

山东大学

二〇一六年招收攻读硕士学位研究生入学考试试题

科目代码 241 科目名称 英语(外)

(1-40 题答案涂在答题卡上, 其余试题写在答题纸上, 写在试题上无效)

Section I Use of English

Directions: Read the following text. Choose the best word(s) for each numbered blank and mark [A], [B], [C] or [D] on ANSWER SHEET 1. (20 points)

Comparisons were drawn between the development of television in the 20th century and the diffusion of printing in the 15th and 16th centuries. Yet much had happened 1. As was discussed before, it was not 2 the 19th century that the newspaper became the dominant pre-electronic 3, following in the wake of the pamphlet and the book and in the 4 of the periodical. It was during the same time that the communications revolution 5 up, beginning with transport, the railway, and leading 6 through the telegraph, the telephone, radio, and motion pictures 7 the 20th-century world of the motor car and the airplane. Not everyone sees that process in 8. It is important to do so.

It is generally recognized, 9, that the introduction of the computer in the early 20th century, 10 by the invention of the integrated circuit during the 1960s, radically changed the process, 11 its impact on the media was not immediately 12. As time went by, computers became smaller and more powerful, and they became "personal" too, as well as 13, with display becoming sharper and storage 14 increasing. They were thought of, like people, 15 generations, with the distance between generations much 16.

It was within the computer age that the term "information society" began to be widely used to describe the 17 within which we now live. The communications revolution has 18 both work and leisure and how we think and feel both place and time, but there have been 19 views about its economic, political, social and cultural implications. "Benefits" have been weighed 20 "harmful" outcomes. And generalizations have proved difficult.

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|----------------|------------|-----------|------------|
| 1. A. between | B. before | C. since | D. later |
| 2. A. after | B. by | C. during | D. until |
| 3. A. means | B. method | C. medium | D. measure |
| 4. A. process | B. company | C. light | D. form |
| 5. A. gathered | B. speeded | C. worked | D. picked |
| 6. A. on | B. out | C. over | D. off |
| 7. A. of | B. for | C. beyond | D. into |

- | | | | |
|----------------------|------------------|-------------------|------------------|
| 8. A. concept | B. dimension | C. effect | D. perspective |
| 9. A. indeed | B. hence | C. however | D. therefore |
| 10. A. brought | B. followed | C. stimulated | D. characterized |
| 11. A. unless | B. since | C. lest | D. although |
| 12. A. apparent | B. desirable | C. negative | D. plausible |
| 13. A. institutional | B. universal | C. fundamental | D. instrumental |
| 14. A. ability | B. capability | C. capacity | D. faculty |
| 15. A. by means of | B. in terms of | C. with regard to | D. in line with |
| 16. A. deeper | B. fewer | C. nearer | D. smaller |
| 17. A. context | B. range | C. scope | D. territory |
| 18. A. regarded | B. impressed | C. influenced | D. effected |
| 19. A. competitive | B. controversial | C. distracting | D. irrational |
| 20. A. above | B. upon | C. against | D. with |

Section II Reading Comprehension

Part A

Directions: Read the following four texts. Answer the questions below each text by choosing [A], [B], [C] or [D]. Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

Questions 21 to 25 are based on the following passage.

It was midnight in Paris and we were rolling toward the Avenue Bosquet. As we came to the Pont Alexandre III, the cab slowed down, for the traffic light was red again, and then, without stopping, we sailed through the red light in a sudden burst of speed. The same performance was repeated at the Alma Bridge. As I paid the driver, I asked him why he had driven through two red lights.

"You ought to be ashamed of yourself, a veteran like you, breaking the law and endangering your life that way." I protested.

He looked at me astonished. "Ashamed of myself? I am a law-abiding citizen and have no desire to get killed either." He cut me off before I could protest.

"No, just listen to me before you complain. What did I do? Went through a red light. Well, did you ever stop to consider what a red light is, what it means?"

"Certainly," I replied. "It's a stop signal and means that traffic is rolling in the opposite direction."

"Half-right," said the driver, "but incomplete. It is only an automatic stop signal. And it does not mean that there is cross traffic. Did you see any cross traffic during our trip? Of course not. I slowed down at the light, looked carefully to the right and to the left. Not another car on the streets at this hour. Well, then! What would you have me do? Should I stop like a

dumb animal because an automatic, brainless machine turns red every forty seconds? No, monsieur," he thundered, hitting the door with a huge fist. "I am a man, not a machine. I have eyes and a brain and judgment, given me by God. It would be a sin against nature to surrender them to the dictates of a machine. Ashamed of myself, you say? I would only be ashamed of myself if I let those blinking lamps do my thinking for me. Good night, monsieur."

Is this bad, is this good? Frankly I no longer am sure. I never doubted that it was wrong to drive through a red light, but now I find my old Anglo-Saxon standards somewhat shaken.

21. At the Alma Bridge, _____.
- A. the writer stopped the cab and paid the driver
 - B. the cab went through a red light again
 - C. there was a performance the writer had already watched
 - D. the writer began to criticize the driver
22. To the cab driver, a red light _____.
- A. was not a stop signal
 - B. should not work at midnight
 - C. sometimes made mistakes in judgment
 - D. didn't always mean that there was cross traffic
23. The chief reason the driver dared to drive through the red light was that _____.
- A. he found there was no cross traffic there and then
 - B. he thought it a shame to be controlled by a machine
 - C. he knew no other driver would see him at this hour
 - D. he didn't trust any brainless machine
24. According to the passage, the driver thought of what he had done as _____.
- A. law-abiding
 - B. law-breaking
 - C. something to be proud of
 - D. something to be ashamed of
25. The last sentence shows that the writer is probably _____.
- A. an old man
 - B. a Frenchman
 - C. an Englishman
 - D. an American

Text 2

Questions 26 to 30 are based on the following passage.

A few years ago, it was fashionable to speak of a generation gap, a division between young people and their elders. Parents complained that children did not show them proper respect and obedience, while children complained that their parents did not understand them at all. What had gone wrong? Why had the generation gap suddenly appeared? Actually, the generation gap has been *around* for a long time. Many critics argue that it is built into the fabric of our society.

One important cause of the generation gap is the opportunity that young people have to choose their life styles. In more traditional societies, when children grow up, they are expected

to live in the same area as their parents, to marry people that their parents know and approve of, and often to continue the family occupation. In our society, young people often travel great distances for their education, most out of the family or home at an early age, marry or live or choose occupations different from those of their parents.

On our upwardly mobile society, parents often expect their children to do better than they did, to find better jobs, to make more money, and to do all the things that they were unable to do. Often, however, the ambitions that parents have for their children are another cause of the division between them. Often they discover that they have very little in common with each other.

Finally, the speed at which changes take place in our society is another cause of the gap between the generations. In a traditional culture, elderly people are valued for their wisdom, but in our society the knowledge of a lifetime may become obsolete overnight.

The young and the old seem to live in two very different worlds, separated by different skills and abilities.

No doubt, the generation gap will continue to be a feature of American life for some time to come. Its causes are rooted in the freedoms and opportunities of our society, and in the rapid pace at which society changes.

26. The main idea of the first paragraph is that _____.
- A. the generation gap suddenly appeared
 - B. the generation gap is a feature of American life
 - C. how people can reduce the generation gap
 - D. many critics argue over the nature of the generation gap
27. The word "around" in paragraph 1 means _____.
- A. all sides
 - B. every direction
 - C. near
 - D. in existence
28. Which one is NOT the cause of the generation gap?
- A. Young people like to choose their own life style
 - B. American society is changing very fast
 - C. Parents place high hopes on their children
 - D. Modern education makes them think differently
29. In American society, young people often _____.
- A. rely on their parents to make a living
 - B. stay with their parents in order to get an opportunity for higher education
 - C. seek the best advice from their parents
 - D. have very little in common with their parents
30. Which of the following statements is TRUE according to the passage?
- A. Parents should be more tolerate toward their children
 - B. The young generation should value the older generation for their wisdom
 - C. The generation gap is partly created by the older generation

D. The generation gap should be avoidable in American society

Text 3

Questions 31 to 35 are based on the following passage.

The old advertising slogan, "So simple a child can do it," has taken on new meaning for me. A few weeks ago I got a computer, but I am mechanically illiterate. I knew that children had no fear of the future, so that seemed a good place to seek help. I asked my nephew, twelve years old, at an elementary school, to help me.

My nephew took the machine for granted and has simply accepted the fact that computers are now a way of life. He plays with them and does his homework on them and even creates programs for them. I, on the other hand, am terrified by what this equipment can do. It can interchange paragraphs, switch words around and even correct my spelling. It informs me of its limitations, takes commands and asks questions. It even seems to have a sense of communication. Rather than accusing me of making an error, it prints, "One of us has made a mistake!" It never gets tired and is always patient and ready to go when I am.

I think it was somewhat normal for me to be suspicious of computers. They represent a break with some very familiar habits and traditions. It is only human to instinctively avoid anything that shifts thoroughly from the acceptable, comfortable past. But the world is governed by ceaseless change and we must therefore establish links with the present and the future as well as the past. Computer technology is an excellent case in point, as the newest systems grow out of date in only a few years, or even months.

This ability to see, experience and accept the new is one of our saving characteristics. To be fearful of tomorrow, to close ourselves to possibilities, to resist the inevitable, to advocate standing still when all else is moving forward, is to lose touch. If we accept the new with joy and wonder, we can move gracefully into each tomorrow. More often than not, the children shall lead us.

31. What is the new meaning of "So simple a child can do it" for the author?
- A) Computers are so easy to operate that even a child can play them well.
 - B) A child can always do more complex things than an adult.
 - C) It is easier for a child to accept new things than for an adult.
 - D) A child has greater ability than an adult in operating computers.
32. According to the second paragraph, which of the following statements is true?
- A) The nephew believed that machines were made for people to do whatever they wanted.
 - B) The nephew thought it was just natural to accept computers as a way of life.
 - C) Computers are not only used to communicate, but also to remove their limitations.
 - D) It is a fact that both adults and children have taken computers for granted.

33. What DOESN'T the author's computer do among the following?

- A) It takes commands and asks questions.
- B) It tells the author that everybody has his own limitations.
- C) It corrects the author's spelling mistakes.
- D) It informs the author of his mistakes.

34. According to the third paragraph, it is human nature that we resist those things which _____.

- A) establish links with the present and the future as well as the past
- B) grow out of date in only a few years, or even months
- C) represent some familiar habits and traditions
- D) change completely from the acceptable and comfortable past

35. According to the author, we will fall behind the times if we _____.

- A) are fearful of tomorrow and resist the inevitable
- B) are unable to see, experience and accept the new
- C) insist on standing still when all else is moving forward
- D) all of the above

Text 4

Questions 36 to 40 are based on the following passage:

In 1957, a doctor in Singapore noticed that hospitals were treating an unusual number of influenza-like cases. Influenza is sometimes called "flu" or a "bad cold". He took samples from the throats of patients and in his hospital he was able to find the virus of this influenza.

There are three main types of the influenza virus. The most important of these are type A and B, each of them having several subgroups. With the instruments at the hospital the doctor recognized that the outbreak was due to a virus in group A but he did not know the subgroup. Then he reported the outbreak to the World Health Organization in Geneva. W.H.O. published the important news alongside reports of a similar outbreak in Hong Kong of China, where about 15-20% of the population had become ill.

As soon as the London doctors received the package of throat samples, doctors began the standard tests. They found that by reproducing itself with very high speed, the virus had grown more than a million times within two days. Continuing their careful tests, the doctors checked the effect of drugs against all the known subgroups of virus type A. None of them gave any protection. This, then, was something new, a new influenza virus, against which the people of the world had no help whatever.

Having found the virus they were working with, the two doctors now dropped it into the noses of some specially selected animals, which get influenza as much as human beings do. In a short time the usual signs of the disease appeared. These experiments proved that the new virus was easy to catch, but that it was not a killer. Scientists, like the general public, call it simply Asian flu.

The first discovery of the virus, however, was made in mainland China before the disease had appeared in other countries. Various reports showed that the influenza outbreak started in mainland China, probably in February of 1957. By the middle of March it had spread all over the mainland. The virus was found by Chinese doctors early in March. But China is not a member of the World Health Organization and therefore does not report outbreaks of disease to it. Not until two months later, when travellers carried the virus into Hong Kong, China, from where it spread to Singapore, did the news of the outbreak reach the rest of the world. By this time it was well started on its way around the world.

Thereafter, W.H.O.'s Weekly Reports described the steady spread of this great virus outbreak, which within four months swept through every continent.

36. Where did the influenza NOT occur?
A) In Singapore. B) In Hong Kong.
C) In Beijing. D) In London.
37. The outbreak in Hong Kong, China, was due to a virus in _____.
A) a new subgroup of Group A
B) an old subgroup of Group A
C) a new subgroup of Group B
D) an old subgroup of Group B
38. Why did the two doctors drop the flu into the noses of animals?
A) To test the speed and effect of virus reproduction.
B) To see how it can affect the animals.
C) To find the channel of the virus spread.
D) To decide on the virus name.
39. Where was the flu first found?
A) In Hong Kong, China. B) In Singapore.
C) In mainland China. D) Not mentioned.
40. When did the virus reach the rest of the world?
A) In February. B) Before March.
C) In April. D) After May.

Part B

Directions: In the following text, some sentences have been removed. For Questions 41 to 45, choose the most suitable one from the list A—G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 2.(10 points)

41. _____. China's strategy in this regard is undergoing a major change compared with the past. It is changing from control of the

end pollution to control of the origin and the whole process of pollution, from control of point sources to comprehensive control of river valleys or entire regions, and from simply addressing the pollution problem of an enterprise to adjusting the industrial structure, promoting clean production and developing a cyclical economy.

42. _____. In the period 2001-2004, the State, on three occasions in a run, issued directories listing the backward production capabilities, technologies and products that should be eliminated, and more than 30,000 enterprises that had wasted resources and caused serious pollution were winnowed out. Eight industries that consumed large amounts of resources and caused serious environmental pollution were rectified, and the construction of over 1,900 projects was either stopped or postponed.

43. _____. The first step is to engage in clean production by making full use of resources at the beginning and throughout the whole production process in an enterprise, so as to minimize, reuse or render harmless the waste matter; to gradually establish a producer's responsibility system and extend it to cover the designing phase to promote ecologically-friendly product design.

44. _____. In 2005, the Chinese government enacted the State Plan for Handling Environmental Emergencies, which set forth clear requirements on how to receive, report, handle, compute and analyze information concerning environmental emergencies, as well as how to monitor and release early-warning information. The State has formulated and improved nine plans for water environment emergencies.

45. _____. China has five nuclear power plants and 18 nuclear reactors in operation. Two nuclear power plants (four nuclear power generating units) and one nuclear reactor are under construction. No major nuclear security problems have ever occurred in China.

- A. Developing a cyclical economy is carried out throughout the country.
- B. Strict safety management is exercised on nuclear and radioactive environments.
- C. Prevention and control of industrial pollution is the focal point of China's environmental protection endeavors.
- D. Among them are plans for handling water environment emergencies in sensitive water areas in key river valleys.
- E. It has achieved the goal of "protecting the staff, the public and the environment from being exposed to larger amounts of radiation and pollution than permitted by the State."
- F. Enterprises are eliminated and closed down that have caused serious pollution or have wasted resources.
- G. Against environmental emergencies, precautions are usually taken.

Part C

Directions: Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (15 points)

'Intelligence' at best is an assumptive construct-the meaning of the word has never been clear. (46) There is more agreement on the kinds of behavior referred to by the term than there is on how to interpret or classify them. But it is generally agreed that a person of high intelligence is one who can grasp ideas readily, make distinctions, reason logically, and make use of verbal and mathematical symbols in solving problems. An intelligence test is a rough measure of a child's capacity for learning, particularly for learning the kinds of things required in school. It does not measure character, social adjustment, physical endurance, manual skills, or artistic abilities, It is not supposed to-it was not designed for such purposes. (47) To criticize it for such failure is roughly comparable to criticizing a thermometer for not measuring wind velocity.

The other thing we have to notice is that the assessment of the intelligence of any subject is essentially a comparative affair.

(48) No since the assessment of intelligence is a comparative matter we must be sure that the scale with which we are comparing our subjects provides a 'valid' or 'fair' comparison. It is here that some of the difficulties which interest us begin. Any test performed involves at least three factors: the intention to do one's best, the knowledge required for understanding what you have to do, and the intellectual ability to do it. (49) The first two must be equal for all who are being compared, if any comparison in terms of intelligence is to be made. In schools populations in our culture these assumptions can be made fair and reasonable, and the value of intelligence testing has been proved thoroughly. Its value lies, of course, in its providing a satisfactory basis for prediction. No one is in the least interested in the marks a little child gets on his test; what we are interested in is whether we can conclude from his mark on the test that the child will do better or worse than other children of his age at tasks which we think require 'general intelligence'. (50) On the whole such a conclusion can be drawn with a certain degree of confidence, but only if the child can be assumed to have had the same attitude towards the test as the other with, whom he is being compared, and only if he was not punished by lack of relevant information which they possessed.

Section III Writing (15 points)

Directions: For this part, you are allowed 30 minutes to write a composition of no less than 150 words under the title "On Excessive Packaging". Your composition should be based on the following outline.

- 1.目前许多商品存在过度包装的现象;
- 2.出现这一现象的原因;
- 3.我对这一现象的看法和建议。

