

**SAMPLE TEST**

**UNIVERSITY OF CHINESE ACADEMY OF SCIENCES  
ENGLISH ENTRANCE EXAMINATION  
FOR  
DOCTORAL CANDIDATES**

**PAPER ONE**

**PART I VOCABULARY (15 minutes, 20 points, 1 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 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
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 (20 minutes, 15 points, 1 point each)**

**Directions:** For each blank in the following passage, choose the best answer from the four choices given in the opposite column. 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.

- |                  |                 |               |                |
|------------------|-----------------|---------------|----------------|
| 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 (50 minutes, 30 points, 1.5 point 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. Mark the letter of your choice with a single bar across the square brackets on your Machine-scoring 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.

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 more 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.

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 3

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
  - C. function as a safety valve for children
  - D. add children's enjoyment of cruelty to others
49. If the child has heard some horror story for more than once, according to the author, he would probably be \_\_\_\_\_.
- A. scared to death
  - B. taking it and even enjoying it
  - C. suffering more the pain of fear
  - D. dangerously terrified
50. The author's mention of broomsticks and telephones is meant to emphasize that \_\_\_\_\_.
- A. old fairy stories keep updating themselves to cater for modern needs
  - B. fairy stories have claimed many lives of victims
  - C. fairy stories have thrown our world into chaos
  - D. fairy stories are after all fairy stories



#### Passage 4

There has been a lot of hand-wringing over the death of Elizabeth Steinberg. Without blaming anyone in particular, neighbors, friends, social workers, the police and newspaper editors have struggled to define the community's responsibility to Elizabeth and to other battered children. As the collective soul-searching continues, there is a pervading sense that the system failed her.

The fact is, in New York State the system couldn't have saved her. It is almost impossible to protect a child from violent parents, especially if they are white, middle-class, well-educated and represented by counsel.

Why does the state permit violence against children? There are a number of reasons. First, parental privilege is a rationalization. In the past, the law was giving its approval to the biblical injunction against **sparing the rod**.

Second, while everyone agrees that the state must act to remove children from their homes when there is danger of serious physical or emotional harm, many child advocates believe that state intervention in the absence of serious injury is more harmful than helpful.

Third, courts and legislatures tread carefully when their actions intrude or threaten to intrude on a relationship protected by the Constitution. In 1923, the Supreme Court recognized the "liberty of parent and guardian to direct the upbringing and education of children under their control." More recently, in 1977, it upheld the teacher's privilege to use corporal punishment against schoolchildren. Read together, these decisions give the constitutional imprimatur to parental use of physical force.

Under the best conditions, small children depend utterly on their parents for survival. Under the worst, their dependency dooms them. While it is questionable whether anyone or anything could have saved Elizabeth Steinberg, it is plain that the law provided no protection.

To the contrary, by justifying the use of physical force against children as an acceptable method of education and control, the law lent a measure of plausibility and legitimacy to her parents' conduct.

More than 80 years ago, in the teeth of parental resistance and Supreme Court doctrine, the New York State Legislature acted to eliminate child labor law. Now, the state must act to eliminate child abuse by banning corporal punishment. To break the cycle of violence, nothing less will answer. If there is a lesson to be drawn from the death of Elizabeth Steinberg, it is this: spare the rod and spare the child.

51. The New York State law seems to provide least protection of a child from violent parents of \_\_\_\_\_.
- A. a family on welfare
  - B. a poor uneducated family
  - C. an educated black family
  - D. a middle-class white family

52. "Sparing the rod" (in boldface) means \_\_\_\_\_.
- A. spoiling children
  - B. punishing children
  - C. not caring about children
  - D. not beating children
53. Corporal punishment against schoolchildren is \_\_\_\_\_.
- A. taken as illegal in the New York State
  - B. considered being in the teacher's province
  - C. officially approved by law
  - D. disapproved by school teachers
54. From the article we can infer that Elizabeth Steinberg is probably the victim of \_\_\_\_\_.
- A. teachers' corporal punishment
  - B. misjudgment of the court
  - C. parents' ill-treatment
  - D. street violence
55. The writer of this article thinks that banning corporal punishment will in the long run \_\_\_\_\_.
- A. prevent violence of adults
  - B. save more children
  - C. protect children from ill-treatment
  - D. better the system

**Section B ( 25 minutes, 15 points, 1.5 point each)**

**Direction:** *In each of the following passages, 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 66 to 75). For each passage, there is one sentence that does not fit in any of the blanks. Mark your answers on your machine scoring Answer Sheet.*

Passage 1

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. 56 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. 57 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. 58

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. 59 Their sometimes-sensational findings were filled with warnings about the growing competition from overseas.

60 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.

#### Passage 2

If sustainable competitive advantage depends on work force skills, American firms have a problem. 61 Skill acquisition is considered an individual responsibility. Labor is simply another factor of production to be hired-rented at the lowest possible cost-much as one buys raw materials or equipment.

The lack of importance attached to human resource management can be seen in the corporate hierarchy. In an American firm the chief financial officer is almost always second in command. 62 The executive who holds it is never consulted on major strategic decisions and has no chance to move up to Chief Executive Officer

(CEO). By way of contrast, in Japan the head of human resource management is central-usually the second most important executive, after the CEO, in the firm's hierarchy.

While American firms often talk about the vast amounts spent on training their work forces, in fact they invest less in the skills of their employees than do either Japanese or German firms. 63 And the limited investments that are made in training workers are also much more narrowly focused on the specific skills necessary to do the next job rather than on the basic background skills that make it possible to absorb new technologies.

As a result, problems emerge when new breakthrough technologies arrive. 64 More time is required before equipment is up and running at capacity, and the need for extensive retraining generates costs and creates bottlenecks that limit the speed with which new equipment can be employed. 65 And in the end the skills of the population affect the wages of the top half. If the bottom half can't effectively staff the processes that have to be operated, the management and professional jobs that go with these processes will disappear.

- A. If American workers for example, take much longer to learn how to operate new flexible manufacturing stations than workers in Germany (as they do), the effective cost of those stations is lower in Germany than it is in the United States.
- B. The head of human resource management is one of the most important executives in the firm.
- C. The money they do invest is also more highly concentrated on professional and managerial employees.
- D. Human resource management is not traditionally seen as central to the competitive survival of the firm in the United States.
- E. The post of head of human resource management is usually a specialized job, off at the edge of the corporate hierarchy.
- F. The result is a slower pace of technological change.

**PAPER TWO (70 minutes, 40 points)**

略

## **KEYS**

### **PART I VOCABULARY**

1. B 2. B 3. C 4. A 5. B 6. D 7. D 8. C 9. D 10. A  
11. D 12. B 13. D 14. A 15. C 16. A 17. A 18. C 19. C 20. B

### **PART II CLOZE TEST**

21. D 22. A 23. A 24. B 25. D 26. A 27. B 28. C 29. D 30. B  
31. D 32. C 33. C 34. A 35. B

### **PART III READING COMPREHENSION**

#### **Section A**

36. C 37. C 38. B 39. D 40. A  
41. B 42. B 43. C 44. D 45. A  
46. A 47. C 48. C 49. B 50. D  
51. D 52. D 53. B 54. C 55. A

#### **Section B**

56. B 57. E 58. A 59. D 60. C  
61. D 62. E 63. C 64. A 65. F