

山 东 师 范 大 学  
硕士研究生入学考试试题

考试科目： 基础英语

- 注意事项：1. 本试卷共 道大题（共计 个小题），满分 150 分；  
2. 本卷属试题卷，答题另有答题卷，答案一律写在答题卷上，写在该试题卷上或草纸上均无效。要注意试卷清洁，不要在试卷上涂划；  
3. 必须用蓝、黑钢笔或圆珠笔答题，其它均无效。

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**I. Grammar and Vocabulary (15%)**

Section A

*Directions: There are 15 sentences in this section. Beneath each sentence there are 4 words or phrases marked A, B, C and D. Choose the one word or phrase that correctly completes the sentence. (1 point each)*

**Example**

Scarcely had they settled themselves in their seats in the theatre \_\_\_\_\_ the curtain went up.

- A. then      B. before      C. when      D. than

*The sentence should read, "Scarcely had they settled themselves in their seats in the theatre when the curtain went up." Therefore, you should choose C.*

1. ①; I don't have to go to work today.  
A. You needn't to wake me up      B. You did not need wake me up  
C. You did not need to wake me up      D. You needn't have woken me up
2. There are two small rooms in the beach house, ② serves as a kitchen.  
A. the smaller of which      B. the smallest of which  
C. the smaller of them      D. the smallest of them
3. ③ we paid them in advance, would they start in to dig the ditch in time?  
A. Let      B. Imagining      C. Speaking      D. Say
4. ④ the two, Bob is ④ student.  
A. Of, more diligent      B. In, more diligent  
C. Of, the more diligent      D. In, the more diligent

5. (5) time, he'll make a first-class tennis player.
- A. Having      B. Given      C. Giving      D. Had
6. I (6) the party much more if there hadn't been quite such a crowd of people there.
- A. would enjoy      B. will have enjoyed  
C. would have enjoyed      D. will be enjoying
7. The brilliance of his satires was (7) make even his victims laugh.
- A. so as to      B. such as to      C. so that      D. such that
8. How can I ever concentrate if you (8) continually (8) me with silly questions?
- A. have...interrupted      B. had...interrupted  
C. are...interrupting      D. were...interrupting
9. The constant turmoil in the office proved that he was an (9) administrator.
- A. able      B. experienced      C. inept      D. active
10. The lawyer won his case with (10) argument.
- A. impregnable      B. imperishable      C. improbable      D. imperceptible
11. How much money was (11) the winning horse?
- A. depending on      B. going to      C. paid to      D. riding on
12. The team played hard because the championship of the state was (12).
- A. at hand      B. at large      C. at stake      D. at best
13. Although her kid had been dead for three years, she could not (13) the incident from her mind.
- A. originate      B. obliterate      C. deterrent      D. pirate
14. The director and the chairman seem to have (14) their differences of opinion.
- A. come across      B. wore out      C. stamped out      D. patched up
15. The best cure for grief is to (15) your usual work.
- A. forget      B. give up      C. change      D. go about

### Section B

*Directions: Choose one of the 4 answers given in each group which best matches the underlined part. (1.5 point each)*

#### Example

Only individual benefactors and ad hoc grants have made possible the ecological surveys already undertaken.

- A. special      B. additional      C. governmental      D. organizational

*A is the best answer. Therefore, you should choose A.*

16. The policeman used a megaphone.  
A. a portable radio      B. an instrument to make his voice louder  
C. a long stick      D. a telephone in his car
17. The people in the room were shocked by his blasphemous language.  
A. offensive      B. exaggerative      C. boastful      D. thrilling
18. Although the fire decimated the city ten years ago, the people of that city have re-built it into an even more beautiful city.  
A. maimed      B. hurt      C. destroyed      D. impaired
19. Eleanor Roosevelt intervened and arranged for Miss Anderson to perform at the London Memorial.  
A. got up      B. took in      C. set up      D. stepped in
20. Most of the criminal groups in Canada are involved, both separately and co-operatively, in bootlegging operations.  
A. merchandising      B. pirating      C. smuggling      D. marauding

## II. Translation (30%)

1) Turn the following passage into Chinese. (25 points)

If you expect something to turn out badly, it probably will. Pessimism is seldom disappointed. But the same principle also works in reverse. If you expect good things to happen, they usually do! There seems to be a natural cause-and-effect relationship between optimism and success.

Optimism and pessimism are both powerful forces, and each of us must choose which we want to shape our outlook and our expectations. There is enough good and bad in everyone's life — ample sorrow and happiness, sufficient joy and pain — to find a rational basis for either optimism or pessimism. We can choose to laugh or cry, bless or curse.

I believe in the upward look. I choose to highlight the positive and slip right over the negative. I am an optimist by choice as much as by nature. Sure, I know that sorrow exists. I am in my 70s now, and I've lived through more than one crisis. But when all is said and done, I find that the good in life far outweighs the bad.

2) Turn the following passage into English. (20 points)

最令人怵目惊心的一件事，是看着钟表上的秒针一下一下的移动，每移动一下就是表示我们的寿命已经缩短了一部分。再看看墙上挂着的可以一张张撕下的日历，每天撕下一张就是表示我们的寿命又短了一天。因为时间即生命。没有人不爱惜他的生命，但很少人珍视他的时间。如果想在有生之年做一点什么事，学一点什么学问，充实自己，帮助别人，使生命成为有意义，不虚此生，那么就不可浪费光阴。这道理人人都懂，可是很少人真能积极不懈的善为利用他的时间。

**III. Reading Section (35%)**

**Note: The reading section is printed in the following pages (pages 5-11) . Please go there to find it and do the work as is required.**

**IV. Writing ( 25% )**

Directions:

Are you enthusiastic to communicate in English in English class and daily life ? If yes, why? If not, why ? Describe your experience in communicating in English and make a cause flow analysis (因果分析) for your enthusiasm or your reluctance . You are required to write within 500 English words

### III. Reading Section (35%分)

Please read the following passages and answer the reading comprehension questions about each passage.

#### Passage A

The mineral particles found in soil range in size from microscopic clay particles to large boulders. The most abundant particles — sand, silt, and clay — are the focus of examination in studies of soil texture. Texture is the term used to describe the composite  
*Line* sizes of particles in a soil sample, typically several representative handfuls.

- (5) To measure soil texture, the sand, silt, and clay particles are sorted out by size and weight. The weights of each size are then expressed as a percentage of the sample weight. In the field, soil texture can be estimated by extracting a handful of soil and squeezing the damp soil into three basic shapes; (1) cast, a lump formed by squeezing a sample in a clenched fist; (2) thread, a pencil shape formed by rolling soil between the  
(10) palms; and (3) ribbon, a flatfish shape formed by squeezing a small sample between the thumb and index finger. The behavioral characteristics of the soil when molded into each of these shapes, if they can be formed at all, provide the basis for a general textural classification. The behavior of the soil in the hand test is determined by the amount of clay in the sample. Clay particles are highly cohesive, and when dampened, behave as a  
(15) plastic. Therefore the higher the clay content in a sample, the more refined and durable the shapes into which it can be molded.

- Another method of determining soil texture involves the use of devices called sediment sieves, screens built with a specified mesh size. When the soil is filtered through a group of sieves, each with a different mesh size, the particles become grouped  
(20) in corresponding size categories. Each category can be weighed to make a textural determination. Although sieves work well for silt, sand, and larger particles, they are not appropriate for clay particles. Clay is far too small to sieve accurately; therefore, in soils with a high proportion of clay, the fine particles are measured on the basis of their settling velocity when suspended in water. Since clays settle so slowly, they are easily  
(25) segregated from sand and silt. The water can be drawn off and evaporated, leaving a residue of clay, which can be weighed.

1. What does the passage mainly discuss? ①
  - A. Characteristics of high quality soil.
  - B. Particles typically found in most soils.
  - C. How a high clay content affects the texture of soil.
  - D. Ways to determine the texture of soil.
2. The author mentions "several representative handful" in line 4 in order to show ②.
  - A. the range of soil samples.
  - B. The process by which soil is weighed.
  - C. The requirements for an adequate soil sample.
  - D. How small soil particles are weighed.
3. It can be inferred that the names of the three basic shapes mentioned in paragraph 2 reflect ③.
  - A. the way the soil is extracted
  - B. the results of squeezing the soil
  - C. the need to check more than one handful
  - D. the difficulty of forming different shapes
4. Which of the following can be inferred from the passage about a soil sample with little or no clay in it? ④
  - A. It is not very heavy.
  - B. It may not hold its shape when molded.
  - C. Its shape is durable.
  - D. Its texture cannot be classified.
5. It can be inferred from the passage that the sediment sieve has an advantage over the hand test in determining soil texture because ⑤.
  - A. using the sieve takes less time
  - B. the sieve can measure clay
  - C. less training is required to use the sieve
  - D. the sieve allows for a more exact measure
6. During the procedure described in paragraph 3, when clay particles are placed into water they ⑥.
  - A. stick to the sides of the water container
  - B. take some time to sink to the bottom
  - C. separate into different size
  - D. dissolve quickly
7. The word "fine" in line 24 is closest in meaning to ⑦.
  - A. tiny
  - B. many
  - C. excellent
  - D. various
8. All of the following words are defined in the passage except ⑧.
  - A. texture (line 3)
  - B. ribbon (line 10)
  - C. sediment sieves (line 18)
  - D. evaporated (line 25)

## Passage B

A. This year, Stanley Milgram published the article "Behavioral Study of Obedience", a short piece published in the Journal of Abnormal and Social Psychology that was based on a study of obedience to authority. The results of this experiment, which soon became a classic in this topic, were alarming. They revealed the "bad" side of human nature, and explained the conditions under which ordinary people are willing to cause pain to their fellow human beings for the sake of following orders. Milgram's study also helps us to explain how obedience to authority on a societal level can result in traumatic historical events such as holocausts and mass murders.

B. In Milgram's experiment, conducted in a lab in Yale University, subjects were "naive" participants who were told that the study they had responded to was related to learning and memory. There was always a "confederate" who was an actor while the subjects were "naive" since they were unaware of the real purpose of the study. The process was rigged so that the confederate would always end up as the learner and the subject was the one who must teach and administer shocks of increased intensity each time the learner made an error. Shock intensity started at "slight shock" rising gradually by 15 volts to "Moderate", "Strong", "Danger: Severe Shock" and finally to 450 volts. The subject watched the learner (actor) being strapped into a chair where the shock would be felt. Moreover, the subject was also given a sample shock of low voltage to further authenticate the experiment. The subject was told that although painful the shocks would not harm the learner.

C. The role of the experimenter was played by a 31-year-old high school teacher who appeared stern and authoritative. Forty men of different professions ranging from skilled and unskilled blue collar, white collar workers and professionals were selected for the experiment. They were each paid \$4.50 for their participation but were also told that the payment was simply for coming to the laboratory and the money was theirs irrespective of what occurred after they arrived.

D. Prior to the study, 12 senior psychology majors were asked to predict the outcome of hypothetical subjects. The university students thought that a maximum of 3% would go the 450 volts. Milgram's colleagues predicted that most subjects would stop at "Very Strong Shock" (195-240 volts).

**E.** The results, however, showed that 26 out of 40 subjects (65%) went to 450 volts. Of the remaining 14 subjects, 5 of them terminated the experiment at "Intense Shock" (300 volts), 8 stopped at "Extreme Intensity Shock" (315 to 360 volts), and 1 stopped at "Danger: Severe Shock" (375 volts).

**F.** When the subjects **protested** that they might be hurting the learner, the experimenter asked them to continue with statements that were called "prods" numbered 1, 2, 3, and 4 so as to standardize the experiment. Prod 1 was "please continue" or "please go on"; Prod 2 was "the experiment requires that you continue"; Prod 3 was "It is absolutely essential that you continue" and Prod 4 "you have no other choice, you must go on". After Prod 4 the experiment was terminated. With the "prods" the experimenter asserted authority over the subject.

**G.** Under pressure, subjects were observed to "sweat, tremble, stutter, bite their lips, groan and did fingernails into their flesh" and "nervous laughing fits". One person was observed to have full blown uncontrollable seizures as a reaction to stress at which point the experiment was terminated. Of the 26 that went to the end, there were sighs of relief, rubbing of fingers over eyes or fumbling for cigarettes. Some subjects had remained calm throughout the experiment and showed minimal signs of tension and felt that they were acting as agents of the experimenter, and therefore the pain caused to the learner was the responsibility of the experimenter and not theirs.

**H.** Two unexpected results emerged from the experiment. One finding relates to the sheer strength of obedience which took precedence over the fundamental moral learning of the subjects about not hurting another human being. It is clear that the subjects were against what they believe yet they continued to do so under perceived authority. The second finding rests on the results that despite incredible tension subjects did not simply terminate the experiment.

**I.** Milgram manipulated psychological distance in later studies based on the same premise. When the victim's cries could be heard through an open door, more subjects were likely to discontinue the experiment compared to the original results. Rather than being out of sight the subject was seated next to the learner (confederate) and was asked to physically press the victim's hand upon the shock electrode and required to hold it down while the victim was shocked. In this situation, disobedience was at 70%. If the urging of the experimenter was given through a telephone (in the original experiment,



the experimenter was physically present), the subjects were less likely to be obedient. Hence, psychological distance or the degree to which the victim is dehumanized had varied results on the outcome.

**J.** Publication of Milgram's findings caused an uproar in the scientific community. Some of those who protested argued that Milgram must have used "flawed" subjects. Milgram's use of deception was highly criticized on ethical grounds, as it was argued that his methods might have been "personally damaging" to the subjects. At the end of the experiment the subjects were informed of the real purpose of the study and sufficient sensitivity was exercised toward them to the satisfaction of the researcher. There appeared to be no irreparable damage.

**K.** In conclusion, obedience is a highly desirable trait in human social interaction and this has a large impact on the order in society. However, Milgram's experiment makes one aware of the need to be critical of obedience so that we keep our actions in balance. It demonstrates that group pressure and conformity can also have detrimental effects in causing racial stereotyping or the dehumanization of victims in instances of war or criminal activity. It opens our eyes to the limitations of obedience and creates an awareness that sometimes resistance to conformity in society is needed to bring about change. In the final analysis, experiments such as these demonstrate the need for critical thinking and for strong human values, which raises the need to question conformity and to bring forth new ideas that can contribute to a better understanding of our society and our fellow human-beings.

9. Paragraph 2 mentions at least 9 different levels of shock treatment.  
A. 3  
B. 4  
C. 5  
D. 6
10. According to the passage the number of people involved in the experiment who knew it was rigged was 10.  
A. 1  
B. 2  
C. 3  
D. 4

11. Included in the group of volunteers were 11.  
A. university students  
B. a high school teacher  
C. senior psychology majors  
D. professionals
12. How many volunteers matched the predictions of Milgram's colleagues?  
A. 0  
B. 1  
C. 5  
D. 8
13. Choose T (for true), F (for false), or N (for not given) according to each statement.  
1). All 40 volunteers finished the experiment.  
2). One white collar subject went into uncontrollable seizures.  
3). In some later experiments most of the subjects refused to obey the experimenter.  
4). On being told the real reason of the experiment the subjects suffered personal damage.  
5). If we question obedience then group pressure may force us to dehumanize victims of war or crime.

## Passage C

A major in modern languages and literatures provides its graduates with both a specific area of skills and a sense of their relationship between their particular discipline and the larger body of knowledge that is the patrimony of liberally educated persons. Majors learn to express themselves clearly and correctly through required advanced language courses (301, 302, 401, 402). They acquire a general knowledge of literature as a whole in survey courses and a deeper knowledge of special areas in the courses that follow, including a number of 500 and 600 electives. The final course taken by the major, the senior seminar, coordinates all knowledge and skills acquired. A joint B A/ M.A. program is available to qualified students.

Students may choose to develop a concentration in French, German, or Spanish. Consult the individual language programs below for further details.

For students not majoring in languages, distribution requirements in literature as well as in humanities may be fulfilled by a number of courses offered by the department.

14. What is the purpose of the passage?  
A. To persuade students to study modern languages.  
B. To describe a university language program.  
C. To argue for language requirements for all students.  
D. To encourage enrollment in advanced language programs.
15. The last course required for a modern languages student is identified in the language as 15.  
A. a survey course  
B. a senior seminar  
C. a concentration  
D. an M>A. program
16. Survey courses in literature probably emphasize 16.  
A. accurate grammar usage  
B. a wide range of reading  
C. a specific writer's work

- D. Those numbered in the 500s and 600s.
17. According to the passage, which courses are the most specialized?
- A. those dealing with literature.
  - B. Those numbered 301, 302, 401, 402
  - C. Those required for a B.A.
  - D. Those numbered in the 500s and 600s.

## Passage D

Over a period of time, many habitats change with respect to the types of plants and animals that live there. This change is known as succession.

Succession occurs because plants and animals cause a change in the environment in which they live. The first weed and grasses that appear on a bare field, for example, change the environment by shielding the soil from direct sunlight. As these plants spread, the ground surface becomes cooler and more moist than it was originally. Thus the environment at the ground surface has been changed. The new surface conditions favor the sprouting of shrubs. As shrubs grow, they kill the grasses by preventing light from reaching them and also build up the soil in the area. In addition, they attract animals that also enhance the soil. Pine seedlings soon take hold and as they grow, they in turn shade out the shrubs. They are not able to shade out oak and hickory seedlings, however, that have found the forest floor suitable. These seedlings grow into large trees that eventually shade out the pines.

18. Choose the best title for this passage.
- A. The importance of weeds and grasses
  - B. How environmental habitats change
  - C. The success of oak and hickory
  - D. Animal and plant habitats
19. Which is the correct order of plant succession in the example in the passage?
- A. Weeds, pines, shrubs, oak
  - B. Oak, pines, shrubs, weeds
  - C. Weeds, shrubs, pines, oak
  - D. Shrubs, weeds, pines, oak
20. It can be inferred from the passage that 20.
- A. oak and hickory trees grow taller than pines
  - B. weeds and grasses prefer cold climates
  - C. pines and grasses can exist together
  - D. birds discourage the growth of shrubs
21. Which of the following is a stage of succession as described in the passage?
- A. A forest cut down to build an airport.
  - B. A flood washing away a crop of wheat.
  - C. Wildflowers growing in an unused parking lot.
  - D. Animal being tamed by children.