

山东科技大学2010年招收硕士学位研究生入学考试
基础英语试卷

Part I Reading Comprehension (50 points)

Passage 1

Will America produce enough competent workers to meet the nation's needs in the 21st Century? That question lies at the heart of the most recent dispute over this country.

According to the Bureau of Labor Statistics, about 21 million new workers will be needed by the year 2000, and the fastest growing occupations will be those that require the most educational preparation. A report predicts that the current average skill level of 21-to-25-year-old is 40 percent lower than the skill-level that will be required of the new workers needed by that year. Yet between now and the year 2000, about 80 percent of new workers will be women and minorities, groups whose members have ever lagged in educational achievement. Businessmen, educators and politicians are all concerned.

The basis of the concern is the simple fact that the natural pool from which America has historically drawn new workers -- young adults -- is becoming mainly made up of minorities. Populations overlooked or ignored -- because there were more than enough young white males to fill the nation's job demands -- are now the focus of concern about the future workforce.

The report says: "As America heads toward a more demanding skill-intensive economy, a literate, educated workforce is essential to our ability to compete in the world market. Unless we act now, we will face a serious shortage of skilled workers."

It should be clear, from the above, that much of this concern about the future of America's workforce may not be unreasonable. The nation will become more dependent on women and minority workers; at the same time they will become better trained and better educated.

And while many worry that there may be too few workers by the year 2000, the BIS has noted that this may not reflect "an overall lack of workers," but the declining numbers in the younger age groups in the labor force. In fact, the BIS reported, "The workforce of the future will be older." Of course, this is another question to this topic.

1. The question, meeting the nation's needs of workers, becomes _____ in America.
- A) a serious problem
 - B) the key point of recent discussion
 - C) the focus of the whole nation
 - D) a problem in every mind

2. By the year 2,000, the required workers would _____.
- A) be new
 - B) have received higher education
 - C) go in for the fastest growing occupations
 - D) reach 21 million totally
3. 80 percent of the new workers will come from _____.
- A) white groups
 - B) other groups except the white
 - C) black women
 - D) black and white women
4. What is the focus of concern about the future workforce?
- A) Less attention is paid to the qualities of populations.
 - B) white males will fill the nation's job demands.
 - C) More minorities will fill the nation's job demands.
 - D) All of the above.
5. We would be short of skilled workers if _____.
- A) we didn't show great concern for this matter.
 - B) we ignored the shortage of skilled workers.
 - C) we could not have literate, educated workforce.
 - D) we didn't take effective measures to improve our education.

Passage 2

Last Thursday an old chap came to our school to talk about the evils of smoking. He said he wouldn't go on for too long, and we saw him take his wristwatch off and lay it on the table. I can't remember what he said about smoking because Slater and I had other things to think about. He finished when the bell rang for playtime, and the headmaster told us to go out. Slater happened to slip.

In the playground Slater showed me the watch. He put it on his wrist, and it looked lovely. I was wishing that I'd been the one to slip by the table, because it was a beautiful watch, gold by the look of it. The headmaster came outside then, and the old boy was with him. They walked about, looking around and talking all the time. After a bit the bell rang, and we got into our lines, ready to go in.

The headmaster said, "I've got a little job for you boys. This gentleman, our lecturer, has just lost his watch in the playground. It's happened before, he says --- it just slips off his wrist. So look around for it, will you? See if you're clever enough to find it. I've no doubt the boy who does so will get a useful reward?"

Well, of course, Slater wasn't going to miss a chance like that. He's just about the luckiest

devil in the school --- rewards just drop into his hands. We all walked about the playground, looking for the watch. And I wasn't a bit surprised when Slater bent down as if he was picking something up. Then he hurried past me towards the old man.

"Where are you going?" I called out, though I knew very well where he was going. "Where do you think?" he called back.

And the next minute there was Slater, all smiles, handing over the watch to the old fellow and hanging about for the reward.

But the lecturer didn't seem at all pleased. In fact he looked quite ready to put a knife in Slater's heart --- until the headmaster burst out laughing. Then they both laughed. Slater told me afterwards that the old man hadn't even said "Thank you" for the watch.

The thing that puzzled us most of all was that Slater didn't get any reward. When he reminded the headmaster about it, the headmaster said: "Ah yes, we mustn't forget that I said 'a useful reward', didn't I?" And then he gave Slater a big sheet of paper and told him to write a composition on the evils of smoking. Slater says he hasn't got a clue what to write.

6. What were the boys thinking about during the lecture?

- A) They were not thinking about anything.
- B) About the watch --- how to get it, perhaps.
- C) They were thinking about the evils of smoking.
- D) They thought the headmaster was clever.

7. Why did the story-teller wish that he had slipped?

- A) Because it was a beautiful watch.
- B) He thought that he could have taken the watch if he had slipped.
- C) If that had happened, the watch wouldn't have been lost.
- D) In that case he wouldn't have given it back to the lecturer.

8. "The headmaster came outside then, and the old boy was with him." Who was the old boy?

- A) An old student.
- B) The lecturer.
- C) The headmaster's son.
- D) A servant.

9. When Slater "bent down", what was he trying to do?

- A) He did so in order to pick up the watch.
- B) He was trying to hide the fact.
- C) He was trying to pick it up.
- D) He was pretending to have found something.

10. Why didn't Slater get the kind of reward he expected?

- A) The headmaster had forgot it, probably.

B) Because the lecturer did not agree to give him any reward.

C) Because the headmaster never meant to give the usual kind of reward to anyone.

D) Because the headmaster did not keep his word.

Passage 3

Look at your watch for just one minute. During that time, the population of the world increased by eighty-five people. Perhaps you think that isn't much. In the next hour, more than 5,000 additional people will be living on this planet. So it goes, hour after hour. In one day, there are about 120,000 additional mouths to feed. Multiply this by 365. What will happen in 100 years?

This population explosion may be the greatest challenge of the present time. Within the next forty years, the world population may double. Can the new frontiers of science meet the needs of the crowded world of tomorrow?

If the present rate of population increase continues for the next 600 or 700 years, there will be standing room only. Each person will have between 3 to 10 square feet of space in which to live. This includes the mountain-tops, deserts, and the ice and snow fields of the polar region. Of course, no one expects such a thing to happen. War, plague, famine, or some other catastrophe can be expected to occur long before the population reaches this point. Actually, the danger is not in an overcrowded world where people are huddled together so that they cannot move arms and legs, but in an upset balance between population and resources.

Since 600 years is so far away, take a look at the years directly ahead. How can the hungry people be fed? About half the babies born now will not have enough to eat. Is the world running out of water? Will there be enough fuel? What will supply the energy needed to run the machines of tomorrow's world? Certainly, man must look to the future and find new ways of providing for his needs.

11. What is implied in the first paragraph is that the increase of population is ____.

- A) a key problem
- B) a burning question
- C) a natural disaster
- D) a hard task

12. The word "huddle" (para. 3) means ____.

- A) to crowd together.
- B) to go in the way.
- C) to move towards.
- D) to do seriously.

13. According to the passage the chief danger caused by the population explosion lies in that ____.

- A) war, plague, famine, etc. are likely to happen.

- B) All new-born babies will not be fed adequately.
 C) resources are not able to meet the needs of the population.
 D) Both B and C
14. Which of the following statements is NOT mentioned?
 A) More than 120,000 babies are born in one day.
 B) Modern medicine can be regarded as the main cause of the population explosion.
 C) The author is worried about future power supply.
 D) The danger results from an unbalance between population and resources.
15. The author's answer to the challenge of population explosion seems to be _____.
 A) well-grounded.
 B) sensible.
 C) encouraging.
 D) satisfactory.

Passage 4

Homing pigeons are placed in a training program from about the time they are twenty-eight days of age. They are taught to enter the loft (阁楼) through a trap (活板门) and to exercise above and around the loft, and gradually they are taken away for short distances in wicker baskets and released. They are then expected to find their way home in the shortest possible time.

In their training flights or in actual races, the birds are taken to prearranged distant points and released to find their way back to their own lofts. Once the birds are liberated, their owners, who are standing by at the home lofts, anxiously watch the sky for the return of their entries. Since time is of the essence, the speed with which the birds can be induced to enter the loft trap may make the difference between gaining a win or a second place.

The head of a homing pigeon is comparatively small, but its brain is one quarter larger than that of the ordinary pigeon. The homing pigeon is very intelligent and will persevere (坚持) to the point of stubbornness; some have been known to fly a hundred miles off course to avoid a storm.

Some homing pigeon experts claim that this bird is gifted with a form of built-in radar that helps it find its own loft after hours of flight, for hidden under the head feathers are two very sensitive ears, while the sharp, prominent eyes can see great distances in daytime.

Why do homing pigeons fly home? They are not unique in this inherent skill; it is found in most migratory birds, in bees, ants, toads, and even turtles, which have been known to travel hundreds of miles to return to their homes. But in the animal world, the homing pigeon can be trusted with its freedom and trained to carry out the missions that people demand.

16. What happens to homing pigeons when they are about a month old?
 A) They are kept in trap.

- B) They enter their first race.
 C) They begin a training program.
 D) They get their wings clipped.
17. What is the aim of these training programs?
 A) They could get to the loft through a trap.
 B) They could exercise above and around the loft.
 C) They can find their way home in the shortest possible time.
 D) Both A and B.
18. What is the difference between a homing pigeon and an ordinary one?
 A) The span of the wings.
 B) The shape of the eyes.
 C) The texture of the feathers.
 D) The size of the brain.
19. According to the passage, why could homing pigeons find their way back after hours of flight?
 A) Because they have an internal radar-like system.
 B) Because they have two very sensitive ears.
 C) Because they have a comparatively small head.
 D) Because they have strong wings.
20. Why does the author mention bees, ants, toads, and turtles in the last paragraph?
 A) To describe some unusual kinds of pets.
 B) To measure distances traveled by various animals.
 C) To compare their home-finding abilities with those of homing pigeons.
 D) To interest the reader in learning about other animals.

Passage 5

One friend once said to me, "Do you know that most college students can't even put semi-colons (分号) in the right place?" Emphatic voices like his have recently made writing courses popular, strangely popular because of their hard-nosed attitude toward correct writing. Most administrators and teachers extend this medicinal metaphor, they agree that students are suffering from a serious disease. Many tests identify increasing numbers of student writers as skills cripples (跛子), and they need treatment. Remedial courses are given everywhere. More writing labs are appearing and expanding.

Many students are willing to believe that there is really something wrong with them. More students than ever before tell me and my colleagues that they are indeed bad writers and need lots of help with grammar and punctuation. I feel like a doctor, my job is to diagnose (诊断) the disease and prescribe cures whenever I read student writing. It would be easy enough for me to circle spelling errors, cross out unnecessary commas, line out wordy sentences. And knowing that this

sort of marking can sting, I would of course write, onto the end of the paper, something about how I know the student really tried hard, something about his rich imagination or his clear potential for doing well.

But I wonder whether all these well-intentioned scrawls(潦草写几句话), would do little more than confirm my student's fears about how crippled he is.

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21. According to the passage, a "skills cripple" (Para. 1) is someone who _____.

- A) has illness
- B) is a awkward
- C) is a poor writer
- D) injures his leg

22. Which of the following is the purpose of the first paragraph?

- A) To describe some successful doctors.
- B) To compare poor writers with diseased people.
- C) To tell why students are poor in health
- D) To show the importance of a teacher's job.

23. It can be inferred from this passage that most students _____.

- A) admit their incorrect writing
- B) Use their dictionaries
- C) correct their own papers

D) help each other in class

24. Which of the following is TRUE of teacher's correction of his student's writing errors?

- A) It is good to correct all the errors.
- B) A teacher should write something on the papers to encourage his students.
- C) A teacher's handwriting must be tidy and clear.
- D) A teacher had better point out the way for each student to improve his writing.

25. The author of the passage is probably a _____.

- A) doctor
- B) patient
- C) student
- D) teacher

Part II Translation From Chinese to English (30 points)

戏剧是一种非常昂贵的东西,而这一点是不可避免的。但是,昂贵的东西并非为富人所独有,除非我们放弃赋予的选择权。我们可以选择让那些无支付能力的个人享有戏剧以及其他形式的昂贵文化。问题是:我们为什么要那样做?谁都不会否认吃饭、居住、安全、健康和教育是必不可少的。但是,即便是在史前的洞穴里,人类伸出手来也并不只是为了吃喝或打斗,也可能是为了涂涂画画。文化冲动,即通过想象和表征来表达、探索世界的欲望,是人类的一个基本特点。在欧洲,这种欲望已在我们的音乐、美术、文学和戏剧杰作中得到了体现。这些杰作是衡量我们一发努力的标准,也表明了人类思想和想象力可能达到的高度。它们承载着人类可以相互传达的最深刻的信息。

Part III Translation From English to Chinese (30 points)

In the house a door shuts with a bang, curtains billow into the room. I rush to close the windows, empty the clothesline, secure the patio furnishings. Thunder begins to grumble in the distance.

The first drops of rain are huge. They splash into the dust and imprint the windows with individual signatures. They plink on the vent pipe and plunk on the patio roof. Leaves shudder under their weight before rebounding and the sidewalk wears a coat of shiny spots.

The rhythm accelerates; plink follows plunk faster and faster until the sound is a roll of drums and the individual drops become an army marching over fields and rooftops. Now the first bolt of lightning stabs the earth. it is heaven's exclamation point. The storm is here!

Part IV Writing (40 points)

Direction: For this part, you are allowed to write a composition of no less than 500 words on the topic "Can China Win the Nobel Prize?". Your article should be based on the following outline.

1. Choose either of the two positions: China Can(not)Win the Nobel Prize.
2. State your reasons for or against the issue
3. Conclusion