

青岛科技大学 2006 年研究生入学考试试卷 A

考试科目： 基础英语 (答案全部写在答题纸上)

I. Structure and Vocabulary (18 points)

Directions: Complete each of the sentences with the most likely answer.

1. Emphasis is laid on the necessity that all the objectives to be attained _____ into account before starting a new project.
 A. be taken B. were taken C. should take D. had been taken
2. We can assign the task to _____ is capable and trustworthy.
 A. whomever B. who C. whom D. whoever
3. The Smithsonian Institution preserves more than sixty-five million items of scientific, historical, or artistic interest, _____ winning the popular title, "attic of the nation".
 A. however B. and C. thus D. moreover
4. We came early and had to wait two hours before the ceremony began. We _____.
 A. should not hurry B. must ho have hurried
 C. need not hurry D. need not have hurried
5. _____, the white mountain goat is an extremely sure-footed animal that escapes from its predators by living in the most rugged, rocky landscapes.
 A. Rarely seen B. Having been rarely seen
 C. Being rarely seen D. Rarely to be seen
6. Nick would certainly have got there on time _____.
 A. if the flat tire hadn't happened B. if he didn't get a flat tire
 C. had he not had a flat tire D. had the tire hadn't flattened itself
7. Most electronic devices of this kind, _____ manufactured for such purposes, are tightly packed.
 A. that are B. as are C. which is D. it is
8. Britain's press is unusual _____ it is divided into two very different types of newspaper: the quality press and the popular press.
 A. in how B. in what C. in which D. in that
9. _____ he needed money for his mother's operation, the driver resisted the temptation to keep the fat wallet a customer had left behind in the car.
 A. Much as B. So much C. As much D. Much so
10. I wouldn't say I was a non-believer, but I don't have any burning religious _____.
 A. certainty B. convictions C. superiority D. rebellion
11. He believed that age alone would not _____ him from standing as a candidate.
 A. contrive B. intervene C. suppress D. preclude

12. Most people believe that parenthood is an experience nothing else can _____.
 A. compile B. duplicate C. imitate D. compete
13. Breathing polluted air may _____ affect an individual's respiratory capacity.
 A. detrimentally B. consequently C. occasionally D. inadvertently
14. Einstein's work provided the _____ for a major shift in the field of physics.
 A. cradle B. efficiency C. impetus D. proficiency
15. Research suggests that children who leave primary school without a firm grounding in _____ and numeracy never catch up.
 A. etiquette B. character C. personality D. literacy
16. The most _____ of all Olympic events is the decathlon.
 A. exhilarating B. gruesome C. grueling D. creative
17. Shakespear's plays are _____ to various interpretations.
 A. compatible B. incredulous C. susceptible D. imperative
18. Official business requirements obviously take _____ over personal requests.
 A. priority B. orientation C. prestige D. collaboration

II. Paraphrase the following sentences (20 points)

1. Conversation is not for making a point.
2. The phrase, "the King's English", has always been used a little pejoratively and even facetiously by the lower classes.
3. This peaceful revolution of hope cannot become the prey of hostile powers.
4. ...before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.
5. Let both sides seek to invoke the wonders of science instead of its terrors.
6. ...while Englishness is not hostile to change, it is deeply suspicious of change for change's sake.
7. The universalizing imperative of technology is irresistible.
8. Prohibition afforded the young the additional opportunity of making their pleasures illicit.
9. The propaganda for abolition speaks in hushed tones of the sanctity of human life.
10. New York even prides itself on being a holdout from prevailing American trends.

III. Identify the rhetorical devices in the following sentences (10 points)

1. Let both sides explore what problems unite us instead of belaboring those problems which divide us.
2. We can batten down and ride it out.
3. A moment later, the hurricane, in one mighty swipe, lifted the entire roof off the house and skimmed it 40 feet through the air.
4. The wind sounded like the roar of a train passing a few yards away.

5. Wind and rain now whipped the house.
6. Strips of clothing festooned the standing trees.
7. Blowdown power lines coiled like black spaghetti over the roads.
8. The Elizabethans blew on it as on a dandelion clock, and its seeds multiplied, and floated to the ends of the earth.
9. You are the whole world to me, and the moon and the stars and the constellations of outer space.
10. And this is true, whether they are wearing bowler hats or ungovernable mops of hair.

IV. Translate the following paragraph into Chinese (16 points)

Some battles have been won or lost because the commander of a large force, arriving late, decided almost at the last moment to change sides. I feel that a powerful section of English workers, together with their union bosses, is in the same situation as that commander just before he could make up his mind. These men believe that if there is a "Good Life" going, then it's high time they had their share of it. But some remaining Englishness in them whispers that there may be a catch in it. Where's this "Good life" in sweating your guts out, just because the managers are on the productivity-per-man-hour caper? It's all a racket anyhow. If we don't work like the old man used to do, we're not turning out the honest stuff the old man was expected to turn out. It's the profit now, not the product.

V. Reading Comprehension (46 points)

Directions: There are five passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and then write your choice on the answer sheet.

Passage 1

I cry easily. I once burst into tears when the curtain came down on the Kirov Ballet's "Swan Lake". I still choke up every time I see a film of Roger Bannister breaking the "impossible" four minute mark for the mile. I figure I am moved by witnessing men and women at their best. But they need not be great men and women, doing great things.

Take the night, some years ago, when my wife and I were going to dinner at a friend's house in New York city. It was sleeting. As we hurried toward the house, with its welcoming light, I noticed a car pulling out from the curb. Just ahead, another car was waiting to back into the parking space -- a rare commodity in crowded Manhattan. But before he could do so another car came up from behind, and sneaked into the spot. That's dirty pool, I thought.

While my wife went ahead into our friend's house, I stepped into the street to give the guilty driver a piece of my mind. A man in work clothes rolled down the window.

"Hey," I said, "this parking space belongs to that guy," I gestured toward the man ahead, who was looking back angrily. I thought I was being a good Samaritan, I guess -- and I remember that the moment I was feeling pretty manly in my new trench coat.

"Mind your own business!" the driver told me.

"No," I said. "You don't understand. That fellow was waiting to back into this space."

Things quickly heated up, until finally he leaped out of the car. My God, he was colossal. He grabbed me and bent me back over the hood of his car as if I was a rag doll. The sleet stung my face. I glanced at the other driver, looking for help, but he gunned his engine and hightailed it out of there.

The huge man shook his rock of a fist to me, brushing my lip and cutting the inside of my mouth against my teeth. I tasted blood. I was terrified. He snarled and threatened, and then told me to beat it.

Almost in a panic, I scrambled to my friend's front door. As a former Marine, as a man, I felt utterly humiliated. Seeing that I was shaken, my wife and friends asked me what had happened. All I could bring myself to say was that I had an argument about a parking space. They had the sensitivity to let it go at that.

I sat stunned. Perhaps half an hour later, the doorbell rang. My blood ran cold. For some reason I was sure that the bruiser had returned for me. My hostess got up to answer it, but I stopped her. I felt morally bound to answer it myself.

I walked down the hallway with dread. Yet I knew I had to face up to my fear. I opened the door. There he stood, towering. Behind him, the sleet came down harder than ever.

"I came back to apologize," he said in a low voice. "When I got home, I said to myself, 'what right I have to do that?' I'm ashamed of myself. All I can tell you is that the Brooklyn Navy Yard is closing. I've worked there for years. And today I got laid off. I'm not myself. I hope you'll accept my apology."

I often remember that big man. I think of the effort and courage it took for him to come back to apologize. He was man at last.

And I remember that after I closed the door, my eyes blurred, as I stood in the hallway for a few moments alone.

1. On what occasion is the author likely to be moved?
 - A. A young person cheated of the best things in life.
 - B. A genius athlete breaks a world record.
 - C. A little girl suffers from an incurable disease.
 - D. When the curtain comes down on a touching play.
2. What does "dirty pool" at the end of the second paragraph mean?
 - A. Improper deeds

- B. Bribery
C. Chicanery
D. Dirty transaction
3. Why didn't the writer's wife and friends insist on asking him what had really happened?
A. They sensed that something terrible happened.
B. They were afraid that the writer might lose face if they insisted.
C. It was not their business.
D. They tried to calm the writer in this way.
4. What touched the writer in the end?
A. The big man's courage to admit his mistake.
B. The big man's sincerity and confession.
C. The big man's wretched experience.
D. The man at his best.

Passage 2

In developing a model of cognition, we must recognize that perception of the external world does not always remain independent of motivation. While progress toward maturity is positively correlated with differentiation between motivation and cognition, tension will, even in the mature adult, militate towards a narrowing of the range of perception.

Cognition can be seen as the first step in the sequence events leading from the external stimulus to the behavior of the individual. The child develops from belief that all things are an extension of its own body to the recognition that objects exist independent of his perception. He begins to demonstrate awareness of people and things which are removed from his sensory apparatus and initiates goal-directed behaviors. He may, however, refuse to recognize the existence of barriers to the attainment of his goal, despite the fact that his cognition of these objects has been previously demonstrated.

In the primitive beings, goal-directed behavior can be very simple motivated. The presence of an attractive object will cause an infant to reach for it; its removal will result in the cessation of that action. Studies have shown no evidence of the infant's frustration; rather, it appears that the infant ceases to desire the object when he cannot see it. Further indications are that the infant's attention to the attractive object increase as a result of its not being in his grasp. In fact, if he holds a toy and another is presented, he is likely to drop the first in order to clutch the second. Often, once he has the one desired in his hands, he loses attention and turns to something else.

In adult life, mere cognition can be similarly motivational, although the visible presence of the opportunity is not required as the instigator of response. The mature adult modifies his reaction by obtaining information, interpreting it, and examining consequences. He

formulates a hypothesis and attempts to test it. He searches out implicit relationships, examines all factors, and differentiates among them. Just as the trained artist can separate the value of color, composition, and technique, while taking in and evaluating the whole work, so, too, the mature person brings his cognitive learning strengths to bear in appraising a situation.

Understanding that cognition is separate from action, his reactions are only minimally guided from conditioning, and take into consideration anticipatable events.

The impact of the socialization process, particularly that of parental and social group ideology, may reduce cognitively directed behavior. The tension thus produced, as for instance the stress of fear, anger, or extreme emotion, will often be the overriding influence.

The evolutionary process of development from body schema through cognitive learning is similarly manifested in the process of language acquisition. Auditing develop first, reading and writing much later on. Not only is this evident in the development of the individual being from infancy on, but also in the development of language for humankind.

Every normal infant has the physiological equipment necessary to produce sound, but the child must first master their use for sucking, biting, and chewing before he can control his equipment for use in producing the sounds of language. The babble and chatter of the infant are precursors to intelligible vocal communication.

From the earlier times, it is clear that language and human thought have been intimately connected. Sending or receiving messages, from primitive warnings of danger to explaining creative or reflective thinking, this aspect of cognitive development is also firmly linked to the needs and aspirations of society.

5. How does the child develop his perception?
 - A. His strong motivations give rise to perception.
 - B. He holds the conviction that things around him are parts of an extended body and later on gives it up.
 - C. Parents and teachers play a key role in his development of cognition.
 - D. He believes that objects around him are dependent on his perception.
6. What stimulates adults' motivational cognition?
 - A. Predictable presence of opportunities.
 - B. Visible signs of opportunities.
 - C. Instigators.
 - D. Approachable information.
7. What is the influence of socialization process?
 - A. It may produce tension.
 - B. It may produce extreme emotion.
 - C. It may reduce one's cognitively guided behaviors.

- D. all of the above.
8. What links cognitive development to the needs of society?
- A. Practical purpose.
 - B. Natural human cognitive development.
 - C. Language.
 - D. Sending or receiving messages.

Passage 3

Every minute of every day, what ecologist James Carlton calls a global “conveyor belt” redistributes ocean organisms. It’s a planetwide biological disruption that scientists have barely begun to understand.

Dr. Carlton – an oceanographer at Williams College in Williamstown, Mass. – explains that, at any given moment, “there are several thousand [marine] species [traveling] ... in the ballast water of ships.” These creatures move from coastal waters where they fit into the local web of life to places where some of them could tear that web apart. This is the larger dimension of the infamous invasion of fish-destroying, pipe-clogging zebra mussels.

Such voracious invaders at least make their presence known. What concerns Carlton and his fellow marine ecologists is the lack of knowledge about the hundreds of alien invaders that quietly enter coastal waters around the world every day. Many of them probably just die out. Some benignly – or even beneficially – join the local scene. But some will make trouble.

In one sense, this is an old story. Organisms have ridden ships for centuries. They have clung to hulls and come along with cargo. What’s new is the scale and speed of the migrations made possible by the massive volume of ship-ballast water – taken in to provide ship stability – continuously moving around the world....

Ships load up with ballast water and its inhabitants in coastal waters of one port and dump the ballast in another port that may be thousands of kilometers away. A single load can run to hundreds of thousands of gallons. Some larger ships take on as much as 40 million gallons. The creatures that come along tend to be in their larva freefloating stage. When discharged in alien waters they can mature into crabs, jellyfish, slugs, and many other forms.

Since the problem involves coastal species, simply banning ballast dumps in coastal waters would, in theory, solve it. Coastal organisms in ballast water that is flushed into midocean would not survive. Such a ban has worked for the North American Inland Waterway. But it would be hard to enforce it worldwide. Heating ballast water or straining it should also halt the species spread. But before any such worldwide regulations were imposed, scientists would need a clearer view of what is going on.

The continuous shuffling of marine organisms has changed the biology of the sea on a

global scale. It can have devastating effects as in the case of the American comb jellyfish that recently invaded the black Sea. It has destroyed that sea's anchovy fishery by eating anchovy eggs. It may soon spread to western and northern European waters.

The maritime nations that created the biological "conveyor belt" should support a coordinated international effort to find out what is going on and what should be done about it.

9. According to Dr. Carlton, ocean organisms are
 - A. being moved to new environments.
 - B. destroying the planet.
 - C. succumbing to the zebra mussel.
 - D. developing alien characteristics.
10. Oceanographers are concerned because
 - A. their knowledge of this phenomenon is limited.
 - B. they believe the oceans are dying.
 - C. they fear an invasion from outer-space.
 - D. they have identified thousands of alien webs.
11. According to Marine ecologists, transplanted marine species
 - A. may upset the ecosystems of coastal waters.
 - B. are all compatible with one another.
 - C. can only survive in their home waters.
 - D. sometimes disrupt shipping lanes.
12. The identified cause of the problem is
 - A. the rapidity with which larvae mature.
 - B. a common practice of the shipping industry.
 - C. a centuries old species.
 - D. the world wide movement of ocean currents.
13. The article suggests that a solution to the problem
 - A. is unlikely to be identified.
 - B. must precede further research.
 - C. is hypothetically easy.
 - D. will limit global shipping.

Passage 4

And so I am to write a story—but of what, and where? Shall it be radiant with the sky of Italy or eloquent with the beau ideal of Greece? Shall it breathe odor and languor from the orient, or chivalry from the occident? or gayety from France? or vigor from England? No, no; these are all too old—my own New England; the land of bright fires and strong hearts; the

land of deeds, and not of words; the land of fruits, and not of flowers; the land often spoken against, yet always respected: “the latchet of whose shoes the nations of the earth are not worthy to unloose.”

Now from this very heroic apostrophe, you may suppose that I have something very heroic to tell. By no means. It is merely a little introductory breeze of patriotism, such as occasionally brushes over every mind, bearing on its wings the remembrance of all we ever loved and cherished in the land of our early years; and if it should seem to be rodomontade to any people in other parts of the earth, let them only imagine it to be said about “Old Kentucky”, “Old England”, or any other corner of the world in which they happened to be born and they will find it quite rational.

But, as touching our story, it is time to begin. Did you ever see the little village of Newbury, in New England? I dare say you never did; for it was just one of those out-of-the-way places where nobody ever came unless they came on purpose: a green little hollow, wedged like a bird’s nest between half a dozen high hills, that kept off the wind and kept out foreigners; so that the little place was so straitly *sui generis* as if there were not another in the world. The inhabitants were all of that respectable old steadfast family who make it a point to be born, bred, married, to die, and be buried all in the selfsame spot. There were just so many houses, and just so many people lived in them; and nobody ever seemed to be sick, or to die either, at least while I was there. The natives grew old till they could not grow any older, and then they stood still, and lasted from generation to generation. There was, too, an unchangeability about all the externals of Newbury. Here was a red house, and there was a brown house, and across the way was a yellow house; and there was a straggling rail fence or a tribe of mullein stalks between. The minister lived here, and Squire Moses lived there, and Deacon Hart lived under the hill, and Messrs. Nadab and Abihu Peters lived by the crossroad, and the old “wider” Smith lived by the meeting-house, and Ebenezer Camp kept a shoemaker’s shop on one side, and Patience Mosely kept a milliner’s shop in front; and there was old Comfort Scran, who kept a store for the whole town, and sold axeheads, brass thimbles, licorice balls, fancy handkerchiefs, and everything else you can think of. Here, too, was the general post-office, where you might see letters marvelously folded, directed wrong side upward, stamped with a thimble, and superscribed to some of the Dollys, or Pollys, or Peters, or Moseses aforementioned or not named.

For the rest, as to manners, morals, arts, and sciences, the people in Newbury always went to their parties at three o’clock in the afternoon, and came home before dark; always stopped all work the minute the sun was down on Saturday night; always went to meeting on Sunday; had a schoolhouse with all the ordinary inconveniences; were in neighborly charity with each other; read their Bibles, feared their God, and were content with such things as they had—the best philosophy, after all.

14. In the first paragraph the author contrasts the East and the West as
- A. indolent and gallant.
 - B. charming and rude.
 - C. foreign and familiar.
 - D. passive and aggressive.
15. In the second paragraph we can see that the author assumes her readers
- A. prefer rigorous arguments.
 - B. share similar feelings.
 - C. need a lot of persuading.
 - D. dislike figurative language.
16. The author chooses New England as her subject matter because she knows it well and because its inhabitants are
- A. talkative rather than diligent.
 - B. productive rather than self-indulgent.
 - C. romantic rather than serious.
 - D. charming rather than admired.
17. The facts in the passage indicate that village of Newbury is
- A. accustomed to seeing vagabonds.
 - B. a densely populated area.
 - C. socially and politically progressive.
 - D. located in a remote part of the country.
18. The author's view of Newbury is
- A. retrospective.
 - B. detached.
 - C. impartial.
 - D. skeptical.

Passage 5

Just over 10 years ago, Ingmar Bergman announced that the widely acclaimed *Fanny and Alexander* would mark his last hurrah as a filmmaker. Although some critics had written him off as earnest but ponderous, others were saddened by the departure of an artist who had explored cinematic moods – from high tragedy to low comedy – during his four-decade career.

What nobody foresaw was that Bergman would find a variety of ways to circumvent his own retirement – directing television movies, staging theater productions, and writing screenplays for other filmmakers to direct. His latest enterprise as a screenwriter, *Sunday's*

Children, completes a trilogy of family-oriented movies that began with *Fanny and Alexander* and continued with *The Best Intentions* written by Bergman and directed by Danish filmmaker Bille August.

Besides dealing with members of Bergman's family in bygone times – it begins a few years after *The Best Intentions* leaves off – the new picture was directed by Daniel Bergman, his youngest son. Although it lacks the urgency and originality of the elder Bergman's greatest achievements, such as *The Silence* and *Persona*, it has enough visual and emotional interest to make a worthy addition to his body of work.

Set in rural Sweden during the late 1920s, the story centers on a young boy named Pu, clearly modeled on Ingmar Bergman himself. Pu's father is a country clergyman whose duties include traveling to the capital and ministering to the royal family. While this is an enviable position, it doesn't assuage problems in the pastor's marriage. Pu is young enough to be fairly oblivious to such difficulties, but his awareness grows with the passage of time. So do the subtle tensions that mark Pu's own relationship with his father, whose desire to show affection and compassion is hampered by a certain stiffness in his demeanor and chilliness in his emotions.

The film's most resonant passages take place when Pu learns to see his father with new clarity while accompanying him on a cross-country trip to another parish. In a remarkable change of tone, this portion of the story is punctuated with flash-forwards to a time 40 years in the future, showing the relationship between parent and child to be dramatically reversed. The father is now cared for by the son, and desires a forgiveness for past shortcomings that the younger man resolutely refuses to grant.

Brief and abrupt though they are, these scenes make a pungent contrast with the sunny landscapes and comic interludes in the early part of the movie.

Sunday's Children is a film of many levels, and all are skillfully handled by Daniel Bergman in his directional debut. Gentle scenes of domestic contentment are sensitively interwoven with intimations of underlying malaise. While the more nostalgic sequences are photographed with an eye-dazzling beauty that occasionally threatens to become cloying, any such result is foreclosed by the jagged interruptions of the flash-forward sequences – an intrusive device that few filmmakers are agile enough to handle successfully, but that is put to impressive use by the Bergman team.

Henrik Linnros gives a smartly turned performance as young Pu, and Thommy Berggren – who starred in the popular *Elvira Madigan* years ago – is steadily convincing as his father. Top honors go to the screenplay, though, which carries the crowded canvas of *Fanny and Alexander* and the emotional ambiguity of *The Best Intentions* into fresh and sometimes fascinating territory.

19. Over the years critical views of Bergmans' work have
 A. without exception been positive.
 B. deplored his seriousness.
 C. often been antithetical.
 D. usually focused on his personality.
20. The subject matter of *Sunday's Children*
 A. is presented chronologically.
 B. takes place in the 19th century.
 C. occurs all in one locale.
 D. is derived from reminiscences.
21. From the passage we can infer that Pu's father is portrayed as a
 A. demonstrative and caring parent.
 B. reserved and reticent man.
 C. compassionate and sentimental spouse.
 D. spontaneous and dynamic minister.
22. The reviewer thinks that the "flash forward" technique is
 A. seldom handled skillfully.
 B. responsible for the film's success.
 C. too disruptive for ordinary filmgoers.
 D. best left to amateur experimentation.
23. In the reviewer's opinion, *Sunday's Children*
 A. is a cinematic first.
 B. has an original and interesting script.
 C. is visually and emotionally depressing.
 D. surpasses Bergman's previous work.

VI. Error correction (10 points)

Directions: Each numbered line of the following passage contains an error. Correct each error by adding a word, deleting a word or changing a word. You could write on your answer sheet in the following way:

For example: add 'to' before 'learn';
 delete 'of';
 exhibition ---- exhibit

Not until the early nineteen-forties was any serious effort made to encourage new British music. The composers themselves banded together into committee and this in

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turn sponsored a plan by which reading panels of disqualified musicians were formed, whose duty was to study the scores submitting to them, and to decide which works merited an introduction to the public opinion. Fortnightly performances were arranged, with which the public was admitted free, and compositions for small combinations of instruments presented by artists who gave their services for this good course. There were some unusual features to these recitations. In the first place, the members of the audience were presented with a carefully prepared form on which they were asked to record their impressions of each work heard, to say whether, in their opinion, it will be recommended to concert organizers for exclusion in their programmes. This experiment in seeking mass opinion was given later, when it was found that the remarks became stereotyped and unhelpful.

VII. Writing (30 points)

As China has turned more commercial in recent years, some schools and universities improperly collect various kinds of fees from students. Write an essay of about 300 words on the following topic:

Should Schools and Universities be Commercialized?