



硕士博士研究生英语考试系列丛书

中国科学院

# 博士研究生入学考试

## 英语考试大纲及真题精解 (2005—2018年)

主编：于华

主审：高原

 北京理工大学出版社  
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# 中国科学院博士研究生 入学考试英语考试大纲及真题精解 (2005—2018年)

主 编 于 华  
主 审 高 原  
编 者 (按姓氏笔画排列)  
于 华 李利军 杨 莉  
洪 雷 胡江波 钱玉彬  
彭 宇

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# 前 言

英语水平是衡量报考博士研究生的考生是否具备攻读博士学位的实力的一个重要尺度。为确保考生具有一定的英语能力,入学后能顺利攻读博士学位,中国科学院从 1984 年起对博士入学的英语考试实行统一命题和统一阅卷。中国科学院博士研究生招生考试英语考试实行春、秋季制,分别定在每年的 3 月和 10 月举行。2002—2013 年,每年春、秋两季博士入学英语考试的命题和阅卷工作全部由中国科学院大学外语系承担。自 2014 年起,中国科学院将一年两次的博士入学考试调整为一年一次,主要为春季招生,博士入学英语考试的命题仍旧由中国科学院大学外语系承担。

本书从 2005 年出版以来,逐年修订,以补充并增加新的博士入学英语考试真题及精解,该书的出版一直受到报考中国科学院研究生的考生热烈欢迎。随着入选真题套数的逐年增多,书的体积和重量已相当可观。为了便于考生携带,同时也为了突出近年真题的重要性,我们决定给书“瘦身”,即书的正文部分以 2010 年以后的博士入学英语考试真题及精解为主,而 2005—2009 年的真题及答案可以通过扫描书中二维码下载获得。

本书在策划上,除 2005 年 9 月考试大纲中的 1 套样题之外,共收录了 23 套真题,其中 2005 年 10 月—2009 年 10 月的 10 套真题及答案可以通过扫描书中二维码下载获得,2010 年 3 月—2018 年 3 月的 13 套真题配有参考答案及试题精解。本书的试题精解部分由于华主编,策划、组织并审阅本书的编写工作,参加精解编写的老师有:钱玉彬(词汇)、洪雷(完形填空)、彭宇(阅读理解 A)、于华(词汇、阅读理解 A、阅读理解 B)、杨莉(英译汉)、胡江波(写作)、李利军(写作)等。

本书是应广大考生的实际需求进行的一次尝试。由于教学任务繁重,时间仓促,疏漏和不妥之处在所难免,敬请同行专家和读者不吝指正。

编 者

2018 年 11 月

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# 第一部分

## 中国科学院研究生院 博士研究生入学 考试英语考试 大纲及样题



# 中国科学院研究生院 博士研究生入学考试 英语考试大纲

本大纲是在 2002 年 10 月起试行的原《中国科学院研究生院博士研究生入学考试英语考试大纲》的基础上修订的,自 2005 年 10 月起在中国科学院研究生院范围内试行。

## 考试对象

报考中国科学院所属各院、所、园、中心、站、台相关专业拟攻读博士学位的考生。

## 考试目的

检验考生是否具有进入攻读博士学位阶段的英语水平和能力。

## 考试类型、考试内容及考试结构

本考试共有 5 个部分:词汇(占 10%)、完形填空(占 15%)、阅读理解(占 40%)、英译汉(占 15%),写作(占 20%)。试卷分为:试卷一(PAPER ONE)客观试题,包括前 3 个部分,共 75 题,顺序编号;试卷二(PAPER TWO)主观试题,包括英译汉和写作两个部分。

### 一、词汇

主要测试考生是否具备一定的词汇量和根据上下文对词和词组意义判断的能力。词和词组的测试范围基本以本考试大纲词汇表为参照依据。

共 20 题。每题为一个留有空白的英文句子。要求考生从所给的 4 个选项中选出可用在句中的最恰当词或词组。

### 二、完形填空

主要测试考生在语篇层次上的理解能力以及对词汇表达方式和结构掌握的程度。考生应具有借助于词汇、句法及上下文线索对语言进行综合分析和应用的能力。要求考生就所给篇章中 15 处空白所需的词或短语分别从 4 个选项中选出最佳答案。

### 三、阅读理解

本部分共分两节。要求考生能:

- (1) 掌握中心思想、主要内容和具体细节。
- (2) 进行相关的判断和推理。

(3) 准确把握某些词和词组在上下文中的特定含义。

(4) 领会作者的观点和意图,判断作者的态度。

A 节:主要测试考生在规定时间内通过阅读获取相关信息的能力。考生须完成 1 800~2 000 词的阅读量并就题目从 4 个选项中选出最佳答案。

B 节:主要测试考生对诸如连贯性和一致性等语段特征的理解。考生须完成 700~900 词的阅读量(2 篇短文),并根据每篇文章(约 400 词)的内容,从文后所提供的 6 段文字中选择能分别放进文章中 5 个空白处的 5 段。

#### 四、英译汉

要求考生将一篇近 400 词的英语短文中有下划线的 5 个句子翻译成汉语。主要测试考生是否能从语篇的角度正确理解英语原句的意思,并能用准确、达意的汉语书面表达出来。

#### 五、写作

要求考生按照命题、所给提纲或背景图、表写出一篇不少于 200 词的短文。目的是测试考生用英语表达思想或传递信息的能力及对英文写作基础知识的实际运用能力。

### 考试时间及计分

考试时间总计为 180 分钟,其中试卷一为 110 分钟,试卷二为 70 分钟。卷面总分 100 分。详见下表。

试卷一:

题号	名称	题量/道	分值/%	时间/min
I	词汇	20	10	15
II	完形填空	15	15	15
III-A	阅读理解(A)	30	30	60
III-B	阅读理解(B)	10	10	20
小计	—	75	65	110

试卷二:

题号	名称	题量/道	分值/%	时间/min
IV	英译汉——语篇中句子	5	15	30
V	写作	1	20	40
小计	—	6	35	70

# 中国科学院

## 博士研究生入学考试

### 英语试卷

(样题)

考生须知:

- 一、本试卷由试卷一 (PAPER ONE) 和试卷二 (PAPER TWO) 两部分组成。试卷一为客观题,答卷使用标准化机读答题纸;试卷二为主观题,答卷使用非机读答题纸。
- 二、请考生一律用 HB 或 2B 铅笔填涂标准化机读答题纸,画线不得过细或过短。修改时请用橡皮擦拭干净。若因填涂不符合要求而导致计算机无法识别,责任由考生自负。请保持机读答题纸清洁、无折皱。答题纸切忌折叠。
- 三、全部考试时间总计 180 分钟,满分为 100 分。时间及分值分布如下:

试卷一:

I 词汇	15 分钟	10 分
II 完形填空	15 分钟	15 分
III 阅读理解	80 分钟	40 分
<hr/>		
小计	110 分钟	65 分

试卷二:

IV 英译汉	30 分钟	15 分
V 写作	40 分钟	20 分
<hr/>		
小计	70 分钟	35 分

**SAMPLE TEST**  
**THE CHINESE ACADEMY OF SCIENCES**  
**ENGLISH ENTRANCE EXAMINATION**  
**FOR**  
**DOCTORAL CANDIDATES**

**PAPER ONE**

**PART I VOCABULARY (15 minutes, 10 points, 0.5 point each)**

**Directions:** Choose the word or expression below each sentence that best completes the statement, and mark the corresponding letter of your choice with a single bar across the square brackets on your Machine-scoring Answer Sheet.

1. Ten years ago, a house with a decent bathroom was a \_\_\_\_\_ symbol among university professors.  
A. post                      B. status                      C. position                      D. place
2. It would be far better if collectors could be persuaded to spend their time and money in support of \_\_\_\_\_ archaeological research.  
A. legible                      B. legitimate                      C. legislative                      D. illicit
3. We seek a society that has at its \_\_\_\_\_ a respect for the dignity and worth of the individual.  
A. end                      B. hand                      C. core                      D. best
4. A variety of problems have greatly \_\_\_\_\_ the country's normal educational development.  
A. impeded                      B. imparted                      C. implored                      D. implemented
5. A good education is an asset you can \_\_\_\_\_ for the rest of your life.  
A. spell out                      B. call upon                      C. fall over                      D. resort to
6. Oil can change a society more \_\_\_\_\_ than anyone could ever have imagined.  
A. grossly                      B. severely                      C. rapidly                      D. drastically
7. Beneath its myriad rules, the fundamental purpose of \_\_\_\_\_ is to make the world a more pleasant place to live in, and you a more pleasant person to live with.  
A. elitism                      B. eloquence                      C. eminence                      D. etiquette
8. The New Testament was not only written in Greek language, but ideas derived from Greek philosophy were \_\_\_\_\_ in many parts of it.  
A. altered                      B. criticized                      C. incorporated                      D. translated

9. Nobody will ever know the agony I go \_\_\_\_\_ waiting for him to come home.  
A. over                      B. with                      C. down                      D. through
10. While a country's economy is becoming the most promising in the world, its people should be more \_\_\_\_\_ about their quality of life.  
A. discriminating      B. distributing      C. disagreeing      D. disclosing
11. Cheated by two boys whom he had trust on, Joseph promised to \_\_\_\_\_ them.  
A. find fault with                      B. make the most of  
C. look down upon                      D. get even with
12. The Minister's \_\_\_\_\_ answer let to an outcry from the Opposition.  
A. impressive      B. evasive      C. intensive      D. exhaustive
13. In proportion as the \_\_\_\_\_ between classes within the nation disappears the hostility of one nation to another will come to an end.  
A. intolerance      B. pessimism      C. injustice      D. antagonism
14. Everyone does their own thing, to the point where a fifth-grade teacher can't \_\_\_\_\_ on a fourth-grade teacher having taught certain things.  
A. count      B. insist      C. fall      D. dwell
15. When the fire broke out in the building, the people lost their \_\_\_\_\_ and ran into the elevator.  
A. hearts      B. tempers      C. heads      D. senses
16. Consumers deprived of the information and advice they needed were quite simply \_\_\_\_\_ every cheat in the marketplace.  
A. at the mercy of      B. in lieu of      C. by courtesy of      D. for the price of
17. In fact the purchasing power of a single person's pension in Hong Kong was only 70 per cent of the value of the \_\_\_\_\_ Singapore pension.  
A. equivalent      B. similar      C. consistent      D. identical
18. He became aware that he had lost his audience since he had not been able to talk \_\_\_\_\_.  
A. honestly      B. graciously      C. coherently      D. flexibly
19. The novel, which is a work of art, exists not by its \_\_\_\_\_ life, but by its immeasurable difference from life.  
A. significance in                      B. imagination at  
C. resemblance to                      D. predominance over
20. She was artful and could always \_\_\_\_\_ her parents in the end.  
A. shout down      B. get round      C. comply with      D. pass over

## PART II CLOZE TEST (15 minutes, 15 points)

**Directions:** For each blank in the following passage, choose the best answer from the four choices given below. Mark the corresponding letter of your choice with a single bar across the square brackets on your Machine-scoring Answer Sheet.

We are entering a period in which rapid population growth, the presence of deadly weapons, and dwindling resources will bring international tensions to dangerous levels for an extended period. Indeed, 21 seems no reason for these levels of danger to subside unless population equilibrium is 22 and some rough measure of fairness reached in the distribution of wealth among nations. 23 of adequate magnitude imply a willingness to redistribute income internationally on a more generous 24 than the advanced nations have evidenced within their own domains. The required increases in 25 in the backward regions would necessitate gigantic applications of energy merely to extract the 26 resources.

It is uncertain whether the requisite energy-producing technology exists, and more serious, 27 that its application would bring us to the threshold of an irreversible change in climate 28 a consequence of the enormous addition of manmade heat to the atmosphere. It is this 29 problem that poses the most demanding and difficult of the challenges. The existing 30 of industrial growth, with no allowance for increased industrialization to repair global poverty, hold 31 the risk of entering the danger zone of climatic change in as 32 as three or four generations. If the trajectory is in fact pursued, industrial growth will 33 have to come to an immediate halt, for another generation or two along that 34 would literally consume human, perhaps all life. The terrifying outcome can be postponed only to the extent that the wastage of heat can be reduced, 35 that technologies that do not add to the atmospheric heat burden — for example, the use of solar energy — can be utilized. (1996)

- |                  |                 |               |                |
|------------------|-----------------|---------------|----------------|
| 21. A. one       | B. it           | C. this       | D. there       |
| 22. A. achieved  | B. succeeded    | C. produced   | D. executed    |
| 23. A. Transfers | B. Transactions | C. Transports | D. Transcripts |
| 24. A. extent    | B. scale        | C. measure    | D. range       |
| 25. A. outgrowth | B. outcrop      | C. output     | D. outcome     |
| 26. A. needed    | B. needy        | C. needless   | D. needing     |
| 27. A. possible  | B. possibly     | C. probable   | D. probably    |
| 28. A. in        | B. with         | C. as         | D. to          |
| 29. A. least     | B. late         | C. latest     | D. last        |
| 30. A. race      | B. pace         | C. face       | D. lace        |
| 31. A. on        | B. up           | C. down       | D. out         |
| 32. A. less      | B. fewer        | C. many       | D. little      |
| 33. A. rather    | B. hardly       | C. then       | D. yet         |
| 34. A. line      | B. move         | C. drive      | D. track       |
| 35. A. if        | B. or           | C. while      | D. as          |

## PART III READING COMPREHENSION

### Section A (60 minutes, 30 points)

**Directions:** *Below each of the following passages you will find some questions or incomplete statements. Each question or statement is followed by four choices marked A, B, C, and D. Read each passage carefully, and then select the choice that best answers the question or completes the statement. Mark the letter of your choice with a single bar across the square brackets on your Machine-scoring Answer Sheet.*

#### Passage One

The writing of a historical synthesis involves integrating the materials available to the historian into a comprehensible whole. The problem in writing a historical synthesis is how to find a pattern in, or impose a pattern upon, the detailed information that has already been used to explain the causes for a historical event.

A synthesis seeks common elements in which to interpret the contingent parts of a historical event. The initial step, therefore, in writing a historical synthesis, is to put the event to be synthesized in a proper historical perspective, so that the common elements or strands making up the event can be determined. This can be accomplished by analyzing the historical event as part of a general trend or continuum in history. The common elements that are familiar to the event will become the ideological framework in which the historian seeks to synthesize. This is not to say that any factor will not have a greater relative value in the historian's handling of the interrelated when viewed in a broad historical perspective.

The historian, in synthesizing, must determine the extent to which the existing hypotheses have similar trends. A general trend line, once established, will enable these similar trends to be correlated and paralleled within the conceptual framework of a common base. A synthesis further seeks to determine, from existing hypotheses, why an outcome took the direction it did; thus, it necessitates reconstructing the spirit of the times in order to assimilate the political, social, psychological, etc., factors within a common base.

As such, the synthesis becomes the logical construct in interpreting the common ground between an original explanation of an outcome (thesis) and the reinterpretation of the outcome along different lines (antithesis). Therefore, the synthesis necessitates the integration of the materials available into a comprehensible whole which will in turn provide a new historical perspective for the event being synthesized.

36. The author would mostly be concerned with \_\_\_\_\_.
- A. finding the most important cause for a particular historical event
  - B. determining when hypotheses need to be reinterpreted

- C. imposing a pattern upon varying interpretations for the causes of a particular historical event  
D. attributing many conditions that together lead to a particular historical event or to single motive
37. The most important preliminary step in writing a historical synthesis would be \_\_\_\_\_.  
A. to accumulate sufficient reference material to explain an event  
B. analyzing the historical event to determine if a “single theme theory” applies to the event  
C. determining the common strands that make up a historical event  
D. interpreting historical factors to determine if one factor will have relatively greater value
38. The best definition for the term “historical synthesis” would be \_\_\_\_\_.  
A. combining elements of different material into a unified whole  
B. a tentative theory set forth as an explanation for an event  
C. the direct opposite of the original interpretation of an event  
D. interpreting historical material to prove that history repeats itself
39. A historian seeks to reconstruct the “spirit” of a time period because \_\_\_\_\_.  
A. the events in history are more important than the people who make history  
B. existing hypotheses are adequate in explaining historical events  
C. this is the best method to determine the single most important cause for a particular action  
D. varying factors can be assimilated within a common base
40. Which of the following statements would the author consider false?  
A. One factor in a historical synthesis will not have a greater value than other factors.  
B. It is possible to analyze common unifying points in hypotheses.  
C. Historical events should be studied as part of a continuum in history.  
D. A synthesis seeks to determine why an outcome took the direction it did.

### Passage Two

When you call the police, the police dispatcher has to locate the car nearest you that is free to respond. This means the dispatcher has to keep track of the status and location of every police car — not an easy task for a large department.

Another problem, which arises when cars are assigned to regular patrols, is that the patrols may be too regular. If criminals find out that police cars will pass a particular location at regular intervals, they simply plan their crimes for times when no patrol is expected. Therefore, patrol cars should pass by any particular location at random times; the fact that a car just passed should be no guarantee that another one is not just around the corner. Yet simply ordering the officers to patrol at random would lead to chaos.

A computer dispatching system can solve both these problems. The computer has no trouble keeping track of the status and location of each car. With this information, it can determine instantly which car should respond to an incoming call. And with the aid of a pseudorandom number generator, the computer can assign routine patrols so that criminals can't predict just when a police car will pass through a particular area.

(Before computers, police sometimes used roulette wheels and similar devices to make random assignments.)

Computers also can relieve police officers from constantly having to report their status. The police car would contain a special automatic radio transmitter and receiver. The officer would set a dial on this unit indicating the current status of the car — patrolling, directing traffic, chasing a speeder, answering a call, out to lunch, and so on. When necessary, the computer at headquarters could poll the car for its status. The voice radio channels would not be clogged with cars constantly reporting what they were doing. A computer in the car automatically could determine the location of the car, perhaps using the LORAN method. The location of the car also would be sent automatically to the headquarters computer.

41. The best title for this passage should be \_\_\_\_\_.
- A. Computers and Crimes
  - B. Patrol Car Dispatching
  - C. The Powerful Computers
  - D. The Police with Modern Equipment
42. A police dispatcher is NOT supposed to \_\_\_\_\_.
- A. locate every patrol car
  - B. guarantee cars on regular patrols
  - C. keep in touch with each police car
  - D. find out which car should respond to the incoming call
43. If the patrols are too regular, \_\_\_\_\_.
- A. the dispatchers will be bored with it
  - B. the officers may become careless
  - C. the criminals may take advantage of it
  - D. the streets will be in a state of chaos
44. The computer dispatching system is particularly good at \_\_\_\_\_.
- A. assigning cars to regular patrols
  - B. responding to the incoming calls
  - C. ordering officers to report their location
  - D. making routine patrols unpredictable
45. According to the account in the last paragraph, how can a patrol car be located without computers?
- A. Police officers report their status constantly.
  - B. The headquarters poll the car for its status.
  - C. A radio transmitter and receiver is installed in a car.
  - D. A dial in the car indicates its current status.

### Passage Three

A child who has once been pleased with a tale likes, as a rule, to have it retold in identically the same words, but this should not lead parents to treat printed fairy stories as sacred texts. It is always much better to tell a story than read it out of a book, and, if a parent can produce what, in the actual circumstances of the time and the individual child, is an improvement on the printed text, so much the better.

A charge made against fairy tales is that they harm the child by frightening him or arousing his sadistic impulse. To prove the latter, one would have to show in a controlled experiment that children who have read fairy stories were more often guilty of cruelty than those who had not. Aggressive, destructive, sadistic impulses every child has and, on the whole, their symbolic verbal discharge seem to be rather a safety valve than an incitement to overt action. As to fears, there are, I think, well-authenticated cases of children being dangerously terrified by some fairy story. Often, however, this arises from the child having heard the story once. Familiarity with the story by repetition turns the pain of fear into the pleasure of a fear faced and mastered.

There are also people who object to fairy stories on the grounds that they are not objectively true, that giants, witches, two-headed dragons, magic carpets, etc., do not exist; and that, instead of indulging his fantasies in fairy tales, the child should be taught how to adapt to reality by studying history and mechanics. I find such people, I must confess, so unsympathetic and peculiar that I do not know how to argue with them. If their case were sound, the world should be full of madmen attempting to fly from New York to Philadelphia on a broomstick or covering a telephone with kisses in the belief that it was their enchanted girl-friend.

No fairy story ever claimed to be a description of the external world and no sane child has ever believed that it was.

46. According to the author, the best way to retell a story to a child is to \_\_\_\_\_.
- A. tell it in a creative way
  - B. take from it what the child likes
  - C. add to it whatever at hand
  - D. read it out of the story book
47. In the second paragraph, which statement best expresses the author's attitude towards fairy stories?
- A. He sees in them the worst of human nature.
  - B. He dislikes everything about them.
  - C. He regards them as more of a benefit than harms.
  - D. He is expectant of the experimental results.
48. According to the author, fairy stories are most likely to \_\_\_\_\_.
- A. make children aggressive the whole life
  - B. incite destructiveness in children