

西北工业大学  
2007 年硕士研究生入学考试试题

试题名称: 英语水平测试 (A 卷)

试题编号: 735

说明: 所有答题一律写在答题纸上

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**I. Vocabulary and Grammar (40x0.5=20 points)**

1. Mr. Doh \_\_\_\_\_ clients' phone calls.  
(A) rarely returns (B) returns rarely  
(C) has returned rarely (D) rarely had returned
2. Success depends \_\_\_\_\_ the efforts of the organization.  
(A) from (B) in  
(C) on (D) of
3. There has been strong competition; \_\_\_\_\_, the new company has made great profits.  
(A) instead (B) nonetheless  
(C) then (D) despite
4. Ms. Shirish will resign her position as chief \_\_\_\_\_ officer.  
(A) operator (B) operational  
(C) operation (D) operating
5. The weather report predicts it will rain \_\_\_\_\_ become colder.  
(A) neither (B) nor  
(C) and (D) either
6. The printer \_\_\_\_\_ paper.  
(A) ran into (B) ran out of  
(C) ran without (D) ran through
7. The electricity went out \_\_\_\_\_ we were making coffee.  
(A) so (B) because of  
(C) while (D) for
8. \_\_\_\_\_ all the negotiators, Ms. Neos seems the most reliable.  
(A) From (B) As  
(C) Of (D) But
9. The sales division reported a 64 percent drop \_\_\_\_\_ the last sales period.  
(A) during (B) with  
(C) at (D) to
10. The company is financially sound; \_\_\_\_\_, there is no debt.  
(A) in spite of (B) for example  
(C) on the other hand (D) nevertheless
11. Get the invoice \_\_\_\_\_ upon receipt.  
(A) signature (B) sign  
(C) signed (D) signing
12. \_\_\_\_\_ time to submit a bid.

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- (A) Still there is (B) Is there still  
(C) There is still (D) They're still is
13. Our future will be \_\_\_\_\_ on what services we can provide.  
(A) basic (B) based  
(C) basing (D) base
14. If there \_\_\_\_\_ better communication, I would not resign.  
(A) were (B) was  
(C) is (D) will be
15. \_\_\_\_\_ the critics and answer their questions.  
(A) Stand in for (B) Stand at  
(C) Stand with (D) Stand up to
16. By the end of this century, business \_\_\_\_\_ greatly.  
(A) will be changed (B) will have changed  
(C) changes (D) changed
17. The \_\_\_\_\_ market has declined in many parts of the country.  
(A) homing (B) housed  
(C) homes (D) housing
18. \_\_\_\_\_ saving money, you will purchase a reliable product.  
(A) With (B) So  
(C) Besides (D) Consequently
19. \_\_\_\_\_ one partner has resigned, others are quitting, too.  
(A) Because (B) Although  
(C) If (D) Before
20. The management makes an assessment \_\_\_\_\_.  
(A) rarely (B) still  
(C) monthly (D) already
21. The chairman said his \_\_\_\_\_ would continue his strategies.  
(A) successful (B) successor  
(C) success (D) successive
22. This region \_\_\_\_\_ as the costliest place to do business.  
(A) often is referred (B) is often referred  
(C) is referred often to (D) is often referred to
23. Since 1970, our customers \_\_\_\_\_ with our service.  
(A) are satisfied (B) have satisfied  
(C) have been satisfying (D) have been satisfied

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24. People either don't have the money \_\_\_\_\_ they aren't willing to spend it.  
(A) and (B) neither  
(C) or (D) although
25. The group is composed \_\_\_\_\_ five companies.  
(A) in (B) of  
(C) up (D) from
26. In order to make more money, Mr. Garcia has decided to \_\_\_\_\_ a second job.  
(A) take off (B) take out  
(C) take from (D) take on
27. A survey of the \_\_\_\_\_ shows they are satisfied with their jobs.  
(A) employment (B) employs  
(C) employees (D) employing
28. \_\_\_\_\_ the bad location, the management is confident of success.  
(A) Despite (B) Since  
(C) With (D) As
29. Company officials must disclose their own \_\_\_\_\_ affairs.  
(A) finance (B) financing  
(C) financial (D) financed
30. The new business has \_\_\_\_\_ incorporated.  
(A) still (B) once  
(C) yet (D) already
31. The manufacturer listed assets \_\_\_\_\_ liabilities.  
(A) but (B) nor  
(C) and (D) so
32. The competitor's attempt to \_\_\_\_\_ the new company was stopped.  
(A) take off (B) take over  
(C) take to (D) take out
33. The new agent has experience \_\_\_\_\_ not expertise.  
(A) but (B) and  
(C) with (D) however
34. \_\_\_\_\_ the flight is cancelled, the seminar will have to be postponed.  
(A) While (B) If  
(C) Although (D) Besides
35. The proposal was submitted \_\_\_\_\_ April 28.  
(A) at (B) the

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- (C) on (D) from
36. \_\_\_\_\_ costs have increased dramatically.  
 (A) Advertising (B) Advertisements  
 (C) Advertised (D) Advertise
37. Ford Motor Company reported drops \_\_\_\_\_ quarterly profits.  
 (A) to (B) from  
 (C) in (D) with
38. The company was \_\_\_\_\_ by an immigrant.  
 (A) found (B) founding  
 (C) find (D) founded
39. Mr. Daley is our most skilled speaker; \_\_\_\_\_ he is unavailable to give the presentation.  
 (A) besides (B) nevertheless  
 (C) for example (D) while
40. Have Ms. Alva \_\_\_\_\_ a press release immediately.  
 (A) writes (B) to write  
 (C) writing (D) write

## II. Comprehension (40x1=40 points)

### Passage One

As humankind moves into the third millennium, it can rightfully claim to have broken new ground in its age-old quest to master the environment. The fantastic achievements of modern technology and the speed at which scientific discoveries are translated into technological applications attest to the triumph of human endeavor.

At the same time, however, some of these applications threaten to unleash forces over which we have no control. In other words, the new technology Man now believes allows him to dominate this wider cosmos could well be a Frankenstein monster waiting to turn on its master.

This is an entirely new situation that promises to change many of the perceptions governing life on the planet. The most acute challenges facing the future are likely to be not only those pitting man against his fellow man, but those involving humankind's struggle to preserve the environment and ensure the sustainability of life on earth.

A conflict waged to ensure the survival of the human species is bound to bring humans closer together. Technological progress has thus proved to be a double-edged sword, giving rise to a new form of conflict; a clash between Man and Nature.

The new conflict is more dangerous than the traditional one between man and his fellow man, where the protagonists at least shared a common language. But when it comes to the reactions of the

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ecosystems to the onslaught of modern technology, there is no common language.

Nature reacts will weather disturbances, with storms and earthquakes, with mutant viruses and bacteria—that is, with phenomena having no apparent cause and effect relationship with the modern technology that supposedly triggers them.

As technology becomes ever more potent and Nature reacts ever more violently, there is an urgent need to rethink how best to deal with the growing contradictions between and Nature.

For a start, the planet, and hence all its inhabitants, must be perceived as an integral whole, not as a dichotomous mass divided geographically into the rich and developed and the poor and underdeveloped.

Today, globalization encompasses the whole world and deals with it as an integral unit. It is no longer possible to say that conflict has shifted from its traditional east-west axis to a north-south axis. The real divide today is between summit and base, between the higher echelons of the international political structure and its grassroots level, between government and NGOs, between state and civil society, between public and private enterprise.

The mesh structure is particularly obvious on the Internet. While it is true that to date the Internet seems to be favoring the most developed sectors of the international community over the less developed, this need not always be the case. Indeed, it could eventually overcome the disparities between the privileged and the underdeveloped.

On the other hand, the macro-world in which we live is exposed to distortions because of the unpredictable side-effects of a micro-world we do not and cannot totally control.

This raises the need for a global system of checks and balances, for mandatory rules and constraints in our dealings with Nature, in short, for a new type of veto designed to manage what is increasingly becoming a main contradiction of our time: the one between technology and ecology.

A new type of international machinery must be set in place to cope with the new challenges. We need a new look at the harnessing of scientific discoveries, to maximize their positive effects for the promotion of humanity as a whole and to minimize their negative effects. We need an authority with veto powers to forbid practices conducive to decreasing the ozone hole, the propagation of AIDS, global warming, desertification—an authority that will tackle such global problems.

There should be no discontinuity in the global machinery responsible for world order. The UN in its present form may fall far short of what is required of it, and it may be undemocratic and detrimental to most citizens in the world, but its absence would be worse. And so we have to hold on to the international organization even as we push forward for its complete restructuring.

41. The mention of Man's victory over Nature at the beginning of the passage is to highlight \_\_\_\_\_.

(A) a new form of conflict

(B) Man's creative powers

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- (C) The role of modern technology (D) Man's ground-breaking work
42. According to the passage, which is NOT a responsibility of the proposed international authority?
- (A) monitoring effects of scientific discoveries.  
 (B) Dealing with worldwide environmental issues.  
 (C) Vetoing human attempts to conquer Nature.  
 (D) Authorizing efforts to improve human health.
43. When commenting on the present role of the UN, the author expresses his \_\_\_\_\_.
- (A) dissatisfaction  
 (B) disillusionment  
 (C) objection  
 (D) doubt
44. What would you think is the author's ultimate point in this passage?
- (A) crisis on environment and sustainability  
 (B) contradiction between man and nature  
 (C) need of a new international organization  
 (D) disharmony of modern technology and ecology
45. The author's attitude towards globalization is
- (A) negative  
 (B) positive  
 (C) objective  
 (D) not clear

Passage Two

The most important role for government in creating the conditions for commercial innovation is to support universities in their efforts to generate research and provide manpower. The most crucial issue we face is a lack of skilled manpower, a shortage of faculty in universities for training that manpower, and a deteriorating research capability in our great universities because of the shortages of both faculty and modern equipment for instruction and for research.

American industry today simply cannot get enough of the people it needs in such fields as microelectronics, artificial intelligence, out enough R&D (research and development) people in these areas, or enough research faculty, there is little that private companies can do about this. We contribute to the support of universities, but industry will never be able to meet more than a small fraction of university R&D funding needs. Even after a decade of steady increasing industry support for universities, industries provide only about 5 percent of total university R&D funding. Congress is considering additional incentives for industry support of universities. But the fact remains

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that the primary responsibility for ensuring a strong, healthy academic research system and thereby for providing a adequate supply of research and skilled people must rest with the federal government.

There is wide agreement that the federal government should support the universities, and, in fact, federal basic research obligations to universities and colleges, measured in constant dollars, have grown by more than 25 percent over the past three years. But this is only a start in filling the needs. Department of Defense funding of basic research, for example, has only in the past two years returned to the level, measured in constant dollars, that it was in 1970.

Universities have had to compete with the national laboratory for the Department of Energy's research dollars. When research is funded at a university, not only does the research get down, but also students are trained, facilities are upgraded, faculty and students get more support, and thereby better faculty and students are attracted. Moreover, the students that go into industry help in the transition of advanced research into concepts for industrial innovation. When the same research is funded at a national laboratory, most of the educational dividends are lost.

Universities should not have to compete head on wit national laboratory for mission agency funds. Unless the national laboratory will do a substantially better research job, the university should get the funds. The same holds for government funding of research in industry. Those funds that advocates of industrial of policy propose to invest in government directed industrial R&D would normally be much better spent in universities, unless there is a special reason why a industrial laboratory ca do it much, much better.

I am not proposing that we simply throw money at universities. We need to be selective. To borrow a phrase from the industrial policy advocates, the government should stress the growth of "sunrise science and technology." Unlike the targeting of sunrise industries, the targeting of sunrise—that is, fast moving-areas of research can be done. We can identify these technologies, even if we cannot specify in advance precisely what products or industries they will generate. But we are not doing this as well ad we can and should. In microelectronics programs totaled only about \$100 million between 1980 and 1982. To put that into perspective, the Department of Energy's program expense for just one unproved, highly speculative energy technique, magnetically contained fusion, was \$295 million in 1982 alone. We face the same problem in several other crucial areas of university research. This is particularly true of engineering research-fundamental research in such areas as software engineering, automation, machining systems, materials engineering, and computer-engineering techniques.

The crucial distinction again is between support of the underlying research (the job that the government should be doing) and support of efforts aimed directly at generating products (the job that the government should stay away from). Some of the bills before Congress do not clearly make this distinction. Consider, for example, the calls for government support of R&D in manufacturing

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technology. If a program for conducting the underlying research at universities is to be established, I will support it whole-heartedly. But when programs to produce more efficient manufacture technologies are proposed, I worry that someone efficient manufacture technologies are proposed, I worry that someone has ignored the difference between broadly relevant research and the job of selecting specific technology targets for new products and processes. And when anyone proposes conducting research utilization activities to encourage widespread adoption of these technologies, then—I have serious reservations.

In the technology of controls, for example, fundamental theoretical advances are needed to catch up with the speed and power of microelectronics. Such work should be strongly supported at universities. But the job of putting research to work in, say, robots or machine tool controls for commercial markets should be addressed by private companies.

Some may be concerned that with so much emphasis on support of academic research in fast-moving areas, such as microelectronics and computer science, the needs of core industries, such as automobiles, and steel, will be neglected. That is not so. The increases in efficiency needed by these industries will be provided much more by some of these fast-moving areas than by advances in the technologies. These industries, too, are dependent on strong university research in the fast-moving areas. Moreover, these industries suffer from a lack of investment in already available technology. Giving them new technology without the corresponding investment to use that technology is hard likely to improve their plight.

46. According to the author, what seems to be the root cause for the lack of skilled manpower in American industry?  
 (A) Universities are deteriorating in their training capability.  
 (B) The federal government has not given adequate support to universities.  
 (C) American industry provides only about 5 percent of total university R&D funding.  
 (D) Universities cannot keep up with the rapid development in industry.
47. In the author's opinion, government funds should go to \_\_\_\_\_.  
 (A) national laboratories since they undertake particular missions  
 (B) government-directed industries as innovations can yield immediate profits  
 (C) universities, in normal cases, because it's rewarding  
 (D) both national and industrial laboratories
48. According to the author, what's the purpose of putting funds in universities?  
 (A) Help industry develop new products.  
 (B) Foster the growth of new science and technology.  
 (C) Upgrade such fields as microelectronics and artificial intelligence.  
 (D) Compete with industrial R&D.

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49. The underlined word "addressed" (in Para. 8) can best be replaced by \_\_\_\_\_.  
 (A) considered  
 (B) undertaken  
 (C) written  
 (D) chosen
50. Emphasis on academic research, in the author's opinion \_\_\_\_\_.  
 (A) will be beneficial to steel, automobile and other core industries  
 (B) will inevitably cause some negligence on core industries  
 (C) should only center on fast-moving industries  
 (D) will not interfere with the adoption of core technologies in automobile industry.

Passage Three

Cooperation is the only safeguard we have against the development of neurotic tendencies. It is therefore very important that children should be trained and encouraged in cooperation, and should be allowed to find their own way amongst children of their own age, in common tasks and shared games. Any barrier to cooperation will have serious consequences. The spoilt child, for example, who has learned to be interested only in himself, will take this lack of interest in others to school with him. His lessons will interest him only in so far as he thinks he can gain his teacher's favor. He will listen only to what he considers advantageous to himself. As he approaches adulthood, the result of his lack of social feeling will become more and more evident. When he first misconstrued the meaning of life, he ceased training himself for responsibility and independence. By now he is painfully ill-equipped for life's tests and difficulties.

We cannot blame a child for his early mistakes. We can only help him to correct them and remember them when he begins to suffer the consequences. We do not expect a child who has never been taught geography to score high marks in an examination paper on the subject. Similarly, we cannot expect a child who has never been trained in cooperation to respond appropriately when tasks that demand cooperation are set before him. But all of life's problems demand an ability to cooperate if they are to be resolved; every task must be mastered within the framework of human society and in a way that furthers human welfare. Only the individual who understands that life means contribution will be able to meet his difficulties with courage and with a good chance of success.

If teachers, parents and psychologists understand the mistakes that can be made in ascribing a meaning to life, and provided they do not make the same mistakes themselves, we can be confident that children who lack social feeling will eventually develop a better sense of their own capacities and of the opportunities in life. When they meet problems, they will not stop trying; They will not look for an easy way out, try to escape or throw the burden onto the shoulders of others; they will not demand

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extra consideration or special sympathy; they will not feel humiliated and seek revenge, or ask, "What is the use of life? What do I get from it?" They will say, "We must make our own lives. It is our own task and we are capable of performing it. We are masters of our own actions. If something new must be done or something old replaced, no one can do it but ourselves. "If life is approached in this way, as a cooperation of independent human beings, there are no limits to the progress of our human civilization.

51. Cooperation can cure the following EXCEPT \_\_\_\_\_.  
(A) lack of interest in others  
(B) selfishness  
(C) independence  
(D) lack of social feeling
52. When the child begins to suffer the consequences of his early mistakes, we should \_\_\_\_\_.  
(A) help him correct the mistakes  
(B) punish him for the wrongdoing  
(C) leave him alone to work out the problem  
(D) teach ourselves to understand their mistakes
53. Which of the following is NOT what the author means by construing the meaning of life?  
(A) We can train ourselves for responsibility and independence.  
(B) We can live a meaningful life by contribution.  
(C) We can face life's tests and difficulties with courage.  
(D) Individuals can acquire more material things from others.
54. The main idea of the passage is \_\_\_\_\_.  
(A) facing life's tests and difficulties with courage  
(B) the progress of human civilization  
(C) the importance of children's learning to cooperate with others  
(D) the early education of children
55. What can be inferred from the dialogue in the last paragraph?  
(A) All the children nowadays are being spoiled.  
(B) Parents do not care about their children at all.  
(C) Psychologists are the only people who know how to teach the children.  
(D) Children, when they are grown-up, can sort them out.

**Passage Four**

Lunar sight-seeing trips and orbiting space hotels are within reach, moon walking astronaut Edwin "Buzz" Aldrin said last week, but some who favor space tourism worried about its "giggle

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factor”.

Thirty years after Aldrin and fellow astronaut Neil Armstrong made the first footprints on the lunar surface on July 30, 1969, Aldrin suggested that the tight budgets of NASA (National Aeronautics and Space Administration) and a lack of boldness had mired human space exploration.

“The achievements of Apollo (the NASA program that took Aldrin and others to the moon) were so bold and our subsequent efforts so timid that the energy of those years seems like a youthful dream,” Aldrin told more than 100 participants at a space tourism conference.

“Had we continued even with that moderate investment in space, about 1 percent of our national budget, we’d have walked on Mars 10 years ago, or certainly 5 years ago,” he said.

Hartmut Muller, who is affiliated with the German-based Space Tours, said that as recently as 1997 there was a “giggle factor” whenever the topic of space travel for the ordinary citizen mentioned.

Two years ago, at the time of the first International Symposium on Space Travel in Bremen, Germany, Muller said, “There was no acceptance of space tourism at all.” But after two such meetings were held and covered by the media, “In Germany, it’s an accepted topic. Now how do we realize it?”

Both Aldrin and Muller envisioned orbiting space hotels—Muller even showed an early design of such a hotel that looked a bit like the circular space station in the film “2001”—and looked for new ways to launch paying passengers into orbit.

Aldrin also thought “sight-seeing trips around the moon and back” were feasible.

Even if space tourists were lobbed aloft by a reconditioned space shuttle, the ticket price would be steep, with estimates starting at US \$25,000, according to Muller. And that is still far less than the US \$400 million to US \$1 billion each shuttle mission costs now.

But the market for such travel exists. A study released by the NASA and the private Space Transportation Association (STA) this year found one-third of all American adults would like to spend two weeks in space any would pay more than US \$5,000 to do so.

Space tourism now—including visits to space museums, space camps, rocket-launch recovery sites and government research and development centers, and even low-gravity aircraft trips—accounts for US \$1 billion each year, a sliver of the US \$400 tourism takes in annually, the NASA-STA report said.

The report took the prospect of space travel for ordinary tourists seriously, and said the US government was committed to working with private industry to cut the cost of a ride 1 space from hundreds of thousands of dollars to tens of thousands of dollars, and to improving safety and reliability.

“Private, high-priced ‘adventure’ trips to space with greater than today’s commercial airline risk

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could become possible in the next few years," the study said. "Much larger scale, lower-priced, orbital operations, could commence in the decade thereafter."

56. According to the passage, which of the following statements is NOT true?

- (A) Edwin "Buzz" Aldrin walked on the moon 30 years ago.
- (B) Apollo program was a bold program.
- (C) Edwin "Buzz" Aldrin walked on the Mars 10 years ago.
- (D) Edwin "Buzz" Aldrin is an astronaut of America.

57. Which of the following can be inferred from the passage?

- (A) Edwin "Buzz" Aldrin is a mad man.
- (B) Space travel was once considered impossible and crazy.
- (C) Hartmut Muller is the president of German-based Space Tours.
- (D) Edwin "Buzz" Aldrin and Hartmut Muller are good friends.

58. The underlined word "steep" (Para. 9) can best be replaced by \_\_\_\_\_.

- (A) sloppy
- (B) inexpensive
- (C) wide
- (D) unduly high

59. Which of the following is NOT included in the present space tourism?

- (A) Visits to museums
- (B) Visits to space camps
- (C) Visits to rocket-launch recovery sites
- (D) Low-gravity aircraft trips

60. Which of the following would be the best title for the passage?

- (A) Space—the Mysterious Space
- (B) Space Tourism Conference
- (C) Edwin "Buzz" Aldrin—the Space Hero.
- (D) Space Tours Not Far-away.

Passage Five

Society was fascinated by science and things scientific in the nineteenth century. Great breakthroughs in engineering, the use of steam power, and electricity were there for all to see, enjoy, and suffer. Science was fashionable and it is not surprising that, during this great period of industrial development, scientific methods should be applied to the activities of man—particularly to those involved in the process of production. Towards the end of the nineteenth century international competition began to make itself felt. The three industrial giants of the day, Germany, America, and Great Britain, began to find that there was a limit of the purchasing power of the previously apparently inexhaustible markets. Science and competition therefore provided the means and the need

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to improve industrial efficiency.

Frederick Winslow Taylor is generally acknowledged as being the father of the scientific management approach, as a result of the publication of his book. *The Principles of Scientific Management* was published in 1911. However, numerous other academics and practitioners had been actively applying such approaches since the beginning of the century. Charles Babbage, an English academic, well-known for his invention of the mechanical computer (with the aid of a government grant as long as 1820) applied himself to the costing of processes, using scientific methods, and indeed might well be recognized as one of the fathers of cost accounting.

Taylor was of well-to-do background and received an excellent education but, partly owing to troubles with his eyesight, decided to become an engineering apprentice. He spent some twenty-five years in the tough, sometimes brutal, environment of the US steel industry and carefully studied methods of work when he eventually attained supervisory status. He made various significant innovations in the area of steel processing, but his claim to fame is through his application of methods of science to methods of work, and his personal efforts that proved they could succeed in a hostile environment.

In 1901, Taylor left the steel industry and spent the rest of his life trying to promote the principles of managing scientifically and emphasizing the human aspects of the method, over the slave-driving methods common in his day. He died in 1915, leaving a huge school of followers to promote his approach worldwide.

61. According to the passage, what was badly needed to improve industrial industry at the turn of the 20<sup>th</sup> century?  
 (A) Great breakthroughs  
 (B) Unlimited purchasing power  
 (C) Science and competition  
 (D) International competition
62. Taylor is most for \_\_\_\_\_.  
 (A) his application of scientific methods to work  
 (B) his book *The Principles of Scientific Management*  
 (C) his various innovations in steel processing  
 (D) the spreading of his scientific management method
63. Charles Babbage, an English academic, \_\_\_\_\_.  
 (A) tried to use computers in production processes  
 (B) was one of the fathers of cost accounting  
 (C) was the father of modern computers  
 (D) tried a scientific production approach

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64. Taylor's scientific management method was described as \_\_\_\_\_ .  
 (A) scientific and human  
 (B) efficient but slave-driving  
 (C) academic but practicable  
 (D) brutal but highly successful
65. According to the passage, which of the following is NOT true?  
 (A) Frederick Winslow Taylor was a famous publisher.  
 (B) Frederick Winslow Taylor spent all his life in the US steel industry.  
 (C) Frederick Winslow Taylor was a good teacher.  
 (D) Frederick Winslow Taylor came from a wealthy family.

Passage Six

It is hard to predict how science is going to turn out, and if it is really good science it is impossible to predict. If the things to be found are actually new, they are by definition unknown in advance. You cannot make choices in this matter. You either have science or you don't, and if you have it you are obliged to accept the surprising and disturbing pieces of information, along with the neat and promptly useful bits.

The only solid piece of scientific truth about which I feel totally confident is that we are profoundly ignorant about nature. Indeed, I regard this as the major discovery of the past hundred years of biology. It is, in its way, an illuminating piece of news. It would have amazed the brightest minds of the 18<sup>th</sup> century Enlightenment to be told by any of us how little we know and how bewildering the way ahead seems. It is this sudden confrontation with the depth and scope of ignorance that represents the most significant contribution of the 20<sup>th</sup> century science to the human intellect. In earlier times, we either pretended to understand how things worked or ignored the problem, or simply made up stories to fill the gaps. Now that we have begun exploring in earnest, we are getting glimpses of how huge the questions are, and how far from being answered. Because of this, we are depressed. It is not so bad being ignorant if you are totally ignorant; the hard thing is knowing in some detail the reality of ignorance, the worst spots and here and there the not so-bad spots, but no true light at the end of the tunnel or even any tunnels can yet be trusted.

But we are making a beginning, and there ought to be some satisfaction. There are probably no questions we can think up that can not be answered, sooner or later, including even the matter of consciousness. To be sure, there may well be questions we can not think up, ever, and therefore limits to the reach of human intellect, but that is another matter. Within our limits, we should be able to work our way through to all our answers, if we keep at it long enough, and pay attention.

66. According to the author, really good science \_\_\_\_\_ .

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- (A) would surprise the brightest minds of the 18<sup>th</sup> century Enlightenment  
(B) will produce results which can not be foreseen  
(C) will help people to make the right choice in advance  
(D) will bring about disturbing results
67. It can be inferred from the passage that scientists of the 18<sup>th</sup> century \_\_\_\_\_ .  
(A) thought that they knew a great deal and could solve most problems of science  
(B) were afraid of facing up to the realities of scientific research  
(C) knew that they were ignorant and wanted to know more about nature  
(D) did more harm than good in promoting man's understanding of nature
68. Which of the following is NOT mentioned about scientists in earlier times?  
(A) They invented false theories to explain things that they didn't understand.  
(B) They falsely claimed to know all about nature  
(C) They did not believe in results from scientific observation  
(D) They paid little attention to the problems they didn't understand
69. What is the author's attitude toward science?  
(A) He is depressed because of the ignorance of the scientists  
(B) He is doubtful because of the enormous difficulties in scientific research  
(C) He is confident though he is aware of the enormous difficulties in scientific research  
(D) He is delighted because of the illuminating scientific findings.
70. The author believes that \_\_\_\_\_ .  
(A) man can find solutions sooner or later to whatever questions concerning nature he can think up  
(B) man can not solve all the problems he can think up because of the limits of human intellect  
(C) sooner or later man can think up all the questions concerning nature and answer them  
(D) questions concerning consciousness are outside the scope of scientific research

Passage Seven

"Twenty years ago, Blackpool turned its back on the sea and tried to make itself into an entertainment center," says Robin Wood, a local official. "Now the thinking is that we should try to refocus on the sea and make Blackpool neglected the sea is to put it mildly. In 1976 the European Community, as it then was called, instructed member nations to make their beaches conform to certain minimum standards of cleanliness within ten years. Britain, rather than complying, took the novel strategy of contending that many of its most popular beaches were not swimming beaches at all. Because of Britain's climate the sea-bathing season is short, and most people don't go in above their knees anyway—and hence can't really be said to be swimming. By averaging out the number of

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people actually swimming across 365 days of the year, the government was able to persuade itself, it no one else, that Britain had hardly any real swimming beaches.

As one environmentalist put it to me: "You had the ludicrous situation in which Luxembourg had more listed public bathing beaches than the whole of the United Kingdom. It was preposterous."

Meanwhile, Blackpool continued to discharge raw sewage straight into the sea. Finally after much pressure from both environmental groups and the European Union, the local water authority built a new waste treatment facility for the whole of Blackpool and neighboring communities. The facility came online in June 1996. For the first time since the industrial revolution Blackpool's waters are safe to swim in.

That done, the town is now turning its attention to making the seafront more visually attractive. The promenade, once a rather elegant place to stroll, had become increasingly tatty and neglected. "It was built in Victorian times and needed a thorough overhaul anyway," says Wood, "so we decided to make aesthetic improvements at the same time, to try to draw people back to it." Blackpool recently spent about \$1.4 million building new kiosks for vendors and improving seating around the Central Pier and plans to spend a further \$15 million on various amenity projects.

The most striking thing about Blackpool these days compared with 20 years ago is how empty is how empty its beaches are. When the tide is out, Blackpool's beaches are a vast plain of beckoning sand. They look spacious enough to accommodate comfortably the entire populace of northern England. Ken Welsby remembers days when, as he puts it, "you couldn't lay down a handkerchief on this beach, it was that crowded."

Welsby comes from Preston, 20 miles down the road, and has been visiting Blackpool all his life. Now retired, he had come for the day with his wife, Kitty, and their three young grandchildren who were gravely absorbed in building a sandcastle. "Two hundred thousand people they'd have on this beach sometimes," Welsby said. "You can't imagine it now, can you?"

Indeed I could not. Though it was a bright sunny day in the middle of summer, I counted just 13 people scattered along a half mile or so of open sand. Except for those rare times when hot weather and a public holiday coincide, it is like this nearly always now.

"You can't imagine how exciting it was to come here for the day when we were young," Kitty said. "Even from Preston, it was a big treat. Now children don't want the beach. They want arcade games and rides in helicopters and goodness knows what else." She stared out over the glittery water. "We'll never see those days again. It's sad really."

"But your grandchildren seem to be enjoying it," I pointed out.

"For the moment," Ken said. "For the moment."

Afterward I went for a long walk along the empty beach, then went back to the town center and treated myself to a large portion of fish-and-chips wrapped in paper. The way they cook it in

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Blackpool, it isn't so much a meal as an invitation to a heart attack, but it was delicious. Far out over the sea the sun was setting with such splendor that I would almost have sworn I could hear the water hiss where it touched.

Behind me the lights of Blackpool Tower were just twinkling on, and the streets were beginning to fill with happy evening throngs. In the purple light of dusk the town looked peaceful and happy—enchanted even—and there was an engaging air of expectancy, of fun about to happen. Somewhat to my surprise, I realized that this place was beginning to grow on me.

71. At the beginning, the passage seems to suggest that Blackpool \_\_\_\_\_.
- (A) will continue to remain as an entertainment center
  - (B) complied with EC's standards of cleanliness
  - (C) had no swimming beaches all along
  - (D) is planning to revive its former attraction
72. We can learn from the passage that Blackpool used to \_\_\_\_\_.
- (A) have as many beaches as Luxembourg
  - (B) have seriously polluted drinking water
  - (C) boast some imposing seafront sights
  - (D) attract few domestic holiday makers
73. What Blackpool's beaches strike visitors most is their \_\_\_\_\_.
- (A) emptiness
  - (B) cleanliness
  - (C) modernity
  - (D) monotony
74. In the last but one paragraph, the sentence "..... it isn't so much a meal as an invitation to a heart attack, but it was delicious....." means:
- (A) the meal at Blackpool is not fantastic, but delicious
  - (B) the meal at Blackpool can cause heart attack, though delicious
  - (C) the meal at Blackpool is not suitable to heart disease people, but delicious
  - (D) the meal at Blackpool invites many heart disease people, cause it is delicious
75. What would be reason for Blackpool's empty according to the author
- (A) it is not beautiful any more
  - (B) it has not standard sanitation
  - (C) young people have other choices for entertainment
  - (D) it is forbidden by the government

Passage Eight

Pundits who want to sound judicious are fond of warning against generalizing. Each country is different, they say, and no one story fits all of Asia, this is, of course, silly: all of these economies

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plunged into economic crisis within a few months of each other, so they must have had something in common.

In fact, the logic of catastrophe was pretty much the same in Thailand, Malaysia, Indonesia and South Korea. (Japan is a very different story.) In each case investors—mainly, but not entirely, foreign banks who had made short-term loans—all tried to pull their money out at the same time. The result was a combined banking and currency crisis: a banking crisis because no bank can convert all its assets into cash on short notice; a currency crisis because panicked investors were trying not only to convert long-term assets into cash, but to convert baht or rupiah into dollars. In the face of the stampede, governments had no good options. If they let their currencies plunge, inflation would soar and companies that had borrowed in dollars would go bankrupt; if they tried to support their currencies by pushing up interest rates, the same firms would probably go bust from the combination of debt burden and recession. In practice, countries split the difference and paid a heavy price regardless.

Was the crisis a punishment for bad economic management? Like most clichés, the catchphrase “crony capitalism” has prospered because it gets at something real: excessively cozy relationships between government and business really did lead to a lot of bad investments. The still primitive financial structure of Asian business also made the economies peculiarly vulnerable to a loss of confidence. But the punishment was surely disproportionate to the crime, and many investments that look foolish in retrospect seemed sensible at the time.

Given that there were no good policy options, was the policy response mainly on the right track? There was frantic blame-shifting when everything in Asia seemed to be going wrong; now there is a race to claim credit when some things have started to go right. The International Monetary Fund points to Korea's recovery—and more generally to the fact that the sky didn't fall after all—as proof that its policy recommendations were right. Never mind that other IMF clients have done far worse, and that the economy of Malaysia—which refused IMF help, and horrified respectable opinion by imposing capital controls—also seems to be on the mend. Malaysia's Prime Minister, by contrast, claims full credit for any good news—even though neighboring economies also seem to have bottomed out.

The truth is that an observer without any ax to grind would probably conclude that none of the policies adopted either on or in defiance of the IMF's advice made much difference either way. Budget policies, interest rate policies, banking reform—whatever countries tried, just about all the capital that could flee, did. And when there was no more money to run, the natural recuperative powers of the economies finally began to prevail. At best, the money doctors who purported to offer cures provided a helpful bedside manner; at worst, they were like medieval physicians who prescribed bleeding as a remedy for all ills.

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Will the patients stage a full recovery? It depends on exactly what you mean by "full". South Korea's industrial production is already above its pre-crisis level; but in the spring of 1997 anyone who had predicted zero growth in Korean industry over the next two years would have been regarded as a reckless doomsayer. So if by recovery you mean not just a return to growth, but one that brings the region's performance back to something like what people used to regard as the Asian norm, they have a long way to go.

76. According to the passage, which of the following is NOT the writer's opinion?
- (A) Countries paid a heavy price for whichever measure dilemma.
  - (B) Countries all found themselves in an economic dilemma.
  - (C) Withdrawal of foreign capital resulted in the crisis.
  - (D) Most governments chose one of the two options.
77. The writer thinks that those Asian countries \_\_\_\_\_.
- (A) well deserved the punishment
  - (B) invested in a senseless way at the time
  - (C) were unduly punished in the crisis
  - (D) had bad relationships between government and business
78. It can be inferred from the passage that IMF policy recommendations \_\_\_\_\_.
- (A) were far from a panacea in all cases
  - (B) were feasible in their recipient countries
  - (C) failed to work in their recipient countries
  - (D) were rejected unanimously by Asian countries
79. At the end of the passage, the writer seems to think that a full recovery of the Asian economy is \_\_\_\_\_.
- (A) due
  - (B) remote
  - (C) imaginative
  - (D) unpredictable
80. How about the author's attitudes towards the RECOVERY OF ASIA at the end of this passage
- (A) optimistic
  - (B) pessimistic
  - (C) cautious
  - (D) not state clearly

III. Translation (2x20=40 points)

Section A

Directions: In this part of the test you are to put the following Chinese into English. Be sure to write it neatly on your Answer Sheet.

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我认为, 从农业史中获得的教训最能说明西方人沾沾自喜、自鸣得意的愚蠢之处。为工业革命打下基础的欧洲农业革命之所以能够发生, 只是因为输入了中国的思想和发明。作物行播, 精心锄草, 以及高效率的马具都是从中国输入的。在中国的挽绳 (trace harness) 和马轭 (collar harness) 到来之前, 西方人在马脖子上绕上皮带, 让马喘不过气来。虽然古意大利人能够生产很多粮食, 但却因为缺少令人满意的马具而无法将粮食从陆路运到罗马。罗马只能依靠从埃及等地海运来的粮食。至于播种方法——在中国人关于种子条播机的想法引起欧洲人的注意之前, 也许欧洲每年要浪费一半以上的种子。在整个欧洲历史上, 无数农民因为使用极为粗劣的犁耕地而累得折断腰、垂头丧气, 而两千年来中国人却一直享用着他们相对省力的方法。实际上, 直到两个世纪之前, 西方在农业上同中国相比极为落后, 但是现在情况已经转变了。转变了多久了呢? 西方人今天吃饭的能力得归功于两个世纪之前所采用的中国发明, 认识到这真让人感到有点不是滋味。

Section B

**Directions:** In this part of the test you are to put the following English into Chinese. Be sure to write it neatly on your Answer Sheet.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far greater iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

.....

To our sister republics south of our border, we offer a special pledge—to convert our good words into good deeds, in a new alliance for progress, to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion (颠覆) anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

IV. Writing (50 points)

1. Which sentence, if any, in the following paragraph is the topic sentence? Discuss the reasons for your choice. If there is no topic sentence, please add one. (10 points)

Before I even started school, I can remember being encouraged to learn the ABC's. I also remember being urged to learn words and eventually to make sentences. My father would sit with me for hours playing with magnetic letters and a magnetic board. My parents' early support formed a

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foundation upon which all my education has been built. When I started school, I was encouraged to do the best that I could and make good grades. I was never told that I had to make all A's, but I was told to do the best that I could do. For me, this meant making all A's. I was never satisfied with anything less. My parents were, of course, delighted that I desired A's and rewarded my efforts.

2. The following paragraph lacks unity. Please revise it to achieve unity and discuss the reasons for your revision. (10 points)

History and literature are my favorite subjects. These subjects appeal to me because they deal with people. History talks about what people did and what happened to them. Literature talks about individual persons and how they feel about things. When I study history and literature, I feel that my understanding of life is growing little by little. I like psychology and sociology for the same reason. These subjects, too, are concerned with people from a theoretical rather than an actual point of view. For example, a story might show one character kissing or kicking another. But the psychology approach would tell why he kissed or kicked. Nevertheless, whether it's showing or telling, I like subjects that are concerned with people.

3. It says "**Marriage and love have nothing in common; they are as far apart as the poles; and are, in fact, antagonistic to each other.**" Do you agree with it? If yes, support it and debate with those who challenge this idea. Please write a composition of about 300 words. Remember to set a title to your writing. (30 points).