

中国科学院西北生态环境资源研究院  
2022 年招收攻读博士学位研究生入学考试试题

科目名称：英语

考生须知：

1. 本试卷满分为 100 分，全部考试时间总计 120 分钟。
  2. 所有答案必须写在答卷纸上，写在本试卷纸或草稿纸上一律无效。
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**Part I: Choose the best answer from A, B, C and D (15 points).**

1. \_\_\_\_\_ an invitation of a company dinner, Mr. Thomas decided to eat outside.  
A. Not having received  
B. Not receiving  
C. Receiving not  
D. Having not received
2. Our general manager took a deep breath, with the financial problems \_\_\_\_\_ by the accounting department.  
A. to be settled  
B. being settled  
C. having settled  
D. settled
3. Which of the **italics** is used as a subject?  
A. *That Mary passed the exam* was only a luck.  
B. Your mother said *that she would wait for you at the front gate*.  
C. The fact is *that no one care about other's feeling*.  
D. The fact *that our dog has been dead deeply* affected each of us.
4. \_\_\_\_\_ I wondered if I had missed the train.  
A. Not until this morning that  
B. Not this morning until  
C. It was not until this morning that  
D. It was this morning until that
5. Government officials should take their responsibilities to serve people \_\_\_\_\_ cheat them.  
A. more than  
B. rather than  
C. other than  
D. better than
6. We \_\_\_\_\_ the plan to build another temple as a waste of money.  
A. denounce  
B. depict  
C. descend  
D. despise

7. What does the italicized word in the sentence “He had become the *paradigm* of the successful man” mean?
- A. consultant
  - B. rival
  - C. proponent
  - D. example
8. What does the italicized word in the sentence “The judge *invoked* an international law that protects refugees” mean?
- A. impeached
  - B. implemented
  - C. imprinted
  - D. immersed
9. What does the italicized word in the sentence “Her next remark abruptly *terminated* the conversation” mean?
- A. cleaved
  - B. ceased
  - C. clinched
  - D. coiled
10. What does the italicized word in the sentence “The aim of this *initial* meeting is to clarify the issues” mean?
- A. primary
  - B. potent
  - C. pending
  - D. plausible
11. What does the italicized word in the sentence “Pete was telling them an *anecdote* about their mother” mean?
- A. tact
  - B. tame
  - C. tale
  - D. tan
12. She \_\_\_\_\_ the children with her enthusiasm.
- A. defected
  - B. infected
  - C. affected
  - D. effected
13. The experiments were carried out under \_\_\_\_\_ examination conditions.
- A. spontaneous
  - B. simultaneous
  - C. stimulus
  - D. simulated
14. They had only a \_\_\_\_\_ idea where the place was.
- A. valid
  - B. vain
  - C. vacant

- D. vague
15. She was \_\_\_\_\_ a lot of money at the women's clothing shop.
- A. taken for  
B. taken out  
C. taken up  
D. taken over

**Part II: Cloze (15 points)**

**Directions:** *Decide which of the words given in the box below would best complete the passage if inserted in the corresponding blank. The words can be used ONCE ONLY.*

A. extravagance	B. letting	C. purchased	D. architecture	E. ramble
F. available	G. token	H. signature	I. virtually	J. set
K. repudiate	L. exerted	M. interior	N. tiresome	O. motifs

The Palace Lantern, as its name indicates, originated in the imperial palace. It was widely loved by the populace after relocation from the confines of the emperor's residence and made accessible to the public.

A perfect marriage between lighting and art, the Chinese lantern has both highly practical and aesthetic values. It is an emblematic decoration on traditional \_\_16\_\_ and an important element of Chinese decoration art as well a \_\_17\_\_ of the Chinese culture.

According to historical records, the Palace Lantern first appeared in the early years of the Eastern Han Dynasty (25-220). The lantern making craftsmanship reached its pinnacle in the Ming (1368-1644) and Qing (1644-1911) dynasties. The lanterns for the use of the royal family were not only used for lighting, but also as \_\_18\_\_ decorations. They were therefore meticulously manufactured and lavishly adorned to showcase the magnificence and \_\_19\_\_ of the royal lifestyle.

During the Qing Dynasty the Imperial Household Department, which served the personal needs of the monarch, ran a special section for making and repairing lanterns. Before the Imperial Household Department \_\_20\_\_ up the lantern section, lanterns used in the Forbidden City were \_\_21\_\_ on the market or from regional governments as tributes. Even after the establishment of the section, many imperial lanterns were still outsourced from private manufacturers. That's why later they were also \_\_22\_\_ on the market, and thus \_\_23\_\_ influence on the design of civilian lamps.

Palace Lanterns in the collections of the Palace Museum in Beijing are mostly wood- or metal-framed, covered in gauze or glass, and painted with various \_\_24\_\_. A lantern consists of two sections chained together, with the upper part called the "cap" and the lower part the "body". The body is also of two layers, each dotted with several "windows" for \_\_25\_\_ out light.

**Part III Reading Comprehension (30 points)**

**Direction:** *There are three passages in this part. Each passage is followed by some questions*

or unfinished statements. For each of them there are four choices marked A, B, C and D. You should choose the best ONE.

### PASSAGE ONE

A recurring criticism of the UK's university sector is its perceived weakness in translating new knowledge into new products and services.

Recently, the UK National Stem Cell Network warned the UK could lose its place among the world leaders in stem cell research unless adequate funding and legislation could be assured. We should take this concern seriously as universities are key in the national innovation system.

However, we do have to challenge the unthinking complaint that the sector does not do enough in taking ideas to market. The most recent comparative data on the performance of universities and research institutions in Australia, Canada, USA and UK shows that, from a relatively weak starting position, the UK now leads on many indicators of commercialisation activity.

When viewed at the national level, the policy interventions of the past decade have helped transform the performance of UK universities. Evidence suggests the UK's position is much stronger than in the recent past and is still showing improvement. But national data masks the very large variation in the performance of individual universities. The evidence shows that a large number of universities have fallen off the back of the pack, a few perform strongly and the rest chase the leaders.

This type of uneven distribution is not peculiar to the UK and is mirrored across other economies. In the UK, research is concentrated: less than 25% of universities receive 75% of the research funding. These same universities are also the institutions producing the greatest share of PhD graduates, science citations, patents and licence income. The effect of policies generating long-term resource concentration has also created a distinctive set of universities which are research-led and commercially active. It seems clear that the concentration of research and commercialisation work creates differences between universities.

The core objective for universities which are research-led must be to maximise the impact of their research efforts. These universities should be generating the widest range of social, economic and environmental benefits. In return for the scale of investment, they should share their expertise in order to build greater confidence in the sector.

Part of the economic recovery of the UK will be driven by the next generation of research commercialisation spilling out of our universities. There are three dozen universities in the UK which are actively engaged in advanced research training and commercialisation work.

If there was a greater coordination of technology transfer offices within regions and a simultaneous investment in the scale and functions of our graduate schools, universities could, and should, play a key role in positioning the UK for the next growth cycle.

26. What does the author think of UK universities in terms of commercialisation?

- A. They fail to convert knowledge into money.
- B. They do not regard it as their responsibility.
- C. They still have a place among the world leaders.
- D. They have lost their leading position in many ways.

27. What does the author say about the national data on UK universities' performance in commercialisation?

- A. It masks the fatal weaknesses of government policy.
  - B. It does not rank UK universities in a scientific way.
  - C. It does not reflect the differences among universities.
  - D. It indicates their ineffective use of government resources.
28. We can infer from Paragraph 5 that "policy interventions" (Line 1, Para. 4) refers to \_\_\_\_\_.
- A. government aid to non-research-oriented universities
  - B. compulsory cooperation between universities and industries
  - C. fair distribution of funding for universities and research institutions
  - D. concentration of resources in a limited number of universities
29. What does the author suggest research-led universities do?
- A. Publicise their research to win international recognition.
  - B. Fully utilise their research to benefit all sectors of society.
  - C. Generously share their facilities with those short of funds.
  - D. Spread their influence among top research institutions.
30. How can the university sector play a key role in the UK's economic growth?
- A. By establishing more regional technology transfer offices.
  - B. By asking the government to invest in technology transfer research.
  - C. By promoting technology transfer and graduate school education.
  - D. By increasing the efficiency of technology transfer agencies.

## PASSAGE TWO

### Misplaced Modifiers: The Grammar Mistake You Didn't Know You Were Making

(1) "A popular destination for cruise ships, tourists flock to Key West to eat key lime pie and visit Ernest Hemingway's house." Is this sentence grammatically correct? It might seem like it is, on first read. But take a look again. According to this sentence, Key West is not the popular destination—the tourists are! That's because "tourists" is the subject of the sentence, even though the introductory phrase—the modifier—is clearly meant to be about Key West.

(2) To fix this sentence, you could keep the modifier, but "Key West" would need to become the subject of the sentence. So you could say: "A popular destination for cruise ships, Key West attracts tourists who want to eat key lime pie and visit Ernest Hemingway's house."

(3) This is a fairly obscure grammar rule that you probably touched on briefly in English class. But it's very easy to write a sentence with a misplaced modifier, without even realizing it. It makes sense that it's one of the grammatical errors even smart people make.

(4) When a modifier is misplaced, it's unclear what the modifier is meant to modify. Sometimes, it may even have nothing to modify. Though introductory phrases and clauses can often be misplaced modifiers, as in the Key West example, modifiers can be misplaced anywhere in a sentence. There are also a couple of different types of misplaced modifiers. The Key West example is what's called a dangling modifier.

(5) A dangling modifier is a type of misplaced modifier; all dangling modifiers are misplaced modifiers (but not vice-versa). When a modifier is dangling, it describes the wrong thing, as in the Key West example. Consider this sentence, too: "Upon arriving at the edge of the Grand Canyon, the natural beauty was astonishing." What's doing the "arriving" described in the intro clause? *Not* "the natural beauty," as the current sentence would suggest. This sentence differs from the Key West one because, in the first Key West sentence, the correct subject is still in the sentence

(“Key West”), while in the Grand Canyon version, the correct subject is not in the sentence (whoever was astonished by the natural beauty, presumably “I”).

(6) Unlike the sentence about Key West, where the modifier described the wrong thing, in this sentence, the modifier describes ... nothing. Nothing or no one in this sentence is doing the act of arriving that the modifier mentions. You might fix this sentence by saying, “Upon arriving at the edge of the Grand Canyon, I was astonished by the natural beauty.”

(7) Another type of misplaced modifier is an ambiguous, or squinting, modifier. The following sentence has one: “Eating fried clams slowly makes me feel sick.” Since “eating fried clams slowly” makes sense, and so does “slowly makes me feel sick,” it’s ambiguous whether the modifier, “slowly,” means the speed of the eating or the speed of the sick feeling. Many times, fixing a misplaced modifier requires rearranging the sentence to make sure it’s clear. In this case, you could say, “I slowly start to feel sick when I eat fried clams.”

31. Which statement about the first sentence in the first paragraph is correct?
- A. Tourists as a subject is misplaced.
  - B. The sentence is grammatically acceptable.
  - C. The introductory phrase should not be placed at the beginning.
  - D. The meant subject of the modifier is inconsistent with the actual one.
32. Which of the following can be inferred from the passage?
- A. Sentences with misplaced modifier still make sense.
  - B. Modifiers belong to the adjective or adjective clause.
  - C. The dangling modifier means describing wrong things.
  - D. The misplaced modifier is not a grammatical error.
33. In which aspect is the underlined sentence in Paragraph 5 different from the first sentence of Paragraph 1?
- A. The type of the modifier.
  - B. The type of misplaced modifier.
  - C. The existence of the meant subject.
  - D. The existence of the grammatical subject.
34. When the subject the modifier refers to is unclear, what kind of modifier does it belong to ?
- A. Misplaced Modifier
  - B. Ambiguous Modifier
  - C. Dangling Modifier
  - D. Error Modifier
35. What is the passage mainly about?
- A. What are misplaced modifiers.
  - B. How can we avoid the misplaced modifiers.
  - C. Why we make errors on misplaced modifiers.
  - D. Which type of misplaced modifier error is more serious.

### **PASSAGE THREE**

(1) Students who rely on loans to pay for college may give little thought to the financial burden they've taken on until after graduation. But borrowers will quickly need to devise a plan for how to pay back student loans as their grace period comes to a close and repayment begins.

(2) "They're thinking about graduating and looking for a job, and have kind of put off the idea of what they're going to owe until they leave," says Chris George, dean of admissions and financial aid at St. Olaf College in Minnesota.

(3) Most students with federal loans will have about six months after graduation before repayment must begin. If a student graduated in the spring, his or her repayment would begin in the fall. Some student loans provide a grace period after students graduate, leave college or drop below half-time enrollment before they must begin repayment. The length of time of the grace period for most federal student loans is six months.

(4) This period allows graduates time to obtain employment and make a plan for repayment. But not all student loans provide a grace period. PLUS loans do not offer students a grace period; repayment must begin when the loan is fully disbursed. Loans that do provide a six-month grace period include direct subsidized loans, direct unsubsidized loans and all Stafford loans, according to the Department of Education.

(5) Borrowers who consolidate their loans forfeit their remaining grace period, and students who go back to school before the end of their grace period and enroll at least half-time will receive their six-month grace period when they stop attending or drop below half-time status. Borrowers who are called to active duty in the military for more than 30 days before the end of their grace period receive the full six-month grace period when they return from duty.

(6) "Some private lenders offer grace periods as well," Abril Hunt, a training and outreach manager at ECMC Group, a student loan guarantor and financial literacy nonprofit, wrote in an email. "The length of the grace period will vary by lender and loan product, but it's usually about six months. Be sure to check your loan agreement to see what (if any) grace period you have."

(7) If they are able, borrowers can make payments on their student loans while still in the grace period. Experts advise doing so, given that interest will accrue during the grace period for most federal student loans.

(8) If a borrower's loans have been building, a crucial first step is to know how much is owed. On the National Student Loan Data System, the Department of Education's database, students can locate all their federal loans and find debt totals, including accumulated interest.

(9) "Before I looked online, I wasn't even sure how much my loans were, including interest," says Meghan Mitnick, a teacher in New York City who had six-figure loan debt from two New York University degrees. "Even though it's really scary, know exactly what you're dealing with."

(10) Once borrowers have a good grasp of just how much is owed, they should then find out exactly who must be paid by contacting the correct student loan servicer. "That's the question we get often: Who am I supposed to be paying?" George says.

(11) Whether a student took out federal or private loans, the loan servicer is the first point of contact for any questions and address updates, so don't hesitate to reach out, recommends Erin Wolfe, associate director of financial aid at Bucknell University in Pennsylvania.

(12) "The best advice for any graduate is to remain proactive in loan repayment," Wolfe wrote in an email. "If you have questions or concerns, contact the loan servicer without delay. Building a successful repayment strategy for student loan debt is essential for shaping the borrower's financial future."

36. What might be Chris George's attitude towards students who rely on loans to pay for college?
- A. He thinks that those students lack the financial knowledge.
  - B. He understands that those students are mostly concerned with the work.
  - C. He warns that those students may neglect their potential financial burden.

- D. He blames that those students are only thinking about graduation.
37. Which of the following statements about the grace period is true?
- A. Not all the private loads do not have a grace period.
  - B. PLUS loads and Stafford loads do not have a grace period.
  - C. A grace period usually begins in spring.
  - D. A grace period is only provide for the students.
38. In which situation borrowers will loose their grace period?
- A. When they are called to serve the military duty.
  - B. When they go back to university as students.
  - C. When they drop below half-time status.
  - D. When they combine loans.
39. What may be the meaning of the word “accrue” in paragraph 7?
- A. accumulate.      B. disappear.      C. decrease.      D. remain.
40. What help can't a loan servicer provide for students?
- A. How much they should pay.
  - B. How to reduce the interests.
  - C. Whom they own the loans to.
  - D. When they should begin to pay.

#### **Part IV Translation (40 points)**

##### **41. Translate the following passage into Chinese. (20 points)**

Popular culture is elusive to define, yet through a multitude of forms and expressions, its influences across cultural boundaries are often effective, efficient and far-reaching. The conference will bring together academics, researchers and practitioners to exchange views and ideas about Chinese popular culture in the context of global circulation. It aims to outline scenes and trajectories of Chinese popular culture in translation and transmission from the 1990s, focusing on paradigms, trends, shifts and issues in the processes of production, dissemination and consumption. The conference also seeks to understand contemporary China in the global cultural flow, exchange and mediation, particularly through digital technologies, transnational markets and new media industries.

##### **42. Translate the following passage into English. (20 points)**

每年两会上，关于“放假”的话题，总能够引起人们的注意。毕竟，假期关乎着每个人的利益。两会上关于放假的“好声音”，也代表着诸多普通民众的心声。如何放假，不仅关乎着老百姓的切实利益，也影响着经济发展。正如有媒体指出，假日经济已变成在我国强劲中国市场前景释放的一个关键窗口。以去年国内疫情防控稳定下的“五一”假期为例，民众旅游、探亲需求强劲，出行服务、旅游服务等行业迎来大幅增长。据文化和旅游部数据中心测算，全国国内旅游出游共 2.3 亿人次，可谓实现了多赢。