

山东大学

二〇一七年招收攻读硕士学位研究生入学考试试题

科目代码 621 科目名称 实践英语

(答案必须写在答卷纸上, 写在试题上无效)

I. Multiple choices (每题 1 分, 共 10 分)

There are 10 incomplete sentences in this section. For each sentence there are four choices marked A), B), C) and D). Choose ONE answer that best completes the sentence.

1. During the interview, the singer said that she was going to _____ her new album soon.
A) release B) renew C) relieve D) rehearse
2. The future of this world famous company is _____: many of its talented employees are leaving to join other more profitable businesses.
A) at odds B) at random C) in vain D) at stake
3. In return for two bottles of Vodka, he taught Vlad the _____ of computer operation.
A) basics B) basic C) elementary D) elements
4. It is quite likely that whatever increases are attributed to that are _____ by decreases from other aspects of the bill.
A) overturned B) overtaken C) offset D) oppressed
5. If I were in movie, then it would be about time that I _____ my head in my hands for a cry.
A) bury B) am burying C) buried D) would bury
6. The party, _____ I was the guest of honor, was extremely enjoyable.
A) by which B) for which C) to which D) at which
7. Children born to less educated parents have _____ chances of attaining a college degree.
A) distant B) slim C) unlikely D) narrow

8. This proposed tax will do _____ stifle economic recovery.
A) everything except B) anything but
C) no less than D) nothing more than
9. Church as we use the word refers to all religious institutions, _____ they Christian, Islamic, Buddhist, Jewish, and so on.
A) be B) being C) were D) are
10. James has just arrived, but I didn't know he _____ until yesterday.
A) will come B) was coming C) had been coming D) came

II. Error Correction (每题 1 分, 共 10 分)

Correct the ONE error in each of the following sentences as the example shows.

Example: He is students. students — a student

1. Our English course puts the emphasis on conversational skills.
2. They are being honored for their work in 1980s about the health of cells and the aging process.
3. Pathology, branch of medicine, is concerned with determining the nature and course of diseases.
4. A big gap is still existing between the current situation and the needs of society.
5. These contaminants, I think, are threatening the human food supply.
6. Pragmatism is a school of philosophy originated in the United States in the late 1800's.
7. The chief justice of the United States presides on the Supreme Court during oral arguments and in conferences concerning important decisions.
8. The new satellite has improved communication between Europe and the US.
9. Ever since the world began, nations have difficulty in keeping peace with their neighbors.
10. Newborn babies are immune to many diseases because they have antibodies they receive from their mothers, although this immune only lasts about a year.

III. Blank filling (每题 1 分, 共 10 分)

Fill in each of the blanks with a word in its proper form that best completes the sentence.

Spoken language is a complex sequence of sounds. When we know the language, we have no difficulty in distinguishing consonants from vowels and in separating the sounds into individual words. When we hear a language that we do not know, it is more difficult to distinguish single words.

The human voice is ____1____ of making a very large number of sounds, but the sound system of each language restricts the number of acceptable sounds ____2____ a relatively small number. The sound stream of a language consists ____3____ separate, ordered parts: syllables, words, phrases, clauses, and sentences. Understanding and learning language comes naturally to us ____4____ the structure of language is so logical. Language has syntax, which means that syllables and words are organized ____5____ meaningful constructions. Syntax is a condition of all human languages. ____6____ controls the flow of information and expresses relationships.

One of the most interesting aspects of language is how it changes ____7____ time. There can be changes in a language's sound system, such as a ____8____ in the pronunciation of a vowel. Such a change affects the "color" of the speech but has no ____9____ on the meaning of a word. Change can also come in the creation of ____10____ words. Inventions, discoveries, and new contexts generate new words to describe them. Words also disappear as their relevant contexts disappear.

IV. Reading Comprehension (每题1分, 共20分)

Directions: There are four passages in this part. Make the best choice for each question based on what you read.

Passage One

Sometime late last year, I noticed I was having trouble sitting down to read. That's a problem if you do what I do, but it's an even bigger problem if you're the kind of person I am. Since I discovered reading, I've always been surrounded by stacks of books. I read my way through camp, school, nights, weekends; when my girlfriend and I backpacked through Europe after college graduation, I had to buy a suitcase to accommodate the books I picked up along

the way.

In his 1967 memoir, "Stop-Time," Frank Conroy describes his initiation into literature as an adolescent on Manhattan's Upper East Side. "I'd lie in bed..." he writes, "and read one paperback after another until two or three in the morning.... The real world dissolved and I was free to drift in fantasy, living a thousand lives, each one more powerful, more accessible, and more real than my own." I know that boy: Growing up in the same neighborhood, I was that boy. And I have always read like that, although these days, I find myself driven by the idea that in their intimacy, the one-to-one attention they require, books are not tools to retreat from but rather to understand and interact with the world.

So what happened? It isn't a failure of desire so much as one of will. Or not will, exactly, but focus: the ability to still my mind long enough to inhabit someone else's world, and to let that someone else inhabit mine. Reading is an act of contemplation, perhaps the only act in which we allow ourselves to merge with the consciousness of another human being. We possess the books we read, animating the waiting stillness of their language, but they possess us also, filling us with thoughts and observations, asking us to make them part of ourselves. This is what Conroy was hinting at in his account of adolescence, the way books enlarge us by giving direct access to experiences not our own. In order for this to work, however, we need a certain type of silence, an ability to filter out the noise.

Such a state is increasingly elusive in our over-networked culture, in which everything is blogged and tweeted. Today, it seems it is not contemplation we seek but an odd sort of distraction masquerading as being in the know.

Here we have my reading problem in a nutshell, for books insist we take the opposite position, that we immerse, slow down. "After September 11," Mona Simpson once wrote, "I didn't read books for the news. Books, by their nature, are never new enough." By this, Simpson doesn't mean she stopped reading; instead, at a moment when it felt as if time was on fast forward, she relied on books to distance herself from the present as a way of reconnecting with a more elemental sense of who we are.

Of course, the source of my distraction is somewhat different: not an event of great significance but the usual ongoing trivialities. I am too susceptible to the tumult of the culture, the sound and fury signifying nothing. What I'm struggling with is the encroachment of the buzz, the sense that there is something out there that merits my attention, when in fact it's mostly just a series of disconnected riffs and fragments that add up to the anxiety of the age.

1. The word "dissolved" in Paragraph 2 can be substituted by _____.
A. diffused B. vanished C. saturated D. disintegrated
2. We can learn from Paragraph 2 that _____.
A. Stop-time led the author into the literature community
B. by reading books, you can escape from the reality
C. the author was born in Manhattan, New York
D. Frank Conroy's memoir sparked the author's passion for books

Text messages take up less bandwidth than phone calls and cost less. A text message's content is so condensed that it routinely fails to convey the writer's tone and affect. The more we text, the greater the opportunity for misunderstanding.

A recent survey of 2,000 college students asked about their attitudes toward phone calls and text-messaging and found the students' predominant goal was to pass along information in as little time, with as little small talk, as possible. "What they like most about their mobile devices is that they can reach other people," says Naomi Baron, a professor of linguistics at American University in Washington, D.C., who conducted the survey. "What they like least is that other people can reach them."

Part of what's driving the texting surge among adults is the popularity of social media. Sites like Twitter, with postings of no more than 140 characters, are creating and reinforcing the habit of communicating in micro-bursts. And these sites also are pumping up sheer volume. Many Twitter and Facebook devotees create settings that alert them, via text message, every time a tweet or message is earmarked for them.

Economics has much to do with texting's popularity. Text messages cost carriers less than traditional mobile voice transmissions, and so they cost users less.

Texting's rise over conversation is changing the way we interact. We default to text to relay difficult information. We stare at our phone when we want to avoid eye contact. Rather than make plans in advance, we engage in what Rich Ling, a researcher for the European telecom company Telenor and a professor at IT University in Copenhagen who studies teens and technology, has named "micro-coordination"—"I'll txt u in 10mins when I know wh/ restrnt."

Texting saves us time, but it steals from quiet reflection. "When people have a mobile device and have even the smallest increment of extra time, they will communicate with someone in their life," says Lee Rainie, director of the Pew Internet and American Life Project.

Of course, the phone conversation will never be completely obsolete. Deal makers and other professionals still spend much of the day on the phone. Researchers say people are more likely to use text-based communications at the preliminary stages of projects. The phone comes into play when there are multiple options to consider or binding decisions to be made.

11. The underlined phrase "beside the point" in Paragraph 2 is closest in meaning to _____.
- A. significant B. controversial
C. unimportant D. popular
12. The data mentioned in Paragraphs 1 and 3 intends to _____.
- A. state that both the young and adult texters have increased
B. explain the advantages of texting
C. introduce the reasons for texting explosion
D. tell that subscribers spend more time on texting
13. According to the text, texting may produce problems except that _____.
- A. it may increase misunderstanding
B. it changes our interaction

- C. it makes us reflect less
D. it fails to express sender's feeling

14. Which of the following is not the reason for texting explosion?
- A. We change our stereotypes about the functions of our cell phones.
B. Texts need less bandwidth and expense is lower.
C. Social sites have jumpstarted the surge of texting.
D. Our interaction has transformed into "micro-coordination".
15. Which of the following can be the best title for the passage?
- A. Phone call Gives Way to Texting?
B. Texting's Superiorities over Phone Call.
C. Why you Prefer Texts to Calls.
D. Text Revolution.

Passage Four

Summer was, for a while, a child's time, conferring an inviolate right to laziness. It was a form of education that had nothing to do with adult priorities, providing entire afternoons to watch exactly how many ants would scurry out of one hill and what they would bring back. The holiness of that kind of summer was first diminished by necessity, when overcrowded classrooms brought us the year-round school calendar. Next, the battle against social promotion forced many an indifferent student into summer school—while the hard-charging students willingly packed into summer school as well, to get a leg up on the coming year.

Then, as though the world of achievement had some sort of legitimate claim on summer, even schools that maintained the old-fashioned schedule began reaching their tentacles into summer. Some school districts start the traditional school year in August, the better to squeeze in a couple of more weeks of instruction before the all-important state standardized tests given in spring. Worse, what used to be recommended summer reading lists are now becoming compulsory assignments. And the ambitious students have signed up for Advanced Placement classes, and thus a summer-load of note taking and homework.

It's not just the schools. As a society, we grow itchy at the sight of someone—even a kid—accomplishing nothing more than fun. Thus parents have become suckers for anything that lends a constructive air to summer. Summer camps used to exist for the purpose of marshmallow roasts and putting frogs in your bunkmates' beds. Those still exist, but they compete mightily with the new camps—the ones for improving a child's writing style, building math skills, honing soccer stardom, learning a foreign language, building dance talents or finessing skills playing a musical instrument. Even many colleges and universities, such as Johns Hopkins, have climbed on board, mailing out glossy brochures about their expensive summer programs for supposedly gifted, or at least financially gifted, students.

None of this activity is required, of course. Unluckily, other societal changes also have pushed back at summer. Children can't get together a pickup game of kickball when their streets are the turf of gangs. And without a shove out the door, today's youngsters are more

likely to spend a day clicking away at video games than swinging in a hammock.

Still, it is a decision, however unconsciously made, to view summertime as a commodity to be prudently invested, rather than as a gift to be lavishly spent. There is only one sort of skill we are afraid to nurture in our kids—the ability to do nothing more constructive than make a blade of crabgrass, pressed between our thumbs and blown, blast a reedy note into the summer air.

16. What do we learn from the first paragraph?
- A. summer was always a great time for laziness and freedom.
 - B. summer time was gradually crammed with various courses.
 - C. summer education was especially important for A-list students.
 - D. summer class was proved to be more helpful to disadvantaged students.
17. Schools considered using summer time most probably because they _____.
- A. wanted to help students to make full use of the school calendar
 - B. disbelieved that their students would actively do summer homework
 - C. wanted to encourage more students to take Advanced Placement tests
 - D. thought achievements had something to do with efforts in summertime
18. What does the word “itchy” in Paragraph 3 possibly mean?
- A. comfortless
 - B. eager
 - C. critical
 - D. impulsive
19. In the author’s eyes, new camps can be best characterized as _____.
- A. artistic
 - B. exciting
 - C. practical
 - D. comforting
20. From the text we can conclude that the author considers that summertime should be _____.
- A. a satisfying investment
 - B. a precious present
 - C. a remarkable experience
 - D. a well-planned journey

V. Summary writing (15分)

Directions: Read the following passage and write a summary of about 150 words.

Over the last 40 years, the United States has seen a remarkable change in the academic success of boys and girls. In 1970, 58% of college graduates were young men; now close to 60% of college graduates are women, and this gender gap continues to grow. There will always be boys who will thrive in school, but more and more, it’s girls who do well academically and boys who are losing ground.

Two-thirds of the D’s and F’s given out in school go to boys. Boys are one-third more likely to drop out before finishing high school. Eighth grade girls score higher in both reading and especially in writing than boys do, and by 12th grade that gap has widened. Indeed, the

average 11th grade boy in the U.S. writes at the level of the average 8th grade girl.

A few years ago, medical schools in the U.S. began accepting more young women than young men; soon medicine will be a female-dominated profession. I could go on and on with these statistics, but you get the point: on average girls outperform boys in elementary school, middle school, high school, college and graduate school.

Why is that? Experts disagree on the reasons. If you read Christina Hoff Sommers’ *The War Against Boys*, you’ll blame feminism for feminizing schools; if you read Leonard Sax’s *Why Gender Matters* or Michael Gurian’s *The Minds of Boys*, you’ll think it’s the brain differences between boys and girls that educators don’t take into account; if you read Peg Tyre’s *The Trouble with Boys*, you’ll conclude that classrooms are unfriendly places for boys, and that teachers’ techniques don’t work for them. If you read other experts, they’ll tell you that the “boy crisis” is overblown.

What we do know is that this is happening not just in the U.S. but in Western Europe, the United Kingdom, Australia and New Zealand. Once parents and educators removed the psychological barriers to higher education that used to exist for girls, that is, once we leveled the playing field, girls outstripped boys in school. How can you motivate your son to do better in school? In my opinion, there are five different types of boys who aren’t doing well in school.

The Struggling Boy. The vast majority of boys who get poor grades in school are not “underachieving.” They are making their best effort and are struggling academically because they are of below average intelligence and the work is extremely hard for them, or they are of average intelligence in a very hard-driving school district. It is humiliating to know that you struggle with academics that other boys find easy; it’s frustrating and makes you want to run away. These struggling students need teachers who can make learning fun, and they require the ongoing respect of teachers and their parents in order to stay motivated. These boys need to hear the old saying, “As long as you’re trying your hardest.”

The Learning Disabled Boy. We know that boys have more variable brains than girls do, and that this affects their school performance. Two-thirds of children in special education are boys. Many of these boys have real learning disabilities. We used to call boys with learning disabilities “stupid” or “lazy.” Now, we’re able to focus on the areas of their brains that do not work as well as others.

The Cruising Boy/good-enough Student. These boys often feel that school is hard, and pretty boring, that they do enough homework, and that there are other things to be interested in: girls, sports, a part-time job, cars, etc. It’s not that a boy like this has a particular passion, it’s just that he doesn’t like school all that much, and doesn’t see how it is related to his future.

The only ways to motivate a “cruising/good-enough” boy: 1) Continue to hold high expectations for him, and express your ideals and some sense of disappointment, or 2) Use incentives to induce him to change his priorities. Some parents react negatively to the idea of “bribes,” but I call them incentives; they work in business, they work for kids.

The “Otherwise Engaged” Boy. There are boys who develop interests outside of school

that are so compelling that school can no longer hold their interest. The satisfaction—not to mention the applause—that talented, athletic boys receive playing football, for example, or the sense of usefulness that other boys get from paying jobs, editing the school newspaper, being part of a band, or computer games, are far greater than anything mere grades can offer them. Though it's exciting when a boy discovers a passion he wants to pursue, it can present many challenges to their parents.

The Allergic-to-School Boy. In my book, *The Pressured Child*, I talk about children who seem to be allergic to the school environment. There are some boys for whom the physical experience of being in a class all day, the psychological experience of having a teacher controlling everything, the frustrations of having to sit still, the humiliation of grades are simply intolerable. If your boy is allergic to school in this way, it is going to be a struggle to keep him going until he finishes. He'll need teachers who understand and can work with boys who hate school without taking it personally. They have to be willing to modify homework demands and try to see the school environment through a boy's eyes.

VI. Writing (35 分)

Should a True Friend Always Tell the Truth?

Many of us have been there: Your best friend is in a relationship with someone really unpleasant. Watching how your friend is being treated badly is heartbreaking. You want to tell your friend that their boyfriend or girlfriend is a jerk and the relationship a mistake. But this could easily hurt your friendship. Should you hold your tongue, or speak up?

The New York Times recently called in a group of relationship experts to discuss this conundrum. They all agreed that honesty is expected from a true friend. What is important is not whether you should speak up, but how you speak up.

How about your opinion after you read this passage? You should write an argumentative essay.

You should write at least 400 words.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

VII. Translate the following source text into English. (25分)

迪庆藏族自治州位于滇西北，云南、西藏、四川三省交界处，迪庆，藏语意为吉祥如意地方，以藏族为主体的 8 个兄弟民族世代生息繁衍在这片广袤的土地上。这儿就是传说中美丽的香格里拉。

这里不仅民族风情浓郁，同时还是一片具有生命灵气的宝地，草原广阔，山环水绕。

梅里雪山主峰卡格博(Kagebo Peak)，屹立于迪庆西北，海拔 6740 米，是迪庆的最高点，也是云南第一峰，终年雪冠冰皑，云缠雾罩。长江巨龙用身体在这片土地上切出了一条世界最深的峡谷—虎跳峡；那暴跳的激流没有一丝绿色，唯有生命的呼吸在沉重的隆隆声中诉说着什么。

VIII. Translate the following source text into Chinese. (25分)

A good book is often the best urn of a life enshrining the best that life could think out; for the world of a man's life is, for the most part, but the world of his thoughts. Thus the best books are treasuries of good words, the golden thoughts, which, remembered and cherished, become our constant companions and comforters.

Books possess an essence of immortality. They are by far the most lasting products of human effort. Temples and statues decay, but books survive. Time is of no account with great thoughts, which are as fresh today as when they first passed through their author's minds, ages ago. What was then said and thought still speaks to us as vividly as ever from the printed page. The only effect of time have been to sift out the bad products; for nothing in literature can long survive e but what is really good.

Books introduce us into the best society; they bring us into the presence of the greatest minds that have ever lived. We hear what they said and did; we see the as if they were really alive; we sympathize with them, enjoy with them, grieve with them; their experience becomes ours, and we feel as if we were in a measure actors with them in the scenes which they describe.

The great and good do not die, even in this world. Embalmed in books, their spirits walk abroad. The book is a living voice. It is an intellect to which on still listens.