

江苏大学
硕士研究生入学考试样题

科目代码: 243

A卷

科目名称 英语(二外)

满分: 100分

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Part I Vocabulary (20 points)

Please choose the best answer for each sentence below.

1. After working all day, he was so tired that he was in no _____ to go to the party with us.
A) taste
B) mood
C) sense
D) emotion
2. Finding a job can be _____ and disappointing, and therefore it is important that you are prepared.
A) exploiting
B) frustrating
C) profiting
D) misleading
3. Workers in the fine arts _____ thoughts and feelings through their creative works.
A) transmit
B) elaborate
C) convey
D) contribute
4. Three university departments have been _____ \$600,000 to develop good practice in teaching and learning.
A) promoted
B) included
C) secured
D) awarded
5. The rapid development of communications technology is transforming the _____ in which people communicate across time and space.
A) mood
B) mission
C) manner
D) vision

6. Mr. Jones holds strong views against video games and _____ the closing of all recreation facilities for such games.
- A) assists
 - B) acknowledges
 - C) advocates
 - D) admits
7. Apart from caring for her children, she has to take on such heavy _____ housework as carrying water and firewood.
- A) time-consumed
 - B) timely-consumed
 - C) time-consuming
 - D) timely-consuming
8. Anna was reading a piece of science fiction, completely _____ to the outside world.
- A) having been lost
 - B) to be lost
 - C) losing
 - D) lost
9. The police are trying to find out the _____ of the woman killed in the traffic accident.
- A) evidence
 - B) recognition
 - C) status
 - D) identity
10. All human beings have a comfortable zone regulating the _____ they keep from someone they talk with.
- A) distance
 - B) scope
 - C) range
 - D) boundary
11. We have planned an exciting publicity _____ with our advertisers.
- A) struggle
 - B) campaign
 - C) battle
 - D) conflict
12. _____ the help of their group, we would not have succeeded in the investigation.
- A) Besides
 - B) Regardless of
 - C) But for
 - D) Despite
13. John doesn't believe in _____ medicine; he has some remedies of his own.
- A) standard

- B) regular
C) routine
D) conventional
14. Owing to _____ competition among the airlines, travel expenses have been reduced considerably.
- A) fierce
B) strained
C) eager
D) critical
15. Though _____ in a big city, Peter always prefers to paint the primitive scenes of country life.
- A) grown
B) raised
C) tended
D) cultivated
16. If people feel hopeless, they don't bother to _____ the skills they need to succeed.
- A) adopt
B) acquire
C) accumulate
D) assemble
17. The shop assistant was dismissed as she was _____ of cheating customers.
- A) accused
B) charged
C) scolded
D) cursed
18. All her energies are _____ upon her children and she seems to have little time for anything else.
- A) guided
B) aimed
C) directed
D) focused
19. Everyone should be _____ to a decent standard of living and an opportunity to be educated.
- A) attributed
B) entitled
C) identified
D) justified
20. His wife is constantly finding _____ with him, which makes him very angry.
- A) errors
B) shortcomings

C) fault

D) flaw

Part II Grammar (10 Points)

Please read the following sentences and fill in the blanks with the correct word forms.

21. _____ (finish) preparing dinner, she stood at the front door waiting for her children to return.
22. The boy had no choice but _____ (follow) his father into the room.
23. While _____ (apply) for a job, the graduate student got an offer to study abroad.
24. Rose knows that continuous letters from John, together with countless roses, are _____ (aim) at making her fall in love with him.
25. Perhaps the most popular tourist attraction on the island is the beautiful beach _____ (offer) warm water, abundant sea life, and clean sand.
26. Asking about a lady's age is considered to be an _____ (embarrass) question in western cultures.
27. In Chinese culture, "red" _____ (represent) happiness, while in some western countries, "red" is more connected with danger and warning.
28. Recently a kind of traditional Chinese medicine is quite popular in the United States, for it is effective _____ (cure) patients of their cough.
29. Only 10 out of the 97 passengers _____ (survive) the plane crash in Russia last month.
30. The mayor awarded the police officer a medal of honor for his heroic deed in _____ (rescue) the earthquake victims.

Part III Reading Comprehension (40 points)

Directions: There are 4 passages in this section. 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.

Passage One

Questions 31 to 35 are based on the following passage.

Some of the world's most significant problems hit headlines. One example comes from agriculture. Food riots and hunger make news. But the trend lying behind these matters is rarely talked about. This is the decline in the growth in yields of some of the world's major crops. A new study by the University of Minnesota and McGill University in Montreal looks at where, and how far, this decline is occurring.

The authors take a vast number of data points for the four most important crops: rice, wheat, corn and soybeans (大豆). They find that on between 24% and 39% of all harvested

areas, the improvement in yields that took place before the 1980s slowed down in the 1990s and 2000s.

There are two worrying features of the slowdown. One is that it has been particularly sharp in the world's most populous (人口多的) countries, India and China. Their ability to feed themselves has been an important source of relative stability both within the countries and on world food markets. That self-sufficiency cannot be taken for granted if yields continue to slow down or reverse.

Second, yield growth has been lower in wheat and rice than in corn and soybeans. This is problematic because wheat and rice are more important as foods, accounting for around half of all calories consumed. Corn and soybeans are more important as feed grains. The authors note that "we have preferentially focused our crop improvement efforts on feeding animals and cars rather than on crops that feed people and are the basis of food security in much of the world."

The report qualifies the more optimistic findings of another new paper which suggests that the world will not have to dig up a lot more land for farming in order to feed 9 billion people in 2050, as the Food and Agriculture Organization has argued.

Instead, it says, thanks to slowing population growth, land currently ploughed up for crops might be able to revert (回返) to forest or wilderness. This could happen. The trouble is that the forecast assumes continued improvements in yields, which may not actually happen.

31. What does the author try to draw attention to?

- A) Food riots and hunger in the world.
- B) The decline of the grain yield growth.
- C) News headlines in the leading media.
- D) The food supply in populous countries.

32. Why does the author mention India and China in particular?

- A) Their self-sufficiency is vital to the stability of world food markets.
- B) Their food yields have begun to decrease sharply in recent years.
- C) Their big populations are causing worldwide concerns.
- D) Their food self-sufficiency has been taken for granted.

33. What does the new study by the two universities say about recent crop improvement efforts?

- A) They fail to produce the same remarkable results as before the 1980s.
- B) They contribute a lot to the improvement of human food production.
- C) They play a major role in guaranteeing the food security of the world.
- D) They focus more on the increase of animal feed than human food grains.

34. What does the Food and Agriculture Organization say about world food production in the

coming decades?

- A) The growing population will greatly increase the pressure on world food supplies.
 - B) The optimistic prediction about food production should be viewed with caution.
 - C) The slowdown of the growth in yields of major food crops will be reversed.
 - D) The world will be able to feed its population without increasing farmland.
35. How does the author view the argument of the Food and Agriculture Organization?
- A) It is built on the findings of a new study.
 - B) It is based on a doubtful assumption.
 - C) It is backed by strong evidence.
 - D) It is open to further discussion.

Passage Two

Questions 36 to 40 are based on the following passage.

Across the rich world, well-educated people increasingly work longer than the less-skilled. Some 65% of American men aged 62-74 with a professional degree are in the workforce, compared with 32% of men with only a high-school certificate. This gap is part of a deepening divide between the well-educated well-off and the unskilled poor. Rapid technological advance has raised the incomes of the highly skilled while squeezing those of the unskilled. The consequences, for individuals and society, are profound.

The world is facing an astonishing rise in the number of old people. And they will live longer than ever before. Over the next 20 years the global population of those aged 65 or more will almost double, from 600 million to 1.1 billion. The experience of the 20th century, when greater longevity (长寿) translated into more years in retirement rather than more years at work, has persuaded many observers that this shift will lead to slower economic growth, while the swelling ranks of pensioners will create government budget problems.

But the notion of a sharp division between the working young and the idle old misses a new trend, the growing gap between the skilled and the unskilled. Employment rates are falling among younger unskilled people, whereas older skilled folk are working longer. The divide is most extreme in America, where well-educated baby-boomers are putting off retirement while many less-skilled younger people have dropped out of the workforce.

Policy is partly responsible. Many European governments have abandoned policies that used to encourage people to retire early. Rising life expectancy (预期寿命), combined with the replacement of generous defined-benefit pension plans with less generous defined-contribution ones, means that even the better-off must work longer to have a comfortable retirement. But the changing nature of work also plays a big role. Pay has risen sharply for the highly educated, and

those people continue to reap rich rewards into old age because these days the educated elderly are more productive than the preceding generation. Technological change may well reinforce that shift: the skills that complement computers, from management knowhow to creativity, do not necessarily decline with age.

36. What is happening in the workforce in rich countries?
- A) Younger people are replacing the elderly.
 - B) Well-educated people tend to work longer.
 - C) Unemployment rates are rising year after year.
 - D) People with no college degree do not easily find work.
37. What has helped deepen the divide between the well-off and the poor?
- A) Longer life expectancies.
 - B) A rapid technological advance.
 - C) Profound changes in the workforce.
 - D) A growing number of the well-educated.
38. What do many observers predict in view of the experience of the 20th century?
- A) Economic growth will slow down.
 - B) Government budgets will increase.
 - C) More people will try to pursue higher education.
 - D) There will be more competition in the job market.
39. What is the result of policy changes in European countries?
- A) Unskilled workers may choose to retire early.
 - B) More people have to receive in-service training.
 - C) Even wealthy people must work longer to live comfortably in retirement.
 - D) People may be able to enjoy generous defined-benefits from pension plans.
40. What is characteristic of work in the 21st century?
- A) Computers will do more complicated work.
 - B) More will be taken by the educated young.
 - C) Most jobs to be done will be creative ones.
 - D) Skills are highly valued regardless of age.

Passage Three

Questions 41 to 45 are based on the following passage.

Human wants seem endless. When a starving man gets a meal, he begins to think about an overcoat; when an executive gets a new sports car, visions of country clubs and pleasure boats dance into view.

The many wants of mankind might be regarded as making up several levels. When there is money enough to satisfy one level of wants, another level appears.

The first and most basic level of wants involves food. Once this want is satisfied, a second level of wants appears: clothing and some sort of shelter. By the end of World War II these wants were satisfied for a great majority of Americans. Then a third level appeared. It included such items as automobiles and new houses.

By 1957 or 1958 this third level of wants was fairly well satisfied. Then, in the late 1950s a fourth level of wants appeared: the “life-enriching” level. While other levels involve physical satisfaction — the feeding, comfort, safety, and transportation of the human body — this level stresses mental needs for recognition, achievement, and happiness. It includes a variety of goods and services, many of which could be called “luxury” items. Among them are vacation trips, the best medical and dental care, and entertainment. Also included here are fancy foods and the latest styles in clothing.

On the fourth level, a greater percentage of consumer spending goes to services, while on the first three levels more is spent on goods. Will consumers raise their sights to a fifth level of wants as their income increases, or will they continue to demand luxuries and personal services on the fourth level?

A fifth level probably would involve wants that can be achieved best by community action. Consumers may be spending more on taxes to pay for government action against disease, ignorance, crime, and prejudice. After filling our stomachs, our clothes closets, our garages, our teeth, and our minds, we now may seek to ensure the health, safety, and leisure to enjoy more fully the good things on the first four levels.

41. According to the passage, man will begin to think about such needs as housing and clothing only when _____.

- A) he has saved up enough money
- B) he has grown dissatisfied with his simple shelter
- C) He has satisfied his hunger
- D) He has learned to build houses

42. It can be inferred from the passage that by the end of the World War II most Americans _____.

- A) were very rich
- B) lived in poverty
- C) had the good things on the first three levels
- D) did not own automobiles

43. All of the following EXCEPT _____ are related to “physical satisfactions”.

- A) a successful career
- B) a cozy home
- C) a new house
- D) a family car

44. All of the following EXCEPT _____ belong to the wants on the fourth level.

- A) going for holiday trips
- B) finding a shelter
- C) going to a cinema
- D) the best medical care

45. The author tends to think that a fifth level _____.

- A) would be little better than the fourth level
- B) may be a lot more desirable than the first four
- C) can be the last and most satisfying level
- D) will become attainable if the government takes actions

Passage Four

Questions 46 to 50 are based on the following passage.

Technology can make us smarter or stupider, and we need to develop a set of principles to guide our everyday behavior and make sure that tech is improving and not hindering our mental processes. One of the big questions being debated today is: What kind of information do we need to have stored in our heads, and what kind can we leave “in the cloud,” to be accessed as necessary?

An increasingly powerful group within education are championing “digital literacy”. In their view, skills beat, knowledge, developing “digital literacy” is more important than learning mere content, and all facts are now Google-able and therefore unworthy of committing to memory. But even the most sophisticated digital literacy skills won’t help students and workers navigate the world if they don’t have a broad base of knowledge about how the world actually operates. If you focus on the delivery mechanism and not the content, you’re doing kids a disservice.

Indeed, evidence from cognitive science challenges the notion that skills can exist independent of factual knowledge. Data from the last thirty years leads to a conclusion that is not scientifically challengeable: thinking well requires knowing facts, and that’s true not only because you need something to think about. The very processes that teachers care about most—critical thinking processes—are intimately intertwined (交织) with factual knowledge that is stored in long-term memory.

In other words, just because you can Google the date of Black Tuesday doesn’t mean you understand why the Great Depression happened or how it compares to our recent economic

slump. There is no doubt that the students of today, and the workers of tomorrow, will need to innovate, collaborate and evaluate. But such skills can't be separated from the knowledge that gives rise to them. To innovate, you have to know what came before. To collaborate, you have to contribute knowledge to the joint venture. And to evaluate, you have to compare new information against knowledge you've already mastered.

So here's a principle for thinking in a digital world, in two parts. First, acquire a base of factual knowledge in any domain in which you want to perform well. This base supplies the essential foundation for building skills, and it can't be outsourced (外包) to a search engine.

Second, take advantage of computers' invariable memory, but also the brain's elaborative memory. Computers are great when you want to store information that shouldn't change. But brains are the superior choice when you want information to change, in interesting and useful ways: to connect up with other facts and ideas, to acquire successive layers of meaning, to steep for a while in your accumulated knowledge and experience and so produce a richer mental brew.

46. What is the author's concern about the use of technology?
- A) It may leave knowledge "in the cloud".
 - B) It may misguide our everyday behavior.
 - C) It may cause a divide in the circles of education.
 - D) It may hinder the development of thinking skills.
47. What is the view of educators who advocate digital literacy?
- A) It helps kids to navigate the virtual world at will.
 - B) It helps kids to broaden their scope of knowledge.
 - C) It increase kids' efficiency of acquiring knowledge.
 - D) It liberates kids from the burden of memorizing facts.
48. What does evidence from cognitive science show?
- A) Knowledge is better kept in long-term memory.
 - B) Critical thinking is based on factual knowledge.
 - C) Study skills are essential to knowledge acquisition.
 - D) Critical thinking means challenging existing facts.
49. What does the author think is key to making evaluations?
- A) Gathering enough evidence before drawing conclusions.
 - B) Mastering the basic rules and principles for evaluation.
 - C) Connecting new information with one's accumulated knowledge.
 - D) Understanding both what has happened and why it has happened.
50. What is the author's purpose in writing the passage?

- A) To warn against learning through memorizing facts.
- B) To promote educational reform in the information age.
- C) To explain human brains' function in storing information.
- D) To challenge the prevailing overemphasis on digital literacy.

Part IV Writing (15 points)

For this part, you are supposed to write an essay commenting on the argument “*It is useless to learn English as a second foreign language since I major in Japanese.*” Your essay should emphasize the role of learning English as a second foreign language for Japanese language majors. Please write at least 160 words but no more than 200 words.

Part V Translation (15 points)

Please translate the following paragraph into Chinese.

As we enter the 21st century, there is a growing sense of urgency that we need to increase our understanding of people from diverse cultural and ethnic backgrounds. From interpersonal misunderstandings to intercultural conflicts, frictions exist within and between cultures. With rapid changes in global economy, technology, transportation, and immigration policies, the world is becoming a small, intersecting community. We find ourselves in increased contact with people who are culturally different, working side by side with us. From workplace to classroom diversity, different cultural beliefs, values, and communication styles are here to stay. In order to achieve effective intercultural communication, we have to learn to manage differences flexibly and mindfully.