

博士研究生入学考试辅导用书

# 2009 考博英语

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## 全国名校真题精解

第4版

博士研究生入学考试辅导用书  
编审委员会

编著

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博士研究生入学考试辅导用书

# 考博英语全国名校真题精解

第4版

博士研究生入学考试辅导用书编审委员会 编著

机械工业出版社

英语考试是考生参加博士生入学考试道路上比较大的障碍和挑战。为了帮助报考博士的考生了解各高等院校考博英语的命题特点和出题动态,我们参照一些名校博士生入学英语考试大纲,认真研究了50多所高等院校200多份历年考博英语真题,精心挑选了部分试题和相关资料,对北京大学、清华大学、中国人民大学等近20所重点高等院校近年博士生入学考试英语试题作了详细的解析。本书详解其解题思路,全面分析其命题动向,剖析解题技法,从而帮助考生增强应试能力和信心。

本书适合参加博士研究生入学考试的广大考生使用,也可以作为参加硕士研究生入学考试考生的自学辅导用书。

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## 第4版前言

我国自1981年建立学位制度以来,全国博士招生人数增长速度较快,2008年全国博士招生人数突破了6万人,今后国内博士生招收人数还将略有增加。从整体上看,由于博士生招生形势的不断发展,因而各院校博士生入学考试的难度也越来越大,对考生的外语要求也将越来越高,特别是听说能力。攻读博士学位的学生,一方面应该具备坚实的专业理论基础和扎实的科研能力,另一方面还应该具备较强的外语能力。从国家的角度来讲,我国走上了国际化的道路,改革开放的程度已经往纵深方向发展,我国与国外院校在经济、文化、科学、教育、管理和军事等领域的合作也日益紧密——这就对我国人才的知识水平提出了更高的要求。国际化人才首先要具备良好的外语水平,包括听、说、读、写、译的综合能力。作为我国高等教育最高层次的博士研究生教育,要求博士生具有较高的外语水平,也就理所当然了。

英语考试是考生参加博士生入学考试道路上比较大的障碍和挑战。许多考生并非由于专业课,而是因为英语成绩未达到所报考院校最低录取分数线,而与自己理想的院校失之交臂。虽然目前我国博士生英语入学考试没有统一的考试大纲(这主要是因为国内没有对博士生入学考试英语考试采取统考形式),但是各个院校命题特点大同小异,一些院校的试题类型、内容难易程度都非常相似,所以,研究一些院校的近年考试试题就非常有价值。

目前国内大多数院校博士生入学考试英语考试发展趋势的主要特点是:主观测试题分值增加,博士生入学考试英语考试由水平测试趋向于水平测试和能力测试并重。虽然这种变化趋势并不适用于所有院校,但也反映了大多数院校博士生入学考试英语考试的发展趋势,具体可以总结出以下几点。

### 一、试题难度稳定,录取分数线波动不大

根据统计,全国博士生入学考试英语考试录取分数线总的来说呈上升趋势,这主要是由于报考人数逐年增多和考生整体水平提高的原因。例如,中国社科院2000年为50分,2001~2003年为55分,2004为57分,2005~2006年为56分。近年来,各院校博士生入学考试英语考试实际录取分数线大体在50~60分之间波动,也有个别院校少数专业破格录取分数线在50分以下。

通过对比全国大多数院校的历年考博英语试题可以看出,从试题难度这方面来说,难度较大的应当数中科院、中国社科院和北京大学的试题,其他院校试题难度基本低于这三所院校。

### 二、重点题型突出,对主观题的考查是今后的方向和重点

博士英语考试目前出现过的题型有十几种,例如:听力、词汇、语法、完形填空、改错、英语解释、阅读理解、英译汉、汉译英、写作、Summary等。但实际考试中多数院校每次只考六七种题型。对于多数院校来说,听力、词汇和语法、阅读理解、翻译和写作是四种常见题型。

听力在国内博士研究生入学考试英语考试中占15~20分左右;词汇和语法占10~35分左右,而词汇和语法分值各半;阅读理解占10~50分左右;翻译占10~15分左右;写作占10~15分左右。

从全国重点院校的博士研究生入学考试英语试卷来看,向主观题型发展是今后的趋势,如西安交通大学考博试卷中全是主观题型,仅考翻译(汉译英与英译汉)和写作;北京大学考博试卷中有篇章改错,还曾采用没有阅读客观题,只有主观问答和阅读理解后写总结的考

题形式。因此要想取得好成绩,考生应重视主观题型的训练。

### 三、引进听写题型,听力难度有所增加

听力难度增大,是因为听写在听力考试中逐渐被采用和推广。听写与其他听力选择题的区别是如果听不懂就写不出答案,而其他听力选择题则有可能猜对。

### 四、用大题拉开分数差距,阅读、翻译和写作是考试的重中之重

翻译和写作都属于非标准化的题型,即主观测试题,这也说明了博士生入学英语考试侧重能力测试。尤其是有的院校还增加了英语口语。

通过对国内重点院校近年考题进行分析可知,翻译(汉译英和英译汉)和写作平均占总分的30分左右,最高的为财政部财科所的70分,最低的为北京大学的15分。

### 五、个别院校特别突出某一题型的重要性,重点考查考生某一方面的能力

国内个别院校考试题型中特别重视某一方面的测试,如北京师范大学的题型比较特殊,翻译和写作占55分,阅读占30分,听力占15分;财政部财科所的英语测试中翻译和写作就占了70分,并且听力没有和笔试合计,这说明了该研究所对阅读和写作要求较高;而天津大学博士生入学英语测试中没有阅读理解,用其他考试题型代替阅读理解。因此复习的时候,要有针对性地强化训练。

为了帮助报考博士的考生了解各高等院校考博英语命题特点和出题动态,我们参照一些名校博士生入学英语考试大纲,在第3版的基础上,认真修订了本书,增加了几所重点院校的最新试题与解析,更正了本书前几个版次中的错误和疏漏之处,使本书更加臻于完善,更加符合考生的需要。“观千剑而后识器”,我们相信,只要考生认真阅读本书,深入理解并熟悉各种题型和熟练运用各种解题技巧,就一定能够在考博英语中脱颖而出。

在收集各高校考博试题的过程中,我们得到了清华大学、北京大学、中国人民大学、中国科学院、中国科技大学、北京理工大学、南京大学、武汉大学、厦门大学等高等院校的大力支持,在此表示由衷的感谢。

实践证明,一本好的复习资料,能够帮助考生达到事半功倍的效果。本书为考生提供了全国名校的考博英语真题精解,详析解题思路,分析命题动向,剖析解题技巧,从而帮助考生增强应试能力和信心,获取理想成绩。

本套丛书附有超值赠送服务。凡购买本书者,都将免费获得由著名考博英语辅导专家主讲的价值100元的“中国大手笔教育在线一卡通”。考生可以登录 [www.firstedu.org.cn](http://www.firstedu.org.cn),免费注册用户名和密码,登录系统注册学习卡,然后自由选择考博英语相关辅导课程进行学习。

本套丛书由“中国大手笔教育在线”提供全程的技术服务与网络课堂支持。购买本书的考生还可免费申请成为“中国大手笔教育在线”的会员,享受“中国大手笔教育在线”提供的一系列教学服务,如免费下载网络教学资料、部分内部学员的答疑期刊以及权威考试资讯等。

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博士研究生入学考试辅导用书编审委员会

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## 清华大学 2006 年博士研究生入学考试英语试题

### Part I Listening Comprehension (20%)

(略)

### Part II Vocabulary (10%)

**Directions:** There are 20 incomplete sentences or sentences with underlined words in this part. For each sentence there are four choices marked A, B, C and D. Choose the best one that completes the sentence or is nearest in meaning with the underlined word and then mark the corresponding letter on the ANSWER SHEET with a single line through the center.

21. Right now there is a sale of 19th-century European paintings and sculptures in the museum.  
A. photographs      B. images      C. statues      D. stone paintings
22. The more intrusive advertisements become, the more they irritate web users.  
A. annoy      B. dismay      C. surprise      D. startle
23. Both police officers and high officials here are susceptible to corruption.  
A. sustainable      B. suspicious      C. skeptical      D. vulnerable
24. In the new shark repellent method, an insulated cable is buried on the bottom of the sea around a beach from which people swim.  
A. frightening      B. resisting      C. protective      D. raising
25. His work shed provocative yet necessary light on an important way to slow the spread of this deadly virus.  
A. provisional      B. seductive      C. insulting      D. disturbing
26. Before the construction of the railroad, it was prohibitively expensive to transport any goods across the mountains.  
A. determinedly      B. incredibly      C. forbiddingly      D. amazingly
27. Scarcely does anyone want to become janitors, but to be appointed as a sanitary engineer is quite something else.  
A. senior      B. military      C. clean      D. skilled
28. Nowadays, the prescribed roles of the man as "breadwinner" and the woman as housewife are changing.  
A. original      B. prevalent      C. ascribed      D. settled
29. The new chemical will exterminate this kind of insects in this area.  
A. eliminate      B. prosecute      C. quench      D. quit



30. He stepped gingerly into the ramshackle old house.  
A. slowly                      B. recklessly                      C. cautiously                      D. alertly
31. This is only a \_\_\_\_\_ agreement: nothing serious concluded yet by far.  
A. tentative                      B. local                      C. decisive                      D. kidding
32. Some workers in the nuclear power station were exposed to high levels of \_\_\_\_\_.  
A. radiation                      B. cancer                      C. microwaves                      D. high temperature
33. A \_\_\_\_\_ refers to an animal that is born from its mother's body, not from an egg, and drinks its mother's milk as a baby.  
A. mammoth                      B. penguin                      C. mosquito                      D. mammal
34. I have to say this, but this coat you've just bought is made of \_\_\_\_\_ fur; it's not real mink.  
A. coarse                      B. genuine                      C. slippery                      D. counterfeit
35. It's amazing that two researchers working independently made the same discovery \_\_\_\_\_.  
A. spontaneously                      B. simultaneously                      C. collaboratively                      D. conscientiously
36. The government can't expect the taxpayer to \_\_\_\_\_ this company out indefinitely.  
A. support                      B. bail                      C. redeem                      D. remove
37. These melodious folk songs are generally \_\_\_\_\_ to Smith, a very important musician of the century.  
A. devoted                      B. contributed                      C. composed                      D. ascribed
38. \_\_\_\_\_ any one should think it strange, let me assure you that it is quite true.  
A. In order that                      B. Lest                      C. If                      D. Providing
39. \_\_\_\_\_ my wife's consistent encouragement I wouldn't have accomplished my graduate study.  
A. But for                      B. But with                      C. Except for                      D. Except that
40. When cooperating with the American specialists in the States, I \_\_\_\_\_ myself of the opportunity to improve my English.  
A. availed                      B. allowed                      C. deprived                      D. indulged

### Part III Reading Comprehension (40%)

**Directions:** There are 4 reading passages in this part. 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.

**Questions 41 to 45 are based on the following passage.**

Opinion polls are now beginning to show an unwilling general agreement that, whoever is to blame and whatever happens from now on, high unemployment is probably here to stay. This means we shall have to find ways of sharing the available employment widely.

But we need to go further. We must ask some fundamental questions about the future work. Should we continue to treat employment as the norm? Should we not rather encourage many other ways for self-respecting? Should we not create conditions in which many of us can work for

ourselves, rather than for an employer? Should we not aim to revive the household and the neighborhood, as well as the factory and the office as centers of production and work?

The industrial age has been the only period of human history in which most people's work has taken the form of jobs. The industrial age may now be coming to an end, and some of the changes in work patterns which it brought may have to be reversed. This seems a discouraging thought. But, in fact, it could offer the prospect of a better future for work. Universal employment, as its history shows has not meant economic freedom.

Employment became widespread when the 17th and 18th centuries made many people dependent on paid work by depriving them of the use of the land, and thus of the means to provide a living for themselves. Then the factory system destroyed the cottage industries and removed work from people's homes. Later, as transport improved, first by rail and then by road, people traveled longer distances to their places of employment until, eventually, many people's work lost all connection with their home lives and the places in which they lived.

Meanwhile, employment put women at disadvantage. It became customary for the husband to go out to paid employment, leaving the unpaid work of the home and family to his wife.

All this may now have to change. The time has certainly come to switch some effort and resources away from the impractical goal of creating jobs for all, to the urgent practical task of helping many people to manage without full-time jobs.

41. What idea did the author derive from the recent opinion polls?
  - A. Available employment should be restricted to a small percentage of the population.
  - B. New jobs must be created in order to rectify high unemployment figures.
  - C. Jobs available must be distributed among more people.
  - D. The present high unemployment figures are a fact of life.
42. The passage suggests that we should now re-examine our thinking about work and \_\_\_\_\_.
  - A. be prepared to admit that being employed is not the only kind of work
  - B. create more factories in order to increase our productivity
  - C. set up smaller private enterprises so that we in turn can employ others
  - D. be prepared to fill in time by taking up housework
43. The passage tells us that the arrival of the industrial age meant that \_\_\_\_\_.
  - A. universal employment guaranteed prosperity
  - B. economic freedom came within everyone's reach
  - C. patterns of work were fundamentally changed
  - D. to survive, everyone has to find a job
44. As a result of the enclosures of the 17th and 18th centuries \_\_\_\_\_.
  - A. people were no longer legally entitled to own land
  - B. people were forced to look elsewhere for means of supporting themselves
  - C. people were not adequately compensated for the loss of their land
  - D. people were badly paid for the work they managed to find
45. It can be inferred from the passage that \_\_\_\_\_.
  - A. the industrial age was a period of human history in which most people's work has taken the form of jobs
  - B. the industrial age may now be coming to an end, and some of the changes in work patterns which it brought may have to be reversed
  - C. the industrial age has not meant economic freedom
  - D. the industrial age has put women at disadvantage

- A. the creation of jobs for all is impossible
- B. we must make every effort to solve the problem of unemployment
- C. people should start to support themselves by learning a practical skill
- D. we should help people to get full-time jobs

**Questions 46 to 50 are based on the following passage.**

Various innovations have been introduced as ways to break off our system which forces students through a series of identical classrooms in which teachers do most of the talking and students have little opportunity to respond. Among these innovations are team teaching and teacher aides, non-graded elementary and secondary schools, independent study, curricula focused on helping students discover things for themselves rather than on trying to tell them everything, and schools designed for maximum flexibility so that students can work alone, or in small groups, or take part in large—group instruction via diverse media. The aim of all these innovations is to adapt instruction more precisely to the needs of each individual student. Many people who have a strong dislike to organizing instruction scientifically and to bringing new technology into the schools and colleges fail to realize that the present system is in many respects mechanical and rigid. The vast differences in the ways students learn are disregarded when they are taught the same thing, in the same way, at the same time. There is no escaping the evidence that many students themselves feel little enthusiasm and even outright hostility for the present way schools and colleges are organized and instruction is handled. Many of them resent technology, but what they object to is usually technology used as a means for handling a large number of students. Or it is programming which merely reproduces conventional classroom responds and learns, reaching new plateaus from which to climb to higher levels of understanding. Technological media can store information until it is needed or wanted. They can distribute it over distances to reach the student where he happens to be. They can present the information to the student through various senses. They can give the student the opportunity to react to the material in many ways. In short, the student's opportunities for learning can be increased and enhanced by using a wide range of instructional technology. All the available resources for instruction, including the teachers, can work together to create conditions for maximum effective learning.

- 46. The author is mainly concerned with \_\_\_\_\_.
  - A. providing the possibility for students to take the courses they want
  - B. making technology an active tool in the school
  - C. relieving the teacher from routine duties
  - D. meeting the needs of each student
- 47. It can be inferred from the article that a good educational system must \_\_\_\_\_.
  - A. not depend on teachers
  - B. make use of varying methods of teaching
  - C. place a renewed emphasis on science
  - D. not organize their instruction
- 48. The author suggests that the basic role of the teacher in the educational system should

be \_\_\_\_\_.

- A. as a lecturer
- B. that of a technologist
- C. as the source of knowledge
- D. much more than that of classroom teaching

49. The negative reactions of students to technology are the result of \_\_\_\_\_.

- A. unknown factors
- B. a general hostility toward education
- C. its misuse
- D. its newness in the schools

50. All of the following are mentioned as a capability of technological media EXCEPT their ability to \_\_\_\_\_.

- A. make it easier for students to obtain needed information
- B. provide many ways of teaching the same thing
- C. make learning easy and fun
- D. provide students with enrollment exam

**Questions 51 to 55 are based on the following passage.**

Rubidium, potassium and carbon are three common elements used to date the history of Earth. The rates of radioactive decay of these elements are absolutely regular when averaged out over a period of time; nothing is known to change them. To be useful as clocks, the elements have to be fairly common in natural minerals, unstable but decay slowly over millions of years to form recognizable “daughter” products which are preserved minerals.

For example, an atom of radioactive rubidium decays to form an atom of strontium (another element) by converting a neutron in its nucleus to a proton and releasing an electron, generating energy in the process. The radiogenic daughter products of the decay — in this case strontium atoms — diffuse away and are lost above a very high temperature. So by measuring the exact proportions of rubidium and strontium atoms that are present in a mineral, researchers can work out how long it has been since the mineral cooled below that critical “blocking” temperature. The main problems with this dating method are the difficulty in finding minerals containing rubidium, the accuracy with which the proportions of rubidium and strontium are measured, and the fact that the method gives only the date when the mineral last cooled below the blocking temperature. Because the blocking temperature is very high, the method is used, mainly for recrystallized (igneous or metamorphic) rocks, not for sediments — rubidium-bearing minerals in sediments simply record the age of cooling of the rocks which were eroded to form the sediments, not the age of deposition of the sediments themselves.

Potassium decays to form (a gas) which is sometimes lost from its host mineral by escaping through pores. Although potassium-argon dating is therefore rather unreliable, it can sometimes be useful in dating, sedimentary rocks because potassium is common in some minerals which form in sediments at low temperatures. Assuming no argon has escaped, the potassium-argon date records the age of the sediments themselves.

Carbon dating is mainly used in archaeology. Most carbon atoms (carbon-12) are stable and do not change over time. However, cosmic radiation bombarding the upper atmospheres constantly interacting with nitrogen in the atmosphere to create an unstable form of carbon, carbon-14.

51. What is the common feature of rubidium, potassium and carbon?
  - A. They can be made into clocks.
  - B. They are rich in content.
  - C. Their decay is slow but regular.
  - D. The products of their decay are the same.
52. What aspect of rubidium decay is useful for dating?
  - A. The atom produced by the decay is above a certain point of temperature.
  - B. The atom produced by the decay is easy to be detected at a cool temperature.
  - C. The decay produced a neutron and an electron.
  - D. The decay is sensitive to the changes in temperature.
53. What is the limitation of the rubidium method?
  - A. Rubidium is everywhere in the rock.
  - B. Strontium atoms are hard to detect at the normal temperature.
  - C. It cannot date sediments.
  - D. It is time-consuming.
54. Which of the following is the major factor that affects the accuracy of potassium dating?
  - A. The number of the mineral pores.
  - B. The number of missing argon atoms.
  - C. External temperature.
  - D. Mineral temperature.
55. The underlined word “cosmic” in the last paragraph is closest in meaning to \_\_\_\_\_.
  - A. radioactive
  - B. organic
  - C. terrestrial
  - D. universal

**Questions 56 to 60 are based on the following passage.**

In Plato's Utopia, there are three classes: the common people, the soldiers, and the guardians chosen by the legislator. The main problem, as Plato perceives, is to insure that the guardians shall carry out the purpose of the legislator. For this purpose the first thing he proposes is education.

Education is divided into two parts, music and gymnastics. Each has a wider meaning than at present: “music” means everything that is in the province of the muses, and “gymnastics” means everything concerned with physical training fitness. “Music” is almost as wide as what is now called “culture”, and “gymnastics” is somewhat wider than what “athletics” mean in the modern sense.

Culture is to be devoted to making men gentlemen, in the sense which, largely owing to Plato is familiar in England. The Athens of his day was, in one respect, analogous to England in the nineteenth century: there was in each an aristocracy enjoying wealth and social prestige, but having no monopoly of political power; and in each the aristocracy had to secure as much power as it could by means of impressive behavior. In Plato's Utopia, however, the aristocracy rules unchecked.

Gravity, decorum and courage seem to be the qualities mainly to be cultivated in education. There is to be a rigid censorship from very early years over the literature to which the young have access and the music they are allowed to hear mothers and nurses are to tell their children only authorized stories. Also, there is a censorship of music. The Lydian and Ionian harmonies are to be

forbidden, the first because it expresses sorrow, the second because it is relaxed. Only the Dorian (for courage) and the Phrygian (for temperance) are to be allowed. Permissible rhythms must be simple, and such as are expressive of a courageous and harmonious life.

As for gymnastics, the training of the body is to be very austere. No one is to eat fish, or meat cooked other than roasted, and there must be no sauces or candies. People brought up on his regimen, he says, will have no need of doctors. Gymnastics applies to the training of mind as well. Up to a certain age, the young are to see no ugliness or vice. But at a suitable moment, they must be exposed to "enchantments", both in the shape of terrors that must not terrify, and of bad pleasures that must not seduce the will. Only after they have withstood these tests will they be judged fit to be guardians.

56. What is the main topic of the passage?
- A. Three social classes in Utopia. B. How to make the society in harmony.  
C. Plato's philosophy. D. Education pattern in Utopia.
57. According to the passage, which of the following is closest in meaning to the concept "music" in Plato's philosophy?
- A. Muses. B. Culture. C. Manners. D. Literature.
58. What is the major difference between the aristocracy in the old Athens and the gentlemen in Utopia?
- A. The former had to fight to obtain political power.  
B. The former were more respected by the public.  
C. The latter enjoyed much more political power.  
D. The latter was regarded as the king of the country.
59. Why is fish eating forbidden in Utopia?
- A. To secure the balance of nature. B. To exercise people's perseverance.  
C. For a strong volition. D. For excellent health condition.
60. We can infer from the passage that the music "Lydian" sounds \_\_\_\_.
- A. sad B. bold C. relaxed D. simple

#### Part IV Cloze (10%)

**Directions:** There are 20 blanks in the following passage. For each blank there are four choices marked A, B, C and D. You should choose the ONE that best fits into the passage. Then mark the corresponding letter on the ANSWER SHEET.

Consumers and producers obviously make decisions that mold the economy, but there is a third major 61 to consider the role of government. Government has a powerful 62 on the economy in at least four ways:

Direct Services. The postal system, for example, is a federal system 63 the entire nation, as is the large and complex establishment. Conversely, the construction and 64 of most highways the 65 of the individual states, and the public educational systems, despite a large funding role



by the federal government, are primarily 66 for by country or city governments. Police and fire protection and sanitation 67 are also the responsibilities of local government.

Regulation and Control. The government regulates and controls. Private 68 in many ways, for the 69 of assuring that business serves the best 70 of the people as a whole. Regulation is necessary in areas where private enterprise is granted a 71, such as in telephone or electric service. Public policy permits such companies to make a reasonable 72, but limits their ability to raise prices 73, since the public depends on their services. Often control is 74 to protect the public, as for example, when the Food and Drug administration bans harmful drugs, or requires standards of 75 in food. In other industries, government sets guidelines to ensure fair competition without using direct control.

Stabilization and Growth. Branches of government, including Congress and such entities as the Federal Reserve Board attempt to control the extremes of boom and bust, of inflation and depression, by 76 tax rates, the money supply, and the use of credit. They can also 77 the economy through changes in the amount of public spending by the government itself.

Direct Assistance. The government provides many kinds of help to 78 and individuals. For example, tariffs 79 certain products to remain relatively free of foreign competition; imports are sometimes taxed so that American products are able to 80 better with certain foreign goods. In quite a different area, government supports individuals who cannot adequately care for themselves, by making grants to working parents with dependent children, by providing medical care for the aged and the indigent, and through social welfare system.

- |                    |                   |                 |                  |
|--------------------|-------------------|-----------------|------------------|
| 61. A. economy     | B. horror         | C. magnifier    | D. element       |
| 62. A. elevation   | B. emotion        | C. effect       | D. election      |
| 63. A. dripping    | B. serving        | C. diverging    | D. clamping      |
| 64. A. clearance   | B. combustion     | C. commence     | D. maintenance   |
| 65. A. commonplace | B. responsibility | C. conductivity | D. consequence   |
| 66. A. consoled    | B. compacted      | C. paid         | D. bracketed     |
| 67. A. services    | B. boycotts       | C. budgets      | D. charters      |
| 68. A. banquet     | B. boom           | C. arena        | D. enterprise    |
| 69. A. assertion   | B. purpose        | C. asset        | D. assumption    |
| 70. A. admiration  | B. interests      | C. adoption     | D. accuracy      |
| 71. A. monopoly    | B. acceptance     | C. abolition    | D. morality      |
| 72. A. proximity   | B. blend          | C. breast       | D. profit        |
| 73. A. fairly      | B. unfairly       | C. friendly     | D. unnecessarily |
| 74. A. exercised   | B. broadened      | C. bankrupted   | D. exemplified   |
| 75. A. faculty     | B. quantity       | C. quality      | D. fragment      |
| 76. A. applauding  | B. assessing      | C. ascending    | D. adjusting     |
| 77. A. affect      | B. accommodate    | C. adhere       | D. affirm        |
| 78. A. beverage    | B. businesses     | C. bondage      | D. botany        |
| 79. A. perplex     | B. permit         | C. perturb      | D. plunder       |

80. A. compensate

B. confront

C. console

D. compete

**Part V Writing (20%)**

**Directions:** In this part, you are asked to write a composition on the title of "Qualities of Top Research Workers" with no less than 200 English words. Your composition should be based on the following outline given in Chinese. Put your composition on the ANSWER SHEET.

1. 优秀的科研工作者需要具备什么素质?
2. 举例说明这种素质的重要性。
3. 如何培养这种素质?

## 清华大学 2006 年博士研究生入学考试英语试题

### 参考答案与解析

#### Part I Listening Comprehension

(略)

#### Part II Vocabulary

21. 【答案】C

【解析】A 项意为“照片”；B 项意为“图像，肖像”；C 项意为“雕像，塑像，雕塑”；D 项意为“石工画”。题中画线词的词义为“雕塑，雕刻，雕塑品”。因此本题答案为 C。

22. 【答案】A

【解析】A 项意为“使苦恼，骚扰”；B 项意为“使沮丧，使惊慌”；C 项意为“使惊讶”；D 项意为“震惊”。题中画线词的词义为“激怒，使急躁”，A 项最符合题意，因此本题答案为 A。

23. 【答案】D

【解析】A 项意为“可忍受的，养得起的”；B 项意为“可疑的，怀疑的”；C 项意为“怀疑性的，好怀疑的”；D 项意为“易受攻击的，易受……的攻击”。题中画线词的词义为“易受影响的”，因此本题答案为 D。

24. 【答案】B

【解析】A 项意为“令人恐惧的，引起惊慌的”；B 项意为“抵抗的，反抗的”；C 项意为“给予保护的”；D 项意为“举高的，提高的”。题中画线词的词义为“排斥的”，B 项的意思与之相符，因此本题答案为 B。

25. 【答案】D

【解析】A 项意为“临时的”；B 项意为“诱人的，有魅力的”；C 项意为“侮辱的，污蔑的”；D 项意为“干扰的，骚扰的”。题中画线词的词义为“挑衅的，煽动的”，D 项符合原文意思，因此本题答案为 D。

26. 【答案】B

【解析】A 项意为“决然地，断然地”；B 项意为“惊人地，异乎寻常地”；C 项意为“冷酷地，令人生畏地”；D 项意为“令人惊讶地，出奇地”。题中画线词的词义为“（价格等）高得买不起”，这个词表达的意思带有“认为不合理”的意思，在本题中 B、D 项字面意思都与题意相符，但 D 项通常用作褒义，因此本题答案为 B。

27. 【答案】C

【解析】A 项意为“年长的，资格老的”；B 项意为“军事的，军用的”；C 项意为“清