

# 北京科技大学

## 2009年硕士学位研究生入学考试试题

试题编号: 210 试题名称: 单独考试英语 (共 9 页)

适用专业: 全校各专业

说明: 所有答案必须写在答题纸上, 做在试题或草稿纸上无效。

### Part I: Vocabulary (20 minutes, 10 points, 0.5 point each)

#### Section A

**Directions:** There are 10 incomplete sentences in this part. For each sentence there are four choices marked A, B, C and D. Choose the ONE that best completes the sentence and mark your answer on the ANSWER SHEET.

1. Psychological studies show that some people are quick-tempered \_\_\_\_\_.  
A. at heart      B. on purpose      C. in person      D. by nature
2. Leadership requires, among other important qualities, the ability to \_\_\_\_\_ a decision.  
A. reach      B. overlook      C. revise      D. design
3. The students gradually \_\_\_\_\_ a knowledge of the subject.  
A. acquired      B. attained      C. achieved      D. obtained
4. The farmers in this country can improve their \_\_\_\_\_ by using better seedlings and more fertilizer.  
A. yield      B. growth      C. harvest      D. gain
5. It is especially important that test books not be left \_\_\_\_\_ under any circumstances, and they should never be within easy access of the examinees after the test book distribution and collection.  
A. unattached      B. unassigned      C. unattended      D. unassisted
6. The finance question must be answered with \_\_\_\_\_ in order to relieve the investors' fears of fraud.  
A. accuracy      B. exactness      C. precision      D. correction
7. Nowadays many currencies are \_\_\_\_\_. Therefore, many people prefer to buy gold with their money rather than deposit it in a bank.  
A. single      B. accepted      C. strong      D. unstable
8. To get my traveller's cheques I had to have the bank \_\_\_\_\_.  
A. make up      B. make out      C. make for      D. make up for
9. A beauty contest makes a girl \_\_\_\_\_ aware of her posture and personal appearance.  
A. sensibly      B. acutely      C. seriously      D. sensitively
10. It is well known that a child does not reach emotional security \_\_\_\_\_ a good many years after physical maturity.  
A. for      B. during      C. as long as      D. until

**Section B**

**Directions:** In this section, there are ten sentences with one word or phrase underlined each. Choose one of the four choices marked A, B, C and D that best keeps the meaning of the sentence if it is substituted for the underlined word.

11. Their tents were situated at an elevation of 3,000 meters.  
 A. altitude      B. attitude      C. longitude      D. latitude
12. The reporter promised not to divulge the source of his information.  
 A. reveal      B. recall      C. retain      D. redirect
13. Because of the bad weather all the football games have been canceled.  
 A. carried out      B. carried on      C. called away      D. called off
14. The teacher told stories about Washington and Lincoln in respect to the importance of being honest.  
 A. in connection with      B. in case of  
 C. along with      D. together with
15. They have always been on good terms with their next neighbours.  
 A. friendship      B. relationship      C. connection      D. condition
16. Some people persist in the practice of some very old customs or traditions just because they enjoy doing so.  
 A. endure      B. support      C. stick to      D. continue in
17. There's a newsagent's just up the road --- they probably sell cigarettes.  
 A. along      B. near      C. to      D. north
18. The manufacturer was forced to return the money to the consumers under constraint of law.  
 A. coercion      B. education      C. admonition      D. domination
19. There is very little rain in this region of the country; accordingly, we often have crop failures.  
 A. therefore      B. for      C. anyhow      D. moreover
20. Wise people do not form their opinions purely on a rational basis; they give some weight to their general impressions and feelings about situation.  
 A. proportional      B. sensible      C. factual      D. logic

**Part II Cloze Test (20 minutes, 10 points, 1 point each)**

**Directions:** For each blank in the following passage, choose the best answer from the choices given below. Mark your answer on the Answer Sheet by drawing with a pencil a short bar across the corresponding letter in the brackets.

The United States is well-known for its network of major highways designed to help a driver get from one place to another in the shortest possible time. \_\_\_21\_\_\_ these wide modern roads are generally smooth and well maintained, with \_\_\_22\_\_\_ sharp curves and many straight sections, a direct route is not always the most \_\_\_23\_\_\_ one. Large highways often pass by scenic areas and interesting small towns. Furthermore, these highways generally \_\_\_24\_\_\_ large urban centers which means that they become crowded with heavy traffic during rush hours. \_\_\_25\_\_\_ the "fast, direct" way becomes a very slow route.

However, there is almost always another route to take \_\_\_\_26\_\_\_\_ you are not in a hurry. Not far from the \_\_\_\_27\_\_\_\_ new "super highways", there are often older, less heavily traveled roads which go through the countryside. \_\_\_\_28\_\_\_\_ of these are good two-lane roads; others are uneven roads curling through the country. These secondary routes may go up steep slopes, along with cliffs, or down frightening hillsides to towns \_\_\_\_29\_\_\_\_ in deep valleys. Through these less direct routes, longer and slower, they generally go to place where the air is clean and the scenery is beautiful, and the driver may have a \_\_\_\_30\_\_\_\_ to get a fresh, clean view of the world.

- |                   |              |                 |                  |
|-------------------|--------------|-----------------|------------------|
| 21. A. Although   | B. Since     | C. Because      | D. Therefore     |
| 22. A. little     | B. few       | C. much         | D. many          |
| 23. A. terrible   | B. possible  | C. enjoyable    | D. profitable    |
| 24. A. lead       | B. connect   | C. collect      | D. communication |
| 25. A. when       | B. for       | C. but          | D. that          |
| 26. A. unless     | B. if        | C. as           | D. since         |
| 27. A. relatively | B. regularly | C. respectively | D. reasonably    |
| 28. A. All        | B. Several   | C. Lots         | D. Some          |
| 29. A. lying      | B. laying    | C. laid         | D. lied          |
| 30. A. space      | B. period    | C. chance       | D. spot          |

### Part III Reading Comprehension (60 minutes, 40 points)

#### Section A (30 points, 1.5 points each)

**Directions:** In this part there are four passages followed by questions or unfinished statements, each with four suggested answers. Choose the one you think is the best answer and mark your choice on the Answer Sheet.

#### Passage One

Questions 31-35 are based on the following passage:

Francis William Aston, British physicist and chemist, invented the mass spectrograph, which made possible the separation of heavier and lighter atoms and proved that almost all elements are composed of mixtures of various isotopes. He was born in Harborne, England, on September 1, 1877, and died in Cambridge on November 20, 1945.

A bright student who finished high school at the top of his class, Aston attended Malvern College and the University of Birmingham. His training was in chemistry, and in 1909 he became an assistant to J. Thomson at Cambridge University.

World War I interrupted the work that the two were conducting on neon gas and for four years Aston served in the British armed forces. Then he returned to Thomson's laboratory and redesigned Thomson's positive ray deflection apparatus into his own mass spectrograph. For his mass spectrograph and the knowledge he gained from it, he won the 1922 Nobel Prize in chemistry.

In the mass spectrograph the electric and magnetic fields were arranged so that all particles having the same mass were brought to a focus that produced a fine line on photographic film. Each line indicated the presence of atoms of molecules of a particular mass. With this apparatus Aston confirmed that two forms of neon existed with atomic masses of 20 and 22. From the comparative darkness of the lines he decided that the ions of the mass 20 were ten times as numerous as those of 22. If put together all the ions would have an average mass of 20.2, which was the actual atomic weight of neon.

Working on chlorine, Aston came to similar conclusions about its atomic weight. He formulated his whole number rule: Atomic weights of the isotopes of elements are very close to integers (whole numbers) if the mass of hydrogen is taken as one. The fractional atomic weights are due to the presence of two or more isotopes, or mixtures of different atoms of different integral weights in one element.

Aston continued to measure the exact masses of isotopes, and with a refined mass spectrograph was able to show that the atomic mass of individual isotopes on the atomic weight scale was slightly different from integers, sometimes just a little higher or lower, but these slight differences turned out to represent the energy that went into binding the component parts of the nuclei together.

Aston discovered 212 out of 287 naturally occurring isotopes. His work in measuring more precisely the exact masses of

the isotopes was indispensable to progress in mid-20th century atomic research. Aston developed the mass spectrograph, which J. J. Thomson "invented", into a refined instrument capable of making accurate measurements of atomic masses.

31. Which of the following was true of Aston?
- After he graduated from high school, he became a chemistry major at Cambridge University.
  - He returned to Thomson's laboratory after four years' service in the British armed forces.
  - He developed Thomson's positive ray deflection apparatus into his mass spectrograph before World War II broke out.
  - For his mass spectrograph, he won the 1922 Nobel Prize in physics.
32. Which of the following was **NOT** true about the mass spectrograph?
- It could separate heavier atoms from lighter ones.
  - It proved within almost all elements two or more isotopes are present.
  - It was invented when Thomson and Aston were conducting research on neon gas before the war.
  - Neon particles produced two fine lines on photographic film.
33. What does the author mean by saying "Aston came to similar conclusions about its atomic weight" (Line 1, Para. 5)?
- The actual atomic weight of chlorine was close to 20.2.
  - Chlorine has two isotopes with atomic masses of 20 and 22.
  - The atomic weight of chlorine is very close to a whole number.
  - Chlorine's atomic weight is similar to that of neon.
34. With a refined mass spectrograph Aston was able to \_\_\_\_\_.
- measure the exact masses of 287 natural occurring isotopes
  - show that the atomic masses of individual isotopes were integers
  - make more accurate measurements of mass of isotopes
  - become a leading figure in mid-20th century physics
35. What's the best title for this passage?
- Masses of Isotopes
  - A Nobel Prize Winner
  - Measurement of Atomic Masses
  - Aston and his Mass Spectrograph

## Passage Two

**Questions 36-40 are based on the following passage:**

Michael Martin has done well in the college admissions sweepstakes, having been accepted by eight universities and rejected by one.

But he expects to hear from 12 more colleges in the next few weeks, including Georgetown, Wake Forest and the University of California, Los Angeles. Worried about the increasingly competitive race to get into the nation's top universities, Mr. Martin decided he needed to apply to as many colleges as he could, 21 in all.

"Compared to my dad's day and my grandfather's day, it's much harder to get into college," said Mr. Martin, 18, a senior at St. Margaret's Episcopal School in San Juan Capistrano, Calif. "I just think I needed to get my name out to many schools."

His strategy is no longer that unusual. A generation ago, high school seniors applied to three, four or five colleges. But now students aiming for the most selective universities frequently apply to as many as 10 or 12; a significant number of students, especially in the last three years or so, apply to many, many more, guidance counselors and college admissions officials said.

The main reason for this, guidance counselors and admissions officials say, is a growing anxiety about admissions, stoked by college ranking guides, the news media and, often, parents. Some students are desperate to do anything to get into a brand-name institution --- including applying to many of them.

The growth of the common application, which more than 270 colleges accept, has contributed as well by making it easier

to apply to a large number of institutions; so has an increase in the number of colleges that waive fees for online applications. Most colleges charge about \$50 to \$75 per application. And some students cast a wide net to increase their chances of snaring a substantial merit scholarship.

Mr. Martin, the senior in Southern California, is hoping his broad strategy produces satisfactory results.

"I kind of did it shotgun --- different campuses, different places, all across the country," said Mr. Martin, who said he hoped to become a wildlife veterinarian.

He was asked what he would do if 15 or 20 colleges offered him admission.

"That," Mr. Martin said, "would be a great problem to have."

36. Which of the following statements about Michael Martin is true?

- A. He did a good job in college admissions office.
- B. He has succeeded in his strategy of applying to many colleges.
- C. He is accepted by all the colleges he has applied except one.
- D. He is quite sure what he will do if all the colleges he applied accept him.

37. What is the root cause underneath the phenomenon that students apply to many colleges, according to guidance counselors and admissions officials?

- A. The competition to get into the top universities becomes increasingly fierce.
- B. Students want to seek publicity by making their names known to these colleges.
- C. Students can choose the best one among the colleges which offer them admissions.
- D. Students are curious about how many letters of acceptance they will receive from colleges.

38. The word "stoke" in paragraph 5 probably means \_\_\_\_\_.

- A. trigger
- B. blow
- C. strengthen
- D. force

39. Which of the following factors does **NOT** contribute to students applying to many colleges?

- A. The news media.
- B. Parents.
- C. Free online applications.
- D. Guidance counselors.

40. What is the article mainly about?

- A. Some colleges are expecting many applications from high school seniors.
- B. The strategy of applying to many colleges has both good and bad results for students.
- C. Students apply to many colleges to increase their odds of being admitted.
- D. Compared with a generation ago, the number of colleges a student applies to has greatly increased.

### Passage Three

Questions 41-45 are based on the following passage:

Like her white friends Eleanor Roosevelt and Aubrey Williams, Mary Bethune believed in the fundamental commitment of the New Deal to assist the black American's struggle and in the need for blacks to assume responsibilities to help win that struggle. Unlike those of her white liberal associates, however, Bethune's ideas had evolved out of a long experience as a "race leader." Founder of a small black college in Florida, she had become widely known by 1935 as an organizer of black women's groups and as a civil and political rights activist. Deeply religious, certain of her own capabilities, she held a relatively uncluttered view of what she felt were the New Deal's and her own people's obligations to the cause of racial justice. Unafraid to speak her mind to powerful whites, including the President, or to differing black factions, she combined faith in the ultimate willingness of whites to discard their prejudice and bigotry with a strong sense of racial pride and commitment to Negro self-help.

More than her liberal white friends, Bethune argued for a strong and direct black voice in initiating and shaping government policy. She pursued this in her conversations with President Roosevelt, in numerous memoranda to Aubrey

Williams, and in her administrative work as head of the National Youth Administration's Office of Negro Affairs. With the assistance of Williams, she was successful in having blacks selected to NYA posts at the national, state, and local levels. But she also wanted a black presence throughout the federal government. At the beginning of the war she joined other black leaders in demanding appointments to the Selective Service Board and to the Department of the Army; and she was *instrumental* in 1941 in securing Earl Dickerson's membership on the Fair Employment Practices Committee. By 1944, she was still making appeals for black representation "all public programs, federal, state, and local," and "in policy-making posts as well as rank and file jobs."

Though recognizing the weakness in the Roosevelt administration's response to Negro needs, Mary Bethune remained in essence a black partisan champion of the New Deal during the 1930s and 1940s. Her strong advocacy of administration policies and programs was predicated on a number of factors: her assessment of the low status of black Americans during the Depression; her faith in the willingness of some liberal whites to work for the inclusion of blacks in the government's reform and recovery measures; her conviction that only massive federal aid could elevate the Negro economically; and her belief that the thirties and forties were producing a more self-aware and self-assured black population. Like a number of her white friends in government, Bethune assumed that the preservation of democracy and black people's "full integration into the benefits and the responsibilities" of American life were inextricably tied together. She was convinced that, with the help of a friendly government, a militant, aggressive "New Negro" would emerge out of the devastation of depression and war, a "New Negro" who would "save America from itself," who would lead America toward the full realization of its democratic ideas.

41. What was the common belief held by Mary Bethune and her white friends?
- For blacks who wanted to achieve equality there was a long way to go.
  - It was the responsibility of both government and blacks to fight for racial justice.
  - Racial prejudice was too deep-rooted to overcome.
  - It was the cause of blacks to struggle for equal rights.
42. Which of the following was true of Mary Bethune?
- She graduated from a small black college in Florida.
  - She founded a black women's group in 1935.
  - She was active in civil and political rights movement.
  - She was unwilling to express her views directly to powerful whites.
43. Bethune talked to President Roosevelt and wrote countless letters to Aubrey William in order to \_\_\_\_\_.
- have blacks selected to important government posts
  - let them hear direct black voice
  - be appointed to the Department of the Army
  - appeal to them to support her campaign
44. The word "instrumental" (Line 7, Para. 2) is closest in meaning to \_\_\_\_\_.
- insistent
  - inspirational
  - important
  - intelligent
45. What was Mary Bethune's response when she realized the Roosevelt administration didn't take strong actions to improve the Blacks' conditions?
- She lost hope in the New Deal and began to attack it.
  - She continued to support the New Deal so as to win its help in return.
  - She looked forward to a more friendly white government.
  - She believed only a militant, aggressive black government could save blacks.

#### Passage Four

Questions 46-50 are based on the following passage:

The exclusive emphasis on economics is yielding to an appreciation of politics. After all, before free market can thrive

you need political stability. Technology is still seen as a powerful tool, but one that can have harmful as well as beneficial consequences (as Osama bin Laden has brutally shown). Most important, the global trading system is becoming more democratic, with countries like India, China and Brazil demanding a voice in the shape of trade negotiations. This too could be for the best. If a few concessions and delays mean that the free-trade system will have greater legitimacy in the developing world, it is a price well worth paying.

Even September 11 could be even more beneficial. In the past four months the world has seen what American political leadership and power can do when it is ambitious, energetic and internationally minded. It is time for American economic leadership to be similarly active and visionary. Treasury Secretary Paul O'Neill's speech at the forum was an interesting beginning. O'Neill talked about changing the loans-and-grants system to developing countries to help them help themselves. He talked about insisting on internal legal and political reforms. He pointed out that foreign aid rarely works. His critiques of the current system was sharp, but anyone can criticize. The point is to fix things. He should take this opportunity to present a series of broad American initiatives that would broaden and deepen globalization.

Washington should lead the developed world by responding to the legitimate demands of the developing world on trade---that means agriculture and anti-dumping. Hormats argues for a reform of the major international economic groups and institutions. A new system of effective foreign aid could have massive economic and political benefits for the whole world.

In the wake of World War II, the Truman administration set up the global economic institutions that have secured and steered the world economy ever since. Throughout the cold war, America pushed for free trade as part of an overall strategy to combat communism and shore up the free world. Making globalization work better and for more people is not simply smart economics. It is a vital part of a new national-security strategy for America.

46. Which of the following is more emphasized now after September 11?

- A. Domestic economy.
- B. Politics.
- C. National Security.
- D. Global unity in fighting terrorism.

47. What does Hormats argue for?

- A. The developing countries have to help themselves.
- B. A new system of effective foreign aids will work well.
- C. The USA pushed and will push free trade world widely to combat communism.
- D. The foreign aids rarely work.

48. What makes the author's opinion different from O'Neill's?

- A. The author thought that O'Neill's talk was not to the point.
- B. The author didn't like the talker personally.
- C. O'Neill should have presented what to do to improve the economic globalization.
- D. The author thought what O'Neill said was precise, but not workable.

49. What does the author intend to say through the last paragraph?

- A. The Americans should follow Truman's global economic policy.
- B. The author suggests that the USA should have done more.
- C. The USA should pursue to combat the communism in economic competition.
- D. The Americans may live in luxurious and quiet surroundings under the conditions of the globalization.

50. The topic that best fits the passage is \_\_\_\_\_.

- A. The National Security Strategy of the USA
- B. The Globalization of Economy and National Security Strategy of the USA
- C. The World Economic Forum
- D. International Economic Globalization

**Section B (10 points, 2 points each)**

**Directions:** Read the following passage and complete the sentences with the information from the passage in **NO MORE THAN 10 words** for each sentence.

A new economic region is about to change many assumptions about China's booming economy and about the countries of the Pacific in general. The Yangzi delta is equivalent in population and output to Indonesia, which is the world's fourteenth largest country. Over the next decade the delta is likely to establish itself not only as the engine of China's economic growth, but also as the country's main source of future demand. In so doing, it will change the conversational picture of what is driving China's economy. Hitherto, much of the attention has entered on southern China and on foreign investment. The rise of the Yangzi is different. The dominant economic forces there have been indigenous enterprises.

For the first part of the 1990s, economic growth in the delta has begun a third higher than in China as a whole. Between 1990 and 1993, industrial output in the delta grew, in real terms, by 67%, according to official figures. The region now accounts for one-third of all China's output, compared with 10% for Guangdong province, whose own Pearl river delta was China's economic miracle of the 1980s.

Edward Leman of Chreod, a Canadian consultancy, identifies two high-growth "corridors" in the delta, both anchored by Shanghai. Rather, the engine has been that peculiarly Chinese phenomenon, the "township and village enterprise." Since they have been too lowly to qualify for state control, the township enterprises are freer to raise capital than cash-strapped state ones, and they are unburdened by obligations to provide workers with social benefits.

With abundant labor pouring off the land, and with little regulatory oversight to speak of, township enterprises thrive by churning out all manners of lowish-tech goods. Such collectives now employ, nationwide, more Chinese than the state sector does.

The delta-comprising Jiangsu, Zhejiang and (stretching the definition a little) Anhui provinces, plus Shanghai-holds 193 million people: 16% of China's population, on 3.7% of its land. At least 35 cities in the delta have populations of one million or more.

One reason, though, why many Pacific pundits have missed the changes under way in the Yangzi delta is that these have not, in the main, been driven by foreign investment. One runs south through Hangzhou, to the port of Ningbo. The other runs west through Suzhou (where \$ 9 billion of Singaporean investment is planned) and Wuxi, to Nanjing. These two corridors account for two-fifths of the delta's population. Their GDP per person was \$ 1140 in 1992, the latest figures available, compared with \$ 660 for the delta as a whole, and \$ 470 for all of China. The delta "megalopolis", Mr. Leman contends, is already proving to be a mighty concentration of purchasing power and production, and will prove a profitable site for foreign investment.

A corridor, though, assumes you can pass along it. A few large roads run out of Shanghai but most of the region's traffic seems to prefer the network of primitive dirt roads, which are a crush of lorries making a forlorn mockery of just in-time delivery.

Chronically poor infrastructure-roads, bridges, ports, telephones, water supplies-could, if taken insufficiently seriously, kill the delta's advantages. A member of the Shanghai Urban Design Institute complains that the priorities of the central government are warped. It is pouring its meager resources, he complains, into linking the delta to the Yangzi's distant hinterland, Sichuan province and beyond, before first tying together the country's disparate coastal successes: in Guangdong and Fujian provinces, along the Yangzi delta, north along the Bohai gulf, and in Manchuria.

There is little evidence yet, however, that people in the delta believe they can rise fastest together. When asked about plans to tie the delta's provinces closer together, officials say this is a matter for the central government. Others are resigned to a lack of provincial cooperation. So for the moment, much development in the Yangzi delta will continue spontaneously, covering paddy fields with factories and everything with dust.

51. What was China's economic miracle in the 1980s?
52. What are the advantages of the "township and village enterprises"?
53. Which provinces comprise the Yangzi delta?
54. What are the disadvantages of the Yangzi delta?
55. What is the complaint of a member of the Shanghai Urban Design Institute?

**Part IV Translation (40 minutes, 20 points)****Section A**

**Directions:** *Translate the following passage from English into Chinese.*

The Olympic Games are a display of international goodwill. The ceremonies, with their emphasis upon both nationalism and internationalism, are a thrilling sight to see. At the start, the king or president of the country in which the Olympic Games are being held is presented. The national anthem of his country is sung. Then follows a parade of all the contestants, each bearing his country's flag and shield. This march is accompanied by a fanfare of trumpets. When the Olympic flag is raised, guns fire a salute. Doves, symbols of peace, are released. Finally the sacred fire is lit. The Olympic flame is set alight by a torch that has been carried by relay runners all the way from Olympia, Greece. The sacred fire then burns throughout the entire Olympic Games.

**Section B**

**Directions:** *Translate the following passage from Chinese into English.*

教育不是目的，而是达到目的的一种手段。换言之，我们并不是为教育而教育，我们教育孩子是为了让他们适应生活。一旦我们意识到这一点，我们便会理解，选择一个真正能使孩子们适应生活的教育体系的重要性。看到一个教育体系就作选择，或者继续旧有的教育制度，毫不理会其在现实中适合与否，都是不行的。

**Part V Writing (40 minutes, 20 points)**

**Directions:** *Read the question below. You have 40 minutes to plan, write, and revise your essay. Typically, an effective response will contain a minimum of 200 words.*

The wide use of the Internet has benefited people in numerous ways, yet as a saying goes, "Every coin has two sides". It has also created serious problems. Write a passage to discuss the benefits and problems Internet has brought to our society. Use specific reasons and examples to support your essay.