

# 中国科学院自动化研究所博士研究生入学考试 英语考试大纲

## 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

本考试共有五个部分：词汇(占15%)、完形填空(占15%)、阅读理解(占30%)、英译汉(占15%)、写作(占25%)。试卷分为：试卷一(Paper One)客观试题，包括前三个部分，共35题，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。共10题。每题为一个留有空白的英文句子。要求考生从所给的四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10处空白所需的词或短语分别从四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600-700词的阅读量(2篇短文)并就题目从四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350-450词的阅读量(1篇短文)，并根据每篇文章的内容，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字的短文。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。

#### 考试时间及计分

考试时间总计为120分钟，其中试卷一为50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	分值	时间(分钟)
I	词汇选择填空	10	15	10
II	完形填空	10	15	10
III-A	阅读理解(A)	10	20	20
III-B	阅读理解(B)	5	10	10
小计		35	60	50 分钟

##### 试卷二：

题号	名称	题量	分值	时间(分钟)
IV	英译汉-语篇中句子	5	15	30
V	写作	1	25	40
小计		6	40	70 分钟

## SAMPLE TEST

### THE INSTITUTE OF AUTOMATION, CHINESE ACADEMY OF SCIENCES ENGLISH ENTRANCE EXAMINATION FOR DOCTORAL CANDIDATES

#### PAPER ONE

#### PART I VOCABULARY (10 minutes, 15 points, 1.5 point each)

**Directions:** Choose the word or expression below each sentence that best completes the statement, and write down your answer on the 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 pleasanter 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 the 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

**PART II CLOZE TEST (10 minutes, 15 points, 1.5 point each)**

**Directions:** For each blank in the following passage, choose the best answer from the four choices given and write down your answer on the 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, 11 seems no reason for these levels of danger to subside unless population equilibrium is 12 and some rough measure of fairness reached in the distribution of wealth among nations. 13 of adequate magnitude imply a willingness to redistribute income internationally on a more generous 14 than the advanced nations have evidenced within their own domains. The required increases in 15 in the backward regions would necessitate gigantic applications of energy merely to extract the 16 resources.

It is uncertain whether the requisite energy-producing technology exists, and more serious, 17 that its application would bring us to the threshold of an irreversible change in climate 18 a consequence of the enormous addition of manmade heat to the atmosphere. It is this 19 problem that poses the most demanding and difficult of the challenges. The existing pace of industrial growth, with no allowance for increased industrialization to repair global poverty, hold 20 the risk of entering the danger zone of climatic change in as many as three or four generations. If the trajectory is in fact pursued, industrial growth will then have to come to an immediate halt, for another generation or two along that line would literally consume human, perhaps all life.

- |    |              |                 |               |                |
|----|--------------|-----------------|---------------|----------------|
| 11 | A. one       | B. it           | C. this       | D. there       |
| 12 | A. achieved  | B. succeeded    | C. produced   | D. executed    |
| 13 | A. Transfers | B. Transactions | C. Transports | D. Transcripts |
| 14 | A. extent    | B. scale        | C. measure    | D. range       |
| 15 | A. outgrowth | B. outcrop      | C. output     | D. outcome     |
| 16 | A. needed    | B. needy        | C. needless   | D. needing     |
| 17 | A. possible  | B. possibly     | C. probable   | D. probably    |
| 18 | A. in        | B. with         | C. as         | D. to          |
| 19 | A. least     | B. late         | C. latest     | D. last        |

**PART III READING COMPREHENSION****Section A (20 minutes, 20 points, 2 points each)**

**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. Write down your answer on the Answer Sheet.*

## Passage 1

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.

21. 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
22. 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
23. 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
24. 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
25. 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 2

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.

26. 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

27. 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

28. 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

29. 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
30. 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.

**Section B (10 minutes, 10 points, 2 points each)**

**Directions:** *In the following passage, five sentences have been removed from the original text. They are listed from A to F and put below the passage. Choose the most suitable sentence from the list to fill in each of the blanks (numbered 31 to 35). There is one sentence that does not fit in any of the blanks. Write down your answer on the Answer Sheet.*

A history of long and effortless success can be a dreadful handicap, but, if properly handled, it may become a driving force. When the United States entered just such a glowing period after the end of the Second World War, it had a market eight times larger than any competitor, giving its industries unparalleled economies of scale. 31 America and Americans were prosperous beyond the dreams of the Europeans and Asians whose economies the war had destroyed.

It was inevitable that this primacy should have narrowed as other countries grew richer. Just as inevitably, the retreat from predominance proved painful. By the mid-1980s Americans had found themselves at a loss over their fading industrial competitiveness. 32 By 1987 there was only one American television maker left, Zenith. (Now there is none: Zenith was bought by South Korea's LG Electronics in July.) Foreign-made cars and textiles were sweeping into the domestic market. America's machine tool industry was on the ropes. 33

All of this caused a crisis of confidence. Americans stopped taking prosperity for granted. They began to believe that their way of doing business was failing, and that their incomes would therefore shortly begin to fall as well. 34 Their sometimes-sensational findings were filled with warnings about the growing competition from overseas.

35 In 1995 the United States can look back on five years of solid growth while Japan has been struggling. Few Americans attribute this solely to such obvious causes as a devalued dollar or the turning of the business cycle. Self-doubt has yielded to blind pride." American industry has changed its structure, has gone on a diet, has

learnt to be more quick-witted," according to Richard Cavanagh, executive dean of Harvard's Kennedy School of Government. "It makes me proud to be an American just to see how our businesses are improving their productivity," says Stephen Moore of the Cato Institute, a think-tank in Washington, DC. And William Sahlman of the Harvard Business School believes that people will look back on this period as "a golden age of business management in the United States."

- A. For a while it looked as though the making of semiconductors, which America had invested and which sat at the heart of the new computer age, was going to be the next casualty.
- B. Its scientists were the world's best, its workers the most skilled.
- C. How things have changed!
- D. The mid-1980s brought one inquiry after another into the causes of America's industrial decline.
- E. Some huge American industries, such as consumer electronics, had shrunk or vanished in the face of foreign competition.
- F. Some of the nation's largest businesses shrink in size when they appear on the government's database of federal contractors.

## PAPER TWO

### PART V TRANSLATION (30 minutes, 15 points, 3 points each)

**Directions:** Read the following text carefully and then translate the underlined segments into Chinese. Write your pieces of Chinese version in the proper space on the Answer Sheet.

There is no greater power in the world today than that wielded by the manipulators of public opinion in America. (36) No king or pope of old, no conquering general or high priest ever disposed of a power even remotely approaching that of the few dozen men who control America's mass news and entertainment media.

(37) Their power is not distant and impersonal; it reaches into every home in America, and it works its will during nearly every waking hour. It is the power which shapes and molds the mind of virtually every citizen, young or old, rich or poor, simple or sophisticated.

The mass media form for us our image of the world and then tell us what to think about that image. (38) Essentially everything we know—or think we know—about events outside our own neighborhood or circle of acquaintances comes to us via our daily newspaper, our weekly news magazine, our radio, or our television.

It is not just the heavy-handed suppression of certain news stories from our newspapers or the blatant propagandizing of history-distorting TV “docudramas” which characterizes the opinion-manipulating techniques of the media masters. They exercise both subtlety and thoroughness in their management of both the news and the entertainment which they present to us.

For example, the way in which the news is covered: (39) which items are emphasized and which are played down, the reporter's choice of words, tone of voice, and facial expressions; the wording of headlines; the choice of illustrations—all of these things subliminally (浅意识地) and yet profoundly affect the way in which we interpret what we see or hear.

On top of this, of course, the columnists and editors remove any remaining doubt from our minds as to just what we are to think about it all. (40) Employing carefully developed psychological techniques, they guide our thought and opinion so that we can be in tune with the “in” crowd, the “beautiful people,” the “smart money.” They let us know exactly what our attitudes should be toward various types of people and behavior by placing those people or that behavior in the context of a TV drama or situation comedy and having the other TV characters react to them in the Politically Correct way.

**PART VI WRITING (40 minutes, 25 points)**

**Directions:** *Write an essay of no less than 200 words on the topic given below. Use the proper space on the Answer Sheet.*

**Topic**

Anything that is overdone may bring unwanted results. Addiction to the Internet is of no exception. Discuss the harmful effects on a person's life when he/she is indulged in the Internet.

## KEY

### PART I VOCABULARY

1. B 2. B 3. C 4. A 5. B 6. D 7. D 8. C 9. D 10. B

### PART II CLOZE TEST

11. D 12. A 13. A 14. B 15. D 16. A 17. B 18. C 19. D 20. D

### PART III READING COMPREHENSION

#### Section A

21. C 22. C 23. B 24. D 25. A  
26. B 27. B 28. C 29. D 30. A

#### Section B

31. B 32. E 33. A 34. D 35. C

### PART IV TRANSLATION

Suggested Chinese version for the 5 English Segments:

(36) 过去的国王、教皇、征战他国的大将军或者基督教会的长老所行使的权力远远无法与当今那几十个控制着美国大众新闻、娱乐媒体的人手中的权力相比拟。

(37) 他们的权力之手伸得很近，伸及到每一个人，伸及到美国的每一个家庭。人们除了睡眠之外，几乎无时无刻不在受着这个权力意志的影响。

(38) 从根本上说，我们所了解的（或者说我们认为我们所了解的）一切有关我们居住地或者熟人圈之外发生的事件的信息，都是通过我们的新闻日报、周刊、广播或者电视而获得的。

(39) 哪些是重点强调的、哪些是刻意低调报道的；报道者所用的字汇、语调；他（她）的面部表情；标题的用语、图片的选择；所有这一切，都不知不觉地但却根深蒂固地影响着我们对所见所闻的理解和解释。

(40) 他们精心地运用现代心理技术引导我们的思想和看法，使我们与他们所宣扬的一些观点如：“时尚大众”、“美丽的人”、“聪明财富”相一致。

### PART VI WRITING

(略)