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## 山东科技大学 2007 年招收硕士学位研究生入学考试

### 英语(单)试卷

#### Part 1 Reading Comprehension (40%)

Questions 1 to 5 are based on the following passage.

The common cold is the world's most widespread illness, which probably why there are more myths a-bout it than any of the other plagues that flesh is heir to.

The most widespread fallacy(谬误)of all is that colds are caused by cold. They are not. They are caused by viruses passage on from person to person. You catch a cold by coming into contact, directly or indirectly, with someone who already has one. If cold causes colds, it would be reasonable to expect the Eskimos to suffer from them permanently. But they do not. And in isolated arctic regions explorers have reported being free from colds until coming into contact again with infected people from the outside world by way of packages and mail dropped from airplanes.

During the First World War soldiers who spent long periods in the trenches(战壕), cold and wet, showed no increased tendency to catch colds.

In the Second War prisoners at the notorious Auschwitz concentration camp, naked and starving, were astonished to find that they seldom had colds.

At the Common Cold Research Unit in England, volunteers took part in Experiments in which they submit-ted to the discomforts of being cold and wet for long stretches of time. After taking hot baths, they put on bath-ing suits, allowed themselves to be wet with cold water, and then stood about dripping wet in drafty room. Some wore wet socks all day while others excised in the rain until close to exhaustion. Not one of the volunteers came down with a cold unless a cold virus was actually dropped in his nose.

If, then, cold and wet have nothing to do with catching colds, why are they more prevalent in the winter? Despite the most pains-taking research, no one has yet found the answer. One explanation offered by scientists is that people tend to stay together indoors more in cold weather than at other times, and this makes it easier for cold viruses to be passed on.

No one yet found a cure for the cold. There are drugs and pain suppressors(止痛片)such as aspirin, but all they do is relieve the symptoms.

1. According to the passage, there are more myths about the common cold than any other human disease because \_\_\_\_.

- (A) it spreads very quickly
- (B) it is the most widespread illness
- (C) the climate of the world is getting colder and colder
- (D) few people can catch colds

2. We learn from the passage that \_\_\_\_.

- (A) the Eskimos do not suffer from colds at all
- (B) colds are caused by cod
- (c) people suffer from colds just because they like to stay indoors

(D) a person may catch a cold by touching someone who already has one

3. Artic explorers may catch colds when\_\_\_\_\_.

- (A) they are working in he isolated arctic regions
- (B) they are writing reports in terribly cold weather
- (C) they are free from work in the isolated arctic regions
- (D) they are coming into contact with the outside world

4. During the First World War, soldiers who spent long periods in cold and wet trenches\_\_\_\_\_.

- (A) often caught colds
- (B) never caught colds
- (C) did not show increased tendency to catch colds
- (D) seldom caught colds

5. What does the passage mainly discuss?

- (A) The experiments on the common cold.
- (B) The myths about the common cold.
- (C) An explanation of the reason and the way people catch colds.
- (D) The continued spread of common colds.

Question 6 to 10 are based on the following passage.

Much attention is presently being given to what is termed “fouctional illteracy”, this should not be con-fused with the problem of illiteracy, that is, the inability to read and write. Current United Nations Education, Scientific and Cultural Organization (UNESCO) figures indicate that 99 percent of all Americans are literate, the same figure asigned to nations such as Britain, Germany. Functional illiteeacy, by contrast, is concemed with how much difficulty people have in actually using and writing skills in everyday situations. This might be interpreted, for example, as the relative ability to understand federal income tax forms, or printed instructions, or how well someone can write a letter of complaint, or apply for a job in writing.

There are no agreed-upon definitions of what functional illiteracy is and, in practice, definitions vary wide-ly. For many years, reading tests have been used throughout the country which define reading ability by grade level. “Tenth-grade reading level”, for instance, would be the average reading score of all pupils who have completed ten years of school. There are, of course, many different reading tests. One defini-tion of functional illitracy holds that anyone is “illitterate” who reads at less than an eighth-grade level. Another common definition uses a twelfth-grade level(the last year of high school in the U.S.).

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There seems to be general agreement that at least one-tenth of all Americans are fouctionlly illiterate in English to some degree. It is also hardly surprising that those nations which (like the U.S.) have paid mast at-tention to this concept, and which have nation wide tesing, have found the greatest problems. As one educator humorously put it, “Reading tests cause illiteracy”. Canada, for example, which also has a large non-English speaking immigrant popultion, has recently found that many

of her citizens, too, are functionally illiterate. The attention given to this problem, therefore, reflects the fact that in North America schools as well as pupils are continually tested.

6. According to the passage, "functional illiteracy" is \_\_\_\_\_.

- (A) the ability to read and write
- (B) the inability to read and write
- (C) the relative ability to read and write in everyday situations
- (D) the inability to read and write in everyday situations

7. What is the definition of functional illiteracy?

- (A) It refers to anyone who reads at less than eighth-grade level
- (B) It refers to anyone who reads at less than twelfth-grade level
- (C) It refers to anyone who reads at less than tenth-grade level
- (D) There is no clear definition

8. It can be learned from the passage that \_\_\_\_\_.

(A) Canada and the U.S. have functionally illiterate population because they hardly paid any attention to the problem

(B) functional illiteracy may have been caused at least in part by unsuccessful design of reading tests

(C) non-English speaking immigrant population constitute the majority of all the functionally illiterate

(D) it is impractical to determine what functional illiteracy really is as different situations set different requirements

9. It can be inferred from the passage that \_\_\_\_\_.

(A) over one-tenth of Americans population have difficulty in using and writing skills in everyday situations

(B) in North America nation-wide tests are given to test pupils' functional literacy

(C) Canadians are generally at a higher level of functional literacy than Americans are

(D) teaching of English reading and writing has turned out to be a failure in Canada and the U.S

10. This passage was written mainly to \_\_\_\_\_.

(A) analyze different definitions of functional illiteracy

(B) discuss the reasons for functional illiteracy

(C) compare different ways to get rid of illiteracy

(D) introduce the problem of functional illiteracy

Questions 11 to 15 are based on the following passage.

Some people believe that international sport creates good will between the nations and that if countries play games together they will learn to live together. Others say that the opposite is true: that international contests encourage false national pride and lead to misunderstanding and hatred. There is probably some truth in both arguments, but in recent years the Olympic Games have done little to support the view that sports encourages international brotherhood. Not only was there the tragic (悲惨的) incident involving the murder of athletes, but the Games were also ruined by lesser incidents caused principally by minor national contests.

One country received its second medals with vilible indignation(愤怒) after the hockey (曲棍球) final. There had been noisy scenes t the end of the hockey match. The losers objecting to the final decisions. They were convinced that one of their goals should not have been disallowed and that that their opponent's victory was unfair. Their manager wa in a rage when he said, "This wasn't hockey . Hockey and the International Hockey Federation are finished. " The president of the Federtion said later that such behavior could result in the suspension(暂令停止参加) of the team for at least three years.

The American basketball team announced that they would yield first place to Russia, after a disputable end to their contest. The game had ended I disorder. It was thought at first that the United States had won, by a single point, but it was announced that there were three seconds still to play. A Russian player they threw the ball from one end of the court to the oth-er, and another player player popped it into the basket. It was the first time the USA had ener lost an Olympic basketball match. An appepl jury debated the matter for four and a half hours before announcing that the result