numbers.
 - B. Animals cannot “count” more than one kind of object.
 - C. Of all animals, dogs and horses can count best.
 - D. Although some animals may be aware of quantities, they cannot actually count.
22. Why does the author refer to Gilbert White’s book in line 2 of the first paragraph?
- A. To show how attitudes have changed since 1786.
 - B. To contradict the idea that animals can count.
 - C. To provide evidence that some birds are aware of quantities.
 - D. To indicate that more research is needed in this field.
23. The word *surreptitiously* in line 3 of the first paragraph is closest in meaning to _____.
- A. quickly
 - B. secretly
 - C. occasionally
 - D. stubbornly
24. The author mentions that all of the following are aware of quantities in some way except _____.
- A. plovers
 - B. mice
 - C. caterpillars
 - D. wasps
25. How would the author probably characterize the people who are mentioned in line 1 of the second paragraph?
- A. As mistaken.
 - B. As demanding.
 - C. As clever.
 - D. As foolish.

Passage Two

Baseball has been dubbed “American’s favorite sport,” and many fans contend that

there is no greater thrill than watching a good pitcher throw the ball skillfully in a series of expertly delivered “fast” and “curve” balls. Two such pitches, the “rising fastball” and the “breaking curveball” are particularly exasperating to batters because these balls tend to veer in one direction or the other just as they reach home plate. The “rising fastball” zooms forward only to jump up and over the bat as the batter swings. The “breaking curveball” curves toward home plate, but plunges downward unexpectedly at the last moment. Batters attempt to anticipate these pitches, and respond accordingly, while pitchers work at perfecting their “fast” and “curve” ball deliveries.

But, according to studies conducted by a team of engineers and psychologists, the “rising fastball” and the “breaking curveball” do not actually exist; they are merely optical illusions. The studies revealed that batters perceive the balls as approaching more slowly or falling more quickly than it actually is, and it is this misperception that produces the visual illusion. Batters tend to have difficulty tracking a ball continuously as it approaches and will briefly divert their eyes to the spot where they think the ball will cross the plate. When a batter has misjudged the speed or angle of a pitch, and shifts his or her gaze in this way, the ball will appear to suddenly rise or dip, and the batter will often miss.

How will this finding affect “American’s favorite pastime”? No doubt some will vehemently reject the notion that the “rising fastball” and the “breaking curveball” are mere illusions. But for others, the findings may imbue the game with a new level of intrigue as batters attempt to respond to pitches that don’t exist.

26. What does the passage mainly discuss?
- A. The difference between fastballs and curveballs.
 - B. American’s favorite pastime.
 - C. Illusions about the movements of pitched balls.
 - D. Perceptual problems among baseball players.
27. In line 4 of the first paragraph, could the word *exasperating* best be replaced by which of the following?
- A. Challenging.
 - B. Exhausting.
 - C. Exciting.
 - D. Frustrating.
28. According to the author, why is it difficult for the batter to hit the “rising fastball” and

the “breaking curveball”?

- A. Because the ball approaches too quickly.
 - B. Because the ball veers just before reaching home plate.
 - C. Because the batter misjudges the pitcher’s intention.
 - D. Because the batter misjudges the speed or angle of the ball.
29. How is the illusion of the “rising fastball” and the “breaking curveball” produced according to the passage?
- A. By the pitcher’s delivery.
 - B. By the batter’s inability to track the ball accurately.
 - C. By the speed and angle of the ball.
 - D. By the studies of engineers and psychologists.

Passage Three

The sea floor, an unimaginable hostile world of crushing pressure and utter darkness, remains one of the earth’s last unexplored frontiers — as well as a story that journalists cannot easily plumb. But that is changing. This week’s cover story describes the adventurers and scientists — they are sometimes one and the same who are using the latest mechanical marvels to delve into the oceans’ secrets. *Time* correspondents around the world interviewed dozens of these underwater experts, whose most fascinating discoveries have been ships that came to grief over the centuries, from the mighty Titanic to the remnants of a 3,400-year-old sailing craft off Turkey.

The Titanic expedition set out from the territory of Boston. Correspondent Joelle Attinger got as close as she could to the scene of the wreck’s latest exploration. In addition to conducting a face-to-face interview in Woods Hole, Mass., with Expedition Leader Robert Ballard, who found the Titanic last fall and has just returned from a second, more detailed look, she used a ship-to-shore radio to talk to him. Reporter Attinger, who spoke several times with Ballard after he had surfaced from eight-hour descents: “The romance of these ventures is tangible, the excitement spontaneous. This is a story about dreams and the people and technology that have made them come alive.” Artist Ken Marschall, a Titanic historian whose images of the ship have adorned books and a record album, sought to capture that romance in his illustration for this week’s cover. Says Marschall of the manned submersible *Alvin*, which approached the sunken liner, “It’s the human eye seeing the Titanic for the first time in 74 years.”

Thousands of miles away in Turkey, Rome Bureau Chief Brik Amfitheatrof borrowed flippers and a face mask from archeologists exploring a Bronze Age vessel that sank in 1400 B. C. . Amfitheatrof plunged from the American research ship Virazon to meet three divers ascending from the wreck 160ft. below. They handed him a box containing the objects they had found, including gold jewelry. "My one concern while swimming," Amfitheatrof said, "was not to drop that box."

Staff writer Jamie Murphy, who wrote the cover story, drew on his scuba-diving knowledge for this week's assignment. Murphy once dove to a depth of 180ft, while hunting for black coral in Hawaii. That experience, he recalls, provided "an incredible feeling of entering a different world."

30. This passage is about _____.
A. the sea floor, the oceans' secrets
B. the shipwreckage of the Titanic
C. the latest discoveries of the Titanic and the remnants of a 3,400-year-old sailing craft
D. Robert Ballard and Erik Amfitheatrof
31. Joelle Attinger _____.
A. is an underwater expert
B. found the Titanic last fall
C. used a ship-to-shore radio to have a face-to-face interview with Robert Ballard
D. got as close as she could to the spot of the Titanic's latest exploration
32. Which of the following statements about the Titanic expedition is not true?
A. Ballard stayed in the ocean for eight hours.
B. Ballard was in charge of the expedition.
C. Alvin, one of the members of the expedition, approached the wreck.
D. Marschall intended to illustrate this week's cover story with imaginative drawing concerning the Titanic.
33. Which of the following is not what the author mentions to be the latest mechanical marvel?
A. Flippers.
B. A face mask.
C. A ship-to-shore radio.