

中国社会科学院研究生英语系列教材

ZHONGGUO SHEHUI KEXUEYUAN
YANJIUSHENGYUAN BOSHI YANJIUSHENG RIXUEKAOSHI
YINGYU SHITI JI JIEXI
(2011-2014)

中国社会科学院 研究生院博士研究生入学考试 英语试题及解析 (2011—2014)

张 波 王 鸥 赵洪宝 编著
任华梨 王铁利 刘钊宏



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中国社会科学院研究生院博士研究生 入学考试英语试题说明

根据《中华人民共和国学位条例暂行实施办法》的有关规定, 外国语是获得博士学位的考试科目。博士研究生入学应具备相应的外语水平, 以适应博士研究生阶段的学习及研究的需要。原国家教委颁布的《硕士、博士研究生英语教学大纲》明确指出: “博士生入学时其英语水平原则上应达到或略高于硕士生的水平。” 博士研究生英语入学考试的目的是检验考生是否具有攻读博士学位的英语水平。中国社会科学院研究生院博士研究生入学英语考试大纲是根据国家教育部 1998 年博士研究生入学考试的有关文件而制定的。

考试类型与内容

本考试形式为笔试, 总分 100 分, 共包括 4 个部分: 词汇 (占 20%)、语法 (占 20%)、阅读理解 (占 30%) 和翻译 (占 30%)。

1. 词汇部分: 主要测试考生是否具备在掌握基本语法知识的基础上理解句中关键词语的能力。要求考生理解性地掌握 8000 个常用单词以及 500 个常用词组和短语, 能根据词根、词缀和构词法识别单词、派生词及近义词或同义词。此部分共分 A、B 两节。

A 节: 考题共 10 题, 每题 1 分。每题为一个含有一个划线部分的英文句子, 要求考生从四个选项中选出一个与划线部分最接近的同义或近义词替代划线部分。例如:

But twohurdles stand in the way of Russia's realizing its space dreams: a collapsing public-education system and a brain drain that for decades has been siphoning off the country's highly trained engineers as they move to better-paying jobs in the West.

a. obstacles b. prophecies c. hassles d. outcomes

(答案为 A。本题用四个选项中的一个替代划线部分, 考查考生是否掌握划线词语的意思及用法。)

B 节: 考题共 10 题, 每题 1 分。每题为一个留有空白的英文句子, 要求考生从四个选项中选出最佳答案填空。例如:

a. plunge b. assert c. exert d. insert

II. 语法部分：主要测试考生对标准英语书面语的理解能力以及运用语法的能力。要求考生能熟练地掌握和运用语法规则，理解语法结构复杂的长、难句子，此部分共分 A、B 两节。

An important consequence arises because the social security program is purely pay-as-you-go financed, _____ most pension plans, at least in the private sector, are fully funded. Thus, greater contracting-out implies greater prefunding of pension commitments.

(答案为 A。本题主要考查连词的用法。此处 whereas 连接两个并列句, 比较或对比两种社会保障和养老金提供方式。)

One major obstacle to economic development is population growth. The populations
A B
of most developing countries grow at a rate much faster than that of industrialized
C
countries. One reason for this growth is the high crude birth-rate—the number of
live births per 1000 people.
D

(选项 C 错。应改为 those。本题考查代词的用法。代词的指代一定要考虑所代名词的单复数问题。根据上下文, those 指代的是前面的 populations 这一复数名词。)

III. 阅读理解：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4篇社会科学题材的短文，约2000~2500词的阅读量，并就所给题目从四个选项中选出最佳答案。考题共20题，每题1.5分。

此部分要求考生：

1. 掌握中心思想、主要内容和重要细节:

2. 就原文内容进行一定的判断和推理;
3. 准确把握某些关键词和词组在上下文中特定含义;
4. 领会作者观点和意图, 判断作者态度。

IV. 翻译部分: 主要测试考生中英文互译能力。此部分共分 A、B 两节。

A 节: 将英语翻译成汉语。本部分共 15 分, 每题 3 分。试题设计为一篇 500 词左右的英语短文, 文章有一定难度, 一般为社会科学题材的文章。要求考生在充分理解短文的基础上, 将文中五个划线部分翻译成汉语。要求译文内容准确、完整, 语言明白、通畅。考生应具备较扎实的英语语言基础和文化背景知识, 以及一定的翻译技巧和翻译实践能力。

B 节: 将汉语翻译成英语。本部分共 15 分, 每题 5 分。试题设计为 3 个独立的短小中文段落。汉译英测试的重点是英语句型的正确使用、词的搭配与选择、常用词语的表达以及基本的语法知识运用。要求表达正确、语言流畅, 无重大语法错误。

希望本说明有助于考生了解中国社会科学院研究生院博士研究生入学考试英语试题的题型、题量、各题所占比例以及试卷的考查重点, 在较短时间内提高英语水平, 并祝各位考生在考试中取得理想的成绩。

在此谨向参与本项工作的外国专家 Edwin Baak、James Oliver、David Quentin Dauthier、Luke Petschauer、David W. Roman 表示感谢。

中国社会科学院研究生院外语教研室
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第一部分 历年真题试卷

2011 年攻读博士学位研究生入学考试

PART I: Vocabulary

Section A (10 points)

Directions: Choose the word that is the closest in meaning with the underlined word.

1. Long treatment of the elderly drains funds from the health needs of other groups and from urgent social problems.
a. restrains b. detains c. soars d. exhausts
2. For cancer cells destroy not only all rival cells, in their ruthless biological warfare, but also destroy the larger organization—the body itself—signing their own suicide warrant.
a. refined b. random c. merciless d. perpetual
3. The report also examined the overall effectiveness of the 43-day bombing campaign carried out by coalition forces and Congress released a brief synopsis to the public.
a. compendium b. bibliography c. addendum d. postscript
4. All that may come to my knowledge in the exercise of my profession or in daily commerce with men, which ought not to be spread abroad, I will keep secret and will never reveal.
a. business b. exchange c. wedlock d. contact
5. With the awfully limited vocabulary to only a thousand words or fewer, the reader resembles a color blind artist who is only aware of a few colors and consequently his ability to create on canvas is lamentably restricted.
a. auspiciously b. deplorably c. suspiciously d. disbelievingly
6. The epic is possible because America is an idea as much as it is a country. Ameri-

a. conviction b. loyalty c. conversion d. component

7. After a few short but interminable seconds, U. S. Astronaut Neil Armstrong placed his foot firmly on the fine-grained surface of the moon. The time was 10:56p. m. , July 20, 1969.
a. inseparable b. fast c. indelible d. long
8. Hopelessly entrapped in the two-year tangle of his own deceit, forced into a confession of past lies, he watched the support of his most loyal defenders collapse in a political maelstrom, driven by their bitterness over the realization that he had betrayed their trust.
a. probe b. confusion c. finding d. potential
9. Although this could be seen as a strength because it allows flexibility, it can also be argued that it invalidates the theory: in this case several people's rights must be relinquished to reach a conclusion.
a. given up b. put off c. thought of d. held on
10. War is the social cancer of mankind. It is a pernicious form of ignorance, for it destroys not only its "enemies", but also the whole superstructure of what it is a part—and thus eventually it defeats itself.
a. baneful b. optimal c. paradoxical d. perilous

Section B (10 points)

Directions: Choose the answer that best fills in the blank.

11. In this great global clash of interests, it is time for both sides to soften their anger and seek new ways to get along with each other. If sanity is to prevail, the guiding policy must not be _____ but cooperation and conservation.
a. confrontation b. reconciliation c. ration d. resumption
12. Looking ahead, the computer industry sees pure gold. Estimates for the number of personal computers in use by the end of the century run as high as 80 million. Then there are all the _____ industries: desks to hold computers, luggage to carry them, cleansers to polish them.
a. concessionary b. feasible c. hypothetical d. auxiliary
13. In North Dakota, which had barely an inch of rain in four months, there was no grass for cattle. Farmers tramped their dusty fields watching their dwarfed stand of grain shrivel and _____.
a. survive b. wail c. perish d. swell

14. As most new buyers soon learn, it is not that easy for a novice to use, particularly when the manuals contain instructions like this _____ from Apple: "This character prevents script from terminating the currently forming output line when it encounters the script command in the input stream."
- a. excerpt b. manipulation c. retrieval d. reminder
15. Eventually the old brutal arrangement was _____ by the laws of the state, which undertook to end the freelance savageries of personal revenge by meting out justice uncomplicated by private passion.
- a. superseded b. revised c. permeate d. imposed
16. Rights and obligations are _____—an obligation flows from a right, and this provides clarity in action. For example if it can be agreed that the patient has a right to confidentiality, then it is clear that the doctor has a duty, not to breach this.
- a. correlative b. extraneous c. irrelevant d. compatible
17. Finally this theory is widely understood and accepted the world over, i. e. it has a _____; and is therefore a good basis for discussion of an ethical problem.
- a. particularity b. unilateralism c. commonality d. cosmopolitan
18. In New Orleans, meanwhile, the dredging of channels to accommodate petrochemical companies has _____ huge amounts of marshland.
- a. compromised b. proliferated c. produced d. modified
19. As a professional doctor, I will prescribe _____ for the good of my patients according to my ability and my judgment and never do harm to anyone.
- a. regimen b. equity c. requisite d. regime
20. It is often the children who truly lead the elders into America, the sons who take their fathers to their first baseball game or shepherd them to their first rock concert or give them a real sense that they _____ America's future.
- a. have an impact on b. have a facility for
c. have a grasp of d. have a stake in

PART II: Grammar

Section A (10 points)

Directions: Choose the answer that best fills in the blank.

21. In another institute study, 35% of U. S. employees said they had elder care responsibilities during the last year. It can be episodic, unpredictable and very _____.

- a. stressing b. stressed c. stressful d. stress
22. _____ it is generally agreed that sex-role stereotyping contributes to narrowly defined expectations about human potential, limited career options for males and females, and mixed messages about the world which contradict daily life experience, the social costs of such stereotyping have not been fully explored in the educational arena.
- a. As b. If c. While d. Unless
23. On the other hand, _____ very deep pockets, the administration would not be concerned in the least about the cost of their lawyers. If fully _____, the corporate lawyers could file enough motions, take enough depositions, and pursue every possible appeal, to the point that you, quite literally, could litigate yourself into bankruptcy.
- a. having / unleashed b. had / unleashed
c. having / unleashing d. had / unleashing
24. While we need to show young women how to protect themselves, these findings also demonstrate strongly that we need to help young men reject a culture that tells them relationships are based on showing power _____ others and that, as males, they need to prove their masculinity, _____ exercising this type of power.
- a. against / for b. on / with c. to / in d. over / by
25. _____ schools are a microcosm of society at large, it is important to examine the ways in which educational environments may foster and perpetuate a tolerance of gender-based stereotyping and violence.
- a. In that b. As long as c. For that d. Even though
26. _____, a product should have beauty of line, color, proportion, and texture; high efficiency and safety of operation; convenience or comfort in use; ease of maintenance and repair; durability; and expression of function in terms of form.
- a. Under a large quantity of prevailing criteria of design
b. By a large sum of severe criterion set by the association
c. According to a large amount of the industrial criteria
d. With a number of ultimate criterion laid down by the union
27. That was a man-made disaster that clearly _____ if the federal government, specifically the Federal Emergency Management Agency, had quickly marshaled the political will and resources to evacuate those without access to cars, instead of promoting on its Web site a faith-based charity that was clearly no match for the problem.
- a. could have been averted b. should have just averted

- c. would have not really averted d. could have not averted
28. The police had decided not to proceed with a prosecution against Irwin, _____ that it was highly unlikely that any jury in the land would wish to punish him for doing this mercy killing.
- a. since they had clearly recognized b. clearly recognizing
c. clearly being recognized d. clearly having recognized
29. Opponents of legalization often argue that inside the breast of all doctors, both sides of the argument agree, beats the heart of a Mengele _____.
- a. for whom patients must be protected
b. against whom patients must be protected
c. against whom patients must protect themselves
d. for whom patients must be being protected
30. It hardly needs _____ that being alive is one of the prerequisites for enjoying the freedom that Americans value so much.
- a. to mention b. mention c. mentioning d. being mentioned

Section B (10 points)

Directions: Choose the letter that indicates the error in the sentence.

31. In the same way, children learning to do all the other things they learn to do
A
without being taught—to walk, run, climb, whistle, ride a bicycle—compare their own performances with that of more skilled people, and slowly make the needed changes.
B C D
32. Human-centered, or anthropocentric, views favor an instrumental view of the
A
natural world and value it only as a means to human ends. Such views place
B
great value and trust in science and technology, believing that the powers of control over nature conferred by them are non-problematical and that ongoing technical development will be crucial to ensure a world bereft of poverty, drudgery and
C D
disease etc.
33. One's thoughts must be directed to the future, and to things about which there is
A
something to be done. This is not always easy; one's past is
a gradually increasing weight. It is easy to think for oneself that one's emotions
B C

used to be more vivid than they are, and one's mind more keen.

D

34. Culture in general is concerned with beliefs and values on the basis of that peo-

A

B

ple interpret experiences and behave, individually and in groups.

Broadly and simply put, "culture" refers to a group or community with which

C

D

you share common experiences that shape the way you understand the world.

35. Since the nineteenth century became the twentieth, Black bands

A

were being heard more and more on the streets of New Orleans.

B

Included in the crowd of listeners who followed them were black youngsters

C

D

such as Louis Armstrong. Soon there were white bands trying to copy this Black style of playing.

36. And while the medical community generally supports the guiding principle of the

A

current policy—that organ donation should be an act of giving, without monetary

B

incentives of any kind—the American Society of Transplant Surgeons has endorsed the idea of a pilot program that would partially reimburse surviving fami-

C

lies for the funeral expenses of individuals who allow their organs to take after

D

death.

37. To please no one I will prescribe a deadly drug, nor give advice which may cause

A

B

his death.

Nor will I give a woman a pessary to procure abortion. But I will preserve the pu-

C

D

rity of my life and my art.

38. Given the already documented incidence of abuse and violence

A

in adolescent's lives, the avoidance of these issues reinforces the message that

B

such matters are private and individual rather than socially based. This atti-

C

tude only serves to cover up the extent of abuse and perpetuate the shame that

D

such silence promotes.

39. Such changes, combined with the erosion of the area's barrier islands, and the

Bush administration's policy of opening up more wetlands to development, weak-

ened the natural frontline defense against a hurricane storm surge and leave the

city more vulnerable to death and destruction.

40. Older persons typically exhibit greater experience-based knowledge, increased accuracy, better judgment, and generally improved ability to handle fa-

miliar tasks than younger persons. Such applied knowledge, or wisdom, may in

fact be considerably more important to one's ability to accomplish most tasks of day-to-day life than were the abstract abilities tapped by intelligence tests.

PART III: Reading comprehension (30 points)

Directions: Choose the best answers based on the information in the passages below.

Passage 1

The principle of the social character of the school as the basic factor in the moral education given may be also applied to the question of methods of instruction, not in their details, but their general spirit. The emphasis then falls upon construction and giving out, rather than upon absorption and mere learning. We fail to recognize how essentially individualistic the latter methods are, and how unconsciously, yet certainly and effectively, they react into the child's ways of judging and of acting. Imagine forty children all engaged in reading the same books, and in preparing and reciting the same lessons day after day. Suppose this process constitutes by far the larger part of their work, and that they are continually judged from the standpoint of what they are able to take in in a study hour and reproduce in a recitation hour. There is next to no opportunity for any social division of labor. There is no opportunity for each child to work out something specifically his own, which he may contribute to the common stock, while he, in turn, participates in the productions of others. All are set to do exactly the same work and turn out the same products. The social spirit is not cultivated—in fact, in so far as the purely individualistic method gets in its work, it atro-

phies for lack of use. The child is born with a natural desire to give out, to do, to serve. When this tendency is not used, when conditions are such that other motives are substituted, the accumulation of an influence working against the social spirit is much larger than we have any idea of—especially when the burden of work, week after week, and year after year, falls upon this side.

But lack of cultivation of the social spirit is not all. Positively individualistic motives and standards are inculcated. Some stimulus must be found to keep the child at his studies. At the best this will be his affection for his teacher, together with a feeling that he is not violating school rules, and thus negatively, if not positively, is contributing to the good of the school. I have nothing to say against these motives so far as they go, but they are inadequate. The relation between the piece of work to be done and affection for a third person is external, not intrinsic. It is therefore liable to break down whenever the external conditions are changed. Moreover, this attachment to a particular person, while in a way social, may become so isolated and exclusive as to be selfish in quality. In any case, the child should gradually grow out of this relatively external motive into an appreciation, for its own sake, of the social value of what he has to do, because of its larger relations to life, not pinned down to two or three persons.

But, unfortunately, the motive is not always at this relative best, but mixed with lower motives which are distinctly egoistic. Fear is a motive which is almost sure to enter in, not necessarily physical fear, or fear of punishment, but fear of losing the approbation of others; or fear of failure, so extreme as to be morbid and paralyzing. On the other side, emulation and rivalry enter in. Just because all are doing the same work, and are judged (either in recitation or examination with reference to grading and to promotion) not from the standpoint of their personal contribution, but from that of *comparative* success, the feeling of superiority over others is unduly appealed to, while timid children are depressed. Children are judged with reference to their capacity to realize the same external standard. The weaker gradually lose their sense of power, and accept a position of continuous and persistent inferiority. The effect upon both self-respect and respect for work need not be dwelt upon. The strong learn to glory, not in their strength, but in the fact that they are stronger.

Comprehension questions

41. The author criticizes _____.
a. teachers' focus on absorption b. the focus of pedagogy
c. unconscious judging by children d. lack of individualistic training
42. The author believes that expecting the same product from all students _____.

- a. ignores the importance of cooperation b. is difficult, but ultimately fair
c. ameliorates student individuality d. trains students to be better citizens
43. In principle, the author argues _____.
- a. hidden motives have equal outcomes
b. a key outcome of education is socialization
c. judging and acting are individualistic acts
d. approbation is of the utmost importance
44. The author believes it important that children learn the import of _____.
a. being successful in school b. liking their teacher
c. their actions to society d. small groups of people
45. The author argues that a harm of holding children to inflexible standards is _____.
a. some children fail and some succeed
b. children learn to realize their potential
c. hierarchies are created and reinforced
d. children may not understand the standards

Passage 2

I aim to reveal in terms of a general theory of interpretation the typical situation in which a stranger finds himself in his attempt to interpret the cultural pattern of a social group which he approaches and to orient himself within it. For our present purposes the term “stranger” shall mean an adult individual of our times and civilization who tries to be permanently accepted or at least tolerated by the group which he approaches. The outstanding example for the social situation under scrutiny is that of the immigrant, and the following analyses are, as a matter of convenience, worked out with this instance in view. But by no means is their validity restricted to this special case. The applicant for membership in a closed club, the prospective bridegroom who wants to be admitted to the girl’s family, the farmer’s son who enters college, the city-dweller who settles in a rural environment, the “selectee” who joins the Army, the family of the war worker who moves into a boom town—all are strangers according to the definition just given, although in these cases the typical “crisis” that the immigrant undergoes may assume milder forms or even be entirely absent.

As a convenient starting-point we shall investigate how the cultural pattern of group life presents itself to the common sense of a man who lives his everyday life within the group among his fellow-men. Following the customary terminology, we use the term “cultural pattern of group life” for designating all the peculiar valuations, institutions, and systems of orientation and guidance (such as the folkways, mores, laws, habits, customs, etiquette, fashions) which, in the common opinion of sociol-

ogists of our time, characterize—if not constitute—any social group at a given moment in its history. This cultural pattern, like any phenomenon of the social world, has a different aspect for the sociologist and for the man who acts and thinks within it. The sociologist (as sociologist, not as a man among fellow-men which he remains in his private life) is the disinterested scientific onlooker of the social world. He is disinterested in that he intentionally refrains from participating in the network of plans, means-and-ends relations, motives and chances, hopes and fears, which the actor within the social world uses for interpreting his experiences of it; as a scientist he tries to observe, describe, and classify the social world as clearly as possible in well-ordered terms in accordance with the scientific ideals of coherence, consistency, and analytical consequence.

The actor within the social world, however, experiences it primarily as a field of his actual and possible acts and only secondarily as an object of his thinking. In so far as he is interested in knowledge of his social world, he organizes this knowledge not in terms of a scientific system but in terms of relevance to his actions. This system of knowledge thus acquired—incoherent, inconsistent, and only partially clear, as it is—takes on for the members of the in-group the appearance of a sufficient coherence, clarity, and consistency to give anybody a reasonable chance of understanding and of being understood. Any member born or reared within the group accepts the ready-made standardized scheme of the cultural pattern handed down to him by ancestors, teachers, and authorities as an unquestioned and unquestionable guide in all the situations which normally occur within the social world. The knowledge correlated to the cultural pattern carries its evidence in itself - or, rather, it is taken for granted in the absence of evidence to the contrary. It is a knowledge of trustworthy recipes for interpreting the social world and for handling things and men in order to obtain the best results in every situation with a minimum of effort by avoiding undesirable consequences.

Comprehension Questions:

46. In what way does the immigrant's predicament differ to that of the other "strangers"?
 - a. The language barrier that hinders the immigrant's acceptance in a new environment.
 - b. The immigrant experiences a distinctive acclimatization.
 - c. Psychological upset causes difficulty for the immigrant's assimilation.
 - d. The immigrant begins with a "clean slate" whereas the others do not.
47. Why does the author use the word "peculiar" when describing the components of a "cultural pattern"?
 - a. To point out the eccentricities of culture and tradition.