

# 山东大学

## 二〇一七年招收攻读硕士学位研究生入学考试试题

科目代码 241 科目名称 英语(外)

(请将 1-40 题涂在答题卡上, 其余试题写在答题纸上, 写在试题上无效)

### Section I Use of English

**Directions:** Read the following text. Choose the best word(s) for each numbered blank from [A], [B], [C], [D]. (20 points)

From childhood to old age, we all use language as a means of broadening our knowledge of ourselves and the world about us. When humans first 1, they were like newborn children, unable to use this 2 tool. Yet once language developed, the possibilities for human kind's future 3 and cultural growth increased.

Many linguists believe that evolution is 4 for our ability to produce and use language. They 5 that our highly evolved brain provides us 6 an innate language ability not found in lower 7. Proponents of this innateness theory say that our 8 for language is inborn, but that language itself develops gradually, 9 a function of the growth of the brain during childhood. Therefore there are critical 10 times for language development.

Current 11 of innateness theory are mixed; however, evidence supporting the existence of some innate abilities is undeniable. 12, more and more schools are discovering that foreign languages are best taught in 13 grades. Young children often can learn several languages by being 14 to them, while adults have a much harder time learning another language once the 15 of their first language have become firmly fixed.

16 Some aspects of language are undeniably innate, language does not develop automatically in a vacuum. Children who have been 17 from other human beings do not possess language. This demonstrates that 18 with other human beings is necessary for proper language development. Some linguists believe that this is even more basic to human language 19 that any innate capacities. These theorists view language as imitative, learned behavior. 20, children learn language from their parents by imitating them. Parents gradually shape their child's language skills by positively reinforcing imitations and negatively reinforcing imprecise ones.

- |                      |                 |                   |                   |
|----------------------|-----------------|-------------------|-------------------|
| 1. A. generated      | B. evolved      | C. born           | D. originated     |
| 2. A. valuable       | B. appropriate  | C. convenient     | D. favorite       |
| 3. A. attainments    | B. feasibility  | C. entertainments | D. evolution      |
| 4. A. essential      | B. available    | C. reliable       | D. responsible    |
| 5. A. confirm        | B. inform       | C. claim          | D. convince       |
| 6. A. for            | B. from         | C. of             | D. with           |
| 7. A. organizations  | B. organisms    | C. humans         | D. children       |
| 8. A. potential      | B. performance  | C. preference     | D. passion        |
| 9. A. as             | B. just as      | C. like           | D. unlike         |
| 10. A. ideological   | B. biological   | C. social         | D. psychological  |
| 11. A. reviews       | B. reference    | C. reaction       | D. recommendation |
| 12. A. In a word     | B. In a sense   | C. Indeed         | D. In other words |
| 13. A. various       | B. different    | C. the higher     | D. the lower      |
| 14. A. revealed      | B. exposed      | C. engaged        | D. involved       |
| 15. A. regulations   | B. formations   | C. rules          | D. constitutions  |
| 16. A. Although      | B. Whether      | C. Since          | D. When           |
| 17. A. distinguished | B. different    | C. protected      | D. isolated       |
| 18. A. exposition    | B. comparison   | C. contrast       | D. interaction    |
| 19. A. acquisition   | B. appreciation | C. requirement    | D. alternative    |
| 20. A. As a result   | B. After all    | C. In other words | D. Above all      |

### Section II Reading Comprehension

#### Part A

**Directions:** Read the following four texts. Answer the questions below each text by choosing [A], [B], [C] or [D]. (40 points)

#### Text 1

Questions 21 to 25 are based on the following passage.

Material culture refers to the touchable, material "things"---physical objects that can be seen, held, felt, used---that a culture produces. Examining a culture's tools and technology can tell us about the group's history and way of life. Similarly, research into the material culture of music can help us to understand the music-culture. The most vivid body of "things" in it, of course, are musical instruments. We cannot hear for ourselves the actual sound of any musical performance before the 1870s when the phonograph was invented, so we rely on instruments for important information about music-cultures in the remote past and their development. Here we have two kinds of evidence: instruments well preserved and instruments pictured in art. Through the study of instruments, as well as paintings, written documents, and so on, we can explore the movement of music from the Near East to China over a thousand years ago, or we

can outline the spread of Near Eastern influence to Europe that resulted in the development of most of the instruments on the symphony orchestra.

Sheet music or printed music, too, is material culture. Scholars once defined folk music-cultures as those in which people learn and sing music by ear rather than from print, but research shows mutual influence among oral and written sources during the past few centuries in Europe, Britain and America. Printed versions limit variety because they tend to standardize any song, yet they stimulate people to create new and different songs. Besides, the ability to read music notation has a far-reaching effect on musicians and, when it becomes widespread, on the music-culture as a whole.

Music is deep-rooted in the cultural background that fosters it. We now pay more and more attention to traditional or ethnic features in folk music and are willing to preserve the folk music as we do with many traditional cultural heritage. Musicians all over the world are busy with recording classic music in their country for the sake of their unique culture. As always, people's aspiration will always focus on their individuality rather than universal features that are shared by all cultures alike.

One more important part of music's material culture should be singled out: the influence of the electronic media-radio, record player, tape recorder, and television, with the feature promising taking and singing computers and other developments. This is all part of the "information-revolution"; a twentieth-century phenomenon as important as the industrial revolution in the nineteenth. These electronic media are not just limited to modern nations; they have affected music cultures all over the globe.

21. Which of the following does not belong to material culture?

- A. Instruments.
- B. Music.
- C. Paintings.
- D. Sheet music.

22. The word "phonograph" (Line 6, Paragraph 1) most probably means \_\_\_\_\_.

- A. record player.
- B. radio.
- C. musical technique.
- D. music culture.

23. The main idea of the first paragraph is \_\_\_\_\_.

- A. the importance of cultural tools and technology.
- B. the cultural influences of the development of civilization.
- C. the focus of the study of the material culture of music.
- D. the significance of the research into the musical instruments.

24. Which of the following is not an advantage of printed music?

- A. Reading of music notation has a great impact on musicians.
- B. People may draw inspiration from it.
- C. The music culture will be influenced by it in the end.
- D. Songs tend to be standardized by it.

25. From the third paragraph, we may infer that \_\_\_\_\_.

- A. traditional cultural heritage is worthy of preservation.

B. the universal features shared by all cultures aren't worthy of notice.

C. musicians pay more attention to the preservation of traditional music.

D. the more developed a culture, the more valuable the music it has fostered.

## Text 2

Questions 26 to 30 are based on the following passage.

What do we think with? Only the brain? Hardly. The brain is like a telephone exchange. It is the switchboard, but not the whole system. Its function is to receive incoming signals, make proper connections, and send the messages through to their destination. For efficient service, the body must function as a whole.

But where is the "mind"? Is it in the brain? Or perhaps in the nervous system? After all, can we say that the mind is in any particular place? It is not a thing, like a leg, or even the brain. It is a function, an activity. Aristotle, twenty-three hundred years ago, observed that the mind was to the body what cutting was to the ax. When the ax is not in use, there is no cutting. So with the mind. "Mind," said Charles H. Woolbert, "is what the body is doing."

If this activity is necessary for thinking, it is also necessary for carrying thought from one person to another. Observe how people go about the business of ordinary conversation. If you have never done this *painstakingly*, you have a surprise in store, for good conversationalists are almost constantly in motion. Their heads are continually nodding and shaking sometimes so vigorously that you wonder how their necks can stand the strain.

Even the legs and feet are active. As for the hands and arms, they are seldom still for more than a few seconds at a time.

These people, remember, are not making speeches. They are merely common folks trying to make others understand what they have in mind. They are not conscious of movement. Their speech is not studied. They are just human creatures in a human environment, trying to adapt themselves to a social situation. Yet they converse, not only with oral language, but with visible actions that involve practically every muscle in the body.

In short, because people really think all over, a speaker must talk all over if he succeeds in making people think.

26. Which of the following is the best title for the passage?

- A) Bodily Communication.
- B) Bodily Actions.
- C) Spoken Language.
- D) Conversations.

27. Which of the following statements would the author agree with?

- A) Thinking is a social phenomenon.
- B) Thinking is solely a brain function.
- C) Thinking is a function of the nervous system.
- D) Thinking is the sum total of bodily activity.

28. In communication, it is essential not only to employ speech, but also \_\_\_\_\_.

- A) to speak directly to the other person
- B) to employ a variety of bodily movements
- C) to be certain that the other person is listening
- D) to pay great attention to the other person's behavior

29. It can be inferred from the passage that the basic function of bodily activity in speech is to \_\_\_\_\_.

- A) make the listener feel emotional
- B) make the speaker understood
- C) amplify or intensify the speaker's spoken words
- D) convey the speaker's implied meaning to the listener

30. Which of the following is TRUE?

- A) The brain is compared to a telephone exchange.
- B) The mind is an activity of the nervous system.
- C) Some people remain still while talking to others.
- D) Many people move their bodies on purpose while talking.

### Text 3

Questions 31 to 35 are based on the following passage.

At the start of the year, *The Independent* on Sunday argued that there were three overwhelming reasons why Iraq should not be invaded: there was no proof that Saddam posed an imminent threat; Iraq would be even more unstable as a result of its liberation; and a conflict would increase the threat posed by terrorists. What we did not know was that Tony Blair had received intelligence and advice that raised the very same points.

Last week's report from the Intelligence and Security Committee included the revelation that some of the intelligence had warned that a war against Iraq risked an increased threat of terrorism. Why did Mr. Blair not make this evidence available to the public in the way that so much of the alarmist intelligence on Saddam's weapons was published? Why did he choose to ignore the intelligence and argue instead that the war was necessary, precisely because of the threat posed by international terrorism?

There have been two parliamentary investigations into this war and the Hutton inquiry reopens tomorrow. In their different ways they have been illuminating, but none of them has addressed the main issues relating to the war. The Foreign Affairs Committee had the scope to range widely, but chose to become entangled in the dispute between the Government and the BBC. The Intelligence Committee reached the conclusion that the Government's file on Saddam's weapons was not mixed up, but failed to explain why the intelligence was so hopelessly wrong. The Hutton inquiry is investigating the death of Dr. David Kelly, a personal tragedy of marginal relevance to the war against Iraq.

Tony Blair has still to come under close examination about his conduct in the building-up to war. Instead, the Defence Secretary, Geoff Hoon, is being fingered as if he were

master-minding the war behind everyone's backs from the Ministry of Defence. Mr. Hoon is not a minister who dares to think without consulting Downing Street first. At all times he would have been dancing to Downing Street's tunes. Mr. Blair would be wrong to assume that he can draw a line under all of this by making Mr. Hoon the fall-guy. It was Mr. Blair who decided to take Britain to war, and a Cabinet of largely skeptical ministers that backed him. It was Mr. Blair who told MPs that unless Saddam was removed, terrorists would pose a greater global threat---even though he had received intelligence that suggested a war would lead to an increase in terrorism.

Parliament should be the forum in which the Prime Minister is called more fully to account, but Iain Duncan Smith's support for the war has neutered an already inept opposition. In the absence of proper parliamentary scrutiny, it is left to newspapers like this one to keep asking the most important questions until the Prime Minister answers them.

31. We learn from the first two paragraphs that \_\_\_\_\_.

- A. the evidence should have been made available to the Parliament.
- B. the necessity of war has been exaggerated by the Committee.
- C. Blair had purposely ignored some of the intelligence he received.
- D. it was *The Independent* that first revealed the intelligence.

32. The author thinks that the Hutton inquiry is \_\_\_\_\_.

- A. also beside the mark.
- B. hopelessly wrong.
- C. illuminating in its way.
- D. wide in scope.

33. By "chose to become entangled" (Line 4, Paragraph 3), the author implies that \_\_\_\_\_.

- A. the dispute between the government and the BBC was unnecessary.
- B. the Foreign Affairs Committee had mixed up the argument.
- C. it was entirely wrong to carry out such investigations.
- D. the Intelligence Committee shouldn't mix up with the affair.

34. It can be learned from paragraph 4 that \_\_\_\_\_.

- A. most ministers were suspicious of Hoon's conduct.
- B. Hoon will not do anything without consulting Blair.
- C. Blair should not divert his responsibility to his Cabinet.
- D. MPs think that it is Blair who drags the country into the war.

35. What is the author's attitude towards the Parliament?

- A. Indignant.
- B. Skeptical.
- C. Inquisitive.
- D. Critical.

### Text 4

Questions 36 to 40 are based on the following passage.

In 2011, many shoppers chose to avoid the frantic crowds and do their holiday shopping from the comfort of their computer. Sales at online retailers gained by more than 15%, making it the biggest season ever. But people are also returning those purchases at record rates, up 8% from last year.

What went wrong? Is the lingering shadow of the global financial crisis making it harder to accept extravagant indulgences? Or that people shop more impulsively—and therefore make bad decisions—when online? Both arguments are plausible. However, there is a third factor: a question of touch. We can love the look but, in an online environment, we cannot feel the quality of a texture, the shape of the fit, the fall of a fold or, for that matter, the weight of an earring. And physically interacting with an object makes you more committed to your purchase.

When my most recent book *Brandwashed* was released, I teamed up with a local bookstore to conduct an experiment about the difference between the online and offline shopping experience. I carefully instructed a group of volunteers to promote my book in two different ways. The first was a fairly hands-off approach. Whenever a customer would inquire about my book, the volunteer would take them over to the shelf and point to it. Out of 20 such requests, six customers proceeded with the purchase.

The second option also involved going over to the shelf but, this time, removing the book and then subtly holding onto it for just an extra moment before placing it in the customer's hands. Of the 20 people who were handed the book, 13 ended up buying it. Just physically passing the book showed a big difference in sales. Why? We feel something similar to a sense of ownership when we hold things in our hand. That's why we establish or reestablish connection by greeting strangers and friends with a handshake. In this case, having to then let go of the book after holding it might generate a subtle sense of loss, and motivate us to make the purchase even more.

A recent study also revealed the power of touch, in this case when it came to conventional mail. A deeper and longer-lasting impression of a message was formed when delivered in a letter, as opposed to receiving the same message online. Brain imaging showed that, on touching the paper, the emotional center of the brain was activated, thus forming a stronger bond. The study also indicated that once touch becomes part of the process, it could translate into a sense of possession.

This sense of ownership is simply not part of the equation in the online shopping experience.

36. Why do people prefer shopping online according to the author?

- A. It is more comfortable and convenient.
- B. It saves them a lot of money and time.
- C. It offers them a lot more options and bargains.
- D. It gives them more time to think about their purchase.

37. Why do more customers return their purchases bought online?

- A. They regretted indulging in costly items in the recession.

- B. They changed their mind by the time the goods were delivered.
- C. They had no chance to touch them when shopping online.
- D. They later found the quality of goods below their expectations.

38. What is the purpose of author's experiment?

- A. To test his hypothesis about online shopping.
- B. To find out people's reaction to his recent book.
- C. To find ways to increase the sale of his new book.
- D. To try different approaches to sales promotion.

39. How might people feel after letting go of something they held?

- A. A sense of disappointment
- B. More motivated to own it.
- C. A subtle loss of interest
- D. Less sensitive to its texture.

40. What does brain imaging in a recent study reveal?

- A. Conventional letters contain subtle messages.
- B. A lack of touch is the chief obstacle to e-commerce.
- C. Email lacks the potential to leave a long-lasting impression.
- D. Physical touch helps form a sense of possession.

#### Part B

Directions: In the following text, some sentences have been removed. For Questions 41 to 45, choose the most suitable one from the list A—G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET .(10 points)

While Americans have become ever more dependent upon electricity in their daily lives, a crucial part of the system that supports their way of life has not kept up. Yes, the country has built more power plants—enough to create a glut of power in most parts of the country. (41)

California's disastrous partial energy deregulation and the role played by Enron and other energy marketing companies in its power crisis have impeded changes in the national ability to deliver power.

(42) . But in one critical aspect, the system has become increasingly vulnerable: in the interconnections among the different regions. Both the number and size of the wires on the borders between regions are inadequate for the rising flow of electricity. This missing part creates the worst bottlenecks in the system. Moreover, the deficiency also includes inadequate coordination among the regions in managing the flow of electricity. These interregional weaknesses are so far the most plausible explanation for the blackout on Thursday.

(43) . The problem is with the system of rules, organization, and oversight that governs the transmission network. It was

set up for a very different era and is now caught in a difficult transition.

(44)

Over all, for more than a decade, the power industry has been struggling with how to move from the old regulation to the new marketplace. The shift was driven by the view that half a century of state regulation had produced power prices that were too high and too varied among states. Factories and jobs were migrating from states with high electric power prices to those with lower prices. Yet the power industry is probably not even halfway there in its shift from regulation to the marketplace (45)

As a result, the development of the regional transmission organizations is irregular, varying from state to state. More than one third of the power transmitted is not under the control of regional transmission organizations. Some states fear that their cheap power would be sucked away to other markets; others do not want to subordinate state authority to the Federal Energy Regulatory Commission.

- A. But the transmission system is caught in the middle of the stalled deregulation of the American electric power industry.
- B. How comes it that the lights went out when the nation still boasts the world best system, equipped with the most up-to-date hardware and supervised by good professionals.
- C. What is preventing greater connection and coordination between regions? The technology exists, and is available; the economic benefits of relieving the bottlenecks between regions far exceeds the costs by many billions of dollars.
- D. The California power crisis and the power-trading scandals sent regulators back to the drawing board, slowing the development of new institutions, rules and investment to make competitive markets work.
- E. Yet, despite claims in the wake of the last week's blackout that the nation has a "third world" power grid, the regional networks are first world.
- F. The blackout on Thursday and the power-trading scandals could also turn out to be a virtuous crisis, should the regulators come up with an institutional package that better solves the issues and makes free markets work.
- G. The transmission networks were built to serve a utility system based on regulated monopolies. In the old days, there was no competition for customers. Today, the mission is to connect buyers and sellers seeking the best deal, irrespective of political boundaries and local jurisdictions.

### Part C

**Directions:** Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET. (15 points)

The value which society places on work has traditionally been closely associated with the value of individualism and as a result it has had negative effects on the development of social security. (46) It has meant that in the first place the amount of benefits must be small lest people's willingness to work and support themselves suffers. Even today with flat rate and earnings-related benefits, the total amount of the benefit must always be smaller than the person's wages for fear of malingering. "The purpose of social security," said Huntford referring to Sweden's comparatively generous benefits, "is to dispel need without crossing the threshold of prosperity." (47) Second, social security benefits are granted under conditions designed to reduce the likelihood of even the boldest of spirits attempting to live on the State rather than work. Many of the rules surrounding the payment of unemployment or supplementary benefit are for this purpose. Third, the value placed on work is manifested in a more positive way as in the case of disability. People suffering from accidents incurred at work or from occupational diseases receive preferential treatment by the social security service compared with those suffering from civil accidents and ordinary illnesses.

Yet, the stranglehold which work has had on the social security service has been increasingly loosened over the years. The provision of family allowances, family income supplements, the slight liberalization of the wages stop are some of the manifestations of this trend. (48) Similarly, the preferential treatment given to occupational disability by the social security service has been increasingly questioned with the demands for the upgrading of benefits for the other types of disability. It is felt that in contemporary industrial societies the distinction between occupational and non-occupational disability is artificial for many non-occupational forms of disability have an industrial origin even if they do not occur directly in the workplace. (49) There is also the traditional reason which we mentioned in the argument for one benefit for all one-parent families, that a modern social security service must concentrate on meeting needs irrespective of the causes behind such needs.

The relationship between social security and work is not all a one-way affair. (50) It is true that until very recently the general view was that social security "represented a type of luxury and was essentially anti-economic". It was seen as merely government expenditure for the needy. As we saw, however, redundancy payments and the government to reduce workers' opposition towards loss of their jobs.

### Section III Writing (15 points)

**Directions:** For this part, you are allowed 30 minutes to write a composition of no less than 150 words under the title "Women Today". Your composition should be based on the following outline.

1. 在今天的社会, 妇女正扮演着重要角色。
2. 妇女在家庭中的地位也在变化。
3. 还存在的问题。